



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
GOVT. DEGREE COLLEGE ,CHENNOOR
CHENNOOR
Telangana
504201**

**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:	GOVT. DEGREE COLLEGE ,CHENNOOR CHENNOOR Telangana 504201	
2.Year of Establishment	1984	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	11	
Programmes/Course offered:	4	
Permanent Faculty Members:	3	
Permanent Support Staff:	3	
Students:	280	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Located at remote area with rural students 2. Gender equality 3. UGC Recognized government college	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 23-09-2021 To : 24-09-2021	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. KRISHNAN BASKAR	Vice Chancellor,MANONMANIAM SUNDARANAR UNIVERSITY
Member Co-ordinator:	DR. MEENAKSHI KHANDIMATH	Professor,TUMKUR UNIVERSITY TUMKUR
Member:	DR. SOVARANI BORKOTOKY SARMAH	FormerPrincipal,JG COLLEGE
NAAC Co - ordinator:	Dr. A.v. Prasad	

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	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum delivery through a well planned and documented process
1.1.2 QIM	The institution adheres to the academic calendar including for the conduct of CIE
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

Government Degree College Chennoor was established in 1984, got 2F and 12(B) status of UGC, affiliated to the Kakatiya University. Located in a remote area. It is a coeducation college, the focus is given to rural and gender equality. The college is consistently working for systematic implementation of the syllabus, co-curricular and extracurricular activities. The college has an academic calendar for assessment examinations in line with the affiliated universities. Teaching diary is maintained systematically and plays an important role in teaching-learning. The college is having ICT facilities for both teachers and students to use google class. The college has two add-on certificate courses such as Photography and MS-Office to develop the skills of the students and encouraged employment opportunities. Hands-on experience in floriculture and Mehendi is given to the female students and helped to secure employment.

All the teaching staff prepares lecture notes in advance and they are supervised by the head of the department/institutions. Staff meetings with the Principal are held regularly.

The college has to follow the examination schedule of affiliating Kakatiya University. Accordingly, the academic calendar is prepared to keep in view the syllabus and courses to be completed well in advance. The Examination Committee rigorously monitors the system of internal evaluation of students through two-unit tests, home assignments, and semester examinations.

The vision mission and core values of the college speak about the empowerment of rural youth and Gender, Environment and Sustainability, Human values, and professional ethics in the curriculum. Emphasis is given to Social awareness activities such as voter awareness, road safety, environmental sustainability, health & hygiene, a celebration of state/national/international importances days and events through NSS.

The college represents a multilingual students community. Student and teachers feedback is taken regularly and analyzed. However, a formal online mechanism to take feedback on the curriculum from other stakeholders is essential.

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 and organises special Programmes 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
2.3.2 QIM	Teachers use ICT enabled tools for effective teaching-learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and mode
2.5.2 QIM	Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The Institution assesses the learning levels of the students, organizes special programs for advanced learners and slow learners. On the basis of the performance of the students, the teacher will assess the learning levels. At the entry-level itself, the teachers distinguish the slow learners and advanced learners accordingly learning ecosystem is created. From the academic Session 2015-16 onwards a special program has been organized for slow and advanced learners at the UG level.

The admission Committee maintains a register for each class with details of students such as the score/grade obtained in the last examination and subject opted for the program. The faculty prepares a list of slow learners and advanced learners. The advanced learners are also motivated to acquire additional skills through various means by holding quizzes, group discussions, etc.

The college adopts a participative, and problem-solving method of teaching and learning. It helps to provide them an opportunity for self-assessment and self-evaluation by improving their skills of speaking, reading, writing, etc. The objective is that the student can learn both theory and application and participate in active learning.

Teachers use ICT-enabled tools to some extent for an effective Teaching learning process. The institute encourages teachers to attend training, seminars conferences related to ICT to adopt an innovative approaches in teaching-learning.

Evaluation is an integral part of the teaching-learning process. IQAC and examination Committee members

jointly plan and work out for proper implementation and reforms of the evaluation system. Evaluation normally follows as per the regulations of the affiliating university.

Learning outcomes form an integral part of college vision, mission, and objectives. The learning objectives are communicated through various means such as college prospectus doing induction/orientation, Principal's address to students, alumni meet and dissemination in the classroom by teachers. The program outcomes of all the subjects are made known to the students. Program Specific outcomes are measured through several processes of both academic and non-academic performances of the students.

