SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVT. DEGREE COLLEGE ,CHENNOOR

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Incepted in the year 1984 initially in a humble accommodation of 2 rooms, Government Degree College, Chennoor is a blessing in disguise to the aspiring rural youth of this remote land.The institution shifted into its present premises of 14 acres located in a picturesque backdrop, in the year 2005. Enveloped by little hamlets, the pure and pollution free village atmosphere is mesmerizing and very much conducive for teaching-learning process. The college strived through a progressive path in grooming a scholastic community of competent students. The holistic and stupendous curriculum nurtures all the inherent aptitudes and capabilities of its bona fide students. This state sponsored higher educational institution being only one in a radius of 50 Km, is a privilege to the economically struggling student community.

The institution is forging ahead with the motive of empowering rural youth through education and self employable skills that is a step forward towards the realization of ATHMANIRBAR BHARATH. The institution is committed to hone skills of its students and become a corridor of opportune careers. Though it can be considered as, still an emerging institution in comparison to its sister institutions; it is bound to flourish in the near future owing to its resources and quality initiatives which are in the process of fruition.

The college is a co-educational institution and running 4 basic programs in arts, commerce and science; all in CBCS mode. Most of the admitted students belong to SC/ST/BC category with more than 50% as first generation school-goers. The academic and professional excellence is steered by the esteemed academic officers. The NSS unit participates readily to redress social ill-practices. Students' welfare is the prime concern and activities like field trips, seminars, sports, cultural, literary competitions are conducted. The alumni of the college are in lucrative jobs, overseas, and legislation also. Sincere efforts are being made to establish its grandeur,vigour and stature.

The college is affiliated to Kakatiya University, Warangal and is blessed with UGC 2(f) and 12 (b) status. The college is going for its first cycle of accreditation and is expecting to accelerate its potentialities towards excellence.

Vision

Transforming knowledge into power, honing core competencies of talented students to become self sufficient integrated with good character.

Mission

- To provide education to all sections of the society.
- To inculcate morale coupled vision towards a better future.
- To promote student- centric teaching and learning.
- To offer trending courses in tune with growing global competencies.
- To create awareness about the proper utilization of available local resources that can become sources of self-employment.

- To provide platform for all-round development through participation in various curricular, extra-curricular and cultural events.
- To become corridor of employment opportunities.
- To create an inclusive enviroment of all stake holders.
- To become a coveted institution of scholarly aspirants.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Government College and UGC recognized college with 2(b) and 12(f) status.
- Oldest higher educational institution with a splendid history.
- Eligible to receive funds from all funding agencies like UGC, DST etc
- Internal funding from the Collegiate Education.
- Located by the roadside of NH63 with a bus-halt facility in front of the college itself, which enables very comfortable and easy shipping.
- A vast green, pollution free campus very much conducive for teaching and learning.
- Hard-working faculty, with few enrolled into PhD programmes.
- Very humble and good-mannered student community.
- Spacious well-furnitured rooms.
- 3 class rooms with smart boards.
- 1 virtual class room.
- Office automation.
- Easy sanction of new courses, if there is a good demand.
- Capacity building initiatives for staff and students.
- TSKC creation and TASK- (Telangana Academy for skill and Knowledge) collaboration.
- 1 NSS unit and 1 more under consideration.
- Library with e-resources.
- MANA TV telecast using projector.
- DCEDRC (District Collegiate Education Development and Review Committee) where the district collector also gets involved in supervising the progress of the college
- Scholarships like PMS, Minorities scholarship, Merit Scholarships.
- Flagship initiatives like JIGNASA, YUVATHARANGAM of CCETS.
- Placement drives and MoUs of CCETS.
- Sanction of out-sourcing facility against non-teaching vacancies.
- Functioning of a nursery in the premises.
- A nearby Seri-culture unit.

Institutional Weakness

- Unaccredited status.
- Rural area students with very pathetic economic status.
- Unfinished construction of building.
- Most of the students are first-generation learners with low competencies.
- Students from different vernacular languages.
- Very few feeding colleges.

- Weak association of alumni.
- Lack of industry support for placements and low employment opportunities.

Institutional Opportunity

- Serving the educational needs of one of the remotest regions of the Telangana State, and providing a hope for aspiring students to dream big.

- Scope for construction of more facilities like laboratories, hostels, gym and workshops.
- Creation of wi-fi facility in the campus.
- Creation of NSS unit and NCC unit.

- Scope for introduction of more agro-based courses due to the agriculture background of all most all the students.
- Institutional collaboration with adjacent colleges for support of infrastructural facilities.
- To impart more number of life skills and employable skills through various short term courses.
- Involving other departments' personnel in various awareness and career awareness initiatives.
- Availability of much varied local flora and fauna providing scope for more number of student study projects.
- Introduction of vocational courses like animal husbandry, farming, dairy.
- Strengthening of Alumni for resource guidance.
- Collaboration with forest department for strengthening of green-initiatives.
- Waste-water management.
- Strengthening of library e-resources.
- Participation in academic advisory bodies, BOS, faculty associations.
- Conduction of workshops and seminars.
- Creating consultancy services to improve employment opportunities.
- Introduction of PG courses.
- Formation of faculty forums of all government educational institutions right from upper primary to graduate level for strengthening and optimal utilization of cumulative resources.

Institutional Challenge

- Adaptation of innovative teaching-learning technologies.
- Unhealthy and unethical practices of mushrooming private degree colleges who are alluring students with eye-catchy offers and recruiting PR exclusively for admission purpose is threatening the enrollment of the institution.
- Parents' non-supervision of the child's performance.
- Non-availability of smart phones to more than 80% of its students or their parents and most of them face connectivity issues with normal mobile as well.
- High cost-maintenance of infrastructure.
- Making syllabus self-employable friendly.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Affiliating University Almanac and Commissionerate's Academic Calendar guide the preparation of annual curriculum plan, lesson plan integrating curricular activities and co-curricular activities. Teaching diaries, review meetings, academic audits ensure proper implementation of academic plan.
- Participation in BOS is encouraged and members are nominated from our college as member of Board of studies. Though there is representation, as this is an affiliating college there is only limited scope for drafting the syllabus.
- Our faculty receives orders to evaluate external answer scripts. Also, Internal papers and Practical papers are evaluated at the institution by the staff in association with the external examiners.
- Curriculum is enriched through various skill enhancement courses and generic electives in each semester with due credits. Cross- cutting issues like Gender Sensitization, Environmental Science, Human Values and Professional Ethics are taught as additional courses in the curriculum itself. These courses liven up the morality and quality of education towards the better interests of human kind in particular and the sustainability of natural resources in general.
- Add-On Courses/ Certificate Courses like course on Photography, MS Office making etc. were conducted to create competent self-employment opportunities that aid them not only to earn a livelihood but also to nurture their inherent passions and hobbies.
- Courses like Botany and Zoology include field work as part of Practical work and for other courses educational trips to places relevant to curriculum are conducted so that comprehensive skills of the students receive an impetus through the live and experimental analysis of knowledge.
- The institution encourages stake-holders to provide feedback on curriculum and attempts to include some good suggestions, as short term courses.

Teaching-learning and Evaluation

- The admission process is customized through DOST (Degree Online Services Telangana) as an initiative of good governance of Telangana government and enables online admission process of students in their coveted courses and colleges. The lion's share of institution's enrollment comprises of Backward and Scheduled section students. Computer Science and Computer Applications courses that boost employable skills have been introduced to increase enrollment rate. Though the reservation policy is strictly adhered to, the college could accommodate all the seat seeking students without denying admission to anyone in the past few years.
- The varied potentiality of the heterogenic group of students is well met through proper channelization of their qualities. Advanced learners are involved in study projects, seminars, literary competitions while slow learners are provided with minimum study material and remedial classes. The teaching-learning process is completely student friendly and in a very conducive environment. The college endeavours to sculpt their thought process to dream big and live better.
- The teaching methodology has been mostly Lecture and Interactive type. But Student Seminars, Field Work, ICT classes are also being adopted in the recent years. The mentor-mentee system addresses the lacunae in the teaching learning process and domestic issues that can be redressed within the purview of the lecturer.

Research, Innovations and Extension

- To invigorate the learning environment CCETS, Hyd. has initiated JIGNASA-Student Study Projects in

all Government Degree Colleges that encourages students and staff of colleges to quench the zeal for research and innovation to some extent. This project is funded by CCETS itself. Study projects are conducted at the college with available resources. Also, students are encouraged to read research articles available online to have more insight on research process.

- Efforts are being made to work on innovations that are farm-friendly.
- The faculty is eager to write research papers and 6 out of 11 Faculty members have research articles published in national and some international journals and conferences.
- Extension activities are taken up with zeal and exuberance. The dynamism and spirit exhibited by the students for participating in these activities earned them and the institution commendable recognition in terms of quality and commitment of service rendered. Students participated in medical camps, village fairs, summer camps, awareness and sensitizing programmes like voter awareness, run for unity, resources awareness etc.
- Students participated in activities like Swachh Bharath, Harithahaaram, Environmental issues etc.
- The institution is deemed to have several functional collaborations through its esteemed organization CCETS, Hyderabad in general and a few effective MoUs with nearby institutions in particular. Collaboration with the nearby institution has infused a sense of equality and accessibility to the state-of-art resources available at the collaborated institute.

Infrastructure and Learning Resources

- The college is blessed with some advanced facilities and has scope for further improvement of infrastructure. A grant of 73 lakhs has been sanctioned for the pending works and the institution is awaiting its release.
- There is a large play area, so facilities for sports and cultural activities are being improved and also, efforts being made to impress authorities for sanction of better grants.
- Virtual Classroom has been created recently and in wake of COVID, this is a boon for conducting online classes, conferences and exchange of students and faculty programs.
- The college has an established library and books are purchased keeping in view the need and available budget. Digital library with 10 systems has been sanctioned to the college. IT facility is being improved continually and we are striving to establish 10:1 student computer ratio. Currently there are 9 functional desktops, 8 needs to be updated, 3 smart boards, 4 printers and scanners, a projector, an inverter, a sound box.
- The maintenance of facilities is done through established procedures.

