INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF GOVERNMENT DEGREE COLLEGE

Sadasivpet
Telangana
502291

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	GOVERNMENT DEGREE COLLEGE Sadasivpet Telangana 502291
2.Year of Establishment	1984
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	3
Departments/Centres:	13
Programmes/Course offered:	7
Permanent Faculty Members:	7
Permanent Support Staff:	0
Students:	190
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. 1. The College is a Government institute of higher learning, affiliated of Osmania University with 2f, 12B UGC recognition and undergoing the second cycle of NAAC accreditation. 2. 2. The college caters to the student community from rural areas, backward community, economically weaker section and minorities 3. 3. The college has two NSS and one NCC units doing remarkably good in extension activities.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 04-02-2021 To : 05-02-2021
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. DEVANAND SHINDE	Vice Chancellor,SHIVAJI UNIVERSITY
Member Co-ordinator:	DR. PROF SANJAY KUMAR SATAPATHY	Professor,Ravenshaw University
Member:	DR. ANOOP KUMAR	Principal,KRM DAV COLLEGE NAKODAR
NAAC Co - ordinator:	Dr. Darikhan Kamble	

Section II:CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	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 Degree College, Sadasivpet is located in a semi urban area of Telangana surrounded with a number of villages having dense population of schedule caste/schedule tribes/socio economically backward sections. Being affiliated to Osmania University Hyderabad it follows the curriculum for various courses designed and developed by the University. The academic calendar framed by the University is strictly followed by the college for academic and other activities. Till 2015, annual system of Examination was in practice which was replaced by CBCS w.e.f. 2015-16 as per decision and direction of the University. Limited representation of the staff is noticed in board of studies of the affiliating University and autonomous colleges in the neighborhood. No add on courses by U.G.C. or value-based courses from any recognised agency are available in the college.

Various departments chalk out their own schedule of work for the year and as per directions of the affiliating university and strive to accomplish the objectives propounded in the schedule of work. The ideals enshrined in vision and Mission statement are also highlighted through the curriculum content of various subjects. College caters to the needs primarily of rural students belonging to SC/ST and OBC category different activities through NSS and NCC platforms are organized from time to time to create awareness about and integrate cross cutting issues concerning environment, Gender sensitization human values and certificate courses at the college level like Candle making, Type writing in Telugu are offered for professional skills enhancement of the students. Number of female students and performance in academics and extra-curricular activities is on par with their male counterparts. Haritha haram (Planting of saplings) is a regular activity for environment awareness and observance of days of national and international importance foster global values relevant to promote wider understanding, love and respect among the students. Feedback on revision and enrichment of curriculum is taken from various stake holders and communicated to the appropriate authorities for consideration and implementation.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	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 QlM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QlM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QlM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QlM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QlM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	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 QlM	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 college admits students through a centralized system of admission controlled by the affiliating University through a mechanism called DOST (Degree online service of Telangana) since 2016-17. The faculty uses diverse teaching methodologies including ICT tools. Student teacher ratio is not satisfactory. For skill enhancement of the students, TSKC (Telangana Skill and Knowledge Centre) is established with the Government support but it is largely non-functional. Remedial classes for the slow learners are organized in various subjects as and when the need arises i.e., not on regular basis. College conducts internal examinations to evaluate the performance of the students before they appear in the final University examinations. A lot needs to be done in respect of upgradation of Science laboratories for demonstration of practical concepts of the Science subjects. The college is yet to formulate a systematic formal mechanism to categorize the slow and advanced learners. Mentor-mentee system is needed to strengthen to address academic and stress related issues of the students. However slow learners being provided remedial coaching since last year. Critical thinking, imagination, creativity, team spirit are the real development attributes required for the student community which are harnessed through the annual festivals. The college is yet to implement an effective learning management system (LMS) through which learning behavior of the students can be perceived. Amongst the 7 existing full time teachings four teachers are Ph.D. and two are pursuing research studies. Two teachers are recognized research guides.

Teaching learning process is dialogical and participative. Video lectures on college You tube channel and also on individual channels of some faculty members are posted which can be used at will by the students. Best |

programme officer award has been bagged twice by the NSS PO of the college. Specific programme outcomes are not documented and analysed on regular basis. Similarly, the student satisfaction surveys either offline or online is not conducted by the college.

