



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOPAL RAO PATEL GOVERNMENT DEGREE COLLEGE, BHAINSA

**PARDI B ROAD NEAR BORRA GANESH TEMPLE BHAINSA - 504103- NIRMAL
DIST.
504103**

<http://gdcts.cgg.gov.in/bhainsa.edu>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gopal Rao Patel Government Degree College, Bhainsa has been rendering its invaluable services in the sphere of higher education since 1995. The College has played an important role in imparting education in Bhainsa and its surrounding areas. The college is located in semi-urban area. The town is known for its cotton industry and cultural diversity. The Saraswathi temple at Basara, the abode of the goddess of wisdom and knowledge, is at an accessible distance of 30kms from Bhainsa, making the town all the more famous.

Our college is located at a distance of about 3 km from the town on the road leading to the village Pardi B. The college is surrounded by greenery of farm lands and hillocks. The total area of college campus is 2.5 acres of which 0.18 acre is building area the total land is protected by a good boundary wall. At present the college building has 12 wide and well ventilated rooms. The College has 2 Computer Laboratories. The NSS unit of the College is doing a lot of work in the field of extension activities.

Vision

The vision of the institution is to provide quality education to students and strive for their all-round personality development through extension activities. To serve the needs of students for employment and career advancement by providing employability skills is also a part of the vision of our college.

along with the employability skills and life skills, the institution envisages them to be good human beings who strive towards a society with equality, prosperity and dignity.

Mission

Keeping in mind the above vision, the endeavor of the Gopal Rao Patel Government Degree College, Bhainsa is to

- Maintain its focus on learning and its commitment to continuous improvement of student learning and teaching effectiveness.
- Use field trips and project works to foster problem-solving and creative learning experiences that result in competencies in students.
- Provide an environment that is conducive to professional growth, encouraging through systematic assessment and innovation in curriculum delivery and service.
- encourage faculty and administrative team to engage in scholarly and professional activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The SWOC analysis was carried out by taking feedback forms from the students, faculty, parents and visitors of the college. The data available in the college regarding the intake pass percentage and drop-out rate of the students are also taken into account. The data gathered through feedback forms of the students is analyzed and the following conclusions are drawn:

Strengths

- We are one of the oldest government institutions of higher education in Bhainsa region.
- Sufficient greenery on the campus
- Well qualified and experienced faculty
- Actively functioning NSS unit
- Telangana Skills and Knowledge Centre with Full Time Mentor for training in employability and soft skills
- Offering good variety of course combinations
- Dr. B.R. Ambedkar Open University Centre for distance learning
- Teacher student ratio is impressive at **1:20**
- Computer student ratio is much more impressive at **1:5**
- A good number of faculty members are PhD holders and some are pursuing their PhD.
- Ours is the only college which offers Urdu medium in the region of Bhainsa.
- Facilitating first generation learners.

Institutional Weakness

- Research Outcomes such as publications, particularly in UGC recognized journals are not up to the true potential of the Institute.
- Though there are enough infrastructural facilities, the institution still needs facilities like a gymnasium, auditorium, seminar hall and a spacious library. The new laboratory block is under construction.
- Active participation of Alumni Association is needed.

Institutional Opportunity

- Most of the faculty are well-qualified and have been recruited by State Public Service Commission. They can work in collaboration with various bodies in industry and society and explore inter-disciplinary research.
- The Institute can introduce more number of Value-added short-term duration courses which are aimed at developing new skill-sets and knowledge.
- Students can be encouraged to take up more number of study projects under “Jignasa”
- Students can be trained to perform better at state level in “Yuva Tarangam” (Cultural, Literary and Sports Competitions)
- Improvement in results can be done
- More number of Inter-Departmental Programmes can be conducted.

Institutional Challenge

- There is a strong unhealthy competition from the near-by private colleges and Distance Education Centers which pose a big threat and thereby considerably reduce the intake of students.
- Students are very poor and their socio-economic status leads them to take up part-time jobs to fulfill their livelihood needs. This has adverse effect on student attendance and on total teaching- learning and evaluation process.
- The quality of students especially in the science groups is not satisfactory due to massive pull of intermediate students into engineering courses.
- Local job opportunities are relatively limited.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution prepares institutional curricular plans and ensures curricular, co-curricular activities are delivered as per these plans. It strictly adheres to Academic Calendar of the affiliating University. Teaching diaries, attendance registers and other academic records as prescribed by the Commissionerate of Collegiate Education, T.S Hyderabad are maintained properly. Choice Based Credit System was introduced in all the programmes of the institution from the academic year 2016 – 2017 with provision for electives in the 5th and 6th semesters. Environmental Studies, Gender Sensitization, Communication Skills in English, Computer Basics and Automation, water resource management, Banking and Insurance and Soft Skills, and Human Values and Professional Ethics are some of the cross-cutting subjects which have been integrated into the curriculum. Curriculum of Telangana Skills and Knowledge Centre (TSKC) contains elements of soft and life skills. This curriculum is for all the semesters. This year (2019-20) the college has registered with TASK – Telangana Academy for Skills and Knowledge – with its first batch of 30 students. TASK offers online and offline career and technology oriented classes. Students also participate in field projects under the programme “Jignasa”. Feedback is also collected from students every year. It is analyzed and action is taken accordingly.

Teaching-learning and Evaluation

The college is making a lot of efforts to increase the student enrolment percentage. Canvassing, distribution of pamphlets in nearby Junior Colleges, Student Help Desk, Flexi banners are used to increase admissions. From the year 2016-17, the admission process is being done online through <https://dost.cgg.gov.in/> website as per the state government policy. State Government reservation policy is strictly followed by the institution. Most of the students belong to OBC and minority sections of the society. Remedial classes are arranged for slow learners and additional assignments are given to advanced learners. The teacher-student ratio is **1:20**. As per the available student bio data, there are no differently abled students in the institution. Student-centric methods such as problem solving, question-answer method, group work and activity based teaching, communicative approach are used in teaching-learning. Teachers have been able to effectively integrate ICT Tools such as PPTs, Digital Boards and open resource material available on Internet in their teaching.

The use of audio-visual aids, real world experience through field trips, project works are used in teaching for innovation. A number of teachers are pursuing their PhDs and are in the process of submission of their thesis. The institution has well-experienced faculty. Two of our senior teachers received best teacher award from the state government. Three of our teachers received best teacher award at district level. CBCS was introduced from 2016-17. Continuous Evaluation System (CIE) is followed. Internal assessment is done at regular intervals as per academic calendar of the affiliating university. The Examination Committee deals with

examination related grievances. Average pass percentage of students for the last five years is good. Student database is maintained in the institution.

Research, Innovations and Extension

Two of our faculty members have completed their in-service PhD in the year 2019. And two faculty members have registered into PhD programme recently and are continuing with their PhD research work. Many faculty members have been attending national/international seminars and conferences and are also publishing in national and international journals. Every year since 2017, the students have been participating and presenting study projects in *Jignasa* – a programme initiated by the state government to encourage research skill in under graduate students. Faculty members act as mentors and help the students in completing their study projects.

Infrastructure and Learning Resources

The institution has facilities such as classrooms, computer laboratories, digital classrooms, classrooms equipped with projector. Volleyball court, shuttle badminton court, kho-kho, Kabaddi courts are available for students to play.

The class rooms are installed with projectors and screens for effective teaching learning activity. Two smart boards with projectors are installed in two computer labs. The institution has sufficient computers with two computer Labs - English Language lab and TSKC lab with LAN and Internet connectivity. The Various committees have been setup to take up the issues related to maintaining the facilities.

Student Support and Progression

The State Government sanctions scholarships to SC/ST/OBC/EBC and Minority sections of society. Capability enhancement programmes such as guidance for competitive exams, Counseling, Remedial coaching have been taken up. Grievances and redressal committee takes up students' grievances. No grievances of ragging and sexual harassment have been reported in the institution. A number of students are progressing to PG courses and getting selected in state Govt. and Central Government Jobs. College students have participated at University level, zonal level and a few at the state level both in Games & Sports and cultural activities. Students are represented on various committees of the institution.

Every year sports and Cultural & Literary competitions are organized at the institution under the programme named *Yuva Tarangam*. These are conducted at College, Cluster, and State level. Students from the institution have participated at District and State levels. Alumni Association Meetings have been conducted. Their advice is sought in matters pertaining to the development of the college. Their cooperation is sought in matters of Night patrolling and plantation and other developmental activities. Initiatives for improving the health of women students have been conducted.

