GIRRAJ GOVT. COLLEGE (A), NIZAMABAD

(ID-College)
Re-accredited with ' B ' Grade by NAAC
ISO 9001:2015 Certified College

IQAC CELL&DRC ORGANIZED

ONE DAY Work Shop

on

Academic Leadership 04-03-2022

Patron

Dr. E Laxminarayana Principal,(FAC)

Vice Principal   Dr.Md.Abdur Rafeeq

Convener Dr.D.Adeppa IQAC Coordinator

Organizing Secretary Dr.S.JohnSukumar

Advisory Committee

Dr.Y.Venu Prasad -   Controller of Examinations
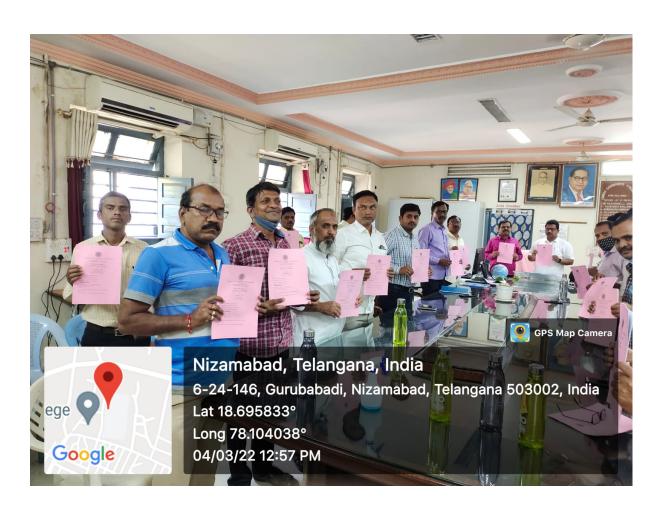**P.V.V. Satya Varapasad -** UGC & Autonomy Coordinator
Dr.G.Sri Ram- Academic Coordinator
Members

Dr.S.Suresh,Bharatraj,Dr.M.Sunitha,
Dr.PurnachanderRao,.Dr.G.Linganna,N.Ramesh Goud   Dr.N.AmberSing, Deepak parmar

Nizamabad, Telangana, India
6-24-146, Gurubabadi, Nizamabad, Telangana 503002, India
Lat 18.69581°
Long 78.10408°
04/03/22 01:00 PM
GPS Map Camera

Nizamabad, Telangana, India
6-24-146, Gurubabadi, Nizamabad, Telangana 503002, India
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Nizamabad, Telangana, India
6-24-146, Gurubabadi, Nizamabad, Telangana 503002, India
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Nizamabad, Telangana, India
6-24-146, Gurubabadi, Nizamabad, Telangana 503002, India
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గుణాత్మక విద్యనందించాలి

సుభాష్‌నగర్ : గుణాత్మక విద్య, సృజనాత్మక కార్య క్రమాలు, ఉపాధినిచ్చే నైపుణ్య కోర్సుల ద్వారానే విద్యార్థుల్లో నాయకత్వ లక్షణాలు పెరుగుతాయని గిరిరాజ్ కళాశాల ప్రిన్సిపాల్ డాక్టర్ ఈ లక్ష్మీనారా యణ తెలిపారు. శుక్రవారం నగరంలోని గిరిరాజ్ ప్రభుత్వ కళాశాలలో ఐక్యూఏసీ, డీఆర్సీ సంయు క్తాధ్వర్యంలో అధ్యాపకులకు విద్యా నాయకత్వం అంశంపై కార్యశాలను నిర్వహించారు. ఈ సంద ర్భంగా ఉన్నత విద్యను విద్యార్థులకు ఉన్నతంగా ఎ లా అందించాలో కార్యశాలలో వక్తలు వివరించారు. కార్యశాల కన్వీనర్ డాక్టర్ డి ఆదెప్ప, డాక్టర్ జాన్

అధ్యాపకులకు హ్యాండ్‌బుక్‌లు అందజేస్తున్న దృశ్యం

సుకుమార్ మాట్లాడుతూ విద్యార్థులను వారి వారి సబ్జెక్టుల్లో నిష్ణాతులుగా తయారు చేయాల్సిన బా ధ్యత ప్రతి అధ్యాపకుడిపై ఉందన్నారు. వైస్ ప్రిన్సి పాల్ డాక్టర్ అబ్దుల్ రఫీక్, డాక్టర్ వై వేణుప్రసాద్, వరప్రసాద్, అధ్యాపకులు పాల్గొన్నారు.

