



# **INSTITUTIONAL ASSESSMENT AND ACCREDITATION** **(Effective from July 2017)**

**Accreditation - (Cycle - 3)**

## **PEER TEAM REPORT ON** **INSTITUTIONAL ACCREDITATION OF** **GOVERNMENT CITY COLLEGE (AUTONOMOUS)**

**Hyderabad**  
**Telangana**  
**500002**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**An Autonomous Institution of the University Grants Commission**  
**P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I:GENERAL INFORMATION**

1.Name & Address of the institution:	GOVERNMENT CITY COLLEGE (AUTONOMOUS) Hyderabad Telangana 500002	
2.Year of Establishment	1929	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	21	
Programmes/Course offered:	36	
Permanent Faculty Members:	42	
Permanent Support Staff:	30	
Students:	2722	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Nearing to a century old and housed in Heritage building of historical significance. 2. The College is striving meet the higher education aspirations of socially, economically and educationally backward students. 3. Strong bondage between student and teachers also reflected in the Alumni interactions	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 28-09-2018 To : 29-09-2018	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SHOROSIMOHAN DAN	FormerVice Chancellor,THE UNIVERSITY OF BURDWAN
Member Co-ordinator:	MR. M THAVAMANI	
Member:	DR. MOHD RIZWAN KHAN	Professor,ALIGARH MUSLIM UNIVERSITY
NAAC Co - ordinator:	Dr. K. Rama	

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

### Qualitative analysis of Criterion 1

Government City College is one of the oldest colleges located in the old city of the Hyderabad, which bears the largesse of the VII Nizam of the erstwhile Hyderabad State. The college follows CBCS Curriculum with Grading system by offering 21 UG and 05 PG programmes in Arts, Science and Commerce Disciplines. Curricula are designed and developed keeping relevance to local and national needs. On the recommendation of the previous NAAC Report, the College introduced 4 UG and 3 PG Courses.

As an autonomous institution the curriculum is planned, designed and developed for both UG and PG courses by the Board of Studies of the college and approved by the Academic Council of the college.

The college prepares its Academic Calendar and the course teacher prepares teaching plan for effective implementation of its curriculum.

Hyderabad being recognised as IT hub the college has taken steps to introduce computer studies in all its programmes. Courses resulting in Computer skills, analytical skills and communication skills have been embedded in all the programs. In order to promote self-employment special Courses are introduced in the curricula thereby providing ample scope for students to select from a range of interdisciplinary subjects. For ex. Travel and Tourism Management has been included in BA (History), B.Com and M.Com programmes. Further the college has introduced several skill development certificates and add-on courses. Under the Telangana Skill and Knowledge Centre, apart from the regular curricula, every student has to undergo a mandatory 2 credit skills course per semester. The mandatory project work at the sixth semester gives research exposure to students.

Formal mechanism to obtain feedback specific to curriculum from all stake holders is yet to be introduced.

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Preparation and adherence to Academic Calendar and Teaching plans by the institution
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.4 QIM	Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The admission process is transparent. Admission in UG programmes is based on merit of the intermediate (+2). Examination of PG students are admitted through entrance test conducted by the University. Admissions to the UG programme are by and large good with a demand ratio of 1:3. All reservation criteria, as applicable in Government institutions, are met by the College. Majority of students belong to socially, economically and educationally underprivileged sections of the society, having previous education in vernacular medium, Telugu. Out of 42 permanent teachers, only 12 teachers have Ph. D. Degree.

Induction program is organized for the freshers on enrolment during which Students are made aware of the academic and other facilities available in the college.

Learning levels of the students are initially identified on the basis of an entry-level diagnostic test and accordingly some special courses are planned and provided to the students as required, so as to cope up with the Programs opted for. Choice Based Credit System allows a student to take subject(s) which he/she has not studied in Intermediate programme. Bridge course is conducted to introduce them to the basics of new subject(s), wherever necessary. The student progress is closely monitored through internal assessment (IA) and other activities.

Lectures of expert persons on value addition are arranged for all students. The College has identified the lack of communication skills as a major challenge facing them, for overcoming this it has made a special provision for soft skill training and counselling for all students. The advanced learners are encouraged to take up student seminars and participate in live projects, peer tutoring etc.