Governance, Leadership and Management

Every year Institutional plan and Annual Curricular plans are prepared. The Institution has a staff council and various other committees. The faculty members and students and members from local society are represented in

committees. It has a clear-cut organizational structure. Committees meet at regular intervals and minutes of resolutions are maintained. The welfare measures for teaching and non – teaching staff are governed by state government rules. Faculty members are provided insurance, Health cards, provident fund and other welfare measures by state government. On Duty facility is provided to faculty members who attend conferences/workshops. A number of faculty members have attended RCs/OCs, HRD Programmes and other training programmes. A few philanthropists and faculty members have donated to mid-day meals. A few of the best practices institutionalized as a result of IQAC initiatives are mid-day meals to students and quiz Wednesday programme. CPDC committee, with members from alumni and eminent personalities of the local community conducts meetings regularly and plans developmental activities of the college.

Institutional Values and Best Practices

The institution is committed to promoting Institutional Values and social responsibilities. Gender sensitization programmes are conducted. Personal and career counseling is given. Safe and secure environment is created for women students at the institution. Solid waste is gathered and put in a garbage pit. Liquid waste is made to flow out through drainage. Most of the students use public transport; a few use bicycles. The institution is known for its greenery, Efforts are on to make the campus plastic free and paperless. The institution provides resources like ramp, scribes etc for differently abled. The Code of conduct handbook exists in the institution. A number of programmes have been organized to increase consciousness about national /state identities and symbols. A course in Human Values and Professional Ethics is offered. Universal values are promoted. Transparency is maintained. The extension activity through NSS has helped in holistic development of students. Rain water is tapped and channeled into soaking pits.

As part of best practices, the institution is providing Mid-day meal to the students to ensure good attendance in afternoon sessions of the college. Students coming from distant villages get maximum advantage of the programme. every year, the staff members of the college conduct a admission campaign programme to promote the educational merits of of the college and to boost the number of new admissions. this is also a best practice of our college.

Language specific day is observed as part of another best practice student and faculty members are encouraged to speak in English on Tuesday and Hindi on Thursday.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOPAL RAO PATEL GOVERNMENT DEGREE COLLEGE, BHAINSA
Address	PARDI B ROAD NEAR BORRA GANESH TEMPLE BHAINSA - 504103- Nirmal Dist.
City	BHAINSA
State	Telangana
Pin	504103
Website	http://gdcts.cgg.gov.in/bhainsa.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	M Sudhaker	08752-243562	9908393217	-	bhainsa.jkc@gmail.com
IQAC / CIQA coordinator	Subhash	-	9963076768	-	subhashgnl@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	10-10-1995

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Telangana	Kakatiya University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	04-03-2013	View Document
12B of UGC	02-12-2015	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	PARDI B ROAD NEAR BORRA GANESH TEMPLE BHAINSA - 504103- Nirmal Dist.	Rural	2.5	365.5

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	BSc,Bsc Life Sciences	36	Intermediate	English	60	16
UG	BSc,Bsc Life Sciences	36	Intermediate	Telugu	60	11
UG	BSc,Bsc Life Sciences	36	Intermediate	Urdu	60	38
UG	BSc,Bsc Physical Sciences	36	Intermediate	English	60	12
UG	BCom,Commerce	36	Intermediate	English	60	22
UG	BA,Arts	36	Intermediate	English,Telugu	60	11
UG	BA,Arts	36	Intermediate	Telugu	60	40
UG	BA,Arts	36	Intermediate	Urdu	60	50

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				2				21			
Recruited	0	0	0	0	2	0	0	2	18	3	0	21
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	5	2	0	7
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	2	1	0	4
M.Phil.	0	0	0	1	0	0	0	0	0	1
PG	0	0	0	0	0	0	4	1	0	5

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	1	0	0	1
PG	0	0	0	0	0	0	3	0	0	3

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	8	1	0	9

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
		UG	Male	212	0	0
	Female	184	0	0	0	184
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	42	30	21	27
	Female	43	31	17	14
	Others	0	0	0	0
ST	Male	9	2	1	4
	Female	5	1	1	2
	Others	0	0	0	0
OBC	Male	157	107	82	88
	Female	115	70	56	58
	Others	0	0	0	0
General	Male	11	10	15	21
	Female	6	1	21	21
	Others	0	0	0	0
Others	Male	6	6	32	45
	Female	1	0	25	56
	Others	0	0	0	0
Total		395	258	271	336

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
124	209	160	58	56

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
8	18	9	4	4

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
396	336	271	258	395

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
240	306	240	120	120

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
54	29	40	91	165

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
21	19	17	14	14

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
23	20	18	15	15

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 9

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	30	4

4.3

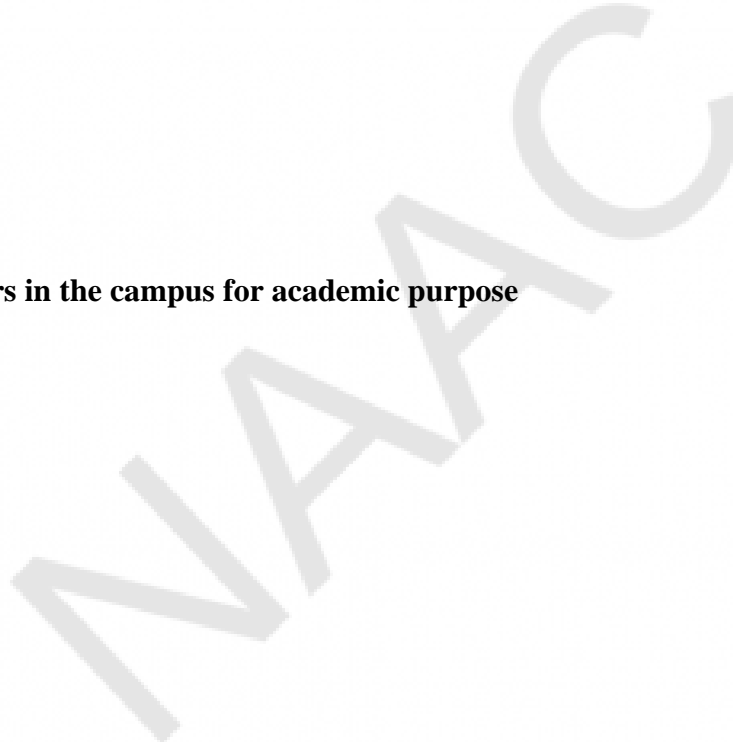
Number of Computers

Response: 84

4.4

Total number of computers in the campus for academic purpose

Response: 80



4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

1.The institution ensures effective curriculum delivery through a well planned and documented process

- The institutional plan is prepared at the beginning of the academic year i.e., June.
- Preparation of annual curricular plans by each department.
- Maintaining of Teaching diaries and synopsis.
- The curriculum and academic calendar prescribed by the affiliating university, i.e., Kakatiya University.
- Additional curricular inputs are provided by course teachers.
- The monthly meetings of the staff council conducted by principal and IQAC Review Meeting ensure effective delivery of curriculum.
- The Curricular plans contain information such as number of hours available in a particular month and week, topic to be taught, additional input/value addition provided, curricular activity and co-curricular activity.
- Teaching diary contains information such as date & daily class, period/ time, medium, theory/practical, topic covered, methodology adopted, number of students attended, teaching aids used and students' activity conducted.
- Teachers are encouraged to improve their teaching practices and adopt innovative teaching practices; faculty members attend workshops, seminars, conferences in their field besides refreshers courses and orientation courses conducted by HRC of universities. These training programs help them in following latest methodologies in their fields.
- The institution interacts and communicates with university with regard to the aspects of curriculum.
- Staff members attend the meetings/workshops conducted by the university on development of curriculum. Course teachers analyze/ensure stated objectives of curriculum are achieved in the course of implementation.
- The specific objectives of each course/subject are informed to students at the beginning of the academic year. The internal and external assessments test how far these objectives are achieved. The two internal assessments (20% Marks) help in testing how far these objectives are achieved and what changes are required in curriculum transaction and delivery.
- The attainment levels are recorded in students' progression registers of respective departments. Internal answer scripts of the students are valued by staff members and preserved and marks are intimated to students.
- Curriculum transaction takes place in three media-Telugu, English and Urdu.
- Field trips, student seminars and study projects are designed according to the need of the curriculum.

- subjects like career orientation, environmental consciousness, gender sensitization are made a part of the curriculum as credit courses

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The institution adheres to the academic calendar including for the conduct of CIE. The institute follows the academic calendar of the affiliating university, which in our case is Kakatiya University, Warangal. Every year at the beginning of the semester/academic year the university provides with an academic calendar with exact dates and details for the period of class room instruction, vacation, internal exams, practical exams and end semester exams. Changes, if any, in the academic calendar are informed by the university authorities.

the Commissionerate of Collegiate Education, Telangana also supplies an academic and activity calendar every year to all the degree colleges of the state. the colleges are expected to conduct curricular, cocurricular and extra curricular activities based on the academic calendar of the CCE

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: D. Any 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**Response:** 100**1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.**

Response: 8

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response:** 1**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

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

File Description	Document
Institutional data in prescribed format	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 1.77**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
35	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	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 institution integrates crosscutting issues relevant to professional ethics, Gender, Human values, Environment and sustainability into the curriculum.

