



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**M.K.R. GOVERNMENT DEGREE COLLEGE
DEVARKONDA, DIST. NALGONDA, AFFILIATED TO
MAHATMA GANDHI UNIVERSITY, TELANGANA**

**H.NO.12-237, MISSION COMPOUND ROAD DEVARAKONDA
508248**

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

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

M.K.R. Government Degree College Devarakonda is located in Devarakonda town in Nalgonda district, Telangana State. The area is rural, backward, drought-prone with a predominantly tribal population. The town is located more than 100 kms from the capital city of Hyderabad. The main aim of the college is to light the lamp of higher education in the homes of backward tribal students of the region thereby contributing to their emancipation.

The college started in 1981-82, functioning initially in the premises of Government Junior College Devarakonda. The Devarakonda Vidya Committee played a key role in its further development. Sri Pagidimarry Chandramouligaru donated 5 acres land, wherein 10 classrooms were constructed, thus enabling the college to shift to own premises in 1995-96. Sri Munagala Kondal Rao, a lawyer and a philanthropist, after whom the college is named, contributed generously to the institution corpus fund. Due to the efforts of patrons, 15 more acres land was acquired. Today, the college has 20-acre campus and more than 55 rooms. It has all infrastructure facilities including library, assembly hall, garden and playground. Recently, a two-storied building was constructed under RUSA 2.0.

Initially, the college offered only 2 programs with 60 students and 6 lecturers on roll. Now 467 students (2020-21) are on roll with 15 lecturers. It offers 9 UG programs under B.A. (CBCS), B.Sc. (CBCS) and B.Com. (CBCS) streams.

The college is affiliated to Mahatma Gandhi University, Nalgonda and functions under the academic and administrative supervision of the Commissionerate of Collegiate Education, Telangana State. It has 2(f) and 12(b) status. It is a recognized study centre of Dr. B. R. Ambedkar Open University. It has dynamic and functioning NCC and NSS units. The college acquired B+ grade in the first cycle of NAAC accreditation and B++ grade in second cycle. It is an ISO-9001 certified institution. It publishes its own college magazine called 'Suragiri'.

The institution caters to the educational needs of mainly first generation learners of both genders, whose academic achievements are at low levels, quite below the standards expected, owing to several factors especially their deprived social, economic and rural background.

Vision

The vision of the institution is to provide and promote higher education to the poor, deprived, rural and tribal students of a very backward, rain-fed, drought prone region.

Mission

The mission of the institution is education for emancipation.

It strives to provide opportunities to pursue higher education to both genders of the poor, deprived, rural and tribal students, who are mostly first-generation learners at an affordable cost in order to develop their all-round personality, to enhance and update their skills, to imbibe value systems and to enable them to think globally and act locally.

Another mission of the college is to provide quality education to the marginalized sections of society to the extent possible so that they break the chain of centuries of illiteracy, poverty and social stigma.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Large 20-acre campus – so, availability of space is not a constraint; the scope for expansion is huge.
- Good infrastructure facilities – academic, administrative and extra-curricular – so, there are no bottlenecks for the college in achieving its full potential.
- Well-stocked and spacious library – the faculty and the students have access to the vast and latest learning resources to update and enrich their knowledge.
- ICT facilities – latest pedagogic tools are used to make teaching interesting to the students and teachers have a potent weapon in their teaching armory.
- Strong support of Alumni – the association of an MKRian with his/her college does not end after he/she gets his/her degree; he/she maintains a life-long association with the institution that encouraged and nurtured him/her. He/she extends full support to the college in all its developmental activities.
- Support of prominent citizens in Devarakonda – the people of the town have a vital stake in the college as it is their children who are benefited by the higher education that the college gives them. They are fully aware of this fact and extend their full cooperation to the college in all its endeavors. Some of these prominent citizens in high positions are alumni of the college.
- Well established NCC and NSS units for both men and women – physical education, physical and mental discipline in addition to social consciousness are imbibed by the students by their participation in the NCC and NSS activities, all for their own benefit as well as for social welfare. In addition, NCC helps the students gain government jobs reserved for NCC cadets, especially in the uniformed services.
- Qualified and highly committed faculty – the backbone of any educational institution is its faculty. Our college is very lucky in this regard, as it has been served over the years by award-winning teachers, who are fully committed to the teaching profession.
- The other strengths include
 - Good teacher-student support and cooperation,
 - Supporting non-teaching staff,
 - Peaceful and serene atmosphere in the campus conducive for studies,
 - Regular college events and awareness programs at institutional level and department level,
 - Collaborations/MoUs with other institutions.