ICT enabled teaching-learning is in vogue to a great extent, however, some courses are taught using conventional lecture mode. There are ICT enabled classrooms with smart boards and wifi facility for e-resource use. Institution gives special attention to improve the reading, writing, listening and speaking skills of the students in English language through its 'English is Fun' and "Errors – Terrors" programmes.

The teaching plan which is monitored through its implementation. Active learning, experiential learning, group discussions, interactive learning and project based learning are also practised to make the learning student centric. Many of the live projects conducted by students have been displayed on the Telangana Educational TV, besides this, students have participated in Project competitions organised by the Collegiate of Education of Telangana and received several recognitions/cash awards.

Internal tests and attendance system are in place. Laboratory work is based on proper laboratory manuals produced by faculty members. These manuals detail the theory and the procedure to be adopted by the students in carrying out the work.

Students have the opportunity to see their examination answer sheets, discuss with teachers to ensure transparency in internal examinations. Continuous evaluation takes the form of mid-term and end-term examinations. Overall performance, attendance and feedback on student behaviour etc is communicated to the respective guardians on a regular basis.

The college adopted CBCS from the academic session 2014-15 under which it has allotted 20% marks for the continuous internal assessment and 80% marks for end semester examinations. The end semester examination question paper is set by the external examiner out of the panel of examiners prepared and approved by the academic council. The institute meticulously conducts continuous internal assessment which consists of a major part of the evaluation system. In case of PG examination double and if necessary, third valuation system exists. Examination management system is computerized. Institution takes 30 to 43 days to publish its results. Attainment of POs and PSOs are yet to be an integral part of the examination/evaluation system of the institute.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.7	Collaboration

### Qualitative analysis of Criterion 3

The college has a research committee to monitor the progress of research. Eminent educationists from different Universities and research institutions are invited to deliver lectures.

Some of the laboratories have sophisticated instruments and the Departments of Biotechnology, Botany, Physics, Chemistry and Commerce are active in Research. The Central Instrumentation Centre has equipment like PCR, Cold Centrifuge, GEL DOC, GM Counter etc.

During the last five years the faculties have completed three minor research projects of UGC and five minor research projects are ongoing. Some of the teachers of the institution are having good publications in journals with impact factor. Students are also encouraged to take up live projects and a few of the projects presented at the state level competitions have won prizes.

Some MoUs have been signed by different departments. Only one teacher is recognised as research guide. There is no provision as yet to provide Start up/seed grants to faculty for research. The college publishes a research bulletin providing platform for its staff and students to publish their research work/ideas, which includes research articles.

In recent years the College has won 2 awards for innovation and the college encourages entrepreneurship amongst its students as visible from the six startups by the Alumni.

Self -defence, cookery, tailoring, embroidery, thread jewellery making etc., are some of the activities of the institution towards overall development of the students.

The institute is involved in extension activities like Burst no crackers, use natural colours, Musi Bacho, establishment of bio-toilets, Blood Donation camp, Swatch Bharat Abhiyan, Green Campus, Tree Plantation, visits to orphanage etc through its active NSS and NCC units. The NCC unit is very active, and also maintains its network with senior alumni cadets.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

#### Qualitative analysis of Criterion 4

The institute has adequate infrastructure required for teaching and learning. All the class rooms are large and airy. All the science departments have well ventilated laboratories. There are three digital class rooms in the college. The college has a big hall with 500 seating capacity and an air-conditioned seminar hall.

The college has a gymnasium with latest equipment. It has a cricket stadium and an indoor stadium. The college Yoga Centre facilitates the students and the employees to practice yoga. The students are encouraged constantly to involve in extra-curricular activities like Indoor & Outdoor Sports, Cultural Activities. The heritage building has been a challenge in terms of renovation and expansion.

It has library with large collection of (79002) of books. However library automation not yet initiated there is a limitation in terms of issue and access to these by students. The library Subscribes to Inlibnet and Shodhsindhu, besides 70 journals. It has a very rich collection of reference books and rare books to cater to the needs of the researchers and project students.

The college has more than 200 computers. It has a fully functional language lab with 30 computers. There are three computer labs with high configuration computers. Labs are equipped with i7, i5 and i3 processor computers with 1TB hard disc and window 10 OS. Licensed antivirus software is available. All the labs are provided with Wi-Fi facility.