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Research Publications and Awards
3.3	Extension Activities
3.3.1 QIM	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.
3.4	Collaboration

Qualitative analysis of Criterion 3

The college encourages the faculty members and students to participate in the seminars and conferences so as to acquire knowledge on the latest research activities in their specific domain. The teachers are encouraged to register for Ph. D. programs, currently three faculty members are pursuing Ph.D. in part-time mode in spite of busy academic schedule. The Commissionerate of Collegiate Education of Telangana state government encourages the teachers to complete the Ph.D. degree by providing additional incentives of three increments in addition to paid leave of two years. The College Research Committee motivates teachers and students for the submission of research projects to various state and central funding agencies. Some teachers have contributed to research through the publications of articles in recognized journals.

The institution inculcates the scientific temper of our tradition innovatively through the preservation of local variety of fruits and seeds which are almost getting extinct. The faculty members encourages the creativity of the students so as to have novelty and innovation in their academic approach. Some of the students are excelling in performing arts and became entrepreneurs in the field of entertainment due to their innovative methods.

Extension activities are carried out in the neighborhood community through various activities by sensitizing the citizens on the social issues and created an impact in the society during the last four years. The college works as a catalyst in the chennoor region by showing its institutional accountability towards society. The NSS unit actively works and transforms the citizens in the surrounding villages in line with the motto of the NSS for nation building. Red Ribbon Club takes initiatives in sensitizing health and hygiene issues and guides to visit appropriate health centres/hospitals depending on the nature of the symptoms of the diseases. The unit involves the students actively in the State initiative of HARITHAARAM through which thousands of saplings have been planted and created lush green ambience, not only in the institution but also in the neighbourhood.

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 infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.
4.1.2 QIM	The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
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 Institution has facilities to some extent for teaching-learning infrastructure i.e. classrooms, laboratories, computing facilities.

The institution has limited sports facilities and extensive cultural activities. There is a total collection of 6924 books and 2 newspapers one in telugu and one in english. The library is connected to INFLIBNET of UGC. Unique logins are available for every student and staff to access the e-resources available online through library. YouTube channels are created by all the faculty members and links are communicated to the students on social platforms so that the students can learn at their own convenience. Such practices have enabled all the students to pursue their studies, who are basically from remote areas with limited access to internet connectivity. There are three ICT enabled class rooms with adequate learning infrastructure such as smart boards, speakers, internet access, projectors, CCTV cameras and so on.

There is a dedicated Virtual Learning seminar hall for making students to learn through remote access.

In-spite of the remote location of the institution the Wi-Fi is made available at specific locations through data dongles. There are established systems and procedures by the government for maintaining and utilizing physical academic and support facilities.

The College has an eco-friendly campus spreading an area of 14 acres, with a built-up area 8947.77 sq. meters. The college has 11 Departments and 11 classrooms, Main building of the college consists of Administrative Office, Principal's cabin, Library, NSS, laboratories on the ground floor and on the 1st floor four departments are functioning.

The cultural unit is one of the strong assets in the college. The performance in cultural activities is outstanding in the last five years. The college has a well-established mechanism for upgrading and deploying Information technology infrastructure. It has 12 computers with internet access.

The library is monitored by the faculty and also under the supervision of Principal.

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

Qualitative analysis of Criterion 5

The Principal, teachers and administrative staff provides adequate information and support to the students to avail various scholarships of the state government and other agencies. As majority of the students are coming from socially, economically disadvantaged section the free-ships and scholarships help them to continue their education. About 80% of the students receive scholarships from the welfare departments of the state governments. The teachers closely monitors the attendance rolls of the students. If the students are absent in the class for a longer period, the teachers contacts the students and parents to understand the reasons and counsels to continue their studies. The teachers go to an extent to support financially towards payment of examination fee and other daily needs if any could be the reasons for the discontinuation of students. The University education system mandates clearing at least four subjects in every semester to get promoted or continue in the subsequent semesters which makes considerable number of students force to discontinue their studies. The teachers educate the students from the beginning of their entry into their college about the need to overcome such preventions and concentrate and focus on their examinations.