Student Support and Progression

- Around 75% of the students receive scholarships from various welfare departments and almost 85% students use freeship of TSRTC provided by the state government. Aid from teachers is provided to students who feel difficult to pay even the examination fee. Some teachers provide support for pursuing higher students on condition of anonymity. Uttama Vidhyardhula Upakaravetanam, Pratibha Scholarships, National Merit Scholarship is awarded to meritorious students.
- Career guidance and support is provided by giving special coaching for competitive examinations. Botany and Chemistry departments provide coaching for PG entrance examination. Students interested in appearing for TSPSC, UPSC, SSC, and Constable Recruitments are encouraged through conducting

frequent mock General Studies written examination.

- Ragging and any other type of harassments are strictly prohibited inside the campus and during a period of 5 years only 2 cases are observed. Various established committees take immediate action to address even minute issues.
- Examination related issues are always prioritized and maximum efforts are made to resolve them at the earliest. Issues observed at the University level are also tracked and students are guided with the procedures. If the students feel apprehensive of going, any one of the staff accompanies them to solve the issue.
- Some of the qualified out-went students, those who could be tracked, are pursuing higher studies and some could secure government jobs as well.
- The institution conducts annual sports and cultural day as a big fest where the inherent talents of students find a platform and they exhibit them at their best.

The profile of registered Alumni shows that there are some very well-settled people. Alumni Association is formed recently and is slowly gaining momentum towards a worthy contribution

Governance, Leadership and Management

- The institution integrates its own policies with the policies of the governing body of the institution to realize its Vision and Mission.
- The presence of absolute decentralization of administrative and academic power through formation of various committees ensures maximum participative management. The autonomy of committees in terms of drafting its policies is assured to the optimal and financial support is provided if permissible by the policy making. The organizational set-up and its establishment through rules and regulations as well as policies are solely controlled by the governing body i.e., CCETS, HYD.
- E-governance is implemented in many aspects of administration, admissions, examination, finance and student support.
- The Faculty welfare assurance is a blessed factor of the institution. Annual Performance Indicator Scores play a prominent role in CAS Appraisal through which they are promoted to new scales of pay. GPF, GIS schemes, different types of leave facility, encashment of earned leave, support for participating in international conferences, travel allowance, health cards are some of the faculty welfare initiatives. Faculty empowerment and capacity building is achieved through participation in various FDPs, refresher courses. Most of the faculty is enrolled into FDP courses. Faculty is also supported to take up MRPs through funding of UGC and also some other funding agencies after accreditation.
- Financial Audit is carried out by an external team nominated by CCETS, Hyd. All the financial transactions are carried out through stipulated processes and in adherence to the existing policies only.
- Quality Enhancement Measures like curriculum enrichment methods, add-on courses, project works, feedback process , guidance for audits are drafted by IQAC and effective guidance towards the process of NAAC accreditation is provided by the IQAC Coordinator.

Institutional Values and Best Practices

- The institution prefers mainly LED lights and tube lights to conserve energy. Initiatives like construction of harvesting pits and vermin compost units are being worked upon.
- The campus is mostly green and majority of the students walk to the college.
- Though the students are from various cultures, the diversities are never felt among the students. Yet,

during celebration of National Festivals and other similar days; cultural and communal conflict is discussed with a more constructive outcome and peace.

- Institution celebrates Teacher's day, Ekta Diwas, National Mathematics Day, National ScienceDay, Constitution Day, Voter's Day, Woman's Day and many other national and international commemorative days with zeal and fervour.

2 practices viz., College students taking classes at nearby schools in a scheduled fashion and Conducting Food Festival are trending at the college. These practices are unique to the institution and are playing a key role in manifesting the values of the institution in the public domain

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT. DEGREE COLLEGE ,CHENNOOR
Address	Opp SBI Kistampet Branch Vill Kistamepet Mandal Chennoor
City	CHENNOOR
State	Telangana
Pin	504201
Website	gdcts.cgg.gov.in/chennoor.edu

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Sridevi K	08737-9441594223	9701197764	0-0	prl-gdc-cnr-ce@telangana.gov.in
IQAC / CIQA coordinator	Purnachandra Rao K	-	9010651469	-	iqac.gdcchennoor@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 minroity institution	No

Establishment Details	
Date of establishment of the college	29-06-1984

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	04-02-1994	View Document
12B of UGC	04-02-1994	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

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	Opp SBI Kistampet Branch Vill Kistamepet Mandal Chennoor	Rural	14	2.5

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	BCom,Commerce	36	INTERMEDIATE	English	60	15
UG	BCom,Commerce	36	INTERMEDIATE	Telugu	60	15
UG	BA,Arts	36	INTERMEDIATE	English	60	1
UG	BA,Arts	36	INTERMEDIATE	Telugu	60	41
UG	BSc,Physical Science	36	INTERMEDIATE	English	60	26
UG	BSc,Life Science	36	INTERMEDIATE	Telugu	60	15
UG	BSc,Life Science	36	INTERMEDIATE	English	60	16

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				17
Recruited	0	0	0	0	0	0	0	0	3	1	0	4
Yet to Recruit				0				0				13
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				5
Recruited	1	2	0	3
Yet to Recruit				2
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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	1	0	2

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	1	0	1
PG	0	0	0	0	0	0	8	1	0	9

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	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	66	0	0	0	66
	Female	63	0	0	0	63
	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	18	16	31	36
	Female	17	22	23	17
	Others	0	0	0	0
ST	Male	5	2	2	4
	Female	5	2	1	8
	Others	0	0	0	0
OBC	Male	16	12	46	38
	Female	35	29	36	30
	Others	0	0	0	0
General	Male	5	1	2	0
	Female	4	1	2	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		105	85	143	139

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
406	406	406	406	406

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
7	17	6	6	5

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
284	280	332	385	424

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
229	293	174	174	153

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
46	61	88	89	97

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
14	15	14	14	12

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
15	16	18	18	18

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 15

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
2.52689	1.84970	1.51960	13.36411	2.96504

4.3

Number of Computers

Response: 15

4.4

Total number of computers in the campus for academic purpose

Response: 1

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:

The institution develops annual curriculum plan depending upon the resource availability and potentiality, institutional goals and student welfare.

The effective implementation of curriculum is achieved through the execution of following practices.

WORK LOAD DISTRIBUTION AND TIME TABLE:

In the beginning of the academic year; at the behest of IQAC Coordinator, total workload of each subject is calculated and distributed evenly among the available faculty in each subject.

Time table is prepared with the consensus of staff, in accordance with the credits and distributed to each department. Arts and Commerce courses have an opportune time-table wherein they can incorporate an extra capacity-building hour.

ANNUAL LESSON PLAN AND MAINTENANCE OF TEACHING DIARY

Annual Lesson Plan is like a preamble that reflects the action plan of individual teacher encompassing all the work that needs to be executed in the academic year. It includes content, methodology, additional inputs, etc. including the time frame of achieving the prepared plan. This plan provides an insight into the quality of lectures delivered.

Teaching diary maintained by each teacher is a mirror of the class-work conducted by each teacher on daily basis. It is an official record obligated to be maintained by each teacher. It contains all the details as to what lecture is given, method of lecture, how many students attended, any teaching aids have been used and the student activity conducted, if any.

In-Charge of department countersigns the diary and the Principal of the college oversees the work on monthly basis.

REVIEW MEETINGS:

At the institutional level, staff meetings are held regularly and in addition to various other issues; curriculum coverage, efforts to incorporate ADD-ON courses or certificate courses to improve quality of curriculum are discussed. IQAC suggests better methods for effective delivery of curriculum..

The teachers whose syllabus coverage is lagging are advised to take up extra classes during zero hours or by adjusting other classes or during the availability of a free hour as may be the case.

At the organization level, District Collegiate Education Development and Review Committee (DCEDRC) under the chairmanship of District Collector, Additional Joint Collectors as Nodal Officers monitors the conduction of academic activity at the college.

STUDENT FEEDBACK:

 Documented Feed Back of students in a prescribed Format is obtained lecturer wise, analysis is done and instructions are given to concerned lecturer both by Principal and IQAC Coordinator.

ACADEMIC AUDIT

Academic Audit is a mechanism devised by Commissionerate of Collegiate Education for assessing the performance of the institution and becomes instrumental in bridging the gaps, if any in implementation of activities at the institution by suggesting suitable measures.

Audit is conducted in 2 dimensions.

- One is institutional audit where the performance of the institution as a whole is assessed.
- Second is Lecturer level audit wherein each lecturer shall submit information with substantiating evidence for the required parameters in stipulated Format –II which reflects the lecturer performance. The team conducts physical verification of records pertaining to the activitie
- Action Taken Report of Audit Committee will be sent to CCETS.

File Description	Document
Link for Additional information	[View Document](#)

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

Response:

Yes, the institution adheres to the academic calendar for the conduct of CIE.

ACADEMIC CALENDAR:

The Commissioner of Collegiate Education, Telangana State provides Academic Calendar every year which becomes an epitome for the institution to execute it effectively. This calendar provided every year by CCETS is a meticulous plan that spans complete curricular and extra-curricular activities designed for the overall growth of the institution collectively and well-being of the student individually. The Academic Calendar, in short, is a capsule for the entire institution to thrive towards potential for excellence in a well planned time frame.

KAKATIYA UNIVERSITY ALMANAC:

As the college is affiliated to Kakatiya University, Warangal; the almanac released by the University is followed.

The academic schedule, observance of examinations, holidays, conduction of internal assessment 1 and internal assessment 2 for every semester are in accordance with the academic calendar.

The University provides a cut-off date of uploading marks. The examinations even if delayed due to some exempted reasons, are conducted before the cut-off dates.