The civil infrastructure facilities are maintained by the institute level campus committee, whereas laboratory equipments are maintained separately as and when required. The cleanliness of the building and labs are done through ad-hoc staff. The institute has separate maintenance system ( AMC) for IT infrastructure.



In addition, the College has also received a grant of more than Rs 2 Cr from RUSA for upgradation of the facilities. Electronic surveillance system ensures security in the campus. It provides uninterrupted power supply through generator and has adequate water supply.

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Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Qualitative analysis of Criterion 5

The institution caters mainly to the educational needs of the weaker sections of the society. Hence the College provides scholarships, concessional bus pass, capability enhancement and career counselling & guidance to students. The College also maintains a Grievance Redressal Mechanism, Placement Cell and the Alumni Association. The college teachers, staff and students have a healthy relationship and belongingness which is reflected in several interactions with the college community.

The average percentage of students benefitted by Government scholarships is more than 70%. The College provides Fee Waiver for all students who have cleared all their papers in the first two semesters without any backlog. For capability enhancement and development, the College provides guidance for competitive exams, career counselling, soft skill development, remedial teaching, yoga & meditation and language enhancement. Approximately 90% students were benefitted by guidance. Being a UG focus institution, the percentage of students qualifying NET/SLET/GATE etc is negligible.

As the State Govt. and Osmania University has a ban on student council election the College has no Students' Council. However the college proactively engages student representatives in various academic, administrative, literary and Cultural committees.

There is a alumni association of the College which is very proactive. The Alumni of the college have contributed to the development of the college and assisted and supported in various activities including development of website, course ware, endowments, scholarships and gold medals/ prizes for students, placement, counselling internship etc.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years ( <i>in case of first cycle</i> )  Post accreditation quality initiatives ( <i>second and subsequent cycles</i> )

#### Qualitative analysis of Criterion 6

The institution is a government autonomous College. It has different statutory committees such as Governing Body, Academic Council, Boards of Studies, etc., besides Finance Committee and some non-statutory committees. The College functions through these committees.

Decentralised and participative management is evident. It is run by the rules and regulations of the government in matter of finance. In academic matters the Principal and the faculty collectively formulate policies. The strategic plan consists of operational matters like improvement of results, participation of students in activities, FDP programmes to be conducted etc. The vision of the college is to mould its students to be socially responsible and globally competitive citizens, the same is not explicitly mentioned in its various documents. . The strategic plan provides short term , medium term and long term goals of the college, However a detailed implementation plan is to be worked out.

It being a government college, has different welfare schemes for the employees.

Resource mobilization is largely through State government and UGC grants. The college maintains audited statement of accounts and maintains a balance sheet and thereby maintaining complete transparency in its financial functioning. Regular internal and government audit are in place and the accounts are up to date.

The college has a functional IQAC. It has been contributing significantly to improve the quality of academic and administrative functioning like performance appraisal of staff, promotion under CAS, publication of Research Bulletin and News Letter observance of different important days etc.

The College has been accredited twice with “A” Grade and has also received ISO Certification and is preparing for NIRF Ranking. The college has taken steps and by and large implemented the recommendations of the 2nd cycle accreditation.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room
7.1.5 QIM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

#### Qualitative analysis of Criterion 7

The institution is a co-education institution, which has been making an effort to cater to the educational needs of the underprivileged through bringing in holistic development among students by engaging them in community services and nation building. The gender sensitization is practiced through the studies of the text "Towards a world of Equals". Its practical approach is ensured through assignments entail interaction with family, friends and neighbourhood.

Environmental education and its awareness is provided by use of audio-visual programmes, seminars, etc. .

The institution addresses the issues of gender sensitivity by taking care of the Safety and Security in general and girls in particular. The institute has installed several CCTV cameras at different strategic locations. It has introduced non credit course on gender sensitivity. The institution promotes zero tolerance policy towards eve-

teasing and hate crimes. Women empowerment cell conducts different awareness programmes on gender sensitivity. Well ventilated ladies common room is in place.

The college is well maintained and keeps good hygiene. Not only is the academic area clean but the playgrounds and general areas as well as the toilets and other amenities are kept in good shape. The campus is well endowed with gre trees, potted plants and well- maintained grounds.

Solid waste is handed over to local municipality whereas liquid waste of wash rooms directly goes to municipal sewage line. Vermicompost unit is developed to manage other waste. E-waste is handed over to e-waste recycler. Rainwater harvesting system is in place. .