Academic leadership is the name given to leadership in an academic setting or organization as a special subdivision of overall leadership. Academic leadership is a leadership that includes such roles as creating vision and mission based on science and research data for the organization, setting up creative ideas, doing and providing teamwork

Leadership is not defined by the exercise of power but by the capacity to increase the sense of power among those led. The most essential work of the leader is to create more leaders.

Higher education staff members need to view themselves as leaders not because they are exceptional or senior but because they recognize what needs to be done and can work collaboratively to do it. Depending on a small number of people in higher level institutions to carry the leadership flag is no longer an option. Now is the time to encourage staff at all levels to come together to work on real challenges and opportunities. Identifying individuals with leadership potential and supporting their leadership development is a positive solution but it is not the only one and will not sustain leadership in higher education. The future involves working across boundaries with multiple stakeholders dealing with complex bureaucracies and politics. Higher education needs individuals who do not currently identify with being a leader to engage in leadership. It is time to start concentrating on an individual's effectiveness as a leader; only then will we be able to tackle sustainability of academic leadership for the higher education sector.

Attributes of Academic Leadership

Vision: the ability to communicate to others what a destination may look and be like and instill the motivation in others to move towards that destination;

Voice: the ability to listen to what is said and not said by members of the group and to express those wants, needs, hopes and fears to others;

Credibility: the ability to do what one commits to do;

Commitment to action: a sustained focus over time in often very difficult circumstances.

The likelihood that a particular person will have these leadership attributes depends in large measure on who they are and the environment in which they have been

raised and work. The degree to which each of these attributes has been developed depends on the person's life experience, including cultural norms and values, education and training, personality, experience and access to power.

Leadership can and does occur in the domains of teaching, research and academic administration.

Teachers define who will be taught, what will be taught, how it will be taught and the standards of evaluation of what has been learnt. Leaders in teaching are imbued with an extraordinary ability to know what knowledge is more critical to teach; excite students and peers about learning; know what teaching practices are most effective; and invest their considerable energies in the promotion of student learning.

Researchers define questions and seek answers. Leaders in research have the ability to identify and answer particularly important questions, seek connectivity and are driven to communicate their work to others.

Administrative leadership is the force that drives the institution as a whole. Administrative positions at senior levels are vested with the responsibility, whether derived by statute, charter or articles of incorporation, for ensuring that the institution and its members fulfil their educational, social and ethical mandates. Administrative leaders may or may not be leaders in either teaching or research but it is expected that they are respected for their judgement, institutional knowledge and predictive powers. Such individuals are usually drawn into the institutional structure through appointment to senior administrative posts.

Any person so appointed at the top position of an institution of higher learning is expected to encapsulate all the above characteristics in one place. Defining the characteristics is rather easier than identifying and nurturing personalities that possess such qualities.

In the prevalent system so far, it is generally not possible to ensure that the head of the institution has the requisite competence, as the academic and administrative head. Most of the appointed ones are too willing to give up their autonomy and stand up to the merit-based decisions.

It is noticed that effective leadership and improved institutional performance go hand-in-hand. The leaders can become effective when they have autonomy to set the targets to be achieved, strategies to be followed and have enough sources to resource the activities planned for. The need for autonomy is not only confined to academic matters but also to administrative and financial matters. Issues related to

mobilization of resources and generating internal resources need decision-making responsibilities which rest with the institutional leader.

There is an argument that most institutions are autonomous by statute. Therefore, autonomy is to be commanded and the extent of autonomy exercised depends on the leadership of the institutions. The story of successful institution builders in India show that they were leaders who could command respect and carry out academic reforms through close collaboration with academic community and those responsible for allocation of resources.