The Almanac includes

Ø   Date of Admission

Ø   Date of Commencement of Classes

Ø   Date of Internal Examinations

Ø   Date of last instruction day semester wise

Ø   Vacation period

Ø   Date of commencement of practical examinations

Ø   Date of commencement of Theory examinations

File Description	Document
Upload 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: C. Any 2 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](#)
Any additional information	[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: 7

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 2

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	1	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[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: 3.97

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
25	31	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:

- Ability Enhancement Compulsory Course on **ENVIRONMENTAL STUDIES** is a paper prescribed to all programmes of first year students with 2 credits and 50 Marks. Its curriculum include mainly ecosystem, biodiversity, natural resources, environment pollution, Global issues, field study. The institution is keen to sensitize students about the need for establishing a green and pollution free environment. Apart from this curriculum, various activities especially HARITHAHAARAM instills in the students the responsibility of nurturing MOTHER EARTH. The institute permitted for the establishment of PALLE PRAKRUTHI VANAM an initiative of district collector for planting trees and creating a children park, in our premises for the achievement of more greenery in the campus.
- A paper on **GENDER SENSITISATION** with 1 credit is compulsory paper to all programs of second year. Its curriculum includes nature and evolution, culture, biological & social conditioning, Human rights, domestic violence, real life experiences co-existence, respect etc. Though the gender bias of male and female is rarely existing in the campus, awareness programmes like BETI BACHAO, BETI PADAO are taken into the villages to address any female discrimination, if present.
- A paper on Human Values and Professional Ethics was taught during the year 2016-17. Its syllabus included understanding values, self exploration, discriminating between the needs of self and the body, Human conduct, Competence in Professional Ethics etc.
- A generic elective on **PUBLIC HEALTH AND HYGIENE** is made compulsory to all science programmes with 2 credits and 50 marks. Curriculum mostly reflects about the nutrition and diseases. It evaluates about balanced diet, mal-nutrition, nutritional deficiencies and disorders, occupational disorders and diseases, impact of environmental pollution. General diseases like hypertension, diabetes, obesity and communicable diseases are also covered to the basic extent and first-aid methods and record maintenance of medication is also taught.
- Another Generic Paper **WATER RESOURCES MANAGEMENT** creates much awareness about natural resources, especially, water resources and its global distribution. Water shed programmes, recharging ground water, Mission Bhagiratha, Mission Kakatiya can simply make impact on the need of conserving water resources. The awareness about water-thirst areas where an ounce of water can revive life into dying is created to evoke responsibility towards judicious utility of water resources.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 1.48

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
6	6	6	6	6

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<u>View Document</u>
Institutional data in prescribed format	<u>View Document</u>
Any additional information	<u>View Document</u>

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 17.61

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 50

File Description	Document
Institutional data in prescribed format	<u>View Document</u>

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
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View 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: B. Feedback collected, analysed and action has been taken

File Description	Document
Upload any additional information	View 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: 34.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
129	105	85	143	139

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
420	540	320	320	280

File Description	Document
Institutional data in prescribed format	[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: 49.09

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
09	96	73	139	133

File Description	Document
Institutional data in prescribed format	[View Document]()
Any additional information	[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 socio-economic background of almost 90% students is BELOW POVERTY LINE. Most of the parents are either illiterates or humbly educated. So the qualitative learning index of most of the students is also low. But for the 10% students, who form a better competent group and backbone of the institution, receive much encouragement from the institution to hone their skills and pursue their dreams.

SLOW LEARNERS:

- The slow learners are given special attention and encouraged to approach teachers individually to address their queries, during the recess.
- All the basic concepts which are required for understanding higher concepts are elaborated to them separately.
- They are encouraged to practice writing whatever they have learnt, in their own simple words and necessary changes are suggested after evaluating their write up.
- The slow learners are provided with specific questionnaire that can make them comfortable to prepare themselves for University Examination.
- Minimum study material that helps them pass the examination is provided to them.
- Remedial classes are taken up for those who couldn't get through the examinations and their performance is tracked.

ADVANCED LEARNERS:

- The advanced learners who are also interested in pursuing PG courses are provided with previous years question papers and encouraged to aspire for model universities such as HCU, IITs etc. The Collegiate Education provides many perks like scholarship of Rs.20000/- pa of study to students who enroll into prestigious institutions.
- They are involved in research projects, under the name, JIGNASA, an excellent and unique initiative of Commissionerate of Collegiate Education, Telangana State to quench their zeal for knowledge and quest for reaching new horizons of developing world.
- Student Seminars give them platform to improve their presentation skills and handle their stage-phobia.
- They are encouraged to participate in literary events organized by various external agencies.
- The names of toppers are displayed on student notice boards to congratulate them and boost their achievement.

File Description	Document
Paste link for additional Information	[View Document](#)

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

Response: 20:1

File Description	Document
Any additional information	[View Document](#)

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:

Teaching –Learning methods include Lecture Method, Interactive Method, Student Seminars, Experiential Method, ICT Method and Self-Motivational Method. Power Point Presentations are embraced to match with the students of International competence to the maximum possible extent.

- **Lecture Method**: Though this method seems conventional, it requires profound knowledge, proper understanding and composed presence of mind to deliver the subject intact and efficiently. The students who desire to take up teaching; this method makes them to be more perceptive and proactive. This method in combination with an interaction is especially, adopted by language teachers. They also conduct role play in class to create the effect of drama, thus, creating a deeper impact of lessons in this more appealing method.
- **Interactive Method**: The faculty members involve the students in the discussion by putting a questionnaire related to the topic being dealt or welcoming queries from the students on the topic. Group discussions happen in an informal or undocumented manner. Subject quizzes are conducted.
- **Student Seminars**: The students present seminars on topics included in the syllabus itself and are encouraged to take up latest contemporary topics also.The students feel it challenging to face an audience of same age group initially but then after feel very much excited to take up new topics.
- **Experiential Methods:** The faculty members foster a rich learning environment by engaging the students in various experiential learning methods. Teaching through demonstrations, visual aids, preparation of charts, models and the best of all –Industrial/Institutional/Field visits drive the imagination of students to new levels and give an impetus to their analytical approach of knowledge.
- **ICT Method**: The institution is planning to install Wi-Fi on the campus to cater to the educational aspirations of the inmates. 3 ICT rooms equipped with OHP facility enable staff to present to the students PPTs, online videos, lecture talks and access to other subject related websites or software in a very effective and efficient manner. Various faculty follow mobile Apps like Khan Academy, Unacademy, Enguru, Spoken English App, T-SAT, Aksharam Educations, Shine India, follow courses on sites like www.slideshare.net, www.tutorialspoint.com, www.vogella.com, www.guru99.com, www.lynda.com etc in taking inputs for the effective dessimination of domestic

knowledge.

- **Self Motivational Method**: The students are educated to integrate mind and soul through practice of yogic methods which creates a surge of energy in the body and stimulates an orientation towards a specific goal.

File Description	Document
Link for additional information	View Document

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

Response:

- ICT methods of teaching, making use of ICT tools, are integrated with traditional blackboard teaching for effective learning process. 3 faculty has done FDPs on ICT tools and are attempting to implement the tools learnt.
- The faculty are encouraged to take up classes making use of available resources. They are on the path of adapting themselves to the novel ways of teaching, which takes some time for them to effectively shift to blended method of teaching.
- Projectors and speakers are used to present videos and power point classes.
- Botany department makes extensive use of online available videos to develop deep insight of flora that is prescribed in the curriculum. Due to geographical and economic limitation, students do not get to know about the complete flora prescribed in the syllabus, in the field study they take up. The online videos present amazing coverage of flora situated globally, with detailed explanation. Thus, ICT made those things accessible, which one could dream of, especially to economically struggling group of students.
- Chemistry department presents videos on molecular structures, experiments. Chemistry experiments sometimes are costly as well as harmful. Video presentations make them to have deeper understanding of chemical processes.
- Computer classes are being taught making use of smart board extensively and the students are also involved in using smart board for computer science class seminars of students.
- Various video simulations like Rutherford scattering experiment, rocket launching, working of a gyroscope etc., are shown to students which make physics easily comprehensible.
- English speaking videos are played to students so that they learn accent and simple sentence making.
- Efforts are being made to introduce concept of FLIPPED CLASSES.
- Virtual classroom has been created for enabling effective online classes.
- Google classrooms has been created by physics department but due to non-availability of smart phones and data issues only few students could join the classroom.

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: 26:1

2.3.3.1 **Number of mentors**

Response: 11

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: 77.25

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document
Any additional information	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: 1.43

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
1	0	0	0	0

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: 3.79

2.4.3.1 **Total experience of full-time teachers**

Response: 53

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

Transparency in Mechanism of Internal Assessment:

- Schedule for Class Assessment Examination and assignment submission in accordance with the schedule received from the affiliated university i.e., Kakatiya University Warangal is displayed and communicated to the students well-in-advance before commencement of examinations.
- The University norms relating to course-wise examination pattern, changes in schedules, patterns, methods if any, are immediately notified to the students through notice boards or by briefing by the concerned subject teacher.
- An examination committee is constituted every year to coordinate the internal and external examination activities and supervise the process of conducting examination in a fair and transparent manner.
- Internal Assessment includes student assignments and an internal examination of 45 min. duration. After the conduct of examination, valuation is done by the concerned subject teacher within 2 days and marks are uploaded in University link. A copy of marks is submitted to examination branch at college level. The question papers, valued answer scripts and marks sheets are properly maintained by the teachers for the purpose of academic audit.
- The marks obtained by the students are communicated to them in the class room through the concerned course teacher. If any issues are raised, the teacher tries to resolve them at the earliest. Though the internal examinations are of just 20 marks, the students are made to realise their importance and take the examinations seriously.
- The practical examination schedule is also notified well in advance and examination of 2 hours

duration is conducted by the internal examiner itself for odd semesters and in the presence of external examiner for even semesters. Papers are evaluated, marks are uploaded and all records are properly maintained as records.