All these important topics are incorporated into the curriculum and are given credits. They are compulsory courses with two credit for the students. Though there are no separate teaching faculty to teach these two credits courses, all the teaching staff of various departments are assigned the duty of teaching these courses. Specific hours - two hours per week are allotted for these courses in the college time table.

Gender sensitization is a two credit course for all the II semester students. A book is specially designed for the course. It addresses very important issues of gender discrimination. Students are sensitized towards the gender issues.

Environmental Studies is a two credit course for the first year students which address the issues of our Environment, need for its conservation and ill effects of pollution etc.

Water Resource Management is also a two credit course for the students of BA, semester V students and B.Sc semester VI students. This course gives a perspective for the students towards the water management which is a very important issue in the country like India.

There are other two credit courses like **Communication Skills, Communication Skills in English, Organizational Behaviour, Personality Development and Soft Skills** which focus mainly on improving professionalism and professional ethics among the students.

The Commissioneate of Collegiate Education, Telangana has introduced a non credit course **HUMAN VALUES AND PROFESSIONAL ETHICS** for the benefit of all the degree students of the Telangana state. Though not prescribed by the university, it is a special course that is taught to all the students of the college.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years				
Response: 0				
1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years				
2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)	
Response: 5.56	
1.3.3.1 Number of students undertaking project work/field work / internships	
Response: 22	
File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni	
Response: B. Any 3 of the above	
File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

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

File Description	Document
URL for feedback report	View Document



Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 40.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
200	225	173	106	104

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
480	620	480	240	240

File Description

Institutional data in prescribed format

Document

[View Document](#)

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

Response: 41.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
61	92	68	78	68

File Description

Institutional data in prescribed format

Document

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

- The Institution assesses the learning levels of the students after admission and organizes special programs for advanced learners and slow learners
 - The learning levels of the students are assessed after admission by the course teacher through their interaction with the students and their performance in curricular activities conducted at the college. The institution follows evaluative system of the affiliating university. The main purpose of the assessment is to enhance the competencies of students.
 - The evaluative system followed by the college is divided into internal assessment and external assessment. External assessment is done by the affiliating university under the CBCS system.
 - Semester – End examination are held at the end of each semester by the university in the months of November -December and April-May.
 - Internal Assessment is done by the institution as per the dates and deadlines given in the academic calendar of the university.
 - The institution ensures that the stake holders of the college especially students and faculty are aware of the evaluation processes by communicating to both students and faculty in time the relevant information such as almanac, syllabus, dates of examinations, previous question papers, model/pattern of the question papers.
- The internal assessment carries a weightage of 20% marks and the external assessment carries the remaining 80% marks.
- The Internal Assessment is usually a written test with both very short answer questions and objective based questions.
- External assessment is usually a written test with both subjective and objective questions.
- The advanced and slow are identified by course teachers in their interaction with students and performance of students in both internal and external assessment.
- Remedial classes for slow learners by course teachers. Records of remedial classes conducted are maintained by all the departments.
- For advanced learners, course teachers give additional assignments and engage them in higher order thinking skills. Critical thinking and problem solving are encouraged in students.
- Every year Commissionerate of Collegiate Education conducts a state level competition of student research projects – JIGNASA – to encourage scientific thinking and research temperament among student community. Students from our college have been participating in JIGNASA enthusiastically. In the academic year 2019-20, our team of students won first prize in the category of chemistry.

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

Response: 18:1

2.3 Teaching- Learning Process

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

Response:

The following student centric methods are used for enhancing learning experiences of Students.

- Along with the traditional lecture method, innovative and advanced methods of teaching are encouraged in the institution.
- Question –Answer, discussion are used to make students participate in learning.
- Role –play, pair –work & group-work are used by teachers.
- Teaching-Aids and audio-visual aids, power-point presentations, digital boards are used to make teaching-learning interesting for learners.
- Teachers constantly encourage students to be independent in their thinking and learning. They are told not to blindly follow either the text or their teacher; learner autonomy and independence are encouraged.
- Teachers understand that learners have a critical role to play in Deciphering meaning from the new information presented to them.
- As the curriculum is prescribed by the university the students do not have much choice in choosing what they will learn but the teachers of the college, supplement

the curricular items with additional curricular/value inputs wherever possible.

- The role of the teacher is to be a facilitator of learning.
- The newly-introduced CBCS system encourages student-centric methods as it gives choice to students. Instead of marks and ranks it emphasizes credit-based assessment.
- The sensitization also makes assessment easy and manageable for learners as it makes the lengthy annual curriculum shorter into two semesters.

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

All the teachers of the institution use ICT enabled tools for effective teaching-learning process. There are two smart boards with broad band connection are installed in two computer Labs. And there are three Projectors with screens also with the facility of internet connection are available in three class rooms. Our recent addition to the existing ICT facilities is a Virtual Class Room. An LCD television is used for

satellite lessons for the students. All the teachers use these facilities according to the time table. apart from these, there are about 85 computers in the institution to assist ICT enabled education for students.

Power point presentations are the most commonly used ICT method for most of the teachers. Virtual classes are also being conducted recently. Internet can be accessed through digital boards and projector boards for any additional information needed by the students in the class room. Subject related videos, documentaries; short films can be viewed within the classroom setup.

All the teachers of the institution have completed an FIP on "ICT TOOLS IN HIGHER EDUCATION" and are now well trained in using ICT tools.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

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

Response: 18:1

2.3.3.1 Number of mentors

Response: 22

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

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 94.35

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 20.12**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

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

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 6.91**2.4.3.1 Total experience of full-time teachers**

Response: 152

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:****Mechanism of IA is transparent and robust in terms of frequency and variety**

The following are some of the measures adopted by the institution for maintaining transparency in internal assessment

- The students can apply for recounting and revaluation of their answer scripts of both internal assessment and semester end examinations by paying the prescribed fee.
- The students can get a photo copy of the assessed answer book after the declaration of the results by paying the prescribed fee.

- In CBCS the credit based system of evaluation is followed.
- The institute strictly follows the affiliating university norms and guidelines for conducting semester examinations as well as internal assessments.
- The university appoints observers and squad teams during the semester end exams for preventing malpractices and for the conduct of exams in a fair manner. The squad team can debar students who indulge in malpractices in examinations. The debarment can range from one to three years depending upon the seriousness and nature of malpractice.
- The institution has an examination branch for the smooth conduct of examinations. The examination committee with controller of exams and additional controller of the exams at the affiliating university will supervise both conduct of exams and evaluation.
- The faculty of the college is being released on time for duties related to evaluation, conduct of examinations and observer and squad duties
- Internal assessment is done as per the schedule given by examination committee
- CCTV cameras have been installed in the college corridors, exam rooms and at the entrance.
- The performance in seminar presentations and assignments and the percentage of attendance are considered for internal marks. Assignments are given well in advance in each semester and the timely submissions are ensured by the departments.
- The behavioural traits, aptitude for independent learning and communication skills of students are reflected in their presentations, tutorial sessions, regular attendance and timely submission of assignments.
- The heads of the department hand over attendance and internal marks lists of the students to the examination section of the college.

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

Mechanism to deal with examination related grievance in transparent, time-bound and efficient way

- The college strictly follows the affiliating university mechanism in respect of examination related grievances.
- This mechanism is transparent, time-bound and effective.

Committee at the institute level

- Sri U. Gangadhar – Coordinator.
- Members of the examination committee – sri K. Surya Sagar and G. Sudhakar.

Committee at the university level

- Controller of examinations.
- Additional controller of examination.
- Chair person of the programme concerned
- Registrar.
- The institutional level committee deals with all the grievances directly which are related to the

common problems at institutional level.

Redress of Grievances related to Examinations:

- An aggrieved student shall make an application to the institutional level committee. The committee will try to redress the grievance within a reasonable time preferably within a week.
- If the student is not satisfied with the verdict of the institutional level committee, he can approach the principal.
- For the grievances pertaining to the semester end examination the applications of aggrieved student are forwarded to the affiliating university level committee.
- The university level committee shall consider the appeal of the student and make recommendation preferably within 15 days.
- If a student is booked under malpractice by the squad team, the student will be given notice for explanation before taking a decision by the results committee.
- There are provisions for recounting of marks, re-evaluation of answer scripts and photo copies of answer scripts.