Institutional Weakness

- Lack of hostel facilities, especially ladies' hostel.
- Students belong to socially and economically backward especially tribal (Lambada) sections, lacking awareness of the value and importance of education. Most of them are first generation students.
- Most of the students belong to poor families, they are often forced to work during college hours to support their families, doing ploughing, sowing, seeding, cropping and other agricultural practices. This causes continuous absenteeism.
- Women students are forced to get married by their families during graduation leading them to drop out of college.
- College located at a distance of 1½ kms from the bus stop.
- Inability of the college to recruit faculty as and when needed.
- Financial constraints affected by the vagaries of government policy.

Institutional Opportunity

- Conversion of around 15 acres of campus land into playground and extracurricular activities hub as well as a recreation centre for the common people.
- High potential to meet the higher educational needs of the most marginalized sections of the society.
- Gaining autonomy to get freedom to add many add-on, certificate, new UG and PG courses and programs.
- Consultancy services,
- Arranging seminars at state/national/international seminars/conferences/workshops.

Institutional Challenge

- Competition from private colleges and Telangana Residential Degree Colleges.
- Motivating students and parents to avoid part-time jobs/work during graduation.
- Motivating parents of girl students to let them complete graduation and higher studies before getting married.
- Arranging transport facility to and from the bus stop.
- Acquiring sufficient finances to prevent any hindrance to the smooth functioning of the college.
- Maintaining the huge campus and infrastructure facilities therein.
- Avoiding staff crunch caused by retirement and transfers.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows the curriculum of the Mahatma Gandhi University, Nalgonda. The University prescribes the syllabi of different subjects and the college teachers incorporate it in the departmental academic plan. The plan is executed in letter and spirit. Academic plans are made every year at the commencement of the academic year. CBCS system is being followed since 2016-17, giving wide choice of courses and electives along with Ability Enhancement Skill Courses and Generic Electives. Gender Sensitization, Human Values and Professional Ethics, Environmental Studies are some of the value-based courses offered in the curriculum. Information and Communication Technology (ICT) also forms an integral part. The CBCS system has facilitated flexibility in pedagogy along with scope for field work, project work and experiential learning.

The college takes feedback on curriculum via both formal and informal channels from stakeholders – teachers, students, alumni and parents in order to communicate it with the university, thereby facilitating introduction of demand-based courses and curriculum. At present, the college offers a total of 9 programs under three streams – BA (CBCS), B. Com. (CBCS) and B. Sc. (CBCS). Thus, programs in all streams – Humanities, Physical and Life Sciences, Social Sciences and Commerce are offered.

Teaching-learning and Evaluation

The students of our college belong to different strata of society reflecting variety in social, economic, gender & educational profiles. The diverse needs are met by means of remedial and bridge courses. In addition, counseling is given to the students on the demands of the different UG programs. Learner-centric pedagogic practices are followed. ICT tools, debates, seminars, group discussions, quizzes, labs, Mana TV make the teaching effective. The availability of a well-stocked library and computer labs facilitates effective teaching-learning process.

The teachers are appointed by the state government after following due recruitment process to ensure that only the best join the college teaching staff team. Contract and guest faculty are also recruited where no regular faculty are available so that academics is not disturbed by non-availability of regular faculty. The teachers have qualifications like Ph.D., M.Phil. NET/SET, etc. They also attend professional development programs like Faculty Induction Programs, Refresher Courses, Orientation Courses, Seminars, Conferences, and workshops conducted by Institutions and Universities. Thus, high quality teaching is ensured.

Regular evaluation ensures that academic progress is correctly measured. Both Internal and External exams form part of the evaluation process. The marks are recorded and an accurate record of progress is thereby maintained. Semester system is in place; hence exams are conducted twice a year. Thus, the evaluation is continuous. The effectiveness of the teaching-learning system can be seen by the fact that our students perform well in the university exams and our college ranks among the top colleges with best pass percentages.