- Even for the external theoretical examination, schedule is communicated to all the students through print media, electronic media and through the concerned colleges. Examination is of 3 hours and after evaluation, results are declared.
- Scope is given for revaluation/recounting within stipulated time on payment of prescribed fee.
- The semester system detains students with insufficient no. of passed papers and makes them ineligible for next semesters. The university is very generous in providing them an opportunity for reappearing failed papers at the second semester to enable them to promote for next semester.
- University marks are recorded and short memorandums of marks/internet memos provided by the University are distributed to the students.

File Description	Document
Link for additional information	[View Document](#)

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

Response:

MECHANISM TO DEAL WITH EXAMINATION RELATED GRIENVANCES:

AT THE COLLEGE LEVEL: The institution has an Examination Committee comprising of a senior faculty as Convenor and 3 other faculty as members with Principal as Chairman. Any grievance regarding exam schedules, marks, memos are addressed by this committee. Other teachers who are not members of branch also assist the work for the welfare of the students and do the needful in solving the grievance.

The grievances regarding internal examinations questions, marks that are in purview of the institution are solved in one day, at the most 2 days. Sometimes, even after student taking the examination; memo shows the incumbent absent for the examination. As all the mark lists, answer scripts are preserved; university authorities are communicated regarding the same and necessary action is initiated to correct the error.

The grievances that arouse due to discrepancies at University level are attempted to resolve by correspondence itself in cases such as missing of memo or spelling mistakes in memo, and the time taken depends upon the response given by the University.

For grave discrepancies like giving absent for those exams taken, or withholding the result, or under valuation; the time to resolve depends on the clarification process and response level of the University.

AT THE UNIVERSITY LEVEL: The University also provides for an examination cell with registrar as

head and an additional controller to look into all the affairs of examination regarding UG examinations. Any query or grievance regarding marks or details of the student, notifications, is first examined by the Principal and then forwarded to the examination branch of University for further action. The student may challenge university evaluation by applying for revaluation within stipulated time. Award list, memos, provisional certificate, convocation certificates can be had directly from University and any discrepancy, in these are resolved through stipulated procedures of the examination branch of the University.

File Description	Document
Link for additional information	[View Document](#)

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:

The program outcomes, program specific outcomes are predefined and are narrated to the students in course of teaching and learning process. The course outcomes are communicated to the students through the syllabus copy and the examination pattern. The outcomes are assessed basing on the performance of the students in the examinations as well as through the attainment of various jobs both private and public. Most of the students take up agriculture due to family obligations. Those who are competent and aspiring go for higher studies or public services. The data of which is included in the student progression criteria

File Description	Document
Upload COs for all courses (examples from Glossary)	[View Document](#)
Paste link for Additional information	[View Document](#)

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

Response:

Program specific outcomes evaluated by assessment of students who attained program oriented jobs or placements. Course outcomes are evaluated through analysis of performance Internal Assessments exams taken twice in a Semester, Laboratory performance, Practical Examination at the end of each semester, Home Assignment and the outcome in the University examinations every semester and recording them for taking proper initiatives to further improve the results.

Students appear for various entrances and get seats in various institutions basing on their performance which also becomes a parameter in analyzing the attaining of program outcome. Some of our students

could secure campus seats in university colleges.

Students also appear for competitive exams and secure jobs which have the eligibility for the qualifying examination.

2.6.3 Average pass percentage of Students during last five years

Response: 46.65

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
26	36	42	32	33

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	61	88	89	97

File Description	Document
Institutional data in prescribed format	[View Document]
Paste link for the annual report	[View Document]

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.57

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments 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	Document
Institutional data in prescribed format	[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 programes**

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	13	13	13

File Description	Document
Institutional data in prescribed format	[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
Report of the event	View 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

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
0	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: 0.14

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
2	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[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:

Impact of Various Extension Activities Carried Out:

AIDS AWARENESS:

Sensitized about the hygeinic importance of living a holistic and value-based life.

NSS CAMPS:

For conduction of NSS camps, a plan of action is drafted beforehand by the program officer taking into consideration the circumstances prevailing in the village. The students participate with full vigour and joy, learn about various communities and contribute their best. In general; issues like illiteracy, child marriages, open defecation, cleanliness, health and hygiene are the major things that are addressed.Cultural activities are also conducted.

SWACHCHABHARAT:

India ranks low on sanitation index. Responding to Swachch Bharath Mission, launched by our Honourable Prime Minister Narendra Modiji, the institution formed a committee for Swachch Bharath that drafts various activities to meet the requirements of the mission.

- Students participated in "30 days Special Action Plan" initiated by Honourable Chief Minister of Telangana,Shri K.Chandrashekar Rao; launched with the motive of developing villages, repairing drains, cleaning drainages, removal of stagnant water etc.
-

HARITHAHAARAM:

Every year saplings are planted in the college ground and students are assigned to nurture their growth.

Many plants turned into trees of good height inspite of various challenging factors hindering their growth.

POLLUTION FREE CELEBRATIONS: Awareness about pollution free celebrations, may it be festivals or may it marriages or any other ceremonies wherein large amount of plastic and other litter is being dumped into rivers polluting them to large extent. The recent floods is an example of nature's fury over human errors.The idea of using clay glasses or paper glasses or glasses made with leaves instead of plastic glasses is being taken to masses.

VOLUNTEERING DURING RELIGIOUS FAIRS AT TEMPLES DURING MAJOR FESTIVALS:

- Evey year, during the festival of Mahashivarathri, a religious fest is organized at the ShivaMallanna temple, Katterasaala village which is 5Kms from the town. Our students form groups and each group volunteers in organizing the queue system, helping the aged, facilitating women carrying infants, supplying water, extending help in bondobust also. The police department appreciated the emphatic and unfeigned service of the students.
- During celebration of Sri RamaNavami festival at Suddala village, extend laudable service, even in searing temperatures.

VOTER AWARENESS PROGRAMS:

- During 2019-2020, electoral verification program was also conducted, the resource persons being Joint Collector and Tahsildar of the territory.Voter Helpline App was installed and adviced to install in 3 others.
- In the assistance of MEGA HEATH CAMP conducted by Indian Red Cross Society, Mancherial on 31.03.2018, the students understood the suffering of the people and need for a free medical camp.

SUPPORT FOR MENTALLY DIABLED CHILDREN:

An extension lecture on SIGN LANGUAGE was organized and the lecture was given by a physically disabled person himself, leading a Good Samaritan life by running a HOME FOR DISABLED KIDS at Mancherial.Students developed empathy towards the deaf and dumb category of children who live a very pathetic life. Students contributed their best to the disabled society, collected rice and money and donated to the society.

File Description	Document
Upload any additional information	[View 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](#)
Any additional information	[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: 18

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
09	06	02	01	0

File Description	Document
Reports of the event organized	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: 44.92

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
256	211	110	100	0

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	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: 1

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	1	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	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: 9

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
7	2	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 institute has self-sufficient furniture and infra structure that is adequate in terms of teaching and learning process.

The ground floor of the college consists of 9 rooms of which 6 are class rooms, 1 is library, 1 office room and 1 is computer lab. There are 2 seperate rooms 1 as Principal chamber and 1 as NSS room in the ground floor and 7 rooms in the first floor which are under the process of constructrion through sanctioned amount of Rs.73lakhs.

Efforts are being made to establish full-fledged laboratories and enhance laboratory equipment. Orders have already been placed for purchase of better equipment.

FURNITURE SPECIFICATION: 50 Dual Desks, 26 Benches, 116 writing pad chairs, 27 Tables, 36 Iron Almirahs, 4 printers, 8 Computers. Rooms are electrified with led bulbs and fans.

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

Response:

The college is gifted with large play area. Play material for atheletics, cricket, indoor games is available and sports are conducted every year. The students play outdoor and indoor games, not only in the competitions but on daily basis in their free time. The girls also participate in many outdoor games and play tennicoit, shuttle, Kho-Kho whenever they get time, sometimes after college hours with the presence of staff. Though there is no Physical Director appointed to the college, the staff conducts the sports occasionally to refresh students' strength and improve their health and hygiene.

Material like volley ball, tennikoit rings, shuttle bats, chess boards, short put, carom boards etc are available in the college.

We have communicated to the district collector to enhance sports facilities of the college, owing to its large ground and the collector assured that sanction shall be made whenever fund for that purpose is available because as of now, other colleges were already allotted the fund.

Cultural activities like songs, dance, plays are also conducted every year.

Every year, YUVATHARANGAM festival of sports and cultural activities, organized by Commissionerate is conducted in a very magnecent way. This is a flagship initiative wherein opportunity of participation is provided to all the students of government degree colleges in the state. Colleges are divided into various

clusters and cluster level winners participate in state level competitions. The winners of state level competition are felicitated by the Commissioner of Collegiate Education himself, hereby inducing a zeal for participation among students.

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: 26.67

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 4

File Description	Document
Upload any additional information	[View 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: 8.2

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	5.47994	0

File Description	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:

The library has a furnished room and space has been created for read area. Books are purchased keeping in view the requirement of the students. Of the allotted budget, major amount is prioritized for students' text books. Reference books are purchased relatively in low number. E-resources are being planned. The college is having active membership of INFLIBNET N-LIST consortia and allows access to e-resources with stipulated conditions and terms. It provides 6000+ e-journals and 164300+ e-books on various subjects. Staff and students are provided with member logins.

Digital library has been sanctioned and 13 computers for the purpose has been purchased. And its automation is under process. Once, completed the students can have online access to many journals and research orientation of the students may receive an impetus**.**

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: 0.31

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	1.57	0

File Description	Document
Institutional data in prescribed format(Data template)	[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: 0.67

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

Response: 2

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Anti-virus, updation of new software are automatically done. Minor repairs of systems and printers is done. Wi-fi installation of Jio Service provider is present in the campus and it has to be renewed. Data dongles are being used for internet facility.