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are initially prepared at department and approved in their respective department level staff meetings. Then the Staff Council will make thorough discussion on each and every objective and outcome of the program, program specific and course. After appropriate suggestions, modifications and constructive changes are made, in charges are advised to resubmit the modified documents of the same in hard and soft form. The hard copies will be photocopied and circulated among the respective faculty members and soft copies are uploaded for display in the College website. For useful and effective communication to the students, again all the staff members are asked to explain them in the class rooms at the time of commencement of the semester itself. Frequently, the teachers also exchange their views in this regard with students and infuse them with positive insights. Following is the process of identification, formulation and communication of POs, PSOs and COs for all programs offered by the Institution to the students. It also includes the approach and procedure to state and display them on the college website and communicate to teachers and students reachable.

Step-I: College Principal in consonance with the IQAC and Academic Coordinators conducts a meeting with all the teaching staff and inculcate the interest, importance and process of preparation of POs, PSOs and COs.

Step-II: Identification of Program outcomes, program specific outcomes and course outcomes for all programs and disciplines at department level.

Step-III: Department in charges will submit those documents in the Staff council meeting, wherein they

will be thoroughly and meticulously discussed and offered constructive suggestions and inputs by the council members together, so as to strengthen them for better useful to students.

Step-IV: Photocopied Copies of the approved POs, PSOs and COs will be finalized and circulated among the respective faculty members and soft copies are uploaded for display in the College website.

Step-V: Periodical analysis on effective implementation of POs, PSOs and Cos is conducted periodically in coordination with all the departments in charges by the college principal for achieving them. If any laps or gaps are located, they can be addressed amicably.

step-VI: the final POs, PSOs and COs will be displayed in the college website for the students, parents and stakeholders.

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

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

Response:

Attainment of programme outcomes, programmes specific outcomes and course outcomes are evaluated by the institution.

- Programme specific out comes and course specific outcomes for all programmes are communicated to students by course teachers at the beginning of the academic year.

The following process of attainment of Cos, Pos and PSOs is proposed to be followed

- The process of attainment of COs, POs and PSOs: writing appropriate Cos for each course of the program from first semester to sixth semester.
- The course outcomes are written by the respective faculty members.
- Course outcomes are narrower statements that describe what student is expected to know, and be able to do at the end of each course these relate to knowledge, skills and behavioural traits that students acquire.
- In a university affiliated college like ours, attainment levels can be measured based on the results of the internal assessment and external examination conducted by the university. This is a form of direct measurement of attainment. In each test the percentage of students who achieve a set target (usually, 60% of the maximum marks, i.e., 12 of 20) for the COs is computed to decide the attainment level).

Attainment level 1:

- 60% of students score 60% marks out of maximum marks

Level 2:

- 70% of students score more than 60% marks out of maximum marks

Levels 3:

- 80% of students score more than 60% marks out of maximum marks

Thus the average percentage of students attaining the entire COs decides the CO attainment level.

2.6.3 Average pass percentage of Students during last five years

Response: 25.67

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
22	04	02	16	29

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

2019-20	2018-19	2017-18	2016-17	2015-16
46	22	25	52	123

File Description**Document**

Institutional data in prescribed format

[View Document](#)

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

Response: 3.73

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

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Institutional data in prescribed format

Document

[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

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

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

3.1.2.2 Number of departments offering academic programmes

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

File Description

Institutional data in prescribed format

Document

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**Response:** 0**3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

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

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.2 Research Publications and Awards****3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response:** 0.06**3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

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

File Description**Document**

Institutional data in prescribed format

[View Document](#)**3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 1.41**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
6	3	10	3	2

File Description	Document
Institutional data in prescribed format	View Document

3.3 Extension Activities

3.3.1 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:

Every academic year, extension activities are carried out in the neighbourhood community through NSS and Bhagya and other departments.

NSS

- Every year NSS conducts a seven day winter camp in any surrounding village with fifty NSS volunteers.
- The Programme coordinator chalks out a plan with the help of VDC(Village Development Committee) of the village and plans the camp according to the needs of the villagers.
- Volunteers conduct cleanliness drive in the village making the villagers understand the importance of hygienic surroundings.
- A socio economic survey conducted in the village to analyze the socio economic states of the village.
- Plantation along the village roads, repairing the village roads, construction of soaking pits etc are done by the volunteers with the help of VDC.
- NSS volunteers of the college have rendered their services during assembly, parliament and local body elections in the polling stations with equal responsibility as other polling staff.
- NSS volunteers of the college have also rendered their services in *Basara Devastanam*- a famous sarsvathi temple in the state, during religious ceremonies and festivals. They have gained the appreciation certificates from the temple authorities in this regard.
- Free medical and health checkup camps are conducted in the village for the villagers with the help of doctors and paramedics.

Bhagya

Bhagya is a programme initiated to create health awareness among students and the neighbouring community.

- As part of Bhagya, health awareness camps are conducted

- Blood grouping, free health checkup is done
- The importance of nutrition and balanced diet, especially among college going girls and women is stressed upon the through programmes conducted by Bhagya.

File Description	Document
Paste link for additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 5

3.3.3.1 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

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

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 21.81

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
100	50	100	50	50

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 0

3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

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

File Description	Document
Institutional data in prescribed format	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**Response:** 3**3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

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

File Description	Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has adequate facilities for teaching learning process. There are nine spacious and well ventilated class rooms to accommodate all the students. Out of nine class rooms, three class rooms are installed with projectors with LAN connection. There are two computer labs with internet connectivity – one with the capacity of thirty computers and the other with the capacity of forty. There is a smart board installed in each of the computer laboratories. The library also houses 14 computers with LAN. There is virtual class setup is installed in chemistry lab. There is a new block for science laboratories under construction which will be completed within three months.

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The institution has adequate facilities for cultural activities, sports and games.

The institution has a spacious play ground where all kinds of sports and games can be conducted. There are separate courts for kabaddi, Kho-kho, volleyball and shuttle- badminton. The college does not have a gymnasium. The yoga classes are generally conducted in the spacious foyer of the college building. Cultural activities can be conducted either in the foyer or in the play ground.

File Description	Document
Upload any additional information	View Document

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

Response: 66.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 6

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

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

Response: 33.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0.2	28.5	2.38

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

- Our institution recognizes the fact that library is the heart of any knowledge hub. At present the college library has around 1200 books. Most of these books are reference books and text books. There are 14 computers installed in the library and all these computers are provided with internet facility through LAN so that students can be allowed access to the computers in their leisure time for research and reference purposes. News papers and magazines of Telugu, English, Hindi and Urdu are available for the students in the library. We are planning to automate our library with Integrated Library Management system.

4.2.2 The institution has subscription for the following e-resources

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

Response: E. None of the above

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

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

Response: 0.55

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	2.77	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response: 0

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

College relies heavily on usage of IT in academic and administrative duties every day. So, the Softwares

are regularly updated to keep up with the demanding needs of stake holders. The broad band connection is changed to optical fiber cable connection with 30 Mbps. in addition to the existing computer lab, another computer lab is established in the year 2017-18 with 30 computers. There are 14 Computers in the library which are purchased in 2017-18 with latest technology and configuration. Two smart boards and three projectors are brought in to enhance the teaching learning experience. recently, in the year 19-20, a virtual class is established. The campus is Wi-Fi enabled with 24x7 availability to staff and students. There are 3 routers and 2 switch boards available for Internet sharing.

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

Response: 5:1

File Description	Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

4.4 Maintenance of Campus Infrastructure

4.4.1 Average 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: 134.11

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)

2019-20	2018-19	2017-18	2016-17	2015-16
14.82	0.43	0.43	1.50	0.84

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response:

There is a systematic approach towards maintaining and utilizing physical, academic and support facilities in the college. Committee in-charges or departmental in-charges will inform principal about any problem arising with any equipment or utilization of a facility. Principal in turn will direct the appropriate person to deal with the issue. All the expenses for maintenance and utilization are met from the budget provided by the state government.