The institute celebrates national festival, birth anniversaries of great Indian personalities and different important days. It has introduced Mid-Day Meal for students to retain students after regular class to make them prepare for competitive examination. To pave way for rural students to pursue higher education in city college it has made tie-up with social welfare hostels and provide accommodation for the students.

To bridge the gap between academia and industry, the college has restructured courses integrated with 'Skills'.

**Section III: OVERALL ANALYSIS** based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

**Strength**

1. CBCS Curriculum is in its since 2014-15.
2. Modules on computer skills, analytical skills, communication skills are inherent in the curriculum.
3. The College also offers a mandatory course for all students carrying 02 credits per semester in Telangana Skills Knowledge Centre (TSKC).
4. The College maintains a structured feedback mechanism for students, teachers, employers, and alumni.
5. Percentage of students engaged in field projects / internship is considerably high.
6. For teaching and learning, the College includes such best practices as pair work, group work, student seminars, group discussions, projects, power point presentations, etc. In order to popularize and ensure these practices, the College holds workshops for teachers.
7. Many teachers use ICT facilities, and labs for effective teaching and learning.
8. The College also conducts diagnostic tests for identifying slow learners in order to facilitate them by providing copious notes, glossary of difficult words, remedial coaching, and such other support by teachers and fellow students.
9. Many of the live projects conducted by students have been displayed on the Telangana Educational TV (MANA TV), besides participating in Project competitions organised by the Collegiate of Education of Telangana.
10. The College provides Fee waiver to all those students who have cleared all the papers in the first and second semesters without any backlog.
11. The College also maintains a Grievance Redressal Mechanism, Placement Cell and the Alumni Association.
12. The College has been accredited twice with A Grade and has also received ISO Certification and is preparing for NIRF Ranking.
13. The College shows gender sensibility in providing safety, security and counselling through self defence mechanism, vigilance Squad / anti Ragging Committee and Zero Tolerance Policy.

Located in a heritage building expansion and renovation is a challenge

14. The resources (financial and human resources) are extremely low for carrying out research and development and initiation of PG programs.
15. Negligible number teachers have received grant for research projects sponsored by Government or Non Government agencies.
16. Number of teachers recognized as Research Guide is too low.
17. Publication of research articles and books/chapters in books by teachers is meagre.
18. No consultancy services and collaborations
19. Manual procedures in the library limiting access to the library collection
20. The College needs to initiate more industry-ready, vocational and professional Courses to inculcate entrepreneurship and innovative practices.
21. Tap the rich Alumni resource to update the facilities and automation of library etc.
22. Being a College located in the heart of Hyderabad, the percentage of placement can be enhanced.
23. The College being autonomous in nature, it should start various other PG Courses in Arts, Science & Commerce, besides other Professional Courses and Ph D Programmes.
24. The College also needs to have its perspective / strategic Plan.
25. By virtue of being almost a century old institution, the College needs to identify its Institutional Distinctiveness as a heritage by making it a part of its Vision and Mission.

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| 26. Working in a sustainable way located in a socio culturally sensitive location<br>27. Percentage of teachers with Ph D and increasing the number of full time teachers . |
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#### **Section IV:Recommendations for Quality Enhancement of the Institution**

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

- Review the viability of the some of the courses with low student intake and take suitable measures
- Introduction of courses especially at PG level in emerging areas and first degree vocational programs.
- Fill up the vacant faculty positions
- Make curricular provision for self -learning courses to be offered using MOOCS/SWAYAM /NPTEL etc.
- Attempts to be made to mobilisation of resources for Research and teachers be motivated to apply for extramural projects from various agencies.
- The POs/SOs/Cos need to be appropriately specified and mapped in the curriculum and the appropriate assessment modalities laid out
- The institution need to look at the possible ways and means to upgrade its facilities and overcoming the limitations of being a heritage site,
- Library automation needs to be immediately attended
- E-governance to be implemented in all spheres of activities
- Teachers need to be encouraged to pursue Ph.D
- Network speed need to be enhanced

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**



Sl.No	Name		Signature with date
1	DR. SHOROSIMOHAN DAN	Chairperson	
2	MR. M THAVAMANI	Member Co-ordinator	
3	DR. MOHD RIZWAN KHAN	Member	
4	Dr. K. Rama	NAAC Co - ordinator	

Place

Date

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