Jio wifi is installed in the campus and efforts are being made to reestablish the services.

Also, BSNL office has been approached for establishment of LAN in the institution, Because the local is located in rural area they are exploring opportunitites for providing any such service and has consented to create one as and when they are capable of doing it.

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

Response: 32:1

File Description	Document
Upload any additional information	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: E. < 05 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: 0

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
0	0	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[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:

The procedures followed in maintenance of all support facilities adhere to the procedures laid down by the governing body of the institution CCETS. The abstracts of procedures can be briefed as below.

Laboratory Maintenance:

- Every laboratory has a stock register, wherein each and every item purchased is entered with complete details. The stock registers are entrusted with In-Charges of each department and they are held responsible for all the entries. The consumables account is also maintained. Damaged or non-functional equipment up to 10% can be discarded only with the approval of Principal and entered into a condemnation register.
- Every year, Annual Stock Verification Committees are formed to verify and certify the stock available with each laboratory.
- Lab assistants are sanctioned depending on the strength of the students and availability of non-teaching staff.

Library Maintenance:

- The in-charge of library is the librarian who enters stock into stock register, maintains issue register and foot-falls. Every year around 2% books may be abandoned following norms and approval of Principal.

Sports:

- Sports and sports material is generally handled by Physical Director. If the post lies vacant, then one of the faculty members is made In-Charge of sports material with a Committee assisting him. The stock register and issue register of sports material is maintained by the In-Charge.

Computer & ICT equipment:

- One of the faculty members is made In-Charge of ICT equipment; stock-register is maintained and supervised. Any repairs are accounted from special fee with proper maintenance of accounts.

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: 60.29

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
164	160	206	246	257

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: 3.64

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
16	19	11	4	6

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: E. None of the above

File Description	Document
Institutional data in prescribed format	[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: 3.95

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
48	8	0	0	0

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

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

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

Response: 0.86

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
0	0	1	1	2

File Description	Document
Self attested list of students placed	View 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: 67.39

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 31

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: 53.45

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	3	2	1	1

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
0	11	5	1	1

File Description	Document
Upload supporting data for the same	View 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: 1

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	1	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	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:

The institution does not have any formal Student Council but a team of students always participate in adminstrative functioning and assist in academic, curricular, co-curricular activities like looking up of logistics, arrangements, receiving visitors, student discipline, student complaints, scholarships.

Informal student representatives who establish good rapport with staff, narrates other students' problems and with maximum efforts to resolve their issues. Some of the students volunteer to take the information posted on whatsapp groups to other students who are not fortunate enough to have a mobile or data.

This ensures their selfless extension of support to other students and involvement in administrative work making them leaders in true sense.

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: 1.2

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
2	1	1	1	1

File Description	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:

Alumni association was formed during february, 2019 with the initialization of then Principal Shri Ch.Narayana Reddy and a body of President, Secretary and Treasurer was elected unianimously with the members present. oThe Alumni promised to contribute to various welfare activities and also gave oral promises as to what they would contribute. Unfortunately, due to COVID lockdown the registration process is delayed.

The fund donors are also enthusiastic to contribute, but because of absence of formal body; the account to which fund may be transferred is not created as of now. But the institution is confident of registering the body and generating fund for the attainment of better learning resources.

The local MLA Shri Balka Suman being an alumni of Osmania University is keen on strengthening educational institutions and has established BALKA FOUNDATION that is distributing note books to all government institution students @ 10 per candidate. In addition to this, the foundation has catered MID-

DAY MEALS to our students during the year 2019-2020.

File Description	Document
Paste link for additional information	[View Document]()

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	[View Document]()

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:

The governance of the institution formulates policies that reflect its commitment towards the vision and mission of the institution which is in tune with vision and mission of the governing body of all Government Degree Colleges, i.e., Commissionerate of Collegiate Education.

VISION:

Transforming knowledge into power, honing core competencies of talented students to become self sufficient integrated with good character.

MISSION:

- To provide education to all sections of the society.
- To inculcate morale coupled vision towards a better future.
- To promote student- centric teaching and learning.
- To offer trending courses in tune with growing global competencies.
- To create awareness about the proper utilization of available local resources that can become sources of self-employment.
- To provide platform for all-round development through participation in various curricular, extra-curricular and cultural events.
- To become corridor of employment opportunities.
- To create an inclusive enviroment of all stake holders.
- To become a coveted institution of scholarly aspirants.

The institution along with executing the policies, plans and activities directed by the CCETS, formulates its own long term and short term plans integrating all the departmental activities.

Basing on the SWOC analysis, stake holders are involved to achieve various milestones in the process of progress of the college towards its highest potential.

Guidance to competitive examinations, creation of awareness about higher education opportunities, notifying about the job opportunities, encouraging participation in literary events are some of the activities that the institution practices for imparting quality education and thereby boosting competencies of the students.

Conduction of sports and games, literary activities, add-on courses are mission oriented activities.

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

Response:

Existence of decentralization of power and participative management is evident through the administrative structure of the institution. The institution is headed by the Principal followed by Vice-Principal, Academic Coordinator, IQAC Coordinator, In-charges of respective departments. All the academic, non-academic decisions are made through resolutions of various committees formed at the beginning of the academic year. Various units like sports, NSS, library have operational autonomy under the guidance of the committees.

The Principal is the chairman of all committees. **Academic Coordinator** supervises all the work relating to academics like syllabus distribution, **Time Table, Admission work** etc.

IQAC Coordinator looks into the effective implementation of curriculum and convenes meetings to discuss scope for introduction of new courses**, innovative methods of teaching learning** and best practices that can be followed.

Department In-charges plan various activities both curricular, extra-curricular to achieve the overall progress of students.

Sports In-charge plans and executes various sports and games to be conducted.

NSS coordinator also participates in planning and execution of various social activities along with conducting camps.

Not only do the academic activities share participation, but also various grants that are sanctioned to the college are expended through proper **resolutions of the committees** organized for the purposes.

File Description	Document
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The quality of knowledge comprehended by the students can be gauzed by their ability of paraphrasing content to produce the same concepts. The students are very poor at this capability. Hence, they are suggested to write the concepts which they listen in the class or explain to their friends in their own words. This practice is slowly making way into their thoughts shattering traditional way of learning and reproducing answers. The outcome of this practice, though not reflected in their final examinations, is apparent in their performance in competitive examinations. The traditional method of by hearting answers shackles the mind of free thinking. The institution is emerging in this area of producing quality students with proper knowledge. Many students are taking up teaching as profession and many who are not able to

pursue further studies are also taking up work as home tutors.

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:

ORGANISATIONAL SET UP:

HEAD OF THE ORGANISATION: COMMISSIONER OF COLLEGIATE EDUCATION, NAMPALLY

The prime authority that can make, modify or revoke policies to be implemented by the institution is the Commissioner of Collegiate education. The post is held by an IAS officer. State government allocates the department. Also, the person can make appointments, suspensions and oversee all other service related matters.

JOINT DIRECTORS & REGIONAL JOINT DIRECTORS:

Joint Director assists Commissioner in all types of appointments and transfers of personnel of the state and Regional Joint Director assists in the same work, but for the region or zone allocated.

The above officers play a very prominent role in overseeing the effective implementation of the policies.

- PRINCIPAL

Ø Academic & Administrative heads

Ø Liaison officer between college , RJDCEs & CCETS

Ø Drawing and Disbursing Officer.

The Principal is responsible for all the activities of the college and ensures proper functioning of the institution.

- FACULTY

The organization presently categorizes faculty into 4 types, depending on the mode of the appointment.

Ø Regular

Ø Contract

Ø Guest

Ø Part time

Senior Teacher is the In-Charge of Department

Librarian and Physical Director is non-teaching Academic staff.

- NON-TEACHING STAFF

Ø Administrative Officer (AO)

Ø Superintendent

Ø Senior Assistant

Ø Junior Assistant

Ø Class IV employees

- COMMITTEES/COUNCILS AT COLLEGE:

Ø College Planning and Development Council (CPDC)

Ø Staff Council

Ø Special fee Committee

Ø Department Committee

Ø Library/Games & Sports Committee

Ø Admissions Committee

Ø Examinations Committee

FUNCTIONS OF VARIOUS COMMITTEES

- COLLEGE PLANNING AND DEVELOPMENT COUNCIL

- To prepare detailed action plan with budgetary allocation and to execute development programs.

- To generate separate fund and to utilize it for college development.

- To support infrastructure development and facilities

- To arrange extension programs for the community

- STAFF COUNCIL

- Preparation and implementation of action plan of various activities

• Undertaking developmental activities

• Implementation of syllabus

• Allocation of funds to various departments

• SPECIAL FEE COMMITTEE:

• Allocation of Special fee funds to various departments

• Planning developmental activities out of accumulated special fee funds.

• ADMISSION COMMITTEE:

• Assisting the Principal in the admission process

• Maintains admissions registers

• Verification of original certificates of candidates seeking admission

• Counseling to newly admitted students

• EXAMINATION COMMITTEE:

• Preparation of Nominal Roll of students

• Collection and Remittance of examination fee

• Circulation of schedule of examination

• Planning and implementation of examination processes

• Recording of memos and results

The recruitment process for regular faculty is through TS Public Service Commission and in accordance with the rules of regulations stipulated by the commission. Other categories are recruited through RJDCE.