- The annual maintenance of computers and IT facilities – the sellers regularly visit the college for the purpose of service and maintenance of the computer equipment which is under warranty.
- E-classrooms and the related systems are maintained by the corresponding service provider as per warranty.
- trained professionals are called in for the general maintenance of the IT equipment.
- minor repairs are done by the faculty who have good computer knowledge.
- The college website is maintained by the CCE, Hyderabad and regularly updated by the college
- Accession to library is met from the budget granted by the state govt.
- Cleanliness is maintained by the attendants who sweep and clean the classrooms everyday and provide drinking water facility to students and staff. one RO plant has been established to provide clean drinking water to students.
- Bio metric attendance has been implemented at the beginning of the current academic year and a senior faculty member is given the in-charge of the biometric process.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 22.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
74	55	41	80	133

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

Response: 22.97

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
74	55	41	80	133

File Description

Document

Institutional data in prescribed format

[View Document](#)

5.1.3 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:** D. 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**Response:** 10.5**5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
45	35	35	25	32

File Description	Document
Institutional data in prescribed format	View Document

5.1.5 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: D. 1 of the above**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 3.17**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

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

File Description	Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 44.44

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 24

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.2.3 Average 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: 0

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

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

5.2.3.2 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

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

File Description	Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 0

5.3.1.1 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) year-wise during the last five years.

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

File Description	Document
Institutional data in prescribed format	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

- Through the representatives, students are given an opportunity to have a say in the matters which concern them most in a concrete and direct manner. Their point of view is also needed in the matters of the college development. It is also a great source of experience one of the basic skills which is needed in life of students
- The following are some of the committees where student representatives are included as members,
 - Disciplinary and anti ragging Committee
 - Students Affairs Committee
 - Women Empowerment Cell
 - Grievance Redressal Committee
 - Mid day meals committee.

- IQAC
- In the meeting held by the various committees, student representatives are given a chance to express their views. If their views are positive and in favour of the institutional development, they will be given weightage in decision making.

File Description	Document
Upload any additional information	View Document

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

Response: 1

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

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

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in 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 institution has a functional Alumni Association and it contributes significantly towards the development of the institution. The efforts to register the Alumni association are underway. The alumni association has contributed towards the mid-day meal programme of the college in its initial stages by providing utensils and food supplies. All the developmental plans of the college are discussed with the alumni meetings and their advice is sought in the matters of importance.

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

Response: E. <1 Lakhs

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Since the establishment, the institution has grown into a vibrant organization for the all-round development of students especially for the underprivileged sections of the society. It has grown by leaps and bounds fulfilling the needs of several students. It has won the laurels as one of the premier institutions in the district. All this was possible because of governance of the institution with effective leadership qualities.

Motto of the college

“Come to learn, leave to serve” aptly fits the vision and mission of the college. Implementation of the Vision and mission which are the heart and soul of the body in true spirit is the reflection of true leadership.

Vision statement

To provide high-quality transformational education to all sections of students for holistic development by inculcating scientific temper, quest for excellence, moral values, social responsibility for a successful career and character building to serve the nation as responsible citizens.

Mission to translate vision

Our mission is to translate vision of the college into action .Mission statement of the college is as follows:

- To ensure access to higher education by all sections of the society in the context of existing socioeconomic deprivation.
- To provide a platform to enable students to realize their full potential and to hone their skills and talents.
- To create a teaching-learning environment that facilitates the pursuit of higher knowledge.
- To create awareness of employment opportunities and to develop self-reliant, enterprising and employable human resource.
- To inculcate values like self-respect, social justice, national integration, secularism and brotherhood by organizing various sensitisation programmes
- To internalize the value of discipline, sincerity, service for generating responsible citizens committed to the social good.

Initiatives under good governance are as follows:

- **Decentralization:** Principal, head of the institution, is the key person under whose guidance and leadership various departments, committees, non-teaching staff function and conduct academic and administrative functions in college. Though the responsibilities are shared, we function symbiotically for the betterment of the institution.

- **Accountability:** Staff and students have to account for their duties and responsibilities.
- **Transparency:** Academic, administrative and financial matters are discussed in staff meeting and resolutions are signed. Student is appraised about the decisions taken through student representatives in committees.
- **Faculty enrichment programmes:** Efficient staff is the backbone of collage. To enrich staff with new skills, they are encouraged to join all the necessary faculty enrichment programmes are conducted .
- **Social responsibility:** We have obligation to serve the society. We try to nurture this quality in students through NSS, and other extension activities.
- **Mutual respect:** From principal down the lane to office subordinate and student we respect each other and treat with dignity.

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

Response:

Gopal Rao Patel Government Degree College, Bhainsa encourages and motivates a culture of decentralization and participative management by involving staff members in a number of administrative roles.

The hierarchy of the institution is as follows:

- **Level -1:** Principal, the head of the institution, is the in-charge of the college. He is the drawing and disbursing officer, Principal is assisted by Vice- principal (A Senior Faculty)
- **Level -2:** IQAC and staff council. IQAC is the apex body for quality maintenance in college. All committees are formed and functions under this body. Staff council is formed by the senior staff members of the college. IQAC takes final decisions in consultation with staff council after detailed discussions and deliberations
- **Level -3:** Departmental Heads and Committee in-charges
- **Level -4 :** Departmental and Committee members CPDC and Alumnae helps in gathering financial aid and rendering support services, Departmental in charges look into the curricular and co-curricular activities.

Before the commencement of every academic year various college committees are constituted by IQAC under the guidance of the head of the institution for academic and non-academic activities. They prepare the working strategy for the effective functioning of the college. These college committees are responsible for admission, time-table preparation, examinations, purchases, welfare of students, and organization of extension activities and representatives from non-teaching staff and student community is encouraged in some committees for transparency. Every committee has the freedom to prepare a plan and decide implementation strategies. Committee meetings are held as and when required for the implementation and organization of activities. A report of activities is prepared by each committee at the end of every programme conducted.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college has a set of goals to accomplish and plans accordingly for the realization of the goals.

The college has prepared a strategic plan to enhance academic environment, provide infrastructural support. These goals are set with extensive discussions with various stake holders.

Perspective/Strategic plan:

- Encourage faculty to attend seminars, orientation and refresher courses.
- Implement CBCS system.
- Installation of CCTVs for 24x7 surveillance.
- To procure computer systems with advanced configuration.
- Establish digital class room.
- Purchase of lab equipment to upgrade lab facilities.
- to come into MOU with a company.

Accomplishment of the goals set by the college is as follows

- Faculty has attended orientation, refresher courses and presented papers in seminars.
- 100% implementation of CBCS system in practice.
- 14 CCTVs are installed at key locations
- 64 computers with latest configuration were purchased.
- Two digital class rooms with smart boards are established.
- A virtual class room has been established.
- An MOU with TASK has been materialized.
- New labs are being constructed and the lab material has been procured.

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

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

Response:

Gopal Rao Patel Govt. Degree College, Bhainsa is under the direct administrative control of Commissionerate of Collegiate Education, Telangana, headed by the Commissioner of Collegiate education. The Commissionerate oversees the overall supervision for the smooth functioning of the college

1. The organizational set up of college is as follows :

- Tier 1: Principal. At college level the principal is at the apex of the administration and is assisted by The Vice-Principal (A Senior faculty).
- Tier 2 : consists of Teaching staff and Non -Teaching Staff
- Teaching staff : Departments are headed by Head of the Departments (HODs) followed by other teaching staff members
- Non -Teaching Staff: A junior/senior assistant heads the non-teaching staff. Under him/her, record assistants, office subordinates and night watchmen are placed.

2) Functions of Committees can be grouped under four categories:-

A) Quality assurance functions:

- IQAC/ NAAC Committee

B) Academic Functions:

- Admission committee
- Academic committee
- Time- table committee
- Examination branch
- Library committee
- Discipline committee
- Student -study project Committee

C) Administrative functions:

- Special Fee And Restructured Course Fee Committee
- Scholarship Committee
- Furniture Committee
- SC, ST Students Welfare Committee
- DRC Committee

D) Extension functions:

- NSS committee
- Red Ribbon club
- Health Club (Bhagya)
- Competitive and career guidance cell
- TSKC / TASK
- Women empowerment committee
- Eco-Club Literary and cultural Committee
- Games and Sports Committee
- Anti ragging committee
- Grievance and Redressal cell

1. Service Rules, Procedures for Promotion:

The college follows UGC Guidelines issued by the higher education department, Government of Telangana for service rules, procedures for promotion. G.O.Ms No.14 Higher Education (U.E.II) Dept Dt.20-2-2010 is enclosed herewith

1.Procedures for Recruitment: It is carried out in three different ways.

- Permanent post: These posts are recruited by the Government of Telangana through TSPSC direct recruitment, Promotion from junior colleges to degree colleges according to the norms of the UGC.
- Contractual post: These posts are recruited by the Government of Telangana through Regional Joint Director (RJD) Warangal.
- Guest faculty: Guest faculty are selected and recruited by the Principal of the college through the process of interview.
- Outsourcing Staff: These posts are recruited by the District Collector through agency.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

As per the government of Telangana norms the following facilities are available to all permanent teaching and non-teaching staff.