The examination and evaluation framed by the affiliating University is followed by the college. Pass percentage of UG students is not satisfactory, it needs improvement. However not much evidence regarding the reforms which could possibly be introduced in the 'Continuous Internal Evaluation'. The mechanism to deal with examination related grievances is in place and follows the university norms. The college follows and adhere to the academic calendar prepared by the university and Commissionerate of collegiate Education, Telangana

The Outcome Based Education (OBE) in the college yet to initiate. There is no exposure regarding the Programme Outcomes, Course Outcomes and Program Specific Outcomes and thus there is a long way to go towards their formulation and evaluation of attainments.
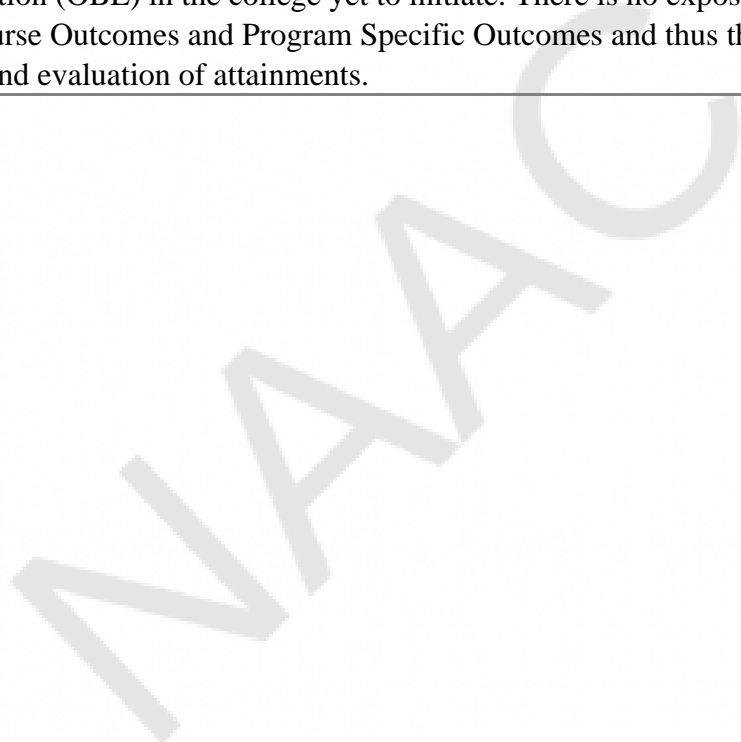
Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QlM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3
Research in the college is in nascent stage Research ecosystem in the college is not up to the mark as there is a research committee which needs to be active to create a suitable research environment in the college. Two research projects from the U.G.C. have been completed. Though there are much participation by faculty members in various subjects vis-à-vis national seminars and conferences but number of research papers in U.G.C. approved journals is only six. Students participate in project works and compete at various levels out of which four projects by students were short listed at the state level competition organised by Commissionerate of Collegiate Education. Three MOUs (By the department of Botany and Chemistry) have been signed with other industrial units but these MOUs are confined only to knowledge sharing, industrial visits and not being utilised for mutual production or innovation and patenting. Two national seminars were organised during the assessment period. One entrepreneurship orientation programme was organised by Dept. of Commerce of the college.

Incentives for research by funding research projects by college are not provided. There is no dedicated fund or mechanism for creating an ambience or environment for research in the college. Local industries or corporate houses are also never exploited to make them partners in research activities. There is no research chair in the name of any eminent scholar of belonging to any subject. Primarily being an arts/commerce UG college, the college does not have any incubation centre or entrepreneurship development cell. Faculty member from Dept. of Chemistry is guiding students of other institutions and four of his students have been awarded the Ph.D. degree and two students are pursuing their doctoral research . Extension activities are organised in the neighboring areas by the NSS volunteers and NCC cadets.

	Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities	
4.1.1 QlM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.	
4.1.2 QlM	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 QlM	Library is automated using Integrated Library Management System (ILMS)	
4.2.2 QlM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment	
4.3	IT Infrastructure	
4.3.1 QlM	Institution frequently updates its IT facilities including Wi-Fi	
4.4	Maintenance of Campus Infrastructure	
4.4.2 QlM	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
College has sufficient number of class rooms to accommodate the existing numeric students' strength. Three classrooms are ICT enabled; one seminar hall is used for conducting seminars and other functions. Computer labs need to be upgraded and made more functional. College has a Library having around 8000 Books without a very useful reference section or rare books/manuscripts section. The number of academic journals and books are competition examination is very less. Catalogue of the Library is in manual shape and OPAC and INFLIBNET facilities are totally nonexistent. Book bank facility for the deserving and needy students is not provided by the college. It is not automated and without a reading section. Science laboratories require immediate modernization. TSKC, as said earlier, is largely non-functional. The gymnasium is available but not being used properly. The college offers a T-SAT facility for the benefit of students through providing audio video lectures by eminent scholars of various subjects. Sports facility for various games is limited and the existing play grounds need to be maintained properly. Indoor games like Carrom, Table Tennis are available and the student participate every year in inter college Games and sports competition "Yuva Tharangam" conducted by the Commissioner of Collegiate Education Govt. of Telangana. The college gives emphasis on extra curricular activities like Histrionics, quiz, dance, drama, debate, music, pento mime etc., The college Play ground is utilized for the annual sports of MRF Company thereby achieving an expression of Socially useful activity Wi-Fi facility for the students and the staff is not available. The budget allocation for putting in or adding infrastructure is very less and is as per policies of the state government. A virtual class room provided by the Govt. of Telangana is available in the college for exchange of audio video lectures by staff and students across various HEIs in the state. College compound wall does not exist posing a major security threat.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QlM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QlM	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 college has put in special mechanism to help students seeking progression to postgraduate programs and attempt to various employable opportunities. It offers special training and counselling to the students about leadership, state/central Govt. competitive examinations, constable entrance and private companies. Under Telangana Skill and Knowledge Centre training is given continuously towards placement opportunities off line/on line steered by Telangana Government, even for UNDP Disha project. The college needs to constitute a formal council of students that will support the decisions for the benefit of all. However, students have been included in various committees/cells of the college in relation to sports, culture, Social activities, consumer club Women empowerment, internal complaints and SHE team awareness including self-defence.

There exists an informal alumni body but it is not registered. The old students help the on going students in campus placement, sports activities, plantations, celebration of important days and encouragement to rank holders by sponsoring three Gold medals for the toppers. There is a scope for improvement in the functioning of the association to that it could contribute more effectively to the development of the college towards financial and non-financial needs. The NSS volunteers and NCC cadets participated in various local to national level camps. The two units of NSS organize regular activities like AIDS awareness programme Haritha haram programme and Swachh Bharat Abhiyan and Leprosy awareness programme. NSS and NCC volunteers participated in celebration of National Youth Day, National Science Day, National Unity Day etc. They also participate in Cancer Awareness Day, Literacy Day, Population Day, Sparrow Day, Water Day Ozone Day, Constitution Day, Mathematics Day, Consumers Day, Hindi Diwas, Telugu Bhasha Dinotsavam. To make the students aware about COVID-19, the COVID-19 Virus Awareness Day was also observed. One NSS volunteer has received the best NSS award from the President of India and brought laurels to this rural based Institution.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QlM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QlM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QlM	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 QlM	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 QlM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QlM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	Institution conducts internal and external financial audits regularly
6.4.3 QlM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QlM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QlM	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 QlM	Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Qualitative analysis of Criterion 6

In line with the Vision and Mission of the Institution a substantial number of scheduled castes and scheduled tribes, economically backward students and rural based students are provided the facility of higher education with nominal fees. Being a Government college the opportunities and procedures laid down by the Government are practiced. Welfare measures provided by the state Government EHS, EPF, Maternity leave, Group insurance, P.F., Festival advance for Non-Teaching staff. Internal audit is done regularly but the Government audit was done long back. Accounts were audited by Registered Chartered accountants for ISO certification. The functions of various bodies and committees' as also the service conditions and carrier up gradation policies in respect of teaching and non-teaching employees are as per the provisions of the State government. Personal performance appraisal systems for teaching and non-teaching staff have to be made more vigorous and more effective so as to encourage the better performance of the employees. More effective strategies need to be adopted for the mobilization of funds. However, the resources are optimally utilized and college management able to get the full value of money. Two national seminars were organized to give the

institution an intellectual visibility. Four student study projects were selected to be represented at state level "JIGNASA". Two faculty members work as Ph.D. guides and Ten books are there authored by the faculties. IQAC needs to be strengthened and made more effective along with creation of a research atmosphere and larger participation in Seminars, conferences and Workshops. The IQAC is in a naïve stage. It is advised that IQAC should regularly invite experts from the best performing institutions and eminent persons of the locality so as to adopt best practices for enhancing quality in all spheres of working of the institution. It is recommended for a periodic review of administrative and academics have to be undertaken to effect changes in the practices. The audited statement of accounts by a Chartered accountant done at college level are available but the audited statements of accounts by the Government agency are not available as the said audit has not been done by the government agency for part ome years as reported by the college.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QlM	1. Institution shows gender sensitivity in providing facilities such as: 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QlM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QlM	Rain water harvesting structures and utilization in the campus
7.1.7 QlM	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 QlM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QlM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QlM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QlM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