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:

The following schemes cater to the welfare of teaching and non-teaching staff appointed on regular basis:

Ø   **Medical reimbursement: The organisation provides for medical reimbursement of specified diseases of self and family members to the extent decided by the District or State Medical Officer, extending economic support in case of emergencies.**

Ø   **Leave Travel Concession: LTC is allowed for every 2 years under stipulated terms and conditions.**

Ø **Earned Leave And its Encashment: The faculty is entitled to earn paid leave, in cases of attending election duty; extension of working days; attending examination duties during vacation and other such cases.**

Ø **Tuition Fee Reimbursement: The staff can claim reimbursement upto 1200/- per year per child limited to 2 children; every year.**

Ø   **General Provident Fund/Employee Provident: Provident: Provident Fund is one of the best welfare schemes where the employee can take loan for various domestic purposes.**

Ø **TSGLI: Life Insurance Policy is also a best scheme to ensure economic support to family in case of untimely death of the employee.**

Ø **GIS: This also provides for twin benefits of Insurance Coverage in the event of death of employee and lump sum payment to augment their resources on retirement.**

Ø **Faculty Development Programmes: FDPs are compulsory for Career Advancement Scheme for UGC scales and the faculty are encouraed to participate in these programmes by providing facilities like OD and shortlisting for UGC funded Academic Colleges, where faculty undergo training with the financial support provided by the UGC.**

Ø **Trainings : Faculty are provided training like orientations for NAAC, e-governance, ICTs etc.**

Ø **Child Care Leave: Child care leave of 60 days in addition to maternity leave is provided for women employees for 2 children until they attain the age of 18 years.**

Ø **Maternity Leave: Maternity leave of 6 months is provided for women employees for a maximum of 2 children, each.**

Ø **Paternity Leave: Paternity leave of 15 days is provided to male employees restricted to 2 children.**

Ø **Medical leave: In the event of adverse health conditions, a maximum of 2 years is considered for full pay on leave.**

Ø **Extension Lectures? Conferences: The staff are allowed a maximum of 2 On Duty per semester, with prior permission, to give extension lectures at other institutes.**

Ø **Health cards: Health cards issued to faculty and their dependents come-in-aid for enlisted diseases where complete expenditure is borne by the government.**

Ø **Education Leave: Education leave for a period of 2 years is considered with full pay, but through proper channel and prior permission.**

Ø **Extraordinary Leave: Extra-ordinary leave for 2 with loss of pay is considered for service count.**

File Description	Document
Paste link for additional information	**View Document**

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: 7.14

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
4	0	1	0	0

File Description	Document
Upload any additional information	[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:

The organizational policies provides for the best strategies towards performance Appraisal System of permanent faculty both teaching and non-teaching.

- Annual Performance Indicators are written documents where in the Principal of the college assesses all the quality work done by the permanent teaching faculty in 3 areas as of i) teaching, learning and evaluation ii) Co-Curricular and extension activities iii) Research and Academic Contribution. Each area contains several questions with due marks. First, the faculty awards self score and has to produce proof for each claim. Then, the Principal of the college awards his own score, against the score awarded by the faculty and maintains confidentiality of the score.
- As per the existing policy, those teaching faculty governed by UGC pay scales has Career Advancement Scheme(CAS) which promotes individual from one level of pay to next level of pay every 6 years/ 5 years depending on their qualification and existing level. The API scores of all years under consideration play a prominent role in awarding the CAS to next level.
- Teaching faculty governed by State Scales has Automatic Advancement Scheme for every 6 years which gives an additional increment.
- Additional increments are awarded for possessing additional qualifications such as 5 increments for PhD and 3 increments for M.Phil at the entry level. And if these qualifications are attained after entering the service, the additional increments awarded are, 3 for PhD and 1 for M.Phil.
- Those who possess PhD and have put up 15 years of service get promoted as PRINCIPALS.
- The CCETS provides opportunity to those interested and competent to serve at Commissionerate as Academic Officers.
- Those rendering extra-ordinary service are honoured with BEST TEACHER awards on the occasion of Teacher's Day falling on 5th September. Shri. Ch.Narayan Reddy, Associate Professor of Zoology received Best Teacher Award.
- The senior most staff gets assigned as Full Charged Principal (FAC) in addition to regular duties, in the event of existing Principal getting transferred, retired or death.

NON-TEACHING:

- Automatic Advancement Scheme for every 6 years where an individual gets an additional increment.
- Promotion to next stage of administration as per existing vacancies and eligibility through Joint Director's proceedings.
- Best performing awards are given to non-teaching faculty also. Shri. Lingaiah, Senior Assistant of the college received the award.

The faculty working on contractual agreement gets their services renewed basing on the result-performance of the students in the annual examinations.

File Description	Document
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

CCETS deputes a team of 5 members consisting of Administrative Officer, Superintendent, Senior Assistant, Junior Assistant, and Record Assistant for conducting financial audit as per the necessity. The audit team verifies bills, vouchers, expenditure, budget, daily fee collection register, daily cash book, acquittance registers etc. and stipulates a period of time to address the objections and recovers the objectionable amount if any, found faulty.

Special fee committee makes all the purchases from special fee fund, in the prescribed manner and the policy making itself checks that any untoward expenditure can be retrieved anytime.

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

Response: 0

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
0	0	0	0	0

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

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

Response:

- Institution has recently established an Alumni Association and making viable efforts for fund generation.
- Institution corresponds to Collector, Local Authorities for sanction of grant for various purposes.
- Institution is trying to set up a Consultancy Centre and create a platform and provide a market for students with specific talents like catering, stage decoration, garment designing, masonry etc.
- Also, institution is trying to improve its performance to become eligible for RUSA grants
- Local donors and philanthropists are being approached to contribute to the welfare of the college through services or resources.

The College Planning and Development Committee is formed and with the recommendations of the committee purchases shall be done by purchase committee under the supervision of the Principal.

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:

IQAC CONTRIBUTION

Internal Quality Assurance Cell plays a prominent role in honing the skills the students to their best. The IQAC coordinator makes it a point that the institutional time-table, work-load distribution are prepared in time and the implementation of Academic Calendar is effectively followed.

With the initiative of IQAC, best practice like Student as Teacher generated willingness among students to partcipate and also to encourage others to participate. This practice is being appreciated among the local schools as well. Next year, the institution is planning to make a survey for the need of teachers in nearby government schools and draft a time-table to reach out to the future generation with most possible support.

Conducted review meetings, suggestions were given to departments with low University result to take up remedial classes and supply minimum study material, if possible. If number of students are more, 4 to 5 photo-copies of material is supplied to the most poor and others are suggested to get it copied from them.

IQAC encouraged best performers through marks of appreciation like giving medals, mementos and also felicitated remarkable achievers by wrapping shawls. The achievements are notified in local newspapers as well.

Faculty with good attendance to institution and good student support activities are also appreciated and named as convenors for various committees.Faculty also received assistance and suggestions in writing research papers.

IQAC informsed the faculty about various faculty development programmes, seminars, workshops conducted by various institutions and encouraged the faculty to join these programmes especially those with ICT tools. It also, encouraged to join MOOCs courses and as a result 2 members got enrolled into MOOCs course.

It also encouraged to conduct coaching classes and other such activities for PG courses, entrance examinations and other competetive jobs.

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:

- Earlier the mode of teaching was confined to mainly board-chalk method. After the establishment of IQAC, methods like discussions, quizzes were introduced by some departments.
- After understanding the impact of new methods, student seminars were introduced and more number of students was encouraged to participate in seminars, even if it meant for 5 minutes, to enable them to overcome the stage phobia.
- There was improvement in top marks and students interest in appearing for competitive examinations.
- In subsequent years; field trips, extension lectures were organized for further improvement of quality education.
- Smart boards were introduced and students got the opportunity of learning through videos, power point presentations.
- Encouraged Faculty to attend Seminars, make paper presentations, enroll into M.Phil and also enroll into SWAYAM courses for gaining new knowledge and better insight.
- During COVID online classes were taken through various platforms, video classes were prepared by faculty and YouTube Channels were created by each member. IQAC assisted in the formation of Channels, which LMS is better, how to upload videos etc
- At regular staff meetings and review meetings, discussion on the completion of syllabus, identifies the lecturers who are adopting ICT methods and appreciates them for any innovative approaches having made.
- Reviews internal assessment question papers, evaluation of the papers and posting of the marks

The student feedback report of lecturer is reviewed and suggestions are given to the lectures to adopt best practices of other departments.Also, suggested to maintain feed-back on each and every activity with its analysis and action taken as well..

File Description	Document
Paste link for additional information	[View Document](#)

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 intitiatives 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

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:

Gender discrimination is still rampant among many families, predominantly by the parents of female students themselves. Most female students are not allowed to choose their further studies or careers. The mindset of immatured families affect the quality growth of our girls, often. Many students are married off with least concern for their studies. The physical health and personal hygiene of female students is also very much undernourished. The female staff show personal interest and concern in convincing the families to let allow their wards to continue education.

Our institution responds sensibly to the problems faced by female students and strives for gender equity. A paper GENDER SENSITIZATION with 2 credits in curriculum ensures gender biasing shouldnot be just seen as a mere problem but should be seen as a grave problem especially in a country like India where male, female ratio is growing. Not only backward communities, well-educated families have also become reluctant for a girl child owing mostly to secutity concerns. These matters are discussed with students very openly and are encouraged to come up with ideas to solve these issues.

Institution celebrates Women Equality Day in an effective manner. Smt. Shaheen Sultaana, first class magistrate of Chennoor Junior Civil Judge court was invited to create awareness on penal proceedures regarding domestic violence, sexual harrasments, infringement of human rights and infuse self-confidence among the students to face pluralities of life with equianimity. The session was very much useful with students interacting with the resource person brushing aside all their apprehensions. Female personalities who were trailblazers of their respective fields are discussed to enlighten students about how they can manage shackles of their life.

The maintenance of personal health and hygiene of female students play a prominent role in ensuring equity. The stronger they are, the better is their capacity of opposing discrimination. Health check ups like HB tests were done to evaluate their nutritional levels. Sanitary pads sponsored by a local company as part of promotion of the product were distributed to students with proper instructions. They even installed a vending machine and an incinerator in the campus.

SHE TEAM themselves organize programmes in the college and interacts with the students. They provide all the basic information about working of the team and how they can reach out to the team in wake of any adverse situation without any hesitation.

Anti-ragging committee is always vigilant and surveillance cameras also help in checking any untoward incidents of the campus.