- UGC/State Government scales of pay

- Career Advancement Scheme
- Additional increments for having doctoral degree at entry level or during service
- On-Duty facility to attend Orientation and Refresher Courses
- On-Duty facility to attend National Seminars, Conferences etc.
- Perform remunerative duties as practical examiner, observer in University exams.
- Casual Leave facility to teaching and non-teaching staff
- Maternity and Paternity Leave
- Half pay leave provision Medical leave provision
- Encashment of earned leave
- Medical Reimbursement or EHS (Employee Health Scheme)
- GPF and TSGLI provision.
- Group insurance for all teaching and non-teaching staff Personal loan facility.
- Festival advance for non-teaching staff.
- Regular superannuation pension.
- New pension scheme NPS

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

Response: 0

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

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

File Description

Document

Institutional data in prescribed format(Data template)

[View Document](#)

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

Response: 0

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

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

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

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

Response: 7.07

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

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

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

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

To evaluate teachers, Self-Appraisal System based on the Academic Performance Indicator (API) developed by UGC is implemented in the institution. This annual API scores can be compounded prospectively as and when the teacher become eligible for CAS promotion to the next cadre with the multiplication factor of years of service required to apply for CAS promotion.

The college also has in place, Student Evaluation on Teacher. A questionnaire is given to the student at the end of the academic year and feedback is collected and recorded. Based on this observation, relevant discussions are held with teacher concerned in order to implement suggestion given by students and enhance the quality of teaching-learning.

The non-teaching staff is monitored regularly by principal and through the complaints received from stake holders.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The principal as the head of the college has to deal with a variety of financial transactions in respect of running the college. He/she is solely responsible for and accountable for proper conduct of all financial matters. Hence, all financial aspects are dealt with utmost care. The lecturers who are in-charges of committees produce bills for the work ascertained to the office. Similarly all the bills/vouchers and cheques of purchases done by the office are recorded and registered by the clerical staff. Principal inspects the financial transactions on a regular basis.

External audit is conducted by Accountant General and Internal audit by State Audit. The periodical inspections from the Commissionerate of Collegiate Education, Telangana also include verification of accounts and accounting procedures. There is complete transparency in financial aspects pertaining to the college.

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

Response: 6.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
3.25	0	0.8	1.0	1.05

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Any additional information	View Document

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

Response:

Financial resources for the institution are provided by the state government. The college has its own accumulated fund (the fees collected from the students are deposited into this fund) The accumulated fund can be used by the principal for the developmental and maintenance activities of the college by taking

proper approval from the Commissioner of Collegiate Education, Telangana.

- a new laboratory block is being constructed in the institution with an amount of 23 lakh rupees drawn from the accumulated fund. Tendering for the work is done through government agencies. Laboratory equipment of about nine lakh rupees worth has also been purchased from the same fund.
- Recently a virtual class setup worth about 5.6 lakhs has also been procured from the accumulated fund.

Apart from this, Contribution from Alumni, local community and public representatives is sought for the development of the institution. And there has been significant contribution from alumni and philanthropists towards the college development. All their financial contribution is accounted and audited meticulously.

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

Response:

The Internal Quality Assurance Cell (IQAC) in the college is a catalyst for quality enhancement and it works with heart and soul to enhance quality across the parameters. The IQAC significantly contributed for institutionalizing the quality assurance with help of various strategies and continuous process during the last five years.

- **Academic Calendar and Annual Action Plan:** In the beginning of every academic year, IQAC Coordinator along with the Academic Coordinator prepares the Annual Academic Calendar in accordance with the Academic Calendar issued by the CCE and Almanac issued by the affiliating University.
- **Comprehensive Feedback Mechanism:** Every year Feedback is collected from the various stakeholders of the college such as students, parents, alumni, and faculty and is analyzed and action is taken to plug the loopholes in teaching, learning and evaluation and other issues.
- **Internal Academic Audit:** The IQAC along with the Academic Coordinator conducted Internal Academic Audit for smooth and effective implementation of curricular, co-curricular and extra-curricular every year.
- **Faculty Forums (FF):** With a view to provide a platform to discuss and to spread the light on latest developments in various subjects, the IQAC has introduced Faculty Forum at college level for teachers. A good number of faculty forums on current and relevant topics across the subjects have been conducted to share the knowledge among the teachers.
- **Organizing Orientation Programs:** Every year the IQAC conducts the Orientation Program to all the first year students with a view to make them aware of the academic, physical facilities, learning resources and experienced teaching staff and vision and mission of the college.
- **Evaluation of POs, PSOs, COs:** The IQAC encourages all the staff members to inform the students about Program Outcomes, Program Specific Outcomes, and Course Outcomes in order to give a crystal clear awareness about the program and course.
- **Teaching Innovations:** The IQAC organized brainstorming sessions with the HoDs and Faculty members on the innovative Teaching–Learning methods including ICT methods. Interestingly, all

the teachers are putting their sincere efforts in using ICT enabled teaching methods to make the teaching - learning more effective and innovative.

- **student study projects:** The IQAC suggested the Library to upload the JIGNASA Study Project Reports on the college website. The IQAC always encourages making the library fully automated.
- **Best Practices:** The IQAC always encourages the faculty members to continue the previous best practices effectively and to come out with newer ones every year to make the teaching-learning more effective.
- **Mentor-Mentee System:** The mentor-mentee system has been effective in the college through which Mentor tries to assess the potentialities of the mentees and offer suitable suggestion for his all-round development.
- The IQAC left no stone unturned in improving the quality teaching-learning-evaluation by devising suitable and innovative strategies from time to time and putting relentless efforts to stepping towards quality academic heights.
- Quiz programme: IQAC has devised an innovative programme "QUIZ WEDNES DAY" to boost the general knowledge and competitive exam knowledge of the students.

File Description	Document
Upload any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC has designed the pattern of review system and assessment of learning out comes which is followed by the institution. It consists of two levels i.e. review at department level and at institutional level.

The Institution reviews its teaching learning process through the following:

- **Monitoring of classes:** The Principal monitors the timely conduct of classes and the adherence to the academic calendar and the almanac.
- **Feedback from Students, Teachers and Parents:** The feedback has been collected through structured questionnaire using a rating scale from the students and parents about teaching-learning-evaluation process and about development of the college and analyzed to find out the gaps. This is considered to be the one of the best methods for reviewing the teaching-learning process and to plug the loopholes.
- **Evaluation of Attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), Course Outcomes (COs):** A method for evaluating the attainment of POs, PSOs and COs has been designed and implemented. The method ensures the evaluation of the COs vis-à-vis the PSOs at the faculty level, evaluation of PSOs at the Head of the Department's level and the POs at the Principal level. These help in assessment of the effectiveness of teaching –learning process.

- **Reports on Teaching Methodologies:** With a view to monitor the quality of teaching- learning process, the IQAC conducted reviews on teaching methodologies implemented by the faculty periodically. The analysis of the reports help in assessing the types of teaching- learning methods, ICT methods and experiential learning etc employed by the teachers, their relevance and effectiveness vis-a vis the learning objectives and outcomes.
- **Review of Examination Results:** The review of the examination results helps in assessment of the Departments and faculty members of concerned subjects. This enables to ascertain whether course outcomes are achieved or not and steps can be initiated in the form of remedial coaching to the slow learners.
- **Internal Academic Audit:** The Internal Academic Audit is conducted once in a quarter of the year to review the academic processes including the curriculum, teaching, learning, evaluation processes and mechanisms, including the teaching plans adherence to academic calendar and almanac. It also verifies various teaching learning methods such a project works, practicals, internal assessment and external assessment rules and guidelines.
- **Self-Appraisal Form:** The Self Appraisal form is a tool widely used to enhance teachers' quality. IQAC has collected API (Self Appraisal Form) from all the teaching staff during the last five years and encouraged and motivated the teachers to enhance their performance time and now. It is used to evaluate faculty up-gradation across defined parameters.
- **The external academic audit:** It is conducted annually by the CCE by appointing the senior and well experienced faculty members as Academic Officers. During their visit they verify all the academic and development activities across the parameters and offer suggestions for further improvements in teaching-learning-evaluation process to impart quality education. They submit a copy of the academic audit to the CCE confidentially. The IQAC coordinates the external academic audit.

6.5.3 Quality assurance initiatives of the institution include:

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

Response: C. 2 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	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 during the last five years.

Response:

The following measures have been initiated by the institution for the gender equity during the last five years.