Vision of the college is to provide affordable and quality education to students across sections of the society and make this an inclusive institution in the field of higher education. Initiatives in this direction have been geared up in the long academic journey of the college over 35 years by engaging in promoting and propagating higher education in the region. The college is keen in imparting the students with requisite skills and knowledge. The college has conducted gender equity promotion programmes during the last five years but participation of students is poor. However the number of programs needs to be enhanced. The Institution is

striving towards gender sensitivity by installing few CCTV cameras.

Gender specific issues are addressed by the counselling involving management, administration and students. Women development cell is in place. There also exists a committee against sexual harassment of girls and grievances redressal. Separate toilet facility for girls is available. Inadequate environment cautiousness initiative like, solid waste management, e-waste management are reported. However, rain water harvesting structure is needed to be placed in the campus. Green practices have been adopted by the college in the form of Plantation drives undertaken by staff and students in the neighbouring villages and particularly the adopted village. Volunteers have been educating the people against the use of plastic. The SHE team organized by the government of Telangana is effective in the campus with the deputation of Lady Police officer and training the girls with self-defence techniques. The celebration of Commemorative days and observance of the Anniversaries of great personalities inculcates a feeling of integration among students. The awareness workshop on health issues of girl's students and women employees is carried on to guide them regarding the importance of fitness. An attempt is made to make the campus eco friendly not only by plantation but also by installing LED bulbs to curtail carbon emission.

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

Govt. Degree College, Sadasivpet is strategically located at a short distance from the state capital Hyderabad. This institute is located in semi urban area where literacy among socially, educationally and marginalized sections of the society especially of women students is poor. The college has set its mark by serving the masses of rural, minorities, scheduled castes scheduled tribe and other deprived and weaker sections.

It has been observed that the recommendations made by the NAAC Peer team during First cycle visit have been partially addressed.

The SWOC analysis of the college is as follows:

Strengths:

- Remarkable number of female students
- Government Institution
- Good scholarship support to students
- Active NSS and NCC wings committed for sensitization of crosscutting societal issues
- Strategic location with adequate space having pleasant green ambience

Weaknesses:

- No formal mechanism to identify, categorize and address diversity of students
- Learning Management System (LMS) is not in place
- Choice Based Credit System (CBCS) and Outcome Based Education (OBE) yet to be formalized
- Alumni Association is not registered
- Website is short of the important and vital information
- Poor documentation
- More than two third vacant teaching positions

Opportunities:

- Tapping the Government resources for the large pool of unprivileged masses of the student community
- Converting and upgrading at least one of the U.G. programs to P.G. Programs
- Soft skills training and industry exposure to the students through internships
- Marching towards scholarly pursuits through collaborations, tiesups and MoUs with premier organizations
- Tapping the resources from the well placed alumnus of the institute

Challenges:

- Soft skills of the students
- Tapping the financial resources through the limited fee structure of the self financed courses.
- Addressing the government norms for filling up the vacant faculty positions

Envisioning the long term development plan / roadmap of the college through perspective plan / vision document

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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)

- 1. ICT based teaching-learning be intensified and Soft skills, Communication skills and computer literacy among the students be improved with more emphasis on their placement

- 2. Effective mentoring system for students be put in place

- 3. Learning Management System (LMS) be activated to perceive the learning behaviour of the students

- 4. Considerable improvement in academics in particular semester system, internship for students and effective remedial teaching should be done on a priority basis

- 5. Establishing Language Laboratory, Computer laboratory is also suggested to encourage students for entrepreneurship

- 6. Alumni Association be registered

- 7. Vacancy of the teachers should be filled on a priority basis looking at the two third vacant positions

- 8. The library should be automated with OPAC in place and the INFLIBNET resources should be procured for the benefit of the stakeholders and reading room should be provided

- 9. Hostel facilities should be provided for boys and girls students

- 10. Compound wall should be provided to college premises on priority

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. DEVANAND SHINDE	Chairperson	
2	DR. PROF SANJAY KUMAR SATAPATHY	Member Co-ordinator	
3	DR. ANOOP KUMAR	Member	
4	Dr. Darikhan Kamble	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. DEVANAND SHINDE	Chairperson	
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