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

File Description	Document
Geotagged Photographs	[View Document](#)

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:

The institution has set up 2 types of dust bins. Blue and Green bins for collecting dry and wet waste separately.

The trees litter is allowed for self-decomposing. Wet waste like remaining food, tea powder etc., is planned to get converted into organic manure. A Vermi-Compost unit is constructed and organic manure obtained from it is pesticide free and more productive. Efforts are also being made to commercialize production of this manure to encourage entrepreneurs in this sector as well.

There is a drum holding water which is placed in the verandah. All the washing is done only at this place and the waste water is channelized to the trees of that area.

File Description	Document
Geotagged photographs of the facilities	[View Document](#)

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: E. None 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: E. None 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: D.1 of the above

File Description	Document
Any other relevant information	[View Document](#)

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: D.1 of the above

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

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 institute ensures absolute tolerance to all diversities and no issues regarding any differences have ever observed at the institution. All the staff both teaching and non-teaching make it a habit to wish everyone on every festival irrespective of religion, custom. Staff distributes savories to all on festivals observed by them and all others share them without any hesitation or reservation. Amongst the students, groupism is never encouraged may be it on any cause.

Peace rallies and run for unity are conducted. Students celebrate birthdays at the college which creates harmony and integrity. Staff birthdays are also celebrated so that feeling of oneness, belonging to one family, one nation gets nurtured within and creates no scope for any type of cultural or communal differences. The institution believes students observe and try to follow teachers and so, if teachers display harmony, students also imbibe the same thought process.

The college fosters good relationship with the stake holders and as part of it allows local farmers to utilize its premises for drying paddy every year so that a harmony is established with village and college.

A farmers-meet is being planned to create awareness about **Integrated Agriculture** rather than sowing a single crop, which may incur losses during adverse affects of atmospheric changes.

State festival "BATHUKAMMA- FESTIVAL OF FLOWERS" is celebrated in a grand way and all the students involve in it voluntarily. During the celebration, flowers are decorated as bathukammas and irrespective of caste, creed, religion, community, gender all the college students and staff participate by going rounds around bathukammas singing songs and dancing.On this day, a festive atmosphere, a celebration that brings all people together is reflected throughout the day.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	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:

College envisions constitutional obligations and upholds constitutional values by contributing its mite in sensitizing people about national integrity and social responsibility. The NSS plays a key role in up keeping social awareness and responsibility.

Institute conducted MOCK POLL and EVM awareness programmes for enlightening about election process. 3 candidates contested and symbols were assigned for them, time was given for withdrawal. They were allowed to campaign themselves and produce their agenda. Then dummy ballot papers were prepared, students were asked to produce their identity cards and dummy voter list number. A dummy polling booth with 4 officers, 1 for identification, 1 for marking ink, one for issuing ballot and 1 in-charge of dummy ballot box were created. The students participated in this with so much of excitement.

The institute organizes "pledge of unity" and "Peace Rally" on the occasion of National Unity Day on 30th Oct.

Street show to wear helmets was conducted to infuse responsibility into the citizens.

Students created awareness on the usage of mud idols during Ganesh Chathurthi Mahotsav in a very big and impressive way. It received protest from local merchants who sell idols and tried to subside the slogan shouting by the students. Students elaborated about hazardous effects of chemicals and plastic used in preparing various colours by showing pictures of recent floods in which heaps of plastic was seen floating.

File Description	Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	[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: D. 1 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:

Yes, the institution celebrates keenly many national days and national festivals to foster integrity and awareness about the significance of the days and events.

Independence Day and Republic Day are celebrated without fail and sweets are distributed to all the students. Students are encouraged to speak on the occasions and some of them give wonderful extempore speeches.

Special programmes like inviting eminent speakers on Woman's equality day on Aug 26th; Voter's day is celebrated by Jan 25th by organizing various competitions like essay writing, elocution etc on voter awareness topics. Various sports and other cultural activities are conducted on the occasion of National Youth Day on 12th Jan.

Activities, like seminars and science fairs are conducted on 28th Feb, on the occasion of National Science Day. College felicitates the entire woman faculty on International Woman's day on 8th March.

Institution celebrates National Mathematics Day, Telugu Bhaasha Dinothsavam, and other such days in commemoration of birthdays of great Indian personalities at the college creating awareness on the significance of the days.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[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:

2 BEST PRACTICES OF THE INSTITUTION:

1. **STUDENTS AS TEACHERS TO NEARBY SCHOOLS**
2. **CONDUCTING FOOD FESTIVAL AT THE COLLEGE**

BEST PRACTICE 1

1. **Title of thePractice: STUDENTS AS TEACHERS TO NEARBY SCHOOLS**

1. **Objectives of thePractice**: The students' insight into the domestic knowledge gets improved, their preparation methods are refined and communication skills get a boost**.**

   - Their knowledge levels and perception levels increases.
   - Stage-phobia decreases.
   - Presentation skills, Communication skills and para-phrasing skills receive a high impetus.
   - Performance in the Teacher training entrance examinations increases.
   - Performance in their own academic examinations also increases as they practice comprehensive learning.
   - Learning psycho-analysis of heterogeneous group of students.

1. The Context

Most of the students prefer teaching as a career and prepare to get admitted into Bachelors degree in Education or Diploma in Education. Many of the students join nearby schools as primary teachers without even attaining any training certificates to share the economic burden of the family. Mushrooming schools place need for good teachers. Also, as there is an increasing demand for tutors from the parents, there is much scope to generate employment opportunity to the students. Though there is a dearth of skilled teachers in India, the existing system doesn't afford to train good number of teachers to decrease the existing student teacher ratio. This practice aims at informal training and improving teacher quality by exposing the students to teaching platform.

1. The Practice

The IQAC has suggested for drafting some best practices to the institution. Out of many suggestions from staff, Student as Teacher was accepted to give a try. Various schools were approached and though consent was given by 3 schools, timing and flexibility wise, The New Layola High School agreed to allow students teach any subject to any class between 4 to 4.30 pm as it was the study hour of the school.

Few students who are willing for the practice are selected. To avoid stress, they are asked to prepare topics of their own, but should intimate their class and topic one day earlier to avoid crowding of teachers to the same class. As the school is nearby, the students walk to the school and take the lesson.

The student practices the lesson at home and makes some points out of the lesson. In course of preparation, they approach teachers for clarification of doubts and explanation of some concepts. The students make use of free time also for preparation and were indulged to know new concepts.

1. **Evidence ofSuccesses**

- Some students cracked Bachelor of Education entrance examination which has very much competition and some got admitted into very good institutes. Their teaching ability has helped them in their B.Ed teacher training practice sessions also. Though all are not successful in clearing entrance examination, many are aspiring and appearing for the examinations.
- The comprehensive skills were very much improved as evident from their queries in the college class rooms.
- Their methodology of learning and writing examination has changed from by hearting to knowing and writing in their own words. This helped in better performance in the main examinations.
- The students started giving more preference to content learning rather than earning marks.
- The confidence of making a livelihood through the skills learnt is also evident.
- Their stage phobia is also reduced and started giving oral feed backs on various activities at the gatherings.

1. **Problems Encountered and ResourcesRequired**

- Few students, initially, could not bear the stage phobia and felt very much humiliated. They were very much reluctant to take another class. Much persuasion and counseling was required to convince them to continue for at least one or more class.
- The students were of different psychologies and handling their discipline was one more issue, students became hesitant to teach.
- Few forgot the flow of words and stopping at a point amidst the flow of the lesson made them encounter the laughter of the class.

****

BEST PRACTICE 2

1. **Title of thePractice: Food Festival Competition**
2. **Objectives of thePractice:**

- To celebrate local cuisine
- To inculcate self-employability skills
- To encourage inherent competencies among the students
- To elaborate nutritional values coupled with taste.
- To understand business strategy in selling the products.

1.3.The Context

- Cooking is a very common practice amongst most of the students and the interest for innovation can easily be generated. The street food is celebrated even in a small village and people flock for

tasty food and appetizers that stimulate their taste buds.

- Restaurants, chain of hotels, tiffin centres, tiffin centres on wheels, dessert points, ice-cream parlors, juice points are becoming booming industries for entrepreneurs and skilled persons.
- Various food –shows cast on small screen are encouraging young talent to take up this profession.
- The food industry has been revolutionized globally and is growing beyond imagination. People, especially kids have become addicted to packaged and alluring foods which may have hazardous effects in the long run due to the preservatives contained in it. Also, public awareness about FSSAI or International Standards is very low.
- In a country like India, where food habits are not trained, there is a dire need for coupling food with hygiene and nutrition. Instead of packaged food, fresh food can be made available that can be tasty, profit making as well as non-harming to health.

1. The Practice

- Competition is being conducted from 3 years.
- A prize money of Rs.2000/- is awarded every year to the best recipe.
- The students who wish to compete are instructed to protect nutritional values and add taste to it without using any preservatives and with locally available resources.
- Traditional and innovative recipes were more encouraged rather than established and well-known items.
- The day of competition is announced well in advance and a team of judges are drafted for the purpose.
- Stalls are set up by the students and the unit price is specified.
- 5 grace points to the highest sold item are added to the score of the judges.
- The nutrition and quality are key parameters in judging the best recipe.

1. **Evidence ofSuccess**

- Number of participants is increasing every year.
- Except 2 or 3, all others made good profits.
- Innovative recipes were presented each year which were completely local. One such recipe used abundant sesame seeds, finely chopped spring onion leaves, curry leave, green chillis in a little rice flour and small sized puris were made and roasted. It was a very healthy and tasty dish.
- Students started learning plating and presentation skills also.
- Hygienic handling of materials was ensured.
- Learnt how to make better profit.
- Learnt to couple nutrition to taste.

1. **Problems Encountered and ResourcesRequired**

- As there was no proper facility available in the campus the items were cooked at home.
- Only limited number of stalls can be accommodated.
- Some dishes were in more demand and the available stock couldn't meet the requirement.
- The stalls require tables and stools for holding the dishes.
- Raw materials were to be purchased by the students itself.