- A two credit course in Gender Sensitization has been introduced for the first year students.
- Women Empowerment Cell has been established in the institution to conduct awareness programmes on gender equity and look into the gender related grievances.
- The Women empowerment Cell also conducts counseling sessions for the women students who wish to dropout/discontinue their graduation programme due to issues like early marriage and other family problems. Parents of the women students are also invited to attend such counseling sessions.
- Anti ragging committee is in place to check the incidents of ragging and misconduct towards women students. As part of anti ragging drive, Police personnel are invited to the college to give information about women safety laws.
- Women students are given equal representation in all the student committees.
- Eminent personalities from the Judiciary are invited to the institution to conduct programmes on Legal Awareness.
- The students institution have enthusiastically participated in the nationwide competition held by NCW (National Commission for Women) to create awareness about the legal rights of women in the years 2017-18 and 2018-19. The Women Empowerment Cell has conducted a series of lectures on legal rights of women for the students as a preparation for the competition. Students were encouraged to participate in the competition irrespective of the gender.
- Important days like International Women's Day, Women teachers day are celebrated in the institution.
- Women students are given equal representation in all the curricular, co-curricular and extracurricular activities of the college.
- CCTV cameras are installed all over the campus for better surveillance.

File Description	Document
Annual gender sensitization action plan	View Document

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

- 1.Solar energy
- 2.Biogas plant

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

Response: D. 1 of the above

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

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

Response:

Waste management steps taken by the institution

Solid waste management

- Pits are dug in specified areas of the campus. The solid waste -left over food, kitchen garbage, dry leaves - that is generated in the campus is dropped into the pits. The leaves shed by the trees in the campus create a lot of solid waste. All these dried leaves are swept to make piles. These are also dumped in the pits daily. Burning of dried leaves and other solid material is prohibited in the campus as this creates a lot of smoke leading to pollution. There are specific dust bins kept in the corridor of the college for various types of trash like -metal, glass, plastic and paper. Students and staff are instructed to use the dust bins instead of littering around the campus.

Liquid management

- The liquid waste is transported out of the institution through pipes to the drainage.
- Leakages to pipes are fixed.

E – Waste management.

- Disposing, selling or auctioning of e-waste is managed through TSTS, a state government agency.

Rain water harvesting and water recycling

Two Soaking pits are there in the campus to recharge ground water. Excess water from the plants and

washing area is also channeled into the soaking pits.

a soking pit is dug near the bore well and it will help in recharging ground water level.

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

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

Response: C. 2 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

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

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

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: E. None of the above

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

Response:

The institution believes in an inclusive environment where every individual experiences freedom and liberty to express his own views.

- Bhainsa, the town, where our institution is located is a boiling pot of different linguistic, regional and religious cultures. Being a border town situated at close proximity to the state of Maharashtra, Bhainsa has a huge influence of Marathi culture and Marathi Language. The mother tongue of many of our students is Marathi and they are encouraged to converse freely in their own mother tongue by not imposing Telugu on them.
- As per the demography of Bhainsa, the population muslim minority is very high. The muslim minority students who would study in their mother tongue Urdu till their Intermediate (plus two), did not have any opportunity of pursuing graduation in Urdu medium in Bhaina. Keeping this in view, our institution has started Urdu medium in the academic year 2017-18, thus adding much needed diversity and inclusiveness to the institution.
- The institution level literary competitions are conducted in four languages – Telugu, Hindi, Urdu and English – giving equal importance to all the languages.
- Telugu Bhasha Dinotsavam (September 09), Hindi Divas (September 14) and Urdu day (November 09) are celebrated in the institution to encourage inclusiveness and linguistic tolerance.
- Ganesh festival is celebrated with an environmental consciousness by making clay idols of Ganesha.
- During the holy month of Ramzan, the time table is made flexible for the teachers and students who observe Roza fasting.
- All kinds of traditional attires like burqua, pardah are allowed and are respected as the individual/ religious choice.
- Birth days of great personalities like Ambedkar, Jyothiba Phule, Savitri Phule, Gandhi and Abul Kalam Azad are celebrated to emphasize the necessity of socio- cultural and socio-economic equality.
- Above all, the mid-day meal scheme provides an opportunity for all the students to come together as family and share meals in a holistic environment and break the barriers of caste, community religion and gender.

File Description	Document
Any other relevant information.	View Document

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

Response:

The institution conducts various programs throughout the year to sensitize the students to the constitutional obligations.

- National Voters Day

National Voters Day is observed every year on 25th of January. Essay competitions and elocution competitions are conducted for students to give them a better understanding of the essential process of democracy.

- Republic Day

Republic Day is celebrated every year on 26th of January. Eminent personalities of local community are invited as guests to deliver lectures to the students on constitutional values. Students are also encouraged to express their views in the form of speeches.

- Constitution Day

Constitution Day is observed on 26 of November every year. Various literary and cultural events are conducted on the eve of the constitutional day. A meeting is held for all the students of the college to sensitize them about the constitutional values.

- Rashtriya Ekta Diwas (National Unity Day) is celebrated on 31st of October to mark the importance of national integration.
- Other programs

The teachers of the institution actively take part in the programs which strengthen the process of democracy. All the lecturers have rendered their services as master trainers for the recent General Elections and Local body elections and trained the polling staff on the process of Elections.

File Description	Document
Any other relevant information	View Document

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

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

Response: C. 2 of the above

File Description	Document
Code of ethics policy document	View Document

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

Response:

It is indeed a great privilege in celebrating national festivals, commemorating legendary personalities of our mother land. India is a collection of astonishingly diverse cultures, languages, regions and religions that are united as one body by spirit of nationalism. Along with the national festivals, the institution also observes important events and days related to science, environment, health and education.

The national festivals celebrated are a token of this spirit of oneness. A true testimony to the power of the free human spirit was embodied in India's struggle for independence. To bind all the people together as one force was indeed impossible without the leadership of visionary, proactive personalities. By commemorating the birth and death anniversaries of those great Indian personalities and celebrating national festivals we try to inculcate the spirit of nationalism, oneness, and valour in our students. Our whole effort is to make students imbibe the virtues and transform into responsible citizens of this country.

To create consciousness towards environment, health and the future of the mankind, the institution observes important days as scheduled by the United Nations.

Events conducted in this regard are as follows:

- Birth anniversary of Savitribai Phule : 3rd of January
- National Voters Day : 25th of January
- Republic day celebrations – 26th of January
- National Science Day : 28th of February
- International Women's Day : 8th of March
- Dr. B. R. Ambedkar Jayanthi : 14th of April
- Internatinal Yoga Day : 21st June

- World Population Day : 11 July
- Independence Day celebrations: 15th of August
- Telugu Bhasha Dinotsavam : 29th of August
- Teachers Day : 5th of September
- Telangana Bhasha Dinotsavam : 9th of September
- Hindi Diwas: 14th of September
- Ozone Day : 16th of September
- NSS formation Day: 24th of September
- Gandhi Jayanthi: 2nd of October
- Rashtriya Ekta Diwas (National Unity Day): 31st of October.
- National Education Day : 11th of November
- Constitution Day: 26th of November
- World AIDS Day: 1st of December.

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

7.2 Best Practices

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

Response:

Best practice -1

PROVIDING MID-DAY MEALS

1. The Objectives

- To provide simple meals to students during lunch time
- Nutritious meal to the students belonging to BPL families
- To improve students attendance in post-lunch session classes

1. The Context:

Majority of the students of the college belong to surrounding rural areas. They commute daily to the college. The college is situated far away from the town. Not many hotel or other facilities are available for having lunch or snacks. More over students can't afford hotel food. Many students start early from their villages and as a consequence they are unable to bring lunch boxes to the college. Some students leave the college during lunch time and do not turn up again for post-lunch session classes. This has affected the overall functioning of the college. When the programme was initiated in the year 2015-16, it aimed at the provision of Midday Meals to students during the months of February and March to help them with their preparation for the Annual Examinations. The same practice continued in the following year, but at the beginning from the academic year 2017- 18, it was decided by the IQAC to extend the programme to the

entire academic year. Since then the institution has been providing mid day meals to the students throughout the academic year.

1. The Practice

Midday Meals is provided to students throughout the year. The Practice was implemented first with the contributions from the Principal and staff of the college. Later, Alumni Association Members and philanthropists have donated for the programme. This academic year, an amount of two lakh rupees was granted by the district collector, Nirmal.

1. Evidence of Success

- With the implementation of this Practice, the result of the college has improved considerably.
- Students have received the programme well. They felt very happy. Their feedback is positive and they wanted the programme to continue for the entire year.
- Students found it very useful and they were able to stay in the college as per the time table.
- Student attendance in the post-lunch session classes has improved.
- Alumni Association and parents have also appreciated the programme and extended their support
- It has developed community feeling among the students as they sit and eat together during the midday meals.