India does not have a well spread out system or programmes of developing institutional leaders. Many of the institutional leaders are academics who pick up leadership qualities through learning by doing. It is noticed that, many institutions that believe in team work and sharing of responsibilities lead to better governance. Frequent consultations with faculty members through meetings will bring out a feeling of ownership of the responsibilities, transparency in dealing with issues and accountability in delivering the outputs.

One of the first steps to effective leadership is to clearly articulate the institutional mission and objectives. This may need developing a strategic plan for the institute. Another important element is developing a harmonious relation among different stakeholders or groups in the universities. This will help in developing a harmony in the Autonomous Colleges.

The teaching community, in general, supports efforts to enhance academic excellence through restructuring curriculum and delivering curriculum effectively. Pedagogical innovations in transforming the classroom teaching-learning processes are important aspects of effecting institutional transformation.

The increasing diversity of the student body poses challenges for addressing issues related to academic excellence and inclusive campuses. Bringing out innovations in pedagogy to deal with growing number of students with greater diversity

In conclusion, it is imperative that we have in place an appropriate policy for selection of academic leaders that is done on pure academic considerations, professional and ethical credibility along with provisions of stringent '*academic leadership performance indices*' in place so as to ensure accountability of the same. Unless this is done, there is little hope of improving the educational standards and the management efficiency of our institutions of higher learning.

IQAC Meeting on

04-03-2022 @ 12:30 PM

Work Shop on Academic Leadership

Agenda

- ➢ Dept .Wise preparation of progress report 2016-17 to 2021-22 for Autonomy Extension and NAAC
- ➢ Departmental Activities
1. Course out comes
2. Teaching Dairies, Attendance Registers, Teaching Plan, Teaching methodology,
3. Update the Student activities related Registers
4. Update the documents of National Seminars /Work shops
5. Result Analysis
6. BOS meetings
7. MOUs
8. Student Study projects
9. Student progress and placement Reports
10. Research Publications
11. Best Practices
12. Certificate courses

- ➢ **Department profile in the college Website:**

About the Department

- ➢ Vision

    Mission
- ➢ Goals & Objectives
- ➢ Programmes offered
- ➢ Faculty
- ➢ Research
- ➢ Department Library

- Board of Studies – University Nominee 2019-2022
- SYLLABUS
- Previous Question Papers
- Result Analysis
- Association / Club
- Seminars/Workshops/Webinars
- Placements &Job Opportunities
- MoUs
- Best Practices
- Consultancy Services
- Future Plans of the Department:
- Notable Alumini
- Gallery
- Extension Activities

Autonomous Colleges Website Links

1.https://www.vivekanandacollege.ac.in/

2.http://gcrjy.ac.in/

3.http://www.stannscollegehyd.com/

4.http://rbvrrwomenscollege.net/

7. CONFERMENT/EXTENSION OF AUTONOMOUS STATUS

7.1 A College intending to become autonomous shall make an application in the format specified by the Commission any time during the year

7.2 The college shall forward an advance copy of the proposal to University Grants Commission indicating the date of receipt of the proposal by the parent university for the record of the UGC

7.3 The College shall submit the proposal to the Parent/Affiliating University which may forward the same to UGC within 30 days of the receipt of proposal. In case the proposal is rejected by the University, the decision shall be communicated to the college and University Grants Commission through a "Speaking Order"

7.4 If the University and State Govt. fail to provide the nominees for the UGC Expert Committee, the UGC may proceed with the on-spot visit and take decision on the proposal of the College

7.5 If the College is found eligible as per the guidelines, the Commission shall examine the proposal for conferment/extension of autonomous status with an onsite visit by an Expert Committee constituted by the Chairman of the Commission consisting of three expert members (preferably at the level of Professor/Principal of an autonomous college) out of which one shall be the Chairperson, nominees from the Parent/Affiliating University and the State Government. A UGC official may be nominated to coordinate the visit.