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:

MOTIVE: Developing Scholastic and Skilled Youth of good morale:

Though the institution is with modest facilities and in a remote areas, students' all-round development nurtured with some professional skills as well as life skills is its prime motive. In pursuit of this , college took up various activities which are very new to the institution and very impactful on the society.

The college being in a remote area, the background of the students is playing a key role in inhibiting the pursuits of students in achieving competent jobs or securing admissions to prestigious institutions. The economic status is so heart rending that many of them go for labour work to pay the examination fee. Moreover, the parents induce into the minds of the students the fact that immediately after graduation, they have to start earning.

In such circumstances, the institution is trying to figure out methods where diversified student community, finds its expectations met at the institution. As part of this, the institution takes special interest in that section of students who are studios and are interested in pursuing higher studies or getting through public services by conducting coaching classes for PG studies and for General studies. TSKC was an exclusive initiative through which both communication skills, analytical skills were taught to the students.The best practices of the institution made many students get through B.Ed entrance examination and reach their coverted careers.

Many students express interest in taking up the traditional agriculture after their graduation as a hereditary profession. For such students, the institution is creating awareness about more opportunities in farming through collaborations with Seri-Culture department and MPDO for Harithahaaram. The functioning of a nursery in the college premises boosts their aptitude for grafting new saplings.

Add-On Courses are designed to increase self-employable skills, so that they can generate income even while learning. The institution is in the process of introducing more methods to realize the motto of EARN WHILE LEARN.

Some simple courses of short duration like cake-making, candle-making, bouquet making,Stage-decoration, Mehendi designing, are taught to the students with very few and available resources which did not require much investment and only with some innovative techniques applied to such activities, outputs of much worth may be achieved. On every occasion, where a stage is created, the dignitaries of the stage

are presented bouquets prepared by the students itself, which not only cut down expenses of function but also boost students' creativity. The stage decoration is also done by the students themselves, bringing in new, grand-looking and cheaper ideas.

Short term skills which have more significant applications like agarbathi making, biscuit baking, mushroom cultivation etc are being planned. These skills if properly developed may generate much income to the students.

With a motive to encourage students for writing research papers, they are asked to write something basing on observation on any topic of their interest and cite some references. They are allowed to write in whatever language they wish and without any obligations on quality of writing or on proper syntax. Some students came up exclusive topics and just to keep up their spirit, these papers were put on college web-site.

As part of inculcating social corporate responsibility through service, in addition to various welfare activities the students last year made a survey of public opinion on some social workers who are doing their best and short –listed 5 such workers in the nearby locality. These people were invited and felicitated on Annual Sports and Cultural day. They expressed their happiness and even addressed the gathering very emotionally. It induced a self-pride among the students who were motivated to appreciate good work around them through simple acts of recognition.

Also ,as an innovative initiative, all the out-going students during 2018-19 were presented a souvenir in the form of certificates that contained all the details of their study at college like their attendance regularity, their average academic performance of the classroom ; activities they participated , special achievements their strengths and their weaknesses. This will make them feel attached to the college and helps in becoming college-concerned alumni in the future.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The college is planning many welfare measures not only in the perspective of students, but also of the stake-holders who are primarily the farmers of the locality. It is their well-being which will be reflected in the quality of their wards and their commitment towards the studies. So, to make them face the adversities of nature with confidence, awareness programme about integrated-agriculture is drafted. This also, includes advantages of organic farming. The nearby village is blessed with good number of cattle but the cow dung is going waste on the roads. Planning and effective implementation strategies regarding proper usage of such resources shall ultimately lead to high quality yield, which can also tap good marketing opportunities.

The college wishes to bring in more employment opportunities through various short term courses like manure making, mushroom cultivation, multi-state cuisine, culinary arts, baking techniques, IT filing, Tally, DTP , soap making , agarbathi making have been planned for implementation during 2020-2021. During 2018-19 cake-making, bouquet making and during 2019-2020 candle making was taught to the students.

Simple student projects that generate more interest with less efforts and inputs are encouraged to orient students towards quality research.The college registered recently with Institution Innovative Council (IIC) and Atal Ranking of Institutions on Innovation Achievement (ARIIA) for 2021, initiatives of Ministry of Education's Innovation Cell.

To provide inclusiveness of stake-holders and appreciate social work, the institution took innovative initiatives like felicitating those unsung heroes who does good work or committed work, on the occasion of Annual Sports and Cultural Day.

The instutution started one more novel initiative through which students' may memorialize their college life at the institution. The attendance, participation in events, observations of teachers ,progression, career aspirations were drafted for each out-going student alongside with some of their beautiful pics were printed on a photo-paper and distributed to students as souvenir on Annual Day of the college,

Concluding Remarks :

With the available potentialities, the college withstanding the unhealthy competition of private institutions is forging ahead on to the path of progression. The institution proves its quality by nurturing educational aspirations of the most rural community of students and preparing them for competetive examinations through career guidance.

The New Educational Policy provides more scope for experiential learning and innovative ideas which again increases the competences of the institution. The institution is more interested in moulding students into responsible citizens of India. It is planning many initiatives in near future for realising its motive. The preparation for Accreditation process itself has opened up many new avenues for its growth. The institution is a boon for socially and economically struggling student community and a surge of rejuvenated energy is expected to be realized post its accreditation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has select C. Any 2 of the above as per provided nomination letter of teachers in SI. No. (1 and 4) by HEI in first level deviation.
1.3.2	**Average percentage of courses that include experiential learning through project work/field work/internship during last five years** 1.3.2.1. **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td></tr></table>
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** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : Provided action taken report has not reflect on HEI website.

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)**

2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years**
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	12

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
09	96	73	139	133

Remark : DVV has made the changes as per supporting document in extended profile 2.1.

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)**

2.4.3.1. **Total experience of full-time teachers**
Answer before DVV Verification : 57
Answer after DVV Verification: 53

Remark : DVV has made the changes as per considering the contract lecturers service also and excluding librarian.

2.6.3	**Average pass percentage of Students during last five years**

2.6.3.1. **Total number of final year students who passed the university examination year-wise during the last five years**
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
26	40	42	37	33

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
26	36	42	32	33

2.6.3.2. **Total number of final year students who appeared for the university examination year-wise during the last five years**
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
46	61	88	89	97

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
46	61	88	89	97

Remark : DVV has made the changes as per provided

3.1.3	**Number of Seminars/conferences/workshops conducted by the institution during the last five years** 3.1.3.1. **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0	
-------	-------
3.2.1	**Number of papers published per teacher in the Journals notified on UGC website during the last five years** 3.2.1.1. **Number of research papers in the Journals notified on UGC website during the last five years.** Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
3	3	5	3	1 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0 | Remark : DVV has verified the ISSN number from UGC Care website (Group 1 and Group 2).
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** 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** Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared first page of books reflecting ISBN numbers. Some first pages has not reflecting ISBN numbers.

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
1	0	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
17	17	13	10	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
09	06	02	01	0

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		Remark : DVV has made the changes as per provided report of extension and outreach Programs 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: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>256</td><td>211</td><td>161</td><td>202</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>256</td><td>211</td><td>110</td><td>100</td><td>0</td></tr></table> Remark : DVV has made the changes as per provided report of Students participating in extension activities by HEI. As per provided report, number of students participating in activities is more than total students enrolled in 2018-19 and 2019-20.
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** 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** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>0</td><td>1</td><td>0</td><td>0</td><td>0</td></tr></table>
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)** 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)** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr></table>

| 0 | 0 | 0 | 156640 | 0 |

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1.57	0

Remark : Values converted into Lakhs.

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)**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2.47807	0.6695	0.6	1.18465	0.31298

Answer After DVV Verification :

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

Remark : Provided statement has not reflect expense on maintenance of infrastructure (physical facilities and academic support facilities).

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**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	8	26	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
48	8	0	0	0

Remark : DVV has made the changes as per provided report of students benefited by guidance for competitive examinations and career counselling by HEI.

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 : A. All of the above
	Answer After DVV Verification: D. 1 of the above
	Remark : DVV has select D. 1 of the above as per shared report of Internal Grievances committee by HEI in first level deviation.
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
0	0	1	2	2

Answer After DVV Verification :

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

Remark : Offer letter of M VENKATESH has not provide by HEI.

5.2.2	**Average percentage of students progressing to higher education during the last five years**
	5.2.2.1. **Number of outgoing student progressing to higher education.**
	Answer before DVV Verification : 8
	Answer after DVV Verification: 31
	Remark : As per data template, outgoing students progressing to higher education are 31.
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)**
	5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**
	Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	40	52	43	33

Answer After DVV Verification :

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

Remark : DVV has made the changes as per provided report of Sports week and Yuvatharangam selections by HEI. Provided list has not considered.

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
10	3	1	2	0

Answer After DVV Verification :

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

Remark : Programs of duration less than one week will not be considered. Seminar and workshops has not considered. Provided certificate for the year 2020-21 has not considered.

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 intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

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 ISO certification and IQAC meeting shared by HEI.

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** Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: E. None of the above Remark : Provided bill for the year 2014-15 has not considered. Provided photos has not reflect any facilities.
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 : C. 2 of the above Answer After DVV Verification: E. None of the above Remark : Provided video has not reflect any initiatives.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>11</td><td>12</td><td>11</td><td>11</td><td>10</td></tr></table> Answer After DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>406</td><td>406</td><td>406</td><td>406</td><td>406</td></tr></table>
2.3	**Number of outgoing / final year students year-wise during last five years** Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>26</td><td>40</td><td>42</td><td>37</td><td>33</td></tr></table> Answer After DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>46</td><td>61</td><td>88</td><td>89</td><td>97</td></tr></table>
3.2	**Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

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

Answer After DVV Verification:

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

4.4	**Total number of computers in the campus for academic purpose** Answer before DVV Verification : 9 Answer after DVV Verification : 1