Research, Innovations and Extension

The Research Committee monitors the research activities of the teachers and students. The college nurtures the research aspirations of the faculty by encouraging them to acquire research degrees like M.Phil. and Ph.D. The college facilitates the acquisition of the No Objection certificate from the Commissionerate of Collegiate Education and the sanction of the necessary leave. The faculty members regularly present papers in seminars, conferences and workshops. Many of them have published books, papers and articles in UGC Care/Scopus as

well. The college is hopeful of becoming a research center of Mahatma Gandhi University in different subjects.

The students are also encouraged to hone their research skills by participating in Jignasa Student Study Project competition conducted by the Commissionerate of Collegiate Education. The projects are taken up on relevant local problems and solutions. Thus, the students are encouraged to take up research right from the undergraduate level itself.

The college has an active IQAC, NCC and NSS Units who establish college-industry-society interface. The extension activities are taken up by the NCC units – boys and girls – as well as the various cells and clubs of the college like the Red Ribbon Club, Eco-Club, etc. Several camps are organized ensuring college participation in local development. MoUs with organizations have enhanced the research exposure and knowledge database of the college. The lecturers and students have become beneficiaries in this regard.

Infrastructure and Learning Resources

The college is located in a 20-acre campus. It is green, beautiful and provides a serene atmosphere, conducive to learning. The infrastructure is enough to meet any academic, administrative, co-curricular and extra-curricular needs. The in-charges of infrastructure facilities take care of their maintenance.

Playground suitable for playing all kind of sport; gym, health center, labs, computer room, canteen, restrooms not to mention classrooms and office room are some of the facilities available in the college. The physical infrastructure as well as supporting infrastructure facilities like computers, furniture, boards, R.O. plant, electrical equipment all ensure that no hindrance is encountered in the functioning of the college. Our library is a jewel in the crown of our college. It is spacious as well as well-equipped. Vast repository of books, journals and newspapers make it a hub of learning. Recently, a new block has been added under RUSA 2.0. A hostel for boys and girls would make the college infrastructure complete. Efforts are initiated in that direction in the past and continue to do so even today.

Student Support and Progression

Our students hail from marginalized rural sections of society. The region is drought-prone, rain-fed area. The population is predominantly tribal. Most of our students are first generation learners. The atmosphere in home is not conducive to studies. Our students are often forced to stop education and take up jobs to support their families. The girl students are forced to marry in the middle of their graduation. However, we continuously put efforts to educate our students and parents about the importance of education. The emancipating nature of education is continuously stressed.

The students receive scholarships for their education from the state government. They get to maintain a bank account with zero balance for scholarship purposes. Our students are given awareness of higher education and some of them go on to their postgraduate studies. Some of them prepare for competitive exams to get into state government jobs. The NCC quota helps them in this regard. However, many of our students take up self-employment. Indeed, they even take up scientific farming to help their parents and sustain themselves. Our college helps our students travel to and fro college in state run buses for which they take a concessional bus pass.

Our college ensures that the students participate in various literary, games and sports, cultural competitions

conducted at district, inter-university, and state level. Many have brought laurels to the college in this regard. Gold medals are awarded to meritorious students on Graduation Day.

The office of the Principal, administration, NSS, NCC, Physical Education, and Students' Library are always geared up for student support and progression.

Governance, Leadership and Management

The governance, leadership and management of the college is always guided by the vision and mission of the college – to help the marginalized sections of the area by means of higher education. The College Planning and Development Committee (CPDC) helps in managing the college. It is assisted by the Staff Council. The work is decentralized. Team work is the core value guiding the college leadership. Planning, co-ordination and monitoring are all the priorities of the governing leadership. Transparency is the key factor.

Committees are established at the beginning of the academic year to ensure that work is evenly distributed among all the faculty and office staff. Student representation is ensured in the committees so that their voices are also heard. Academic and administrative plans are drawn up and implemented every year. The IQAC cell plays a crucial role in ensuring that quality and standards are maintained in all college activities. Internal audit teams ensure that resources are efficiently and correctly utilized. The college also faces external audits from the university, the Commissionerate as well as the AG office of the government.