The teachers periodically counsel the female students about the women empowerment through self-reliance by securing jobs and becoming entrepreneurs. The institution discourages the early marriage of the girls to avoid discontinuation in their education. The institution emphasizes the need for physical activity and encourages sports which resulted the students to participate in the state and national level competitions and secured gold medals in track events.

The students were given entrance coachings due to which few of them ranked top at the state level and could get admissions to pursue post graduate and professional degree programs. Career guidance and support is being given by the teachers as well as Study circles for competitive examinations such as TSPSC, UPSC, SSC 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 and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.
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	Institutions 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	<p>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</p> <p>(For first cycle - Incremental improvements made for the preceding five years with regard to quality</p> <p>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)</p>

Qualitative analysis of Criterion 6

- The institution follows the regulations and curriculum of the affiliating University.
- Faculty welfare is as per the policy of the state government.
- Commissionerate of Collegiate Education of Telangana State has an online portal to upload and implement some aspects of administration Admission, Examination and Student Support.
- All financial transactions are as per the existing policies of the government.
- The financial audit is carried out periodically through the government.
- The absence of full-time principal and inadequate full-time permanent faculty lead to limitations in overall governance leadership and management.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	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).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7	
<ul style="list-style-type: none"> • The institution inculcates traditions and culture and history of that region. • Social balance is maintained due to the conducive ecosystem in-spite of students from economically and socially weaker sections. • The teachers support the deserving students financially whenever there is an urgent need to continue their education. • Institute celebrates the days and festivals of national and international importance. 	

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

Strength:

- Sincere, dedicated and hardworking, dynamic and young Contractual faculty members, few permanent teachers and Principal In-Charge.
- Open-minded aspiring student community with gender equality.
- One virtual classroom and three smart classrooms with smart boards.
- Automation in office administrations
- Collaborative agreements formulated by DCEDRC for its government colleges.
- Pollution free lush green campus.

Weaknesses:

- Inadequate basic amenities like toilets, drinking water, rest rooms and staff rooms.
- Classrooms in the first floor are in the incomplete building structure without electricity.
- Inadequate infrastructure in laboratories, reading rooms and library.
- Inadequate strength of faculty.
- Poor enrolment of students against the sanctioned strength.

Opportunities:

- Generation of financial resources to build infrastructure from stakeholders/government/CSR funds.
- Introduction of NCC units towards nation building.
- Establishment of Solid waste management and water treatment facility.
- Construction of access roads
- Augmentation of LED/solar based lighting systems.
- Generation of energy through non-conventional energy resources.
- Construction of hostels, gymnasium, class-rooms, canteen, auditorium, seminar-halls.

Challenges:

- To attract students as per the sanctioned strength and beyond for enrollment and to expand the programs.
- To add additional linguistic skills in regional and foreign languages.
- To establish programs/curriculum with OBE, PO's, PSO's, CO's being an affiliated college.
- To provide value added courses as part of curriculum by affiliated institution.
- To attract funds for research, incubation and start-up activities.
- To establish sophisticated research instrumentation facilities.
- To generate substantial funding towards maintenance
- To remove obsolescence items and improve aesthetics of the institution.
- To upgrade the library and laboratories with adequate books, e-resources and modern equipment.

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)

- Institution should provide skill based value added certificate programs considering the local needs.
- There is an urgent need to recruit qualified staff both teaching and non-teaching as per the UGC norms.
- ICT based infrastructure and learning resources should be established in line with the education policies of the Government.
- The library should be fully digitalized with proper reading facilities, books and journals.
- The eco-system for research, consultancy, training, incubation and entrepreneurship shall be created.
- Incentives should be made available to the staff for the publication of research articles in impact factor journals and attracting funds through sponsored research.
- Institutional level scholarships shall be created through CSR/Endowment funds to attract high quality students from economically weaker sections.
- The website of the institution should be updated with all essential information for the students.
- The details of Advisory/Management/Administrative/committees should be made available in the website.
- Grievance redressal cell and other important cells as per the UGC norms should be in place with adequate building infrastructure.

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. KRISHNAN BASKAR	Chairperson	
2	DR. MEENAKSHI KHANDIMATH	Member Co-ordinator	
3	DR. SOVARANI BORKOTOKY SARMAH	Member	
4	Dr. A.v. Prasad	NAAC Co - ordinator	

Place

Date

NAAC