1. The Obstacles/Problems encountered and Required Resources

No specific obstacle was encountered. A committee was formed with faculty for successful implementation of the programme. The Committee was entrusted with the duties of mobilizing funds from Alumni and philanthropists. Student community is also given representation in the committee.

- Accumulation of funds/donations is a hectic task.
- Insufficient infrastructure and working staff for cooking and serving.

Best Practice - 2

Title: The Admission campaign

Objectives:

- To Create awareness among Junior college students of Bhainsa area about the facilities available in the Government Degree College, Bhainsa
- To personally show them the serene atmosphere in college campus away from the hustle and bustle of the town centre.
- To educate parents about the need for admitting their children in our college for all-round development.
- To educate students to utilize the services of well experienced, qualified lecturers and resources available in college.
- To counter the unhealthy atmosphere created by the malicious campaign of private institutions to gain admissions.

- To give the students firsthand experience of the quality of education in the institution.

The Context:

The finest quality of teachers with the highest possible educational qualifications is recruited into the government degree colleges. And the government colleges are provided with state of the art teaching learning resources. Yet, they are lagging behind in terms of admissions when compared to the private institutions. Reason being, the government institutions with all their well qualified staff and state of the art educational facilities do not promote themselves.

It would be a monumental loss to the society, if we could not reach the larger sections of people and make them aware of the educational facilities available free of cost in the government institutions. Only a good number of admissions can make the institution run with its full potential.

Hence, our institution has initiated the admission campaign to promote our college and gain more number of admissions into the college.

The Practice:

- To achieve our goal we had extensive discussions and deliberations with staff and devised plans to visit junior colleges in and around Bhainsa.
- The faculty of the institution visited the junior colleges and interacted with the students, months before the completion of Intermediate course and highlighted the resources available in our institution.
- Staff and students of all the junior colleges of Bhainsa region are invited to Gopal Rao Patel Government Degree College, Bhainsa to participate in the literary, cultural and quiz competitions. This way, they are made acquainted with the atmosphere and quality of education being offered in the institution.
- Flexi boards, pamphlets are printed from the contribution of staff members. Flexi boards are placed in key locations for catching the attention of students.
- On the final day of the exam all staff members personally interacted with students and briefed them about college.
- During summer vacation and before the commencement of the new academic year, all the staff members, divided into small groups, visited the neighbouring villages and conducted admission campaign. The students and their parents are given information about the college in the comfort of their homes.
- The students who discontinued their education after intermediate are convinced to continue with their studies by joining our college.
- Counselling is offered to the parents, especially to the parents of girl students who do not want their child to go for higher studies.
- Student bio-data forms are collected for future correspondence.
- During online admissions, the registration fee of the students who opt for our college is borne from the fund collected from the staff members.
- In some exceptional cases the technical staff of the college visited the homes of the students to complete the process of online admissions at their doorstep.

Evidence of Success

All our efforts yielded fruitful results. First year admissions into the college have drastically increased from 104 in 2015-16 to 230 in 2020-21.

Problems Encountered and Resources Required

- The college is situated at a distance of three kilometres from the town. The location and distance of the college is the main drawback in attracting the students and their parents towards the college. Parents, especially, are reluctant to send their children to our college.
- Unhealthy competition from some private degree colleges who indulge in unfair means to attract admissions. It was difficult to contact students in holidays.
- Lack of proper transport facility to reach distant places is also a problem.
- More funds are required for an extra intensive campaign.

File Description	Document
Any other relevant information	View Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

We take pride in enlightening students through education. Majority of the Students who join our institution are first generation learners from rural areas in and around Bhainsa. They hail from socio- economically deprived sections of the society. The performance of the institution is as per the VISION “To provide high-quality transformational education to all sections of students for holistic development by inculcating scientific temper, quest for excellence, moral values, social responsibility for a successful career and character building to serve the nation as responsible citizens.” Our priority is to serve all sections of students and our thrust is holistic development of students.

Distinctiveness of our college: Ours is the Only College in Bhainsa offering B.A and B.Sc programmes in Urdu medium. As per demographic equations, Bhainsa has more than 30% of Muslim population. Most of the Muslim students study 10+2 in Urdu medium. They had to opt for other media for the graduation. To cater to the needs of those students Government Degree College, Bhainsa has introduced Urdu medium in BA and B.Sc programmes from the academic year 2017-18, along with English, and Telugu media. Our thrust of providing equal opportunities to all the sections of the society irrespective of religion and linguistic barriers has yielded great results by fulfilling the higher education dreams of most of the Urdu medium students.

NAAC

5. CONCLUSION

Additional Information :

Though, the institution is situated in a remote and rural area, it caters to the educational needs of the students of the area. The institution is equipped with well qualified and dedicated teachers. The institution has adequate physical facilities for the staff and students. More importance is given to ICT based teaching learning process. A new block for laboratories is being constructed at present as an extension to the existing facilities.

Concluding Remarks :

Ours was the first institution to be established in the region of Bhainsa to provide higher education to the students. It is a government institution and follows all the rules and regulations of both the government and affiliating university. All the core functions and activities of a Higher Educational Institution are performed by the institution. The activities in the college are aimed at personality development, and promotion of soft-skills of students. Use of ICT tools has enhanced teaching learning experience. IQAC of the institution is working hard for inculcation of values and institutionalizing best practices. The institution is committed to provide quality education and strives for the all-round development of students. Introspection and Reflection are the tools we employ to excel in what we do. The introduction of CBCS has brought about many changes. Continuous Evaluation of learning is one of the changes brought about by the new system. Extension activities are being carried through NSS. These activities have led to holistic development of the students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has select D. Any 1 of the above as per nomination letter of teachers in BOS provided by HEI.</p>																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>82</td> <td>121</td> <td>89</td> <td>100</td> <td>101</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>61</td> <td>92</td> <td>68</td> <td>78</td> <td>68</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per admitted first year ST, SC and OBC reserved students shared by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	82	121	89	100	101	2019-20	2018-19	2017-18	2016-17	2015-16	61	92	68	78	68
2019-20	2018-19	2017-18	2016-17	2015-16																	
82	121	89	100	101																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
61	92	68	78	68																	
3.2.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.2.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>12</td> <td>4</td> <td>2</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	6	6	12	4	2										
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	6	12	4	2																	

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	3	10	3	2

3.3.2 **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	0	0	0

Answer After DVV Verification :

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

3.3.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

3.3.3.1. **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:

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	1	1	1

Answer After DVV Verification :

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

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

3.3.4 **Average percentage of students participating in extension activities at 3.3.3. above during last five years**

3.3.4.1. **Total number of Students participating in extension activities conducted in**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
113	50	100	50	50

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
100	50	100	50	50

Remark : DVV has made the changes as per list of students participating in activities shared by HEI.

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

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

Answer before DVV Verification : 30

Answer after DVV Verification: 0

Remark : Supporting document has not provide by HEI.

5.1.3 **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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : DVV has made the changes as per report of personality development shared by HEI. Provided photos and regional language documents has not considered.

5.1.5 **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**

Answer before DVV Verification : B. 3 of the above
 Answer After DVV Verification: D. 1 of the above
 Remark : DVV has select D. 1 of the above as per grievances redressal report shared by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	5	0	1	3

Answer After DVV Verification :

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

Remark : DVV has made the changes as per offer letter shared by HEI. Some offer letters of students not provide by HEI.

5.2.3 Average 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)

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

5.2.3.2. 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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

1	1	0	0	0
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Remark : Supporting document not provide by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	4	0	3	4

Answer After DVV Verification :

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

7.1.5 **Green campus initiatives include:**

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

Answer before DVV Verification : Any 4 or All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has select C. 2 of the above as per photos of landscaping with trees and plants and Pedestrian Friendly pathways shared by HEI.

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

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

Answer before DVV Verification : D.1 of the above

Answer After DVV Verification: E. None of the above

Remark : Supporting document not provide by HEI.

7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : D.1 of the above Answer After DVV Verification: E. None of the above Remark : Supporting document not provide by HEI.</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has select C. 2 of the above as per code of conduct and committee members report shared by HEI.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1554 986 1666"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>240</td> <td>300</td> <td>240</td> <td>120</td> <td>120</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1747 986 1859"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>240</td> <td>306</td> <td>240</td> <td>120</td> <td>120</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	240	300	240	120	120	2019-20	2018-19	2017-18	2016-17	2015-16	240	306	240	120	120
2019-20	2018-19	2017-18	2016-17	2015-16																	
240	300	240	120	120																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
240	306	240	120	120																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 2018 986 2085"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16															
2019-20	2018-19	2017-18	2016-17	2015-16																	

22	19	17	14	14
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Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
21	19	17	14	14

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2.485	1.524	2.247	29.723	3.856

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	30	4