7.6 The decision for conferment /extension of autonomous status shall be taken by the Standing Committee (comprising of three Commission members) on autonomous colleges after due consideration of the recommendations of the Expert Committee. The approval letters may be issued on the basis of the decision of the standing committee. The decisions may be ratified by the Commission subsequently **7.7** If the proposal of a College for the conferment of autonomous status is rejected for any reason whatsoever, the college shall be eligible to reapply, but not before one year from the date of rejection of its earlier proposal

7.8 The autonomous College shall apply in the prescribed format to University Grants Commission for extension of autonomous status six months prior to expiry of the autonomy cycle

7.9 In case of expiry of accreditation cycle, the College seeking extension of autonomous status must submit a proof of having applied for accreditation by NAAC/NBA to be eligible for extension

7.10 Till the extension of autonomous status is awarded by the UGC, the College shall continue to avail the autonomous status. The UGC shall also consider the interim period while granting extension of autonomous status to the College

7.11 If an Autonomous College wishes to surrender the autonomous status, it shall follow due process of forwarding the resolution by the Governing Body through the University concerned to UGC for consideration. However, such withdrawal shall take effect only after the last batch of students then enrolled under autonomy passes out.

8. CRITERIA FOR GRANTING AUTONOMY TO COLLEGES

8.1 Academic reputation and previous performance in university examinations and its academic/cocurricular/extension activities in the past

8.2 Academic/extension / research achievements of the faculty

8.3 Quality and merit in the selection of students and teachers, subject to statutory requirements in this regard

8.4 Adequacy of infrastructure in terms of class rooms, library books and e-resources, laboratories and equipments, sports facilities, facilities for recreation activities, residential accommodation for faculty and students, transport facilities etc.

8.5 Quality of institutional management

8.6 Financial strength of the institution

8.7 Responsiveness of administrative structure

8.8 Motivation and involvement of faculty in the promotion of innovative reforms

09. MONITORING OF AUTONOMOUS COLLEGES

9.1 IQAC cell shall be established in the college for regular monitoring of the college under intimation to UGC. The Cell shall have an external Peer Team comprising of academicians of repute and will send report to UGC regarding the performance of the College. The report shall also be put on public domain on the website of the College. The external peer review shall be conducted atleast once in a year.

9.2 On receipt of adverse report by the external peer team of IQAC or in case of complaint, UGC has the power to constitute its own Expert Committee for careful scrutiny of the report and may revoke the autonomous status of the college after giving due opportunity to the management by way of notification and by passing a speaking order.

9.3 The autonomous college shall, without fail, upload on its website information regarding the courses offered by it, the fees for the courses, the details of the faculty along with qualification and unique ID, the admission procedure, the details of relevant infrastructures, research activities of the college along with the details of Ph.D. students enrolled, if any, with the date of enrolment, topics and supervisor.

9.4 The college shall also put on its website the creation of various Committees/Cells as mandated in the various UGC Regulations notified from time to time. The college shall conduct the meetings of the statutory bodies regularly and upload the minutes of the meetings on the college website.

9.5 The college shall upload on its website all the information about the college in the prescribed format and the same shall be sent to UGC while applying for fresh/extension of autonomous status. The college shall also submit progress report and utilization certificate annually as per the prescribed formats. 9.6 All the Regulations notified by the UGC shall be followed in letter and spirit by all the Autonomous Colleges and an undertaking to this effect shall be uploaded on the College website. 9.7 The number of contractual faculty in an autonomous college should not be more than 10% of the total number of sanctioned faculty positions in the college.

National Education Policy 2020 PARTS -4

➢ EDUCATE
➢ ENCOURAGE
➢ ENLIGHTEN

PART I. SCHOOL EDUCATION
Part II. HIGHER EDUCATION

9 Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System

10 Institutional Restructuring and Consolidation

11 Towards a More Holistic and Multidisciplinary Education

12 Optimal Learning Environments and Support for Students

13 Motivated, Energized and Capable Faculty

14 Equity and Inclusion in Higher Education

15 Teacher Education

16 Re-imagining Vocational Education

17 Catalyzing Quality Academic Research in all Fields through a New National Research Foundation

18 Transforming the Regulatory System of Higher Education

19.Effective Governance and Leadership for Higher Education Institutions

This lecture looks at the National Education Policy (NEP) 2020 and what it aims to achieve. The three words, "National", "Education" and "Policy" are discussed in details. It is argued that we must look at the NEP as a strategy and vision document, the details of which has to be worked out. The academic thrust of the NEP has been found to be very promising. The long-term goals of education as postulated by the NEP and how to get there are analysed in the lecture. Life is much more than just the material aspects; emotional-social satisfaction, fraternity and brotherhood derived from friendship, working together, relationship within family and through community spirit are important sources of joy, as elucidated by the teachings of Rabindranath Tagore, Gautam Buddha and Vivekananda. NEP makes references India being the home of the earliest form of universities, Takshashila and Nalanda, much before western universities. It emphasises that education is not only about livelihood, but it is also about life. The lecture elaborates upon the focus of the NEP on developing skills, research, multidisciplinary, interdisciplinarity, and evolving the kind of pedagogy that can be used to make the students think. It is pointed out that intelligence does not rely on memory alone, it is the ability to see patterns that we have not seen before, where research and judgement is required. And in that sense, Artificial Intelligence cannot replace human intelligence as it is based on memory and coding. Hence, the purpose of education must be the enhancement of human intelligence.

Effective Governance and Leadership for Higher Education Institutions

19.1. It is effective governance and leadership that enables the creation of a culture of excellence and innovation in higher education institutions. The common feature of all world-class institutions globally including India has indeed been the existence of strong self-governance and outstanding merit-based appointments of institutional leaders.

19.2. Through a suitable system of graded accreditation and graded autonomy, and in a phased manner over a period of 15 years, all HEIs in India will aim to become independent self-governing institutions pursuing innovation and excellence. Measures will be taken at all HEIs to ensure leadership of the highest quality and promote an institutional culture of excellence. Upon receiving the appropriate graded accreditations that deem the institution ready for such a move, a Board of Governors (BoG) shall be established consisting of a group of highly qualified, competent, and dedicated individuals having proven capabilities and a strong sense of commitment to the institution. The BoG of an institution will be empowered to govern the institution free of any external interference, make all appointments including that of head of the institution, and take all decisions regarding governance. There shall be overarching legislation that will supersede any contravening provisions of other earlier legislation and would provide for constitution, appointment, modalities of functioning, rules and regulations, and the roles and responsibilities of the BoG. New members of the Board shall be identified by an expert committee appointed by the Board; and the selection of new members shall be carried out by the BoG itself. Equity considerations will also be taken care of while selecting the members. It is envisaged that all HEIs will be incentivized, supported,

and mentored during this process, and shall aim to become autonomous and have such an empowered BoG by 2035.

19.3. The BoG shall be responsible and accountable to the stakeholders through transparent selfdisclosures of all relevant records. It will be responsible for meeting all regulatory guidelines mandated by HECI through the National Higher Education Regulatory Council (NHERC).

19.4. All leadership positions and Heads of institutions will be offered to persons with high academic qualifications and demonstrated administrative and leadership capabilities along with abilities to manage complex situations. Leaders of an HEI will demonstrate strong alignment to Constitutional values and the overall vision of the institution, along with attributes such as a strong social commitment, belief in teamwork, pluralism, ability to work with diverse people, and a positive outlook. The selection shall be carried out by the BoG through a rigorous, impartial, merit-based, and competency-based process led by an Eminent Expert Committee (EEC) constituted by the BoG. While stability of tenure is important to ensure the development of a suitable culture, at the same time leadership succession will be planned with care to ensure that good practices that define an institution's processes do not end due to a change in leadership; leadership changes will come with sufficient overlaps, and not remain vacant, in order to ensure smooth transitions. Outstanding leaders will be identified and developed early, working their way through a ladder of leadership positions.

19.5. While being provided with adequate funding, legislative enablement, and autonomy in a phased manner, all HEIs, in turn, will display commitment to institutional excellence, engagement with their National Education Policy 2020 50 local communities, and the highest standards of financial probity and accountability. Each institution will make a strategic Institutional Development Plan on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding. The

IDP shall be prepared with the joint participation of Board members, institutional leaders, faculty, students, and staff.

NAAC weightages

Table 1: Distribution of Metrics and KIs across Criteria

Type of HEIs	Universities	Autonomous Colleges	Affiliated/Constituent Colleges	
			UG	PG
Criteria	7	7	7	7
Key Indicators (KIs)	34	34	31	32
Qualitative Metrics (Q_lM)	36	35	35	36
Quantitative Metrics (Q_nM)	79	72	58	60
Total Metrics ($Q_lM + Q_nM$)	**115**	**107**	**93**	**96**

Table 2 Distribution of weightages across Key Indicators (KIs)

Criteria	Key Indicators (KIs)	Universities	Autonomous Colleges	Affiliated/Constituent Colleges	
				UG	PG
1. Curricular Aspects	1.1 *(U)Curriculum Design and Development	50	50	NA	NA
	1.1. *(A) Curricular Planning and Implementation	NA	NA	20	20
	1.2 Academic Flexibility	50	40	30	30
	1.3 Curriculum Enrichment	30	40	30	30
	1.4 Feedback System	20	20	20	20
	Total	**150**	**150**	**100**	**100**
2. Teaching-Learning and Evaluation	2.1 Student Enrolment and Profile	10	20	40	40
	2.2 Catering to Student Diversity	20	30	50	50
	2.3 Teaching-Learning Process	20	50	50	50
	2.4 Teacher Profile and Quality	50	50	60	60
	2.5 Evaluation Process and Reforms	40	50	30	30
	2.6 Student Performance and Learning Outcomes	30	50	60	60
	2.7 Student satisfaction Survey	30	50	60	60
	Total	**200**	**300**	**350**	**350**
3. Research, Innovations and Extension	3.1 Promotion of Research and Facilities	20	20	NA	NA
	3.2 Resource Mobilization for Research	20	10	15	15
	3.3 Innovation Ecosystem	30	10	NA	10
	3.4 Research Publications and Awards	100	30	15	25
	3.5 Consultancy	20	10	NA	NA
	3.6 Extension Activities	40	50	60	50

	3.7 Collaboration	20	20	20	20
	Total	**250**	**150**	**110**	**120**
4. Infrastructure and Learning Resources	4.1 Physical Facilities	30	30	30	30
	4.2 Library as a Learning Resource	20	20	20	20
	4.3 IT Infrastructure	30	30	30	30
	4.4 Maintenance of Campus Infrastructure	20	20	20	20
	Total	**100**	**100**	**100**	**100**
5. Student Support and Progression	5.1 Student Support	30	30	50	50
	5.2 Student Progression	40	30	30	25
	5.3 Student Participation and Activities	20	30	50	45
	5.4 Alumni Engagement	10	10	10	10
	Total	**100**	**100**	**140**	**130**
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	10	10	10	10
	6.2 Strategy Development and Deployment	10	10	10	10
	6.3 Faculty Empowerment Strategies	30	30	30	30
	6.4 Financial Management and Resource Mobilization	20	20	20	20
	6.5 Internal Quality Assurance System	30	30	30	30
	Total	**100**	**100**	**100**	**100**
7. Institutional Values and Best Practices	7.1 Institutional Values and Social Responsibilities	50	50	50	50
	7.2 Best Practices	30	30	30	30
	7.3 Institutional Distinctiveness	20	20	20	20
	Total	**100**	**100**	**100**	**100**
	TOTAL SCORE	**1000 ***	**1000 ***	**1000 ***	

* In case of HEIs who exercise to opt for the weightage of ≤3% of Non Applicable Metrics, the total score will vary accordingly.

(U) - *applicable only for Universities and Autonomous Colleges*

(A) - *applicable only for the Affiliated / Constituent Colleges*
 NA - Not Applicable
 The Final Grade   .

RE-ASSESSMENT

Institutions, which would like to make an improvement in the accredited status, may volunteer for re-assessment, after completing at least one year, but not after the completion of three years. The option can be exercised only once in a cycle. Re-assessed institution cannot come for another re-assessment in the same cycle. The current procedures and methodology including the manual for the Assessment and Accreditation is applicable for all institutions applying for re-assessment. The fee structure and other process would be as per the current procedures of Assessment and Accreditation (more details can be obtained from NAAC website). Institutions that volunteer for re-assessment will not be eligible for fee waiver and reimbursement of accreditation expenses.

Contains the **Institutional Grade Sheet** which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it will be generated by a software.

The above three parts will together form "NAAC Accreditation Outcome" document. It is mandatory for the HEIs to display it on their institutional website apart from NAAC hosting it on its website.

Calculation of Institutional CGPA

The CGPA will be calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative metrics, the scores from the qualitative metrics includes critical appraisal by the Peer Team through on site visit and the scores obtained on the Student Satisfaction Survey. These will be collated through an automated procedure based on 'benchmarks' and assessed on a five point scale, viz., (0, 1, 2, 3 & 4)

The Final Grade

On the basis of the CGPA obtained by the institution in maximum possible score of 4.00, the final grade is assigned on a seven point scale as shown in Table 3. The seven point refers to the seven letter grades each aligned to the seven specific score range

Range of Institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Status
3.51-4.00	A++	Accredited
3.26-3.50	A+	Accredited
3.01-3.25	A	Accredited
2.76-3.00	B++	Accredited
2.51-2.75	B+	Accredited
2.01-2.50	B	Accredited
1.51-2.00	C	Accredited
≤ 1.50	D	Not Accredited

PEER TEAM REPORT ON INSTITUTIONAL ACCREDITATION OF GIRRAJ GOVT COLLEGE (AUTONOMOUS) NIZAMABAD,

Section III:OVERALL ANALYSIS based on Institutional strengths. Weaknesses, Opportunities & Challenges(SWOC)

(up to 500 words

Strength

- ➢ It is an oldest multi faculty Government college established in 1956
- ➢ It received autonomy in the year 2004
- ➢ Dedicated staff and students
- ➢ Education imparted to downtrodden students
- ➢ Strong NSS, NCC, Sports and Cultural departments with student participation at State and National level
- ➢ Good will and active participation from all the stakeholders
- ➢ Strong alumni association
- ➢ Large number of Meritorious students and growing demand for admissions
- ➢ Good No.of placements and students progression to Higher Studies.

Weakness

- ➢ Inadequate fluency in English of students as they come from Telugu medium background Shortage of industries in the nearby areas
- ➢ Many faculty without Ph.D.
- ➢ Research culture needs to be strengthened.
- ➢ Financial limitations of parents
- ➢ Lack of transport facility

Opportunity

- ➢ Collaboration with Universities and renowned educational institutions
- ➢ Introduction of more UG and PG courses
- ➢ Tapping financial resources from various funding agencies
- ➢ Conducting Interdisciplinary and collaborative research

Challenges

- ➢ Majority of students hail from Telugu medium of instruction
- ➢ Employment opportunity to students in the relevant field
- ➢ Exposure of faculty and students to institutes of reputation

Recommendations for Quality Enhancement of the Institution

(Please limit to ten major ones and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Steps should be taken to enhance English language competency of faculty and students.
- Documentation and presentations should be done meticulously
- Latest ICT facilities should be adopted
- Infrastructural facilities including compound walls, more class rooms and laboratories should be increased in future
- Research projects should be initiated
- Research qualification of the faculty should be enhanced
- Student council or such similar associations should be established for all round development of the students
- Entrepreneurship Development Cell should be made more effective
- Recruit permanent teaching and administrative staff
- Facilities for sports and cultural activities should be enhanced with separate gymnasium for girls

National Institutional Ranking Framework(NIRF)

Summary of Ranking Parameters and Weightages- 2021 (Overall)

Sr. No	. Parameter	Marks	Weightage
1	Teaching, Learning & Resources	100	0.30
2	Research and Professional Practice	100	0.30
3	Graduation Outcomes	100	0.20
4	Outreach and Inclusivity	100	0.10
5	Perception	100	0.10

In today's world, the educational environment is transcending the boundaries of conference halls and classrooms and extending itself into our homes and the world around us. There is a shift from standardised learning to a lifelong learning that will help students in both; academic success as well as making the world a better place, and this shift has prompted thousands of us teachers, to review the different facets of our jobs, that range from, relationships with students to colleagues to the global world, methodologies, pedagogies, tools, technique, curriculum, syllabus, learning outcomes, channels of discussions, in short we teachers need to reconsider and restructure the art and science of learning and vis-à-vis our roles and responsibilities as teachers in this fast changing post-modern world.

Blended learning or "hybrid learning" represents a learning model that combines both formal (traditional classroom) and non-formal (online courses) methodologies. The session discusses few aspects of the innovative teaching pedagogy, which includes,

• **High Order Thinking Skills(HOTS):** Higher-order thinking involves the learning of complex judgmental skills such as critical thinking and problem solving. Higher-order thinking is more difficult to learn or teach but also more valuable because such skills are more likely to be usable in novel situations (i.e., situations other than those in which the skill was learned)

• **Skills and Competencies:** Skills are the specific learned abilities that you need to perform a given job well. Competencies, on the other hand, are the person's knowledge and behaviours that lead them to be successful in a job

• **Assessment Methods**

   - **Formative assessment:** The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning

  - **Summative assessment:** The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard.

Graduate Attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These generic graduate attributes outline the overarching capabilities that will be developed by student

Disruptive technology

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Disruptive technology is the technology that affects the normal operation of a market or an industry. It displaces a well-established product or technology, creating a new industry or market. A professor at Harvard Business School, Clayton M. Christensen, invented the term "disruptive technology."

Examples of Disruptive Technology

The following are some examples of the disruptive technologies that significantly influence the future of humans:

1. Artificial Intelligence (AI)

Artificial intelligence (AI) is used in numerous applications, such as fraud protection, video games, and spam detection in emails. AI helps to streamline company operations and enhance the lives of individuals.

Systems such as chatbots for web support, virtual assistants like Google Home or Apple Siri, and tracking the estimated time of arrival of online food orders helps answer questions, take requests, and make lives easier and more efficient.Artificial intelligence discovers an individual's preferences by collecting data from products purchased, search histories, and overheard conversations. Google is building an algorithm that enables AI to learn driving through experience, similar to humans.

2. Blockchain

Blockchain was developed through Bitcoin for disrupting the banking sector, where ledgers are highly centralized. Blockchain utilizes the technology of distributed ledger and through its decentralized and cryptographic components, blockchain removes the requirement of third parties involved in financial transactions.The decentralization, security, and transparency features of blockchain are intended to increase the security of financial transactions while reducing the hefty bank charges. The transactions become faster and free from the risks of only one point of authority. Blockchain is enabling a shift to a shared

economy from the prevailing ownership economy. In a shared economy, people will be able to share resources, such as data storage, solar energy, and cars

3. Internet of Things (IoT)

With its expansive network of devices connected to the internet, the Internet of Things (IoT) helps to reduce the gap between digital and physical spheres. IoT sees new relationships to develop between things and other things, things and people, and people and other people.

Although the potential to connect other devices to the internet is not new, a greater number of things are now being connected to the internet than ever before. IoT will help make a transition into smart cities. IoT will make the cities cost-effective, safe places to live, and more efficient.

Making a Disruptive Technology Success

According to Clayton Christensen, disruptive technology becomes successful because of the following:

1. Business models should be innovative

The business model targeting low-end customers or a new segment of customers will aid in the success of disruptive technology.

2. Value network

When it succeeds, a network of suppliers, customers, and distributors also prosper.

3. Enabling technology

The disruptive technology should be able to make products accessible and affordable to a bigger audience.Well-established companies focus on efficiency improvement and lack sufficient time for preparing for a disruptive technology appearance. On the contrary, startups or young companies are generally risk-taking companies. They identify the capability of disruptive technology and look for ways to incorporate the same in the business. However, preparing for the disruption is difficult, as they tend to appear suddenly.

Additional

Bitcoin Mining

Distributed Ledger Technology

Knowledge Engineering

Value Network