Institutional Values and Best Practices

The college is guided by its vision of the emancipation of the marginalized sections by means of higher education. It incorporates gender equality initiatives into the academic plan to ensure that the college is free of any gender bias or discrimination. The college is committed to safe and effective disposal of waste generated by the institution – solid, liquid, E-waste or hazardous chemicals. The waste is also recycled. The college has an inclusive environment whereby people of all castes, regions, religions, social and economic backgrounds interact in harmony and respect each other. No discrimination is tolerated on any grounds. The NCC, NSS and other wings of the college ensure that our students are sensitized to our constitutional obligations – respect for the constitution, fundamental rights and duties, citizen responsibilities and other guiding principles that underlie our Indian fabric of life. In this regard, the college celebrates days and festivals of importance – national and international.

The college has adopted many best practices worth emulating – vehicle free zone, botanical garden, English club, etc. The details of 2 best practices – botanical garden and Student Incentive Gold Medals are deliberated in the relevant criterion.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	M.K.R. GOVERNMENT DEGREE COLLEGE DEVARKONDA, DIST. NALGONDA, AFFILIATED TO MAHATMA GANDHI UNIVERSITY, TELANGANA
Address	H.NO.12-237, MISSION COMPOUND ROAD DEVARAKONDA
City	DEVARAKONDA
State	Telangana
Pin	508248
Website	http://gdcts.cgg.gov.in/devarakonda.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Ch Ramaraju	08691-240403	9948236946	08691-240402	prl-gdc-dvk-ce@telangana.gov.in
IQAC / CIQA coordinator	J Viswanadh Kumar	08691-240878	8686939844	08691-240888	vissu8787@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	30-10-1981			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Telangana	Mahatma Gandhi University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	01-04-1994		View Document	
12B of UGC	01-04-1994		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
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Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	H.NO.12-237, MISSION COMPOUND ROAD DEVARAKONDA	Rural	20	4343

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	BA,Arts	36	Intermediate	Telugu	120	61
UG	BA,Arts	36	Intermediate	English	60	58
UG	BSc,Physical Sciences	36	Intermediate	English	60	34
UG	BSc,Life Sciences	36	Intermediate	English	120	42
UG	BCom,Commerce	36	Intermediate	English	60	56

Position Details of Faculty & Staff in the College

**Self Study Report of M.K.R. GOVERNMENT DEGREE COLLEGE DEVARKONDA, DIST. NALGONDA,
AFFILIATED TO MAHATMA GANDHI UNIVERSITY, TELANGANA**

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				19			
Recruited	0	0	0	0	0	0	0	0	9	4	0	13
Yet to Recruit	0				0				6			
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				14
Recruited	7	3	0	10
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	3	0	11
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	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
UG	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
	1	0	0	1

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

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Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	173	0	0	0	173
	Female	78	0	0	0	78
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	32	24	34	51
	Female	19	16	15	33
	Others	0	0	0	0
ST	Male	43	36	60	60
	Female	10	6	7	9
	Others	0	0	0	0
OBC	Male	61	72	79	98
	Female	30	33	27	44
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	3	2	5	4
	Female	2	1	0	2
	Others	0	0	0	0
Total		200	190	227	301

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The students of Arts learn science subjects and science students learn arts subjects and soft skills. The pedagogy has laid an increased emphasis on communication, discussion, debate, research. These
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	are opportunities for multidisciplinary thinking.
2. Academic bank of credits (ABC):	State Council of Higher Education and university will take the decision. The ABC will be implemented when they take the final decision.
3. Skill development:	Creative and multidisciplinary curriculum that includes humanities, sports and fitness, languages, culture, arts are incorporated in curriculum delivery to students. Our college recognizes soft skills such as communication, cooperation, team work as life skills to help students develop academic expertise with vital leadership skills that can help them in their career path.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Departments in languages, mathematics, Economics, Sports, Arts & Dance stimulate Indian education and dictionary and environment.
5. Focus on Outcome based education (OBE):	We are delivering the curriculum in a student centric model that maps and measures students' performance at every step. Teachers are focused on helping students develop new skills including by way of conducting guest lectures. Question papers are prepared based on Outcomes expected from the students.
6. Distance education/online education:	Online classes via zoom platform, Youtube videos were conducted during the COVID 19 pandemic period. Our college is a centre for Dr. B. R. Ambedkar Open University, Hyderabad. This centre caters to the students who for some reason cannot attend regular classes in college and hence can reap the benefits of online/distance education.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
146	145	151	106	82
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
9	10	10	7	7

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
467	544	613	815	1088
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

2020-21	2019-20	2018-19	2017-18	2016-17
210	240	310	255	295

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
125	174	191	282	349
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

2020-21	2019-20	2018-19	2017-18	2016-17
15	22	22	15	16
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	25	25	25
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 18

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
88.56	13.28	9.81	8.86	18.23

4.3

Number of Computers

Response: 106

4.4

Total number of computers in the campus for academic purpose

Response: 100

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's vision is provision and promotion of higher education among the rural, poor and marginalized sections of the area. The college mission 'Saa Vidya Ya Vimuktaye' literally means 'Education for Emancipation'. Accordingly, the goals and aims focus on educational, community and national development; accessibility and equity; employability enhancement and ICT usage in teaching.

Munagala Kondal Rao Government Degree College, Devarakonda, follows the curriculum of the Mahatma Gandhi University, Nalgonda to which it is affiliated. The university prescribes the curriculum and the college faculty and departments design academic plans accordingly, incorporating curricular, co-curricular and extra-curricular activities. The students are made aware of the academic plans at the commencement of the academic year.

The Choice Based Credit system (CBCS) has been introduced in the curriculum from the academic year 2016-17 onwards and it was revised in the academic year 2019-20. Every programme includes 6 semesters with 150 credits (25 credits in each semester) covering different course categories. To impart language skills among the students, English Language Skill (ELS) and Second Language Skill (SLS) courses are introduced in all semesters. Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC) focus on imparting employability skills, value-based education and developing eco-consciousness among the students. Discipline Specific Courses (DSC) impart subject knowledge related to their program. Discipline Specific Electives (DSE) give academic flexibility to the students in selecting courses in their specific program. Multi-disciplinary education is provided through Generic Electives (GE) in which students of one program can opt for courses of another program. Project works introduced in VI Semester give practical exposure to the student.

The participation of students in study projects competition called *Jignasa* organized by the Commissionerate of Collegiate Education (CCE) also add to the experiential learning of the students. Student Centric learning process is encouraged by giving assignments, organizing student seminars and Group Discussions. Value-based education is integrated into the curriculum. To impart employable skills and life skills, different programs are conducted through platforms like the Career Guidance Cell and the TSKC (Telangana Skills and Knowledge Centre).

In order to effectively implement the curriculum, a class schedule is drawn up every semester as per the number of hours prescribed by the university. The teachers focus on effective curriculum delivery by adopting different innovative teaching methods. Utmost care is taken to finish the syllabus in time. Remedial classes are conducted for the slow learners so that they do not lag behind. The institution is equipped with digital classrooms with ICT facilities which help in effective curriculum delivery.

The documentation of curriculum delivery can be found in the teaching diaries of the faculty. The Principal

and the IQAC along with the Academic Coordinator review the same in meetings and suggest necessary action if needed. The institution gathers feedback from the stakeholders and uses them to some extent to recommend and introduce significant changes in the curriculum (For example, project work has become part of the curriculum from the academic year 2021-22 onwards).

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:

The Almanacs are provided by the Mahatma Gandhi University, Nalgonda and the college follows it to implement the Continuous Internal Evaluation system. As per the university guidelines, working days are strictly followed. The institution timetables are made accordingly and strictly followed. The Academic Calendar of the university prescribes admission dates/last date of admission, the date of commencement of classes, internal exams schedules and the last date of instruction. Tentative dates of practical exams and semester end theory examinations are also specified. The almanac mentions vacation dates and dates of preparation holidays as well.

At the commencement of every year, the Institutional Academic Calendar is prepared based on the university Almanac as well as the Academic Calendar issued by the Commissioner of Collegiate Education (CCE). This plan duly incorporates the curricular, co-curricular as well as extra-curricular activities. The faculty prepare the teaching plans based on the academic calendar. Under CBCS (Choice-Based Credit System) two internal assessment tests must be conducted in all courses in each semester and one internal test needs to be conducted for two credit SECs, Generic Electives and AECCs before the end semester examinations. After Internal Examination Assessment, answer scripts are given to the students so that they can rectify their mistakes and bring their doubts/questions to the notice of the faculty who taught that subject. Practical examinations are conducted in all science subjects. Student seminars, assignments, debates, elocutions and group discussions form part of the continuous evaluation of students. Online quizzes were conducted by the faculty using Google forms during the Covid-19 lockdown period and continued to conduct them later on as well. According to a schedule given by the Commissionerate of Collegiate Education Telangana, students work on and prepare the *Jignasa* study projects every year. They also actively participate in Literary, Cultural, Sports and Games competitions conducted in *Yuvatarangam* fest also conducted by the CCE.

The Academic Calendar of the institution also prescribes a schedule for conducting co-curricular activities like seminars, field trips, debates and group discussions. The Institutional Academic Calendar includes Programs on Health, Gender Sensitization, Environmental issues as well as events such as the birth anniversaries of National icons, Days of National and International importance; and various other social activities to be conducted by various committees and clubs like NSS units, NCC, Eco Club, Harithaharam, etc.

The faculty record all curricular activities in the Digital Diary. The Principal, the Academic Coordinator and the IQAC regularly monitor academic activities. The principal regularly conducts meetings to review the activities done as given in the academic calendar.

File Description	Document
Link for Additional information	View Document

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

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

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.

Response: 9

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.

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	1

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: 3.21

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
32	0	0	0	100

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:

MKR Government Degree College, Devarakonda adheres to the curriculum prescribed and designed by the Mahatma Gandhi University. The university curriculum focuses on language courses, core discipline courses, subject specific electives as well as on courses that sensitize the students to the present critical issues faced by the society like ecological problems, lack of professional ethics and morals, Gender Sensitization, etc. Generic Elective Courses (GE), Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC) under CBCS system play a significant role in giving value-based education and sensitizing the students to real life situations and problems and also facilitate development on holistic lines.

Gender Sensitization:

Under the CBCS pattern introduced in 2016-17, a 2-credit course on Gender Sensitization as an AECC was introduced during the years 2016-19. In the revised syllabus from the year 2019-20 onwards, it is a part of the curriculum of languages. In addition to the prescribed courses, the institution organizes many gender-related awareness programs. Several programs on Human Values, Gender Equality, Women Empowerment, as well as Counselling sessions by 'She Teams' were conducted in the institution. The college has an MoU with Gramya Resource Center for Women, Hyderabad to conduct the programs related to Gender Sensitization.

Environment & Sustainability:

Being a 2-credit AECC course, Environmental Studies is compulsory for all the first-year students from 2016-17. Also, many awareness programmes on the significance of protecting our environment and sustainable development of our country are conducted in the institution. As part of the green initiative initiated by the state government under Harithaharam, plantation programs are conducted in the institution. The Volunteers of the NSS and the Cadets of the NCC actively involve in plantation programs in the college campus and also in adopted villages nearby. Swachh Kalashala and Swachh Bharat programs are regularly conducted in the college to promote cleanliness in the campus. Many seminars on waste management, environmental protection, water conservation, prevention of plastic usage are conducted to promote awareness among the students on sustainability and environment. The college has a Botanical Garden with many medicinal plant species and students are actively involved in their maintenance, thus inculcating in them the habit of bio-diversity protection. Rallies and awareness programs conducted by the college witness active students' participation to spread eco-consciousness in the public. Our college observes every Saturday as 'No Vehicle Day'.

Human Values and Professional Ethics:

Human Values and Professional Ethics course was part of the university curriculum before the implementation of the CBCS system in 2016-17. Since 2016-17, a 2-credit generic elective course on Good Governance was introduced to teach professional ethics and established government procedures to the students. As per the revised curriculum introduced in 2019-20, a course on Leadership & Management skills or Universal Human Values as an SEC paper in IV Semester for all the students was introduced. In addition, human values and professional ethics are taught in many disciplines especially language courses. The co-curricular and extra-curricular activities of the institution also develop moral values among the

students.

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

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

Response: 0.41

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	0	0

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

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

Response: 43.68

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

Response: 204

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: B. Any 3 of the above

File Description	Document
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: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 50.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
200	192	227	301	395

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
420	480	620	510	590

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: 76.35

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

2020-21	2019-20	2018-19	2017-18	2016-17
167	174	192	255	200

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 learning levels of the pupils are assessed by the college after the I year U.G process of admission. The academic profile of the students along with the marks scored at the entry level exam, the reputation of school/college where they had studied earlier, their performance in curricular, co-curricular and extra-curricular activities as reflected in the certificates upto the +2 level are taken into consideration.

After the admissions are completed, a lecturer is nominated by the Principal as a mentor (counselor) for every class. The students' assessment in the class is soon started. A formal round of Personal Introduction (PI) as well as informal discussions on their respective subject gives the mentor a starting estimation.

Before the commencement of UG I year classes, bridge courses are conducted so that the students, who choose new UG Programmes different from what they had studied in their earlier 10+2 level/Intermediate feel familiar with their new chosen subjects.

For Ex: Humanities subjects such as Political Science and Economics are taught to those students who had studied Science subjects in their earlier levels.

Slow Learners' Programmes:

The counselors of the class closely interact with slow learners to know their psychological learning barriers. Such students are taken extra care of by them and properly counselled. They are given remedial coaching classes and study material that is simplified is provided to them to improve their performance in the tests and thus boost their confidence levels. They are counselled not to feel inferior to anybody in the class. They are advised to obtain knowledge in all subjects and especially interact freely with advanced learners. The latter are given advice to take care of the educational needs of the slow learners by treating them as their peers and by giving a helping hand.

Advanced Learners' Programmes:

Advanced learners are encouraged by the lecturers to participate in presentations, classroom seminars, discussions, and literary competitions at higher college levels. They are motivated to do Student Study Projects such as *Jignasa* thus providing sufficient first hand experience to present research projects at the college, district and state arenas.

Advanced learners are encouraged to take a leading role in conducting days of national and international importance. The meritorious students receive felicitations on the College Annual Day. In the presence of hundreds of students, they are lauded for bringing laurels to the institution. They are motivated to get other job-related skills as well as to continue higher education after obtaining their degrees. Advanced learners are given transportation facility and expenses for food when they go to other places for competitions. They are accompanied only by the faculty of this institution and that care is particularly taken in this regard.

File Description	Document
Upload any additional information	View Document
Paste link for additional Information	View Document

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

Response: 31.13

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:

Our faculty is encouraged to be innovative in embracing new pedagogic methods like student- centric methodology to make learning more interesting to the pupils. Our lecturers are motivated to attend Refresher Courses, Orientation Courses and other such training programmes, where they are given inputs on the pedagogy of student-centric teaching. The faculty adopt such teaching methods after returning from the training in order to make the process of teaching-learning more effective.

Group Work, Pair Work, Classroom Seminars, Study Projects, Just a Minute (JAM) sessions, Group Discussion, Role-Play, Story-telling in English, Quiz and other such activities are organized as part of student-centric pedagogy. A part of the responsibility of learning is laid on the students themselves. The role of the faculty is often minimized to that of a facilitator.

The pupils are taken on industrial tours, field trips and study tours to expose them to the colleges of higher education, research centers and industries. Faculty follow the schedule of MANA TV and gather students in the MANA TV Hall to watch topics related to their syllabus. The pupils are also motivated to talk to the Resource Person over phone if they have any questions.

The pupils are made to take responsibility for beautification of their classroom walls with charts drawn by themselves, and also self-made diagrams and pictures. They are also encouraged to participate in curricular activities like quiz, elocution and essay writing in and outside the institution. They are counselled to gather material by browsing the Internet, referring to library books and taking the assistance of the faculty.

Teachers of repute are invited to give guest/extension lectures on significant topics. They are also requested to make the session interactive so that a conducive atmosphere for effective learning is created for the students. Student-centric pedagogy is adopted to increase the participation of the students and to build their confidence, as well as to encourage team work and to improve their performance in studies. They are also informed that learning will happen only in the two-way process, where both the students and the faculty assume active and positive roles. The students are further not encouraged to be silent spectators

in the class.

Our pupils are motivated to present their seminars by Power Point Presentations (PPT) in the classroom in order to make learning lively. They are advised to take minimal help from the faculty to prepare the PPT.

The knowledge that is gained by practical learning is very effective. All the college labs are well-equipped to give the much-needed practical knowledge to the pupils. