



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT DEGREE COLLEGE, SHADNAGAR

GOVERNMENT DEGREE COLLEGE CHRISTIAN COLONY OPPOSITE M.R.O
OFFICE SHADNAGAR RANGA REDDY-DIST

509216

gdcts.cgg.gov.in/shadnagar.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College, established in 2009 with a noble aim to provide quality higher education to the students of Shadnagar and nearby villages. The college has been playing a vital role in catering to the educational needs of the students who come from economically weaker backgrounds. Moreover, the college is located in a rural catchment area where illiteracy and poverty are prevalent. Therefore, the establishment of this college has given a ray of hope for the local people to have access to quality education at an affordable fee structure enforced by the Government.

The college is situated 49 km away from Hyderabad city and is well-connected to the city both by road and rail. Majority of the students enrolled in the UG courses are women, poor and low-income families from nearby villages. The presence of a government degree college has enabled the rural students of this area to reach and meet the social streams and become responsible citizens of the country.

The college has a dedicated, experienced and highly qualified faculty who take special care of every student and monitor their learning outcomes. The faculty focuses on advancing and disseminating knowledge by diverse means like classroom seminars, extension lectures, and ICT-enabled teaching. The college offers a wide range of courses in different streams such as Arts, Science, Commerce, and Computer Science. The college also encourages the students to participate in co-curricular and extracurricular activities, which help in the overall development of their personalities.

The college also provides scholarships to the students who come from financially weaker sections of the society which helps them to pursue their education without much burden.

In conclusion, Government Degree College, Shadnagar has been instrumental in providing quality education to the students who come from rural and economically backward backgrounds. The college has been successful in creating an environment of learning that is conducive to the overall development of the students. The presence of this college has enabled the young students to pursue their dreams and become responsible citizens of the country.

Vision

The vision of Government Degree College Shadnagar is to provide a valuable and harmonious human resource to serve the community. The college aims to create a learning environment that nurtures the intellectual, personal, and social growth of the students. The college envisions to provide an education that helps students to become responsible and productive citizens of the country.

The faculty of the college is committed to providing the students with an education that equips them with the necessary skills and knowledge to succeed in their chosen fields. The college aims to provide the students with a broad-based education that will enable them to think critically, communicate effectively, and work collaboratively. The college encourages students to participate in co-curricular and extracurricular activities that help in their overall development.

The college also recognizes the importance of providing the students with practical experience in their

respective fields. The college has a well-equipped computer lab, science lab, and library that helps the students to acquire the necessary skills and knowledge. The college also has tie-ups with various industries and organizations that provide internships and on-the-job training to the students.

The college aims to instill in the students a sense of social responsibility and community service. The college encourages the students to participate in various community service activities and outreach programs. The college believes that such activities help the students to develop a sense of empathy, compassion, and social awareness.

In conclusion, the vision of Government Degree College Shadnagar is to provide a valuable and harmonious human resource to serve the community. The college aims to create an environment of learning that prepares the students to face the challenges and opportunities in the workplace and the world at large. The college strives to provide an education that enables the students to become responsible and productive citizens of the country. The college encourages the students to participate in co-curricular and extracurricular activities, acquire practical experience in their respective fields, and develop a sense of social responsibility and community service.

Mission

The college creates an environment where teachers and students enjoy the learning process, where teaching is not just a job, but a passion. The college believes that a positive learning environment is essential for academic excellence and the overall development of the students. The college is committed to making higher education accessible to all groups and casts. The college also provides various scholarships and financial aids to support the education of students from economically weaker sections of the society. The college encourages students to participate in various cultural and sports events, debates, seminars, and workshops that enable them to interact with their peers and faculty members. The college encourages students to participate in various community service activities and outreach programs that help them develop a sense of social responsibility, empathy, and compassion. The college also encourages faculty members to engage in research and professional development activities that help them to stay updated with the latest trends in higher education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

One of the major strengths of Government Degree College Shadnagar is its highly committed, competent, and qualified faculty. The faculty is academically strong and exceptionally supportive, keeping in mind the changing concerns of society while imparting education. They use learner-focused methods that actively engage students, promoting a positive learning environment. The college aims to improve the educational standards of students from backward sections of society, many of whom are first-generation learners. Despite this, students excel in academic and extracurricular activities. For example, G Maheshwari, a BA student hailing from a poor family, received many awards at state and national level athlete competitions. After completing their intermediate course, students take admission into the college, making for a seamless transition. The college provides an excellent environment for learning. The faculty also uses ICT-based methods in teaching, providing modern and efficient means of education. Scholarships given by the government for SC, ST, and BC students have a direct impact on improving attendance of students thus paving a way for learning. The college is also a recognized center for Ambedkar Open University, which provides an opportunity for working professionals

and others to pursue undergraduate, and postgraduate programs. Additionally, the college has an NSS unit that makes students involve in social activities, helping to realize the vision of the institution. The unit encourages students to participate in various community service activities and outreach programs, developing a sense of social responsibility and empathy.

Institutional Weakness

While Government Degree College Shadnagar has many strengths, it also faces several weaknesses that need to be addressed. These weaknesses include inadequate infrastructure, heavy competition from private colleges, and a high dropout rate.

Firstly, the college building has only 17 rooms and few additional rooms are required for language lab seminar hall, gymnasium. The lack of adequate infrastructure has an impact on the quality of education and learning experience for the students.

Secondly, the college faces stiff competition from private colleges in the region. Despite this, the college has managed to attract a considerable number of admissions, indicating that the quality of education provided is competitive. However, the competition from private colleges may lead to a reduction in the number of admissions in the future if the college cannot compete on the same level. Lastly, the high dropout rate is a major concern for the college. Many students, especially women, drop out of the college in the second or final year. The reasons for the high dropout rate may be attributed to socio-economic factors, such as early marriage, lack of family support, and financial constraints. The college may need to provide more scholarships and financial support to students from underprivileged backgrounds, and create awareness among the families about the importance of higher education, especially for women.

In conclusion, while Government Degree College Shadnagar has many strengths, it also faces several weaknesses that need to be addressed. These include inadequate infrastructure, heavy competition from private colleges, and a high dropout rate. The college needs to take appropriate measures to address these weaknesses and ensure that it provides quality education to all its students.

Institutional Opportunity

Opportunity:

The College utilizes all the available opportunities to develop the institution. Most of the students are first generations literates, the college has an opportunity to spread quality education. It may reach the grass roots of society eventually impacts the development of society.

Majority of students of women. The college is certainly an opportunity and due to this, the college has no undisplained behavioural issues such as ragging, bad habits and fighting.

When the college is equipped with sufficient classrooms, the college can provide best essential facilities to the college.

Institutional Challenge

In conclusion, Government Degree College Shadnagar is facing several institutional challenges, including funding, faculty retention, lack of advanced technology, curriculum design, lack of industry interaction, lack of student support, and inadequate facilities. The college needs to address these challenges and take steps to provide its students with quality education that aligns with the changing needs of higher education.

One of the major challenges faced by Government Degree College Shadnagar is to increase admissions against the heavy competition from private colleges in the area. They are luring students with false promises and successfully getting admissions. To tackle this challenge, the college needs to focus on marketing and promotion to attract more students. The college can also consider providing additional facilities and resources to students to enhance their learning experience and attract more admissions.

Another challenge faced by the college is the limitation of infrastructure. The current building has only 17 rooms and still requires a few class rooms like language lab, a separate room for a good academic library, gymnasium, and a seminar hall. The college needs to focus on developing its infrastructure to provide a conducive learning environment for the students. This can be achieved through proper planning and allocation of resources to construct new buildings and provide the necessary facilities.

The college also faces a challenge in terms of student dropouts, particularly among female students who get married in the second or final year, become irregular, or drop out of studies. To tackle this challenge, the college needs to focus on providing a more supportive environment for female students, including counseling services and flexible study options. The college can also consider providing financial support or scholarships to encourage female students to continue their education.

The college also needs to focus on improving the quality of education by providing more practical and hands-on learning opportunities to the students. The faculty should use innovative teaching methods and incorporate the latest technologies to make learning more engaging and interactive. The college can also provide more opportunities for research and collaboration with other institutions to enhance the academic standards and reputation of the college.

In conclusion, Government Degree College Shadnagar faces several institutional challenges, including increasing admissions, infrastructure limitations, student dropouts, and improving the quality of education. The college needs to focus on addressing these challenges through proper planning and allocation of resources to provide a better learning environment and academic experience for the students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As an affiliated college of Palamuru University Mahabubnagar, Government Degree College, Shadnagar follows the curriculum prescribed by the University. The college offers undergraduate programs in various streams, including BA, B.Com computers, BSc MPC, MPcs BSC (BZC & BZS), which follow the CBSC/elective curriculum. The institution encourages its faculty members to actively participate in the curriculum development committees of various autonomous and other colleges, and many of them serve as

members of Board of Studies (BOS).

To ensure the effective implementation of the curriculum, the college employs various tools such as the preparation of academic calendar, time table, teaching diary, use of ICT tools, field trips, and study projects. The college also has a feedback mechanism in place to collect the opinions of the stakeholders on the curriculum, ambiance, and infrastructure of the college. The IQAC conducts seminars, workshops, guest lectures, and faculty orientation programs to enrich and enhance the curriculum.

The college places great importance on inculcating cross-cutting issues relevant to gender, environment, human values, and professional ethics among the students. To this end, the college organizes various programs such as Haritha Haram, swachh Bharat, gender sensitization, and celebrates important days like World Environment Day, International Women's Day, and Human Rights Day. Such programs help sensitize the students to important issues and equip them with the knowledge and skills needed to become responsible citizens.

The faculty take special care of each student and monitor their learning outcomes. The college emphasizes on advancing and disseminating knowledge by diverse means like classroom seminars, extension lectures, ICT-enabled teaching, and hands-on learning. Such methods help in creating an interactive learning environment that caters to the individual needs of the students and facilitates their overall development.

The college is especially important for the economically backward and first-generation literates of rural areas, who often face significant barriers to pursuing higher education. The college's affordable fee structure and supportive scholarships offer a ray of hope to the local people. Government Degree College, Shadnagar is playing a critical role in enabling them to reach their full potential and become responsible citizens of the country.

Teaching-learning and Evaluation

The process of admissions to undergraduate courses in our institution has undergone a significant transformation since 2016-17, when (DOST) website introduced. This innovative initiative by the Commissioner of College Education has made the process of admissions transparent, ensuring that the rules of admission are strictly as per the guidelines of the Palamuru University.

To assess the learning levels of the students, our institution conducts slip tests after the completion of every unit. This helps in identifying the slow learners, who are then provided with one-to-one counselling by the faculty, and remedial classes are conducted for them. On the other hand, bright students are given project works to help them advance their knowledge. Additionally, student seminars, essay writing competitions, elocution and quiz programs are conducted to encourage the students to improve their knowledge and skills.

Every year, our college students participate in the Jignasa competition organized by the CCE, Hyderabad. The faculty adopts student-centric methods to teach the curriculum in an effective way, using field trips to provide practical knowledge and group discussions to develop logical and critical thinking. The students are also encouraged to participate in community services through NSS, as well as sports and games to promote a healthy lifestyle.

Our faculty adopts innovative teaching methods such as role-play, ICT-enabled teaching, Power Point presentations, Rangoli competitions, and others. The use of technology is also encouraged, with the faculty sharing YouTube videos prepared by themselves or other online videos to enhance the learning experience.

Furthermore, the faculty uses technology such as mobile phones and What's App groups to share notes, answers to question papers, and other videos. The evolution of the students is evaluated through semester exams, internal assessment, and assignments. The institution scrupulously follows the academic calendar issued by the Commissionerate of Collegiate Education, Hyderabad and Palamuru University.

Research, Innovations and Extension

The college strives to create a culture of research among our students and faculty. We encourage our students to take up research activities through student study projects called Jignasa. This program aims to provide students with hands-on research experience enabling them to enhance their knowledge and skills in a practical effective way.

The college promotes a research culture among staff and students. In May 2021, two regular faculty members were awarded a doctorate in Chemistry and Economics respectively. Two other regular faculties are doctorate holders in Zoology and Botany, while one guest faculty in Telugu is also a doctorate holder. On the whole, we have five doctorates among the teaching faculty. Additionally, two contract faculties have registered for their PhD programmes in 2021. The faculty has published nine research papers in UGC-notified journals, including five international and four national research publications. Four books with ISBN have been published and authored by two faculty members of the college.

We believe that research is an essential component of a comprehensive education, and thus we strive to foster a research-oriented environment in our institution. We encourage our faculty members to participate in research activities and to share their findings with their peers, thus enhancing the collective knowledge of our academic community.

Through NSS, we conduct several extension and outreach programmes such as Swachh Bharat, AIDS awareness programmes, and campaigns against obscene posters and rallies in Shadnagar town. These activities help in the holistic development of our students, by exposing them to different aspects of society and providing them with opportunities to serve their community. This also enables our students to develop a sense of responsibility and social consciousness, which is an important aspect of a well-rounded education.

In conclusion, our institution places a high emphasis on research, social responsibility, and community outreach. By fostering a culture of research among our students and faculty, we strive to provide our students with a well-rounded education that prepares them for a successful future. Our outreach programmes further enable our students to develop a sense of social responsibility and contribute to the betterment of their community.

Infrastructure and Learning Resources

Government Degree College Shadnagar is situated on a sprawling five-acre campus. The building has 17 rooms, with a built-up area of one acre. The building has been designed to provide a comfortable learning environment for our students, with ample space for classrooms, administrative offices, and other essential facilities.

The campus also has a playground that spans an area of 12,000 square meters. This provides ample space for our students to engage in physical activities such as playing Volleyball, Kabaddi, and Cricket. We also have indoor games facilities, such as Chess and Carom Board, which are perfect for students who prefer indoor activities.

ICT facility that is equipped with a digital classroom and an LCD projector. This enables our faculty to deliver lectures more effectively and engage with our students more interactively and dynamically.

Library is equipped with 2605 books, covering a wide range of subjects and topics, providing with access to reference materials, research materials, and other academic resources. Library is spacious enough to provide good ambience to students for study, read, and research.

In conclusion, college has made every effort to provide students with a comfortable, safe, and conducive learning environment.

Student Support and Progression

The college provides opportunities for students from economically and socially backward backgrounds to complete their graduation. Government scholarships are a great support for these students.

The fact that nearly eighty per cent of the students are women and hail from rural and Telugu medium backgrounds highlights the need for the institution to focus on improving communication skills, soft skills, and computer skills.

. The college conducts training programs on soft skills and communication skills through Telangana Skills and Knowledge Center (TSKC), and the departments are providing coaching for PG entrance exams and career guidance. These efforts will go a long way in empowering the students to become successful professionals in their chosen fields.

The college has various committees such as anti-ragging, grievance redressal, and internal complaints committees that address various issues, including sexual harassment and ragging. These committees play a critical role in ensuring the safety and well-being of the students.

The institution also conducts various competitions through yuvatharangam, including cultural, sports and games, and literary competitions. These initiatives provide an opportunity for the students to showcase their hidden talents at the college, district, and state levels. It is good to know that this is an innovative initiative by the Commissionerate of Collegiate Education Telangana State, Hyderabad.

The various committees and competitions initiated by the college highlight its commitment to the safety and holistic development of the students.

Governance, Leadership and Management

The college leadership plays a key role in its governance and management. To steer the planning and implementation of activities, the institution constitutes various committees like a special fee committee, examination committee, discipline committee, scholarship committee cultural and literary committee. The faculty are conveners and members of the committees who shoulder the responsibility for ensuring satisfactory functioning to translate the vision and mission of the college into a reality.

The institution provides value-based education on human values and professional ethics which promote the students self - identity, social responsibility and qualities of good citizenship.

The governance of the institution complies with the higher education policy of the state. The institution scrupulously follows the policies of the higher education from time to time. The college aims to play its part in the empowerment of the students in making them par excellent.

The college follows government policies in service matters, recruitment and promotions. The government recruits eligible faculty through Telangana State Public Service Commission (TSPSC). The faculty is upgraded through faculty development programs conducted by CCE Hyderabad and UGC HRDC of various Universities.

The teaching and non-teaching staffs utilize welfare schemes provided by State Government. The faculty are evaluated by performance appraisal systems like API, student feedback, and academic audit. Careful planning of the budget for academic and administrative activities and monitoring of the proper and optimal utilization of financial resources through various committees ensure sound financial management

The IQAC of the college takes constructive initiatives in both academic and administrative domains to march towards excellence

Institutional Values and Best Practices

The institution has various innovative activities and best practices to provide quality education and promote holistic development. One of the significant practices is providing purified drinking water to students and staff, which ensures their safety and health. The institution also employs biometric attendance for both students and staff, which promotes punctuality and attendance. Additionally, the college has a water harvesting system that replenishes the bore well and ensures sustainable water usage.

The college conducts regular group discussions and celebrates all important days, which enhances the student's knowledge and awareness. The institution has also established a digital classroom, which makes learning engaging and interactive. Through TSKC students improve their computer skills. The feedback mechanism ensures that the college addresses student concerns and grievances and takes corrective actions.

The institution's accounts are uploaded to College Administration Information Management System (CAIMS), which enables auditors and authorities to check the college's accounts. The college also focuses on the mentor-mentee system, which enhances the student's overall development. The vegetable garden cultivated on the campus is another innovative initiative that helps students learn conservation and utilization of unused land.

One of the best practices of the college is the annual plantation program conducted on the occasion of "Telanganaku Haritha Haram," initiated by the Telangana government. The college encourages students to take up research activities through student study projects called Jignasa, which promotes research culture among staff and students. The institution also provides coaching for PG entrance exams and career guidance

counselling, enabling students to progress towards higher education.

The institution also conducts various extension programs through NSS camps in adjacent villages, where students interact with the villagers, creating awareness about social issues, sanitation, and developing greenery. The students are also sensitized to women's safety and empowerment, and they participate in clean and green programs by planting and nurturing saplings regularly.

Overall, the college's innovative initiatives and best practices ensure quality education, holistic development, and social responsibility, preparing the students to become responsible citizens and future leaders.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE, SHADNAGAR
Address	Government Degree college christian colony Opposite M.R.O Office Shadnagar Ranga reddy- Dist
City	SHADNAGAR
State	Telangana
Pin	509216
Website	gdcts.cgg.gov.in/shadnagar.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	G.bhanuprakash	08548-9490333660		-	
IQAC / CIQA coordinator	Dr. M. Srilatha	-9491369850	9491369850	-	prl-gdc-sdnr-ce@telangana.gov.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Telangana	Palamuru University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-02-2012	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Government Degree college christian colony Opposite M.R.O Office Shadnagar Ranga reddy-Dist	Semi-urban	5	4046

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	36	Intermediate	Telugu	60	57
UG	BA,Arts	36	Intermediate	English	60	45
UG	BCom,Commerce	36	Intermediate	English	60	57
UG	BSc,Physical Sciences	36	Intermediate	English	60	42
UG	BSc,Life Sciences	36	Intermediate	English	60	56

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				8			
Recruited	0	0	0	0	0	0	0	0	5	3	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				6			
Recruited	0	0	0	0	0	0	0	0	4	2	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	1	3	0	4
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	6	3	0	9
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.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	129	0	0	0	129
	Female	128	0	0	0	128
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	21	14	19	32
	Female	22	32	15	40
	Others	0	0	0	0
ST	Male	12	18	7	33
	Female	7	9	3	11
	Others	0	0	0	0
OBC	Male	26	20	24	60
	Female	30	37	31	69
	Others	0	0	0	0
General	Male	2	0	1	4
	Female	2	1	1	8
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		122	131	101	257

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The NEP focuses on student- centric methods of education. It allows students to study multidisciplinary/ interdisciplinary courses by adopting CBCS (Choice Based Credit System). It was strengthened and implemented for the all-round development of students. The NEP through the CBCS system allows students to choose subjects through a bucket system. The NEP enables students to the holistic development of the students by integrating all the knowledge of Science and Arts. The NEP system is actively implemented by the Council for Higher Education and the Commissioner for Collegiate Education.</p>
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2. Academic bank of credits (ABC):	The Academy Bank of credits (ABC) in the NEP 2020 would digitally store the academic credits which students earn from various recognized HEIs. Finally the degrees from HEIs can be awarded by taking into account credits earned by the students. Since our college is affiliated Palamuru University we abide with the policy of affiliating university.
3. Skill development:	Skill development is one of the significant ingredients of the NEP system. It is the most important component in the present employment scenario where the employer would like to hire employees who possess skills rather than qualifications. The NEP 2020 system strengthens skill development and much importance is given to employment-oriented skills rather than passive teaching-learning methods. The NEP 2020 has given priority to the skill development courses for self-employment and allows students to develop as entrepreneurs. Through the TSKC wing and TASK programmes, the Commissioner of Collegiate Education in Hyderabad has been ensuring that the students have enough employable skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As envisaged in the NEP, the students learn the concepts of the subjects rather than rote learning. It also gives importance to ethics, human values and constitutional norms to mould the students into wise and responsible citizens of the nation. The power of language and multilingualism are promoted by NEP. During COVID, the faculty and students have adopted to use online platforms to learn and disseminate knowledge. In our curriculum, Telugu native language is taught as a second language. For slow learners, some difficult concepts are explained in their mother tongue.
5. Focus on Outcome based education (OBE):	The outcome-based education is the main focus of the NEP. The community and students both greatly benefit from the goal-oriented education. By societal awareness, it embodies all the ideals and abilities associated with social responsibility. The NEP is emphasizing education with a high standard of quality. The NEP promotes the values of higher education and its results for personal development as well as community improvement and social responsibility.
6. Distance education/online education:	During the recent pandemic situation, all the staff had

	<p>actively conducted online classes and students supported this first-time experience in a great commendable way. It was a win-win situation for both students and teachers. The adaptation of the online teaching methodology greatly experienced our staff to face any challenge and conduct online classes with an attitude of refining teaching and learning during every attempt.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>yes,the college has established Electoral Literacy Club and has been active since its inception.</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>A committee is constituted with faculty as a coordinator and members.It has been conducting various activities like voters enrollment program with the involvement of revenue officials.</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 committee has been conducting various activities like voters enrollment program,creating awareness among public on the importance of casting the vote.the democratic values ,ethical voting,etc.,</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>yes, the department of political science has conducted students survey on electoral related topics to create democratic values among the public.</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>The ELC with the support of Revenue officials conducted awareness drives where many students who are attained the age of 18 got enrolled in the electoral roll.They are also enlightened on right to vote and ethical voting.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
425	255	276	309	348

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

2 Teachers

2.1

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

Response: 29

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	13	16	09

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.69263	14.87854	10.98318	3.64589	3.78120

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

G.D.C, Shadnagar is affiliated to Palamuru University, which follows the curriculum designed by the university. The college administration ensures effective curriculum delivery through a well-planned, documented process. To ensure that the institution delivers quality education, each department prepares curriculum delivery planning based on the university almanac and CCE calendar. This provides enough scope for conducting student oriented activities such as seminars, assignments, project work, educational tours, subject-related certificate courses and competitions. The college has a solo motto of finding out and bringing out the creative, critical and innovative skills of students to focus and train in those areas for the creative development of their careers.

Apart from effectively implementing the curriculum, the institution follows all academic, co-curricular activities such as Yuvatharangam, Jignasa, and socio-oriented programs initiated by the Commissioner of Collegiate Education. These activities have played a significant role in developing the latent talent of the students in cultural, literary, and mono action. Students also participate in sports and games at the college level to the state level, which paves the way for them to excel in their talents. The college has a proud tradition of producing award-winning students, such as Maheshwari, a B.A. final year student who has won many awards in national and international athletic competitions. The college is proud of Maheshwari, who is going to participate in an international athletic competition.

The Jignasa student study project competitions inspire students to take up study projects based on their own interests, which hones their presentation skills. The Telangana Skill and Knowledge Centre (TSKC) of the college provides an opportunity for students to learn analytical, arithmetic, communication, and computer skills. The TSKC also conducts job drives that provide employability to students.

The college administration scrupulously implements the University curriculum with a remarkable common understanding of the faculty and students in the continuous process of delivering value-based education. The modern methods of teaching are supported by the college to inculcate ethical values among the students. The faculty members of the college are highly qualified and experienced, ensuring that students receive the best education possible. They use modern teaching methods, such as digital classrooms, online learning resources and interactive sessions, to make learning more engaging and effective.

The college also offers students opportunities to participate in co-curricular activities, such as cultural events, literary events and debates. This helps to enhance their personality, develop communication skills and broaden their knowledge base. The college regularly invites experts to deliver talks and seminars, exposing students to the latest developments and trends in their respective fields.

In conclusion, our institution ensures effective curriculum delivery through a well-planned and documented process. The college not only focuses on academic excellence but also offers students

opportunities to participate in co-curricular activities, developing their overall personality and career prospects. The college provides quality education through highly qualified and experienced faculty, modern teaching methods and engaging co-curricular activities. With its commitment to value-based education, Government Degree College, Shadnagar is an excellent choice for students looking to achieve their academic and personal goals.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 33

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 84.38

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
441	185	291	287	157

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

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human

Values, Environment and Sustainability into the Curriculum

Response:

The Government Degree College, Shadnagar places significant emphasis on integrating cross-cutting issues into the curriculum to equip students with the knowledge and skills necessary to become responsible citizens who are capable of making a positive contribution to society. In line with this objective, the institution has made a concerted effort to incorporate several key areas into the curriculum, including gender equality, human values and professional ethics.

Gender equality is a critical issue in contemporary society and it is imperative that students are exposed to this topic during their academic pursuits. The Government Degree College, Shadnagar has taken a proactive stance in this regard, ensuring that gender equality is a key component of the curriculum across all departments. Students are encouraged to participate in discussions and debates around gender issues, with a focus on developing a deeper understanding of the challenges faced by women in our society. The college provides a safe space for students to voice their opinions and perspectives, encouraging them to be empathetic and understanding towards people from all genders.

Human values is another crucial area of focus in the institution's curriculum. Students are encouraged to reflect on their values, beliefs and assumptions, with the goal of developing a deeper understanding of themselves and their place in society. The college commitment to human values is evident in its efforts to foster a sense of community and connectedness among students, creating a welcoming and inclusive environment that encourages individuals to thrive and grow. By incorporating human values into the curriculum, the college seeks to instill a sense of empathy, compassion, and social responsibility in its students.

Professional ethics is yet another vital area of focus in the institution's curriculum. The college recognizes that ethical considerations are critical for students who are preparing to enter the workforce. The curriculum emphasizes the importance of ethical decision-making, highlighting the consequences of unethical behavior and the benefits of responsible conduct. Students are encouraged to think critically about ethical issues in their chosen field, with a focus on developing a set of personal and professional values that will guide their future careers.

The Government Degree College, Shadnagar's commitment to integrate cross-cutting issues into the curriculum is a testament to its dedication to providing a well-rounded education that prepares students for success in all walks of lives. By incorporating gender equality, human values, and professional ethics into the curriculum. The institution is equipping its students with the knowledge and skills they need to become responsible citizens who can make a positive contribution to society.

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

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year)

Response: 97.88

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

Response: 416

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 41.12

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
246	98	129	117	142

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
300	300	420	560	200

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

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 75.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
246	98	129	117	142

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

2021-22	2020-21	2019-20	2018-19	2017-18
164	164	226	306	106

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

2.2 Student Teacher Ratio

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

Response: 30.36

2.3 Teaching- Learning Process

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

Response:

The Government Degree College, Shadnagar places a high emphasis on enhancing the learning experiences of its students. The institution adopts innovative methods such as experimental learning, problem-solving, and participative learning to allow each student to acquire knowledge with enthusiasm and interest. The faculty of the institution uses student-centric methods to enhance the learning experiences of the students. The institution encourages students to participate in various student-oriented activities such as student Seminars, Elocution and Essay writing competitions, Group Discussions, Cultural activities, Yuvatharangam programs (CCE), and Sports and Games. These activities enable students to showcase their skills and talent and develop a holistic personality. Additionally, the institution has one NSS unit, which allows students to understand practical issues related to the people in society. The NSS unit conducts village visits, where students stay for a week, interact with villagers and collect data related to their economic and social status. This allows the students to understand the ground realities of the issues faced by the people in society. The students are encouraged to use this data to come up with innovative solutions to various problems plaguing the society. The institution also encourages students to participate in student study projects, which are presented at state-level Jignasa competitions. These projects allow students to showcase their research skills and come up with innovative solutions to various problems. The faculty of the institution involves students in enhancing their various aspects of learning knowledge by applying problem-solving methods to get innovative solutions. The faculty uses various ICT tools, such as smart rooms and digital classrooms, to teach students concepts for better perception. The use of ICT tools in the classroom helps the students to understand the concepts in a better and interesting way. The faculty also uses WhatsApp groups, Gmail, and online platforms to teach the students through zoom classes. During the pandemic, the faculty conducted online classes to help students complete the syllabus and prepare for Semester end exams. In conclusion, the Government Degree College, Shadnagar, places a high

emphasis on student-centric methods for enhancing learning experiences. The institution involves students in various activities and projects to imbibe a research attitude among them. The faculty uses various ICT tools to make learning interesting and interactive. The institution encourages students to participate in various cultural and sports activities to develop a holistic personality. The institution is committed to providing high-quality education to its students and preparing them for a successful future.

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

2.4 Teacher Profile and Quality

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

Response: 100

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	13	16	09

File Description	Document
Upload supporting document	View Document

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

Response: 74.24

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
08	11	11	13	06

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

2.5 Evaluation Process and Reforms

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

Response:

The institution prepares academic calendar supplied by the Commissionerate of Collegiate Education, Telangana state, in consonance with the almanac of Palamuru University.

The evaluation process includes both Internal assessment and external (Semester Exams) as part of the Continuous Internal Evaluation(CIE). There is a perfect mechanism of transparency in conducting Internal and External exams. Assessment is done at two levels as per the CBCS systems.

The grievance and redressal system is time bound and efficient in providing best services to support the student community.

1. Internal assessment for 20 marks would be conducted by the institution.
- 2.External assessment for 80 marks would be conducted by the affiliating University at the end of the semester.
3. There are two Internal exams for each semester.
4. The faculty designs the question papers of the two Internal exams and evaluation is also done by the faculty.
- 5 Institution has a structured mechanism to solve grievances of students, if any. The grievances are brought to the notice and resolved in the most amicable and time bound manner for the immediate redressal.

The main features of the mechanism of the Internal/ External Exams are as follows:

1. The institution appoints senior faculty as Academic Co-ordinator.
2. The Academic Co-ordinator is the Convenor of both internal and external examinations who discharges his/her duties scrupulously.
3. The Examination Committee has three faculty as members who assist the Academic Coordinator in performing examination works.
4. The Examination Committee looks after the exam works like EAF submission, planning, conduct of exams and certificates preservation. The committee discharges its duty in accordance with the instructions

of the university.

5. The faculty frames question papers for Internal exams for 15 marks and 5 marks for Assignment amounting to a total of 20 marks. The same would be uploaded in the university website.

Mechanism to deal with Internal examination related grievances is dealt with in a transparent time-bound and efficient manner.

The GDC,Shadnagar has established an amicable and accessible mechanism to address the grievances related to various examinations conducted internally and externally. They are generally related to internal exams.

1. Internal examination time- table
2. Timings of internal exams
3. Conduct of internal exams
4. Collection and preservation of question papers of internal exams.
5. Maintenance of the attendance of internal exams.
6. Any lapses with regard to posting of marks

External exams:

1. Sharing Exam Notification in the students WhatsApp groups and Notice board.
2. Circulation of the Examination schedule
3. Clearing the doubts of the students with regard to question paper model.
4. Providing information related to revaluation and recounting.
5. Providing information regarding any mistakes in memos and procedure for collection of them.
6. Information regarding migration certificates.
7. Addressing all kinds of grievances and extending guidance timely and efficiently.

The Principal, IQAC co-ordinator, Academic co-ordinator and Incharges of the departments take an active part in the mechanism dealing with examination related grievances and getting them readdressed.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Teachers and students are aware of the stated Program and Course Outcomes of the Institution. They are posted on the website and attainment of POs and COs are evaluated.

The departments prepare Program Outcomes, Program Specific Outcomes and Course Outcomes for all the programs offered by the Institution. These would be approved in their respective department meetings at the very beginning of the academic year. The same will be communicated to students in the form of handouts.

Creating awareness on POs and COs.

At the very beginning of the academic year, awareness program on POs,PSOs and COs would be conducted in the orientation program. The faculty also explain in detail in the classrooms the information related to POs, PSOs and COs as stated and displayed in the college website for ready reference and guidance.

Mainly skill oriented and outcome oriented activities and programs are planned and conducted for the holistic development of the students.

1. Critical Thinking
2. Creative Thinking
3. Communication skills
4. Problem solving
5. Self confidence
6. Interpersonal skills
7. Ethical skills
8. Social responsibility
9. Entrepreneurship skills

In the student-centric method, each faculty is voluntarily assigned to provide the Program Outcomes and Specific Course Outcomes designed by the University. The teaching faculty also conducts Extension lectures, Seminars, Group discussions, Quiz programs and Student study projects which lead towards students progression in all aspects of personality development.

Attainment of Program Outcomes and Course Outcomes are evaluated by the Institution.

The POs, PSOs and COs for all the programs offered by the institution can be positively attained by effective implementation of the strengthened mechanism. The evaluation process of POs, PSOs and COs of the college is done at various stages. Primarily, it is done at the Department level, in General Staff Meeting and finally in the Staff Council which is the Apex body for academic aspects.

The regular feedback is obtained from students, teachers, parents and stakeholders by the IQAC. The feedback is analysed and action is initiated for the proper implementation of mechanisms such as

1. Syllabus completion as per the university almanac.
2. Conduct of internal examinations.
3. Evaluation of internal exam papers.
4. Evaluation of Assignment.
5. The allocation of Curriculum based and Outcome oriented assessments.
6. Giving relevant outputs in the subjects.
7. Conducting students Seminars, Extension lectures, Field trips, Workshops, Quizzes, Group discussions, Certificate courses and Add-on Courses.
8. The institution, apart from the implementation of the POs, PSOs and COs, allows the students to participate in innovative programs initiated by CCETS, Hyderabad such as Jignasa and Yuvatarangam.

The institution is successful in evaluating the attainment of POs, PSOs and COs of the undergraduate programs offered.

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

2.6.2 Pass percentage of Students during last five years

Response: 66.75

2.6.2.1 Number of final year students who passed the university examination year wise during the

last five years

2021-22	2020-21	2019-20	2018-19	2017-18
55	31	54	47	68

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

2021-22	2020-21	2019-20	2018-19	2017-18
72	54	72	80	104

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.89

File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The Government Degree College, Shadnagar, has created an ecosystem for innovations and knowledge transfer. Since its inception in 2009, the institution has been putting sincere efforts to achieve excellence in transferring knowledge in all aspects of study, meeting the educational needs of Shadnagar and surrounding villages, with a clear Vision and Mission of creating a unique institution in every aspect of knowledge and expanding and exploring innovative ideas.

The institution encourages innovation and the creation of ideas while effectively implementing the curriculum of the affiliated university. It has introduced various initiatives for the overall development of students and has been conducting several academic and co-curricular activities.

One of the initiatives is the ecosystem initiative, where the institution has reduced power consumption by replacing normal bulbs with LED bulbs. The college has a 5 KV Solar Panel System for the power generation and supply to the entire building. The institution has been maintaining a green campus with a Botanical Garden developed separately for flowers, fruits, and vegetables. Various plants have been planted all over the campus for greenery and to safeguard the campus educational ambience, no vehicle is allowed.

The institution also provides computer basic skills training to its students. It has a computer lab where students are trained to acquire computer skills. Computer training is also given to teaching and non-teaching staff. Training in computer skills is also given to non-computer students..

The institution has initiated various research and development programs, encouraging students to take up research projects and present them at various competitions. The faculty provides guidance to students to take up research projects and students are given access to various research facilities.

Apart from academic activities, the institution encourages students to participate in various sports and cultural activities, which help them to develop a holistic personality. The institution has a ground to conduct various sports and cultural activities regularly.

In conclusion, the Government Degree College, Shadnagar has introduced innovative initiatives for the overall development of its students, creating an ecosystem for innovations and knowledge transfer. The institution has maintained a green campus, provides Computer and Language training, and encourages Research and Development programs, Sports and Cultural activities. The faculty of the institution provides guidance and support to students to take up research projects and participate in various competitions. The institution aims to provide a unique learning experience to its students, making them future-ready.

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

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

Response: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	04	01	00	00

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

3.3 Research Publications and Awards

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

Response: 0.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	02	00	02	05

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

Response: 0.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	01	02	01

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The Government Degree College, Shadnagar has a strong commitment to student-centric methods for enhancing the learning experience. It not only focuses on academic excellence but also believes in the overall development of its students. The institution has been conducting various extension activities in the neighbourhood community for the last five years to sensitize students to social issues and promote their holistic development. The students are encouraged to participate in quality-based and ethically oriented academic and extra-curricular activities that involve them in community-linked activities with social responsibility.

One of the key features of the institution is its observance of birth and death anniversaries of great personalities. The college observes the birth anniversaries of Jyotirao Phule, Savitribai Phule, Mahatma Gandhi, Radhakrishnan, APJ Abdul Kalam, Swami Vivekananda, Sir CV Raman, S. Ramanujan, and Dr. B.R Ambedkar, along with other important legends. This practice helps to inculcate values such as compassion, empathy, and social responsibility among the students.

The institution also has an NSS unit that carries out extension activities to help students understand the economic and social status of people, particularly in rural areas. The NSS unit organizes activities such as clean and green programme, plantation, Swachh Bharat. These activities are aimed at creating awareness among the students on various social issues like AIDS Day, gender sensitization and on superstitions.

Apart from the above activities, the institution conducts important days reflecting social issues to create awareness among the students. These include Human Rights Day, Women Empowerment Day, Voters Day, Consumer Rights Day, World Health and Hygiene Day. These activities are aimed at developing a socially conscious student community that is aware of the issues affecting society and is committed to making a positive change.

In addition, the institution has been conducting various curricular and co-curricular activities to make the students good citizens and imbibe human qualities and ethical values for their holistic development. The participation of students in social activities contributes to transforming society into a knowledgeable and humane one. The institution believes in the right spirit of serving the society and promoting the welfare of humanity. The institution has been successful in inculcating values such as empathy, social responsibility, and commitment to social causes among its students.

In conclusion, the Government Degree College, Shadnagar, is an institution that emphasizes student-centric methods for enhancing learning experiences. It encourages students to participate in extension activities that sensitize them to social issues and promote their holistic development. The institution's NSS unit organizes various activities and the college observes the birth anniversaries of great personalities reflecting social issues. The institution has been conducting various curricular and co-curricular activities to make students good citizens and promote human qualities and ethical values. The college has successfully created a socially conscious student community that is aware of the issues affecting the society and is committed to making a positive change.

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

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

Response:

The Government Degree College, Shadnagar, not only focuses on teaching the curriculum but also involves the students in NSS outreach activities with the noble intention of creating awareness among them. Through direct interaction with people in society, the students can enlighten themselves by balancing theoretical knowledge with practical exposure. The institution believes that social awareness instilled through participation in NSS will help students to develop a helping attitude towards the needy even after completion of their graduation.

The extension activities of the institution have been recognized and awarded for their impact in the community. The institution has received a Green Champion award for the outreach exchange activity conducted. It adopted five villages where awareness programmes were conducted to enlighten the villagers on social issues such as gender sensitization, health and hygiene, dispelling superstitions and activities such as clean and green programme and plantation. The certificate was given with a cash prize of Rs. 5000 to be utilized for the development of greenery in the campus.

This recognition is a testament to the institution's commitment to promote awareness and sensitivity towards social issues. It is a reflection of the impact that the institution's extension activities have had on the community. The institution believes that such awards and recognition not only motivate students to participate in extension activities but also inspire them to be socially responsible citizens in the future.

In conclusion, the Government Degree College, Shadnagar, has received a Green Champion award for its extension activities in the community. The institution adopted five villages and conducted awareness programs on social issues, which have had a significant impact on the community. The recognition is a reflection of the institution's commitment to promoting awareness and sensitivity towards social issues. The institution believes that such recognition motivates students to participate in extension activities and inspires them to be socially responsible citizens in the future. The institution will continue to strive towards promoting holistic development and social responsibility among its students.

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 28

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry,

community, and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
06	05	02	08	07

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

3.5 Collaboration

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

Response: 0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The Government Degree College in Shadnagar has infrastructure that is designed to provide the students with a conducive learning environment. The college has been allotted 5 acres of land for its campus, which houses an 14-rooms building with a built-up area of 1 acre. The campus also has a playground of 3000 square meters, where students can play outdoor games like Volleyball, Kabaddi, and Cricket. The college has made efforts to incorporate technology in the teaching and learning process by providing an ICT facility, a digital classroom, one television, and an LCD projector. These pedagogical tools have made it possible for students to interact with their teachers and peers in an innovative way, making learning a more engaging and immersive experience. The library is well-equipped with 2605 books and daily newspapers that enable students to access relevant and up-to-date information in various fields of study. The library is an important resource for the students, providing them with a quiet place to study and carry out research. The college recognizes the importance of extracurricular activities in the overall development of the students. The campus has provisions for outdoor games like Volleyball, Kabaddi, and Cricket, which encourage students to engage in physical activities and team building exercises. The college also has indoor games like Chess and Carrom boards, which allow students to take a break from their academic pursuits and engage in recreational activities that refresh their minds. In conclusion, the Government Degree College, Shadnagar, has infrastructure that is designed to provide a conducive learning environment for students. The college has a well-equipped library and has made efforts to incorporate technology in the teaching and learning process. The campus also has provisions for outdoor and indoor games, which encourage students to engage in physical and recreational activities. It is admirable that the college is making an attempt to give its students a complete learning experience by incorporating extracurricular activities. The institution's commitment to provide quality education and learning resources to its students is reflected in its infrastructure and facilities.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 47.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.05	4.95	8.20	2.09	1.30

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The library at Government Degree College, Shadnagar is a valuable resource for students and staff alike. It provides access to a wide range of books on varied subjects, newspapers, and other reading materials that can help students expand their knowledge and develop independent thinking. The library is easily accessible to all students and staff, and is visited by them during leisure hours.

The availability of books in the library can help students in a number of ways. Reading books on different subjects can expose them to new ideas and perspectives, which can broaden their thinking and develop their critical thinking skills. It can also help them gain knowledge on current affairs and develop a habit of reading that can be useful for them in their future academic and professional pursuits.

The library is visited by about 20 to 25 students every day, who come to read newspapers and books of their interest. This shows the popularity of the library among the students and their willingness to spend their leisure time in reading and gaining knowledge. Besides the students, the teaching and non-teaching staff also regularly visit the library to enhance their knowledge and gather information for their respective subjects.

The faculty members spend most of their leisure time in the library, reading reference books and other materials related to their subject. This helps them to update themselves with latest trends that can be shared with the students and improve the quality of teaching. The library also provides a tranquil and peaceful environment, which is conducive for learning and concentration.

In conclusion, the library at Government Degree College, Shadnagar is an important learning resource that plays a crucial role in enhancing the knowledge of students and staff. It provides access to a wide range of books, newspapers and other reading materials that can help students develop independent thinking, gain knowledge, and improve their critical thinking skills. The popularity of the library among the students and the regular visits of the teaching and non-teaching staff reflect its significance as an important learning resource for the college community.

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

4.3 IT Infrastructure

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

Response:

The Government Degree College, Shadnagar, is equipped with modern IT facilities to cater to the growing needs of the students. The college has a TSKC lab where computers are available along with LCD projectors, printers and internet facilities. The IT facilities provided by the college help in enhancing the teaching and learning experience for the students and faculty members.

With the increasing use of technology in education, the institution has made a conscious effort to integrate ICT into its teaching methodology. The college has a digital classroom that helps the faculty members explain the concepts in a better way. The digital classroom is equipped with a large screen LCD projector that provides an enhanced visual experience to the students. The virtual classroom provides access to study materials and other resources to the students online.

The computers available in the TSKC lab are equipped with the latest software and hardware to cater to the needs of the students. The lab is accessible to all the students and they can use the computers to carry out research work and complete their assignments and student study projects.

Apart from the TSKC lab, the college also has LCD projectors that are used by the faculty members to give presentations and explain the concepts to the students in an impressive way. The LCD projectors provide a clear and bright image on the screen, making it easier for the students to understand the concepts in a lucid manner.

The IT facilities available in the college have been of great help to the students and faculty members, especially during the COVID-19 pandemic. With the shift to online classes, the virtual classroom has been a valuable resource for the students. The faculty members have been able to conduct classes seamlessly using the digital classroom, making it easier for the students to learn from the safety of their homes.

In conclusion, the Government Degree College, Shadnagar, has made a significant effort to provide modern IT facilities to the students and faculty members. The TSKC lab, digital classroom, LCD projectors, smart class room, Audio-Visual room and printers have been of great help in enhancing the teaching and learning experience for the students. The IT facilities have been a valuable resource, especially during the pandemic and have enabled the college to conduct online classes seamlessly.

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

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

Response: 10.63

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

Response: 40

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 31.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.52	3.68	4.95	1.05	0.368

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 Government and Non-Government agencies during last five years

Response: 53.38

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
203	158	145	139	216

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

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: E. None of the above

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

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

Response: 0.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	0

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

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

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

Response: 13.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	07	05	15	10

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

2021-22	2020-21	2019-20	2018-19	2017-18
72	54	72	80	104

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	0	0

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

5.3 Student Participation and Activities

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

Response: 47

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
06	04	05	20	12

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

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

Response: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	04	05	13	20

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

5.4 Alumni Engagement

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

Response:

The Government Degree College in Shadnagar, is the institution where a large number of underprivileged students seeking higher education, has been making efforts to address its challenges by engaging alumni and local officials in its development. The college has a registered Alumni Association and has been actively working with the college staff to seek support from local officials and community leaders. Their efforts have yielded positive result .The MLA, Sri Anjaiah Yadav, promised to provide a Bagiratha water pipeline to the college, which helps to improve the infrastructure and facilities. Further MLA has taken an

initiation to see that 1 crore 55 lacs sanctioned for the construction of the remaining rooms at ground level and the work has been started. The alumni have also contributed to the college development by installing a internet connection at the staff room and also promised to provide a public address system to the college. Local leaders have also played an important role in the college development. For instance, the Municipal Chairman of Shadnagar helped in cleaning the campus and clearing the bushes and weeds around the college during the shifting of the college to the new Government Degree College campus. Such support from community leaders is crucial to the success of educational institutions, especially in underprivileged areas. The college provides fee reimbursement to students from Scheduled Castes, Scheduled Tribes, and Other Backward Classes, along with other scholarships. The college also provides bus pass facility with meagre amount to students to commute to college from nearby areas, which has helped to increase enrollment from remote and underprivileged areas. The Government Degree College in Shadnagar serves as an inspiring example of how partnerships can lead to positive change and create opportunities for students who might otherwise be left behind. By engaging alumni and local officials in its development, the college has been able to secure the necessary resources and support to improve its infrastructure and facilities and provide a well-rounded educational experience to students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The Government Degree College in Shadnagar has a clear Vision and Mission for the institution, as well as a set of core values that guide its work. The college's Vision is to provide valuable and harmonious human resources that can serve the community effectively. It prepares the students to face the challenges and convert them into opportunities to develop their career prospects. To achieve this Vision, the college has set out a Mission that includes developing academic excellence to suit global trends in higher education. It also aims to create an environment where teachers and students can enjoy the learning process, making higher education accessible to all groups and castes, promoting the highest social interactions, and making students enlightened and responsible citizens. Additionally, the college aims to build an adaptive capacity and accountability to the education system, ensuring that it is always improving and meeting the needs of students and the community. The core values of the college are also important in guiding its work. These values include Democratic Values, Women's Empowerment, Gender Equality, Institutional Social Responsibility, Creative thinking, Critical thinking, and Teamwork. Democratic values are essential for a successful educational institution, where all members have an equal voice and say in decision-making processes. Women's empowerment and Gender equality are also vital, particularly in underprivileged areas where women may face additional challenges in accessing education and opportunities. Institutional social responsibility is an important value that the college aims to instill in its students, ensuring that they are aware of their role in serving their communities and contributing to society. Creative and critical thinking skills are vital for students to think innovatively and critically, analyze and solve problems, and make informed decisions. Finally, teamwork is crucial in educational institutions as it promotes cooperation and collaboration, allows for the sharing of ideas and knowledge, and encourages students to learn from each other. In conclusion, the Government Degree College, Shadnagar has a clear Vision, Mission, and Core Values that guide its work towards providing quality education and developing responsible citizens that can contribute to their communities. These values will continue to shape the institution's development and ensure that it remains a valuable asset to the community it serves.

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

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

Institutional Strategic Plan for 5 years (2017 – 2022)

Planning is crucial for the development of an institution and to meet its Goals and Objectives. A strategic plan enables us to achieve our objectives successfully.

The institution has a well defined Vision and Mission which envisions a system dedicated to promoting its goals by proper execution. The Principal, Faculty and IQAC coordinator, after having deliberations, prepared strategic plan for the next 5 years which is in accordance with Vision and Mission of the college.

Infrastructure:

At present our institution has 9 Class rooms, one Staff room, one Principal chamber, one office room, 4 labs and one Computer lab

- Securing a full fledged building.
- Securing enough number of computer systems.
- Establishing a computer lab with good internet connection.
- Securing adequate furniture like desks, tables, chairs etc.
- Purchasing equipments for sports and games
- Establishing gymnasium

Curricular plan :

- Strengthening the existing courses.
- Procuring the latest laboratory equipments.
- Procuring more number of books in the library.
- Introducing more Certificate Courses and Add-on courses.

Teaching and learning plan :

- Procuring more number of books for various competitive exams.
- Providing a wide range of Online teaching and Learning resources.
- Entering into more MOU's with other institutions.

Community Engaging Plan :

- With the involvement of NSS volunteers more number of outreach programmes like Clean and Green, Plantation, Drunk and Drive awareness programmes will be intensified.
- Encouraging faculty to engage in more community health programmes like eye check up, dental check up, body mass indices etc.
- Organizing more awareness programmes on issues of social importance.

Institutional plan for the next 5 years (2022-27):

Planning plays a pivotal role for development of any institution. It guides to achieve goals and

objectives in a proper manner.

The planning is well defined in accordance with the Vision and Mission of the college and effectively executed. The Principal, IQAC coordinator and faculty together prepares a strategic plan for the next 5 years.

The main objective of the plan is to identify the challenges we are witnessing and how to overcome them step by step.

Infrastructure :

- Strengthening infrastructure
- The college has to secure more number of computers as per student ratio.
- Procuring gymnasium facility
- Establishing full fledged labs

Curricular plan :

- Introducing more number of Certificate courses and Add-on courses
- Strengthening the existing courses and skill oriented courses
- Procuring lab equipments

Teaching and learning plan :

- Subscribing more number of Journals, Magazines and E-journals
- Library automation
- Entering MOU's with other institutions
- Procuring ICT based teaching learning resources

Community engaging plan :

- As a part of best practice of our institution the NSS volunteers conduct more number of out reach programs
- Encouraging faculty to pursue Ph.D course and publish more number of research papers
- Conducting faculty exchange programs

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

6.2.2 Implementation of e-governance in areas of operation

1. Administration

2. Finance and Accounts

3.Student Admission and Support**4.Examination****Response:** C. Any 2 of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff****Response:**

The teaching and non-teaching staff are entitled to claim all the welfare measures that are provided by any state government institution, in general. Most of the regular teaching staff receive UGC pay-scales. The pay will be revised once every 10 years. The employees belonging to the old pension scheme have a General Provident Fund account and those belonging to the new pension scheme have a Contributory Pension Fund account. The regular teaching and non-teaching staff have TSGLI deduction for life insurance, General insurance scheme and encashment of earned leave facility.

The employees have Employee health scheme (EHS card) facility through which government bears/reimburses the medical expenses of the employees and their dependants. Employees are provided with a total of 17 casual leaves and 5 special casual leaves; additionally, the women teaching staff have 5 additional casual leaves. The employees are provided with 20 medical leaves and 6 earned leaves per year. The female employees have 180 days of maternity leave and 90 days of child-care leave. The male employees are entitled to avail paternity leave of 14 days. The teaching staff have summer vacation of around 30 days. The teaching faculty who are engaged in the examination works like Invigilation duties, Evaluation duties, Squad duties during vacation, will be secured with additional number of earned leaves for every year by the Commissioner, CCE , T.S.

They are:

1. UGC pay scales and career advancement schemes are implemented for the eligible staff as per the UGC guidelines.
2. State scales are implemented for the non-teaching staff.
3. Old pension scheme is implemented for all those employees who were appointed prior to 2004 and CPS is implemented for the other regular staff appointed after 2004.
4. All the retirement benefits such as Gratuity, GIS, Encashment of ELs, GPF, Commutation of pension and other benefits are sanctioned as per the existing guidelines and rules.
5. Compassionate appointments are given to the eligible heirs of employees as per the state existing rules.

6. Festival advance to all the non -teaching staff.

7. GPF loan, Part final facility as per the existing norms.

8. Medical reimbursement, LTC, Annual grade increments and Automatic advancement increments to the regular employees.

Performance Appraisal system for Teaching staff

1. The college has a specific mechanism for obtaining feedback from the students and other stakeholders regarding the teaching faculty appraisal.

2. An appraisal based on the annual API score.

3. The performance of the teachers is reviewed through self appraisal conducted annually. The self appraisal is done through API forms which are provided by the CCE according to the UGC guidelines.

4. Annual academic audit is conducted every year and the college, department and faculty performance is reviewed

Performance Appraisal of the non -teaching staff

1. The non teaching staff members are monitored on the basis of continuous observation.

2. The CCE organises regular training for the Non -teaching staff.

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

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

Response: 9.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	02	00	00	00

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

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

Response: 16.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	07	1	4	00

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	06	06	06

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

6.4 Financial Management and Resource Mobilization

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

Response:

G.D.C, Shadnagar is a relatively new educational institution that was established in 2009. The college has been striving to provide quality education to students from underprivileged backgrounds, and it has been successful in achieving its goals to a certain extent. However, like any other educational institution, the college requires funds for its operations and development, and it has been able to mobilize funds through

various sources.

The primary sources of funds for the college are the government budget and the students' special fee account. The government provides a significant portion of the college's budget, which is used to pay for the salaries of the staff, maintenance of the infrastructure and other miscellaneous expenses. The students' special fee account is also an essential source of funds and the college has been able to accumulate a significant amount of funds over the years.

The expenditure incurred by the college is audited by the CCE auditing team, which is responsible for ensuring that the funds are used for their intended purpose. During the financial year 2020-2021, the Commissioner of Collegiate Education signed an MoU with a group of auditing companies, which were allotted to audit the entire College accounts and give an auditor report annually. Government Degree College in Shadnagar was allotted to Kalam and his team, a chartered accountant based in Hyderabad. The college has completed its annual audit through the company for the financial year 2021-22, to provide an insight into the college's financial performance.

Apart from the government budget and the students' special fee account, the college has also been able to mobilize funds through other sources. The local Shadnagar MLA, Sri Anjaiah has contributed to the college development for the cleaning of the campus and leveling of the ground. MLA Promised to provide a Bagiratha water pipeline. The MLA with the available funds sanctioned additional rooms, which are under construction.

The college has received funds from the Palamuru charitable trust, Mahabubnagar, which donated an R.O water plant to provide clean and safe drinking water to the students and staff, ensuring their health as the primary concern.

A philanthropist named Sri Nagila Gupta has also contributed to the college's development by donating a 5KV Solar Panel Grid system. This system will not only provide a sustainable source of power generation but also help to reduce its carbon footprint, promoting environmental sustainability and reduce the operating costs drastically. Another philanthropist, P. Panduranga Gupta of Shadnagar donated sofa set and 4 chairs.

The Procter and Gamble company has donated 1200 books of Telugu Academy to the Library of the college as a part of Corporate Social Responsibility.

In conclusion, the GDC Shadnagar has been successful in mobilizing funds through various sources to improve its facilities and provide quality education to the students. The endeavours of the college to engage alumni and local officials in its development, as well as its core values of democratic values, women empowerment, institutional social responsibility, creative thinking, critical thinking, and teamwork, have made it a valuable asset to the community. By continuing to work together, the college, alumni, officials, and community leaders can help to provide the necessary resources and support to help students succeed and create a brighter future for themselves and their communities.

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

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) is an essential unit that plays a crucial role in the academic progress of a college. It is responsible for monitoring, motivating, initiating and encouraging all the staff to achieve the goals and objectives of the institution. The IQAC Coordinator prepares the Annual Academic Plan at the beginning of the academic year in collaboration with the Academic Coordinator based on the University's Almanac and CCE calendar. The entire activities in the college will be based on this plan.

One of the critical functions of the IQAC is to collect feedback from various stakeholders and analyze it. Based on this feedback analysis, the IQAC provides suitable suggestions to lecturers to improve their teaching strategies. The IQAC also recommends conducting quality enhancement activities such as seminars, group discussions, quizzes, debates, extension lectures and others.

The IQAC provides initiative guidance to all the departmental in-charges to give sufficient awareness about Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) to the students. It also reviews whether these objectives are achieved or not. The IQAC takes proper initiative steps for the formation of the Internal Academic Audit Committee. This committee reviews the performance of individual lecturers, departments and the overall development of academic activities.

The IQAC encourages innovative teaching and learning methods, including Information and Communication Technology (ICT) methods. The IQAC also has a key role in implementing institutional best practices. It encourages all the staff to work together for the proper execution of the best practices of the institution.

The IQAC team, consisting of the Principal, IQAC Coordinator and Academic Coordinator, periodically meets to discuss the strategies concerning the development of all activities. The team reviews the overall performance of the institution based on the students' feedback analysis. This review system for incremental improvement ensures that the institution is continually evolving and adapting to provide the best possible education to its students.

In conclusion, the IQAC is a crucial unit in any college as it plays a vital role in designing strategies for academic progress. It monitors, motivates, initiates and encourages all staff and drives them in the right direction to achieve the goals and objectives of the institution. With its various functions, the IQAC ensures that the institution is continually evolving and adapting to provide the best possible education to its students.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The GDC, Shadnagar is a co-educational institution where the majority of students are women. The college is committed to creating a gender-sensitive environment and provides all possible facilities and measures to promote gender sensitivity and equality. The institution has various committees like the (ICC) and the Grievance Redressal Committee to ensure the safety and security of women students. The college also conducts the "SHE" team awareness program every year to create awareness among the women students about the aims and objectives of the SHE team in safeguarding women.

The college is dedicated to ensuring the safety and security of its students, especially women students. The institution conducts a disaster management programmes in collaboration with the NDRF department to educate students on safeguarding methods during any disaster with equipment. This is a crucial step towards ensuring the safety and security of students, particularly women.

Apart from safety and security, the college also provides counseling services to its students. The college has a mentor-mentee system for all programmes. The primary objective of this programme is to see the overall development of each student. Guidance is given by all the faculty to each student in academic and emotional support.

The institution also takes initiatives to promote gender sensitivity and equality. The college has included a Gender Sensitization subject in the curriculum to create awareness and sensitivity among students about gender issues. The college also celebrates the birth anniversaries of eminent women personalities like Savitribai Phule, who is known for her contribution to women's education in India. She was a crusader for women's empowerment. The college promotes and sensitizes students to the most important days of national and international significance and birth anniversaries of great personalities, which helps students understand the importance of these occasions.

GDC, Shadnagar commitment to gender sensitivity and equality is evident in its initiatives and measures. The institution has taken significant steps towards creating a safe and secure environment for women students. It provides necessary support and guidance to its students to ensure their academic and emotional well-being. By including a Gender Sensitization subject in the curriculum, the college promotes awareness and sensitivity among students about gender issues. Celebrating the birth anniversaries of eminent women personalities and other significant days help students understand the importance of these occasions and it sensitizes them to various gender issues.

In conclusion, the GDC Shadnagar is committed to creating a gender-sensitive environment and promoting gender sensitivity and equality among its students. The college's initiatives and measures towards ensuring the safety and security of its students, particularly women students, along with counseling services, make it an institution that is dedicated to the overall development of its students. Celebrating the birth anniversaries of eminent women personalities and other significant days, the college promotes awareness

and sensitivity among students about gender issues, and it helps sensitize students to various gender issues.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: D.1 of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
Upload supporting document	View Document

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

Response:

The Government Degree College, Shadnagar, provides an inclusive environment that promotes tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities

through the institution's harmonious and democratic activities being celebrated regularly and situationally. The college provides admissions through DOST online portal, adhering to state reservation policy, enabling students from all sections of society to get admissions into UG 1st year following the state reservation policy. This initiative ensures that all students, irrespective of their background, get a fair chance to pursue higher education.

The institution celebrates the birthdays of great personalities like Dr. B.R. Ambedkar, Jyotiba Phule, Savitribai Phule, Gandhi, Abdul Kalam Azad to emphasize the necessity of socio-cultural and socio-economic equality. The teachers motivate the students on the occasion of Independence Day, Republic Day and Constitution Day about the citizen duties and responsibilities. They also motivate the students that individual, social and national development depend on educational development and only through education can one empower oneself.

Most of the students in the institution are from backward sections of society and are deprived of social equality and economic equality. The college motivates them on how they can build themselves to be worthy citizens of India, encouraging them to work hard and contribute to society. The institution conducts Swachh Bharat, Haritha Haram, World AIDS Day rally, clean and green programme. Such programmes help students develop core values of humanity, tolerance, equality, social responsibility and cultural harmony. The NSS students are allowed to foster humanistic values and social responsibility which give them a sense of civic duty towards their community and nation at large.

The college conducts yuvatarangam competitions which provide sufficient scope for all the students to participate in the competitions. The institution firmly and spiritedly instills constitutional values such as rights, duties, and responsibilities of the students, making them socially responsible citizens. The students are motivated on how the development of the nation depends on the future citizens and how they can become responsible citizens and contribute to the development of the nation. The institution keeps all religions in mind and provides optional holidays to the institution.

In conclusion, the Government Degree College, Shadnagar, is a commendable institution that provides an inclusive and tolerant environment, promoting social and economic equality. The institution provides all possible facilities and takes up measures to ensure the safety and security of women students. The institution conducts programmes that help students develop core values of humanity, tolerance, equality, social responsibility and cultural harmony. The NSS students are allowed to foster humanistic values and social responsibility. The college firmly instills constitutional values such as rights, duties, making them socially responsible citizens. The college motivates students to work hard and contribute to society, empowering them to become responsible citizens who can help contribute to the development of the nation.

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

7.2 Best Practices

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

Response:

Best practices:I

Creation of Food Garden

The food garden project implemented by the life sciences department of the college is a revolutionary step towards sustainable food production and waste management. It is an excellent example of how nature can provide us with everything we need if we learn to live in harmony with it. The project has also highlighted the importance of composting organic waste, which is often neglected and ends up in landfills, contributing to environmental degradation.

The project has been successful in producing a variety of vegetables, fruits, and medicinal plants using the compost fertilizers made from organic waste. The project has also helped to address the issue of food insecurity and provided fresh and healthy produce for the college community. The surplus produce is sold at affordable prices to the local community, promoting community engagement and sustainability.

Apart from providing fresh produce, the food garden project has also contributed to the conservation of the ecosystem by creating food garden and flower garden. The project has helped to reduce the carbon footprint of the college by promoting locally grown and organic produce.

Despite its success, the project faces some challenges, such as the growth of weeds and alkaline soil. The college has tackled the weed growth by removing them manually. The alkaline soil is being treated by adding organic matter and practicing crop rotation to improve the soil's health. The college is also conducting research to find more sustainable solutions to these challenges.

The food garden project has become a model for sustainable agriculture and waste management, inspiring other institutions and communities to adopt similar practices. The college is also conducting workshops and training programs to raise awareness about sustainable food production and waste management.

The project has also provided an opportunity for the students to learn about sustainable agriculture, waste management, and ecological balance. The project has been incorporated into the curriculum of the life sciences department, providing hands-on experience for the students and equipping them with the knowledge and skills required for sustainable development.

In conclusion, the food garden project implemented by the life sciences department of the college is an innovative and sustainable solution to the challenge of managing bio waste and maintaining a clean campus. The project has contributed to the conservation of the ecosystem, provided fresh and healthy produce, and raised awareness about sustainable food production and waste management.

Best Practice–II

“Monitoring of Lifestyle Patterns of stakeholders from GDC, Shadnagar for a Healthy Society”

Objectives:

- To assess the risks associated with lifestyle based Non-Communicable Diseases viz., Hypertension, Diabetes mellitus, Obesity, Stroke and Myocardial infarction etc.
- To evaluate certain general health parameters, such as Temperature, Pulse, Haemoglobin percentage, Weight, Height, Body Mass Index and Blood group typing.
- To make suggestions and recommendations to reduce the risks of lifestyle patterns that lead to Noncommunicable diseases and premature deaths.

Context:

Noncommunicable diseases such as cardiovascular diseases, stroke, diabetes, overweight and obesity are collectively responsible for 74% of deaths worldwide. More than 75% of premature deaths occur in low-income and mid-income countries. The major risk factors for NCDs include lifestyle patterns like physical inactivity, unhealthy diets, tobacco use and harmful use of alcohol. The socioeconomic costs associated with NCDs make the prevention and control of these diseases a major development imperative for the 21st century.

As most of the diseases can be prevented and modified to reduce the devastating health consequences for individuals, families and communities, an urgent action is needed for surveillance, control and prevention of NCDs to meet the global targets for a healthy society. In the present modern times, the lifestyle has become mechanical, stressful with lot of hustle and bustle and passing each day like a rat race without reviewing and paying attention to our health. Often, public in general resort to modern way of lifestyle with changing times like resorting to fastfood, The urban population suffer from overweight and obesity while rural population suffer from underweight and deficiency diseases etc. In order to monitor and evaluate the risk factors associated with diseases, this practice of health check-ups and assessment of lifestyle pattern was initiated to reduce the premature and untimely deaths that we are witnessing very often in the present times.

The Practice: The stakeholders of this HEI that constituted the sample group included about 45 students and Teacher who volunteered to participate in this monitoring and evaluation programme. This programme included certain physical and physiological tests associated with the risks of noncommunicable diseases like body weight, height, calculation of BMI random blood glucose, b.p temperature, pulse, blood group, lipid profile covering total cholesterol, triglycerides, HDL-C, LDL-C, VLDL-C etc. The aforesaid parameters were tested with suitable scientific methods in collaboration with local diagnostic centre, Shadnagar. The empirical data was collected and the results were analysed and the findings were interpreted in the light of normal reference values and graphically represented using pie charts. The students and staff participated with lot of excitement and enthusiasm.

Problems encountered and Resources required: With the available equipment and resources, we have assessed certain parameters such as height, weight, BMI calculation, blood pressure, pulse, temperature, blood group typing at our college itself. we have taken the help of local diagnostic centre for collecting blood samples and analysing lipid profile assays at a nominal cost.

Evidence of Success: This practice has triggered a lot of enthusiasm and excitement in all the stakeholders of this HEI to know their current health status and created a sense of health consciousness. The findings of this monitoring program revealed several health insights and enabled them to initiate certain changes in their lifestyle patterns for a better, productive and healthy society.

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

7.3 Institutional Distinctiveness

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

Response:

The Government Degree College in Shadnagar was established in 2009 with the goal of catering to the educational needs of the people in the area, particularly those from economically backward and educationally disadvantaged communities. Since the institution is public-funded, many of the economically backward students are keen on enrolling in this college. However, most of the students come from families with no parental guidance or motivation, and their parents' occupations are typically in agriculture or labour work. As a result, the students often miss classes to help their families with farming activities. Despite these challenges, the faculty at Degree College understands the importance of motivation in helping students succeed, and they strive to provide high-quality education with the resources available.

At Degree College, the faculty and staff have a clear vision and mission, with core values that guide their work. The institution has developed a strategic plan to achieve its goals and regularly offers certificate courses in skill enhancement suitable for the present employment scenario, with input from faculty committees and IQAC. Besides, curricular activities, the institution conducts co-curricular and extra-curricular activities that promote the overall development of the students. For instance, two students from this college received state and national-level awards in sports and games.

The faculty at Degree College takes a student-centered approach to teaching, ensuring that every student understands and assimilates the topics. The institution has successfully implemented a mentor-mentee system in which each faculty member is provided with a group of 30-40 students. The teachers take care of the students academically and emotionally, visiting their homes and interacting with their parents to understand the difficulties they face and to help them with their studies. This system has helped build a strong rapport between teachers and students, which continues even after the students complete their studies.

The institution has a unique approach to education, based on the circumstances of the students. Most of the students are first-generation learners and come from economically and socially deprived backgrounds. There is almost no parental motivation for higher education, and many students are involved in agriculture work during the agriculture season. Therefore, the faculty at Degree College gives more importance to motivation, realizing that only motivated students can succeed in society. The institution strives to develop inquisitiveness among the students, to foster a scientific temper and a quest for excellence, moral values, and social responsibility. These qualities help the students in building successful careers and becoming responsible citizens.

One of the distinctiveness of Degree College is its approach to education, which includes applying every lesson to the students' personal experience and making them realize that every lesson is not just for examination but also for their own social and economic emancipation. The faculty at Degree College understands the importance of imparting moral, social, and constitutional values to the students to make them responsible citizens of India and be part of the country's development. They use every opportunity, particularly in language classrooms, to teach such values, and even in science and commerce classes, they take every opportunity to realize their goals.

Besides the classrooms, Degree College has the National Service Scheme (NSS), which is an opportunity for students to understand the strength of unity, collective responsibility, teamwork, and the bliss in helping others. The surveys that students conduct during NSS camps make them realize the poverty, backwardness, social evils, and social issues in society and encourage them to think of solutions individually and collectively.

In conclusion, Degree College has a unique approach to education, with the goal of making students responsible citizens based on the constitutional values of liberty, equality, and fraternity. The institution's faculty and staff understand the challenges faced by the students and work hard to motivate and guide them towards a successful future. Through various academic, co-curricular, and extra-curricular activities, Degree College strives to foster a sense of responsibility, social consciousness and a desire to make a positive difference in society.

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

5. CONCLUSION

Additional Information :

Government Degree College Shadnagar, situated 49 km from Hyderabad, provides quality education to students coming from the rural catchment area. The college aims to provide a special emphasis on the competitive skills needed for the present globalized information age to help students realize their goals and become harmonious human resources to serve the community.

The strengths of this college is its team of dedicated teachers. They instill good values in their students, and continuously engage in professional development to provide innovative ideas that help educate their students.

The college provides an interactive platform for all students to have meaningful discussions with their peers on contemporary political and socio-economic accomplishments.

Looking forward, the college has several plans to improve the infrastructure and learning environment. The first plan is procuring more number of computers and additional rooms to the exiting building.

The second plan is the expansion of the building, which will include , an auditorium, library, gymnasium and language lab. This expansion will provide students with more space to learn, interact and showcase their talents.

The third plan is to improve the faculty qualification. The college will provide continuous training to the teachers to improve their teaching skills, which will ultimately enhance the quality of education provided to the students.

The fourth plan is to improve the research capabilities among the staff and students. The college will encourage and support research work among its staff and students to promote intellectual growth and academic excellence.

Lastly, the college aims to provide the best infrastructure to the students. The college will strive to provide modern facilities that cater to the academic and extracurricular needs of the students, ensuring that they have access to the latest technology and learning tools.

In conclusion, Government Degree College Shadnagar aims to provide quality education to students coming from a rural catchment area. The college has a dedicated team of teachers, committed to the well-being of their students, and is continuously striving to improve its infrastructure and learning environment to provide the best possible education to its students.

Concluding Remarks :

The Government Degree College Shadnagar has made significant progress in achieving the basic requirements and values of higher education, and in providing quality education to economically backward and weaker sections of society. The college has been proactive in achieving its goals and objectives, guided by its vision and mission statements.

The faculty of the college is committed to providing a well-rounded education to students, encouraging their participation in curricular, co-curricular, and extracurricular activities to build their confidence and team spirit.

The college has also been providing online resources such as videos, PPTs, and learning material in PDF format, making education accessible to students even during the pandemic.

The college has been striving to sustain quality education through a positive approach, addressing the various issues of rural colleges. This includes improving infrastructure and facilities, enhancing faculty qualifications, and promoting research capabilities among staff and students. The college has also been providing scholarships and other financial assistance to economically disadvantaged students to enable them to pursue their education.

The college has made sincere efforts to enhance the quality of education in compliance with the basic values required in accordance with NAAC. This includes maintaining a healthy teacher-student ratio, providing opportunities for staff development, and ensuring effective feedback and grievance redressal mechanisms. The college has also been organizing workshops, seminars, and conferences to promote research and innovation in various fields.

This Self Study Report (SSR) is being submitted for a positive assessment of the progress made by our college. The college is committed to providing quality education to its students and contributing to the development of the community. The college will continue to strive towards excellence and ensure that its students receive a well-rounded education that prepares them for the challenges of the future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>257</td> <td>101</td> <td>131</td> <td>122</td> <td>149</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>246</td> <td>98</td> <td>129</td> <td>117</td> <td>142</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>300</td> <td>420</td> <td>560</td> <td>200</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>300</td> <td>420</td> <td>560</td> <td>200</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	257	101	131	122	149	2021-22	2020-21	2019-20	2018-19	2017-18	246	98	129	117	142	2021-22	2020-21	2019-20	2018-19	2017-18	300	300	420	560	200	2021-22	2020-21	2019-20	2018-19	2017-18	300	300	420	560	200
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300	300	420	560	200																																					
2.1.2	<p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year - wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>246</td> <td>98</td> <td>129</td> <td>117</td> <td>142</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>246</td> <td>98</td> <td>129</td> <td>117</td> <td>142</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p>	2021-22	2020-21	2019-20	2018-19	2017-18	246	98	129	117	142	2021-22	2020-21	2019-20	2018-19	2017-18	246	98	129	117	142																				
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
246	98	129	117	142																																					

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
159	159	223	297	106

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
164	164	226	306	106

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
03	04	01	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	04	01	00	00

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	09	04	11	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

06	05	02	08	07
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Remark : DVV has made the changes as per shared clarification.

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

Answer before DVV Verification :

Answer After DVV Verification :0

Remark : DVV has made the changes as per shared clarification.

4.1.2 **Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

4.1.2.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3.69263	14.87854	10.98318	3.64589	3.78120

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.05	4.95	8.20	2.09	1.30

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3.69263	14.87854	10.98318	3.64589	3.78120

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.52	3.68	4.95	1.05	0.368

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

5.1.2	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <ol style="list-style-type: none"> 1. <i>Soft skills</i> 2. <i>Language and communication skills</i> 3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i> 4. <i>ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : DVV has made the changes as per shared clarification.</p>															
5.1.4	<p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes as per shared clarification.</p>															
6.2.2	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared report by HEI.</p>															
6.3.3	<p>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years</p> <p>6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1832 1046 1966"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>07</td> <td>1</td> <td>4</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2045 1046 2092"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	04	07	1	4	00					
2021-22	2020-21	2019-20	2018-19	2017-18												
04	07	1	4	00												

2021-22	2020-21	2019-20	2018-19	2017-18
04	07	1	4	00

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	00	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	06	06	06

Remark : DVV has made the changes as per shared clarification.

- 6.5.2 **Quality assurance initiatives of the institution include:**
- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
 - 2. Collaborative quality initiatives with other institution(s)/ membership of international networks**
 - 3. Participation in NIRF**
 - 4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**
- Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any 3 of the above
 Remark : DVV has made the changes as per shared clarification.

- 7.1.2 **The Institution has facilities and initiatives for**
- 1. Alternate sources of energy and energy conservation measures**
 - 2. Management of the various types of degradable and nondegradable waste**
 - 3. Water conservation**
 - 4. Green campus initiatives**
 - 5. Disabled-friendly, barrier free environment**
- Answer before DVV Verification : A. 4 or All of the above
 Answer After DVV Verification: D.1 of the above
 Remark : DVV has made the changes as per shared report by HEI.

- 7.1.3 **Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**
- 1. Green audit / Environment audit**
 - 2. Energy audit**

- 3. **Clean and green campus initiatives**
- 4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

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

2. Extended Profile Deviations

Extended Profile Deviations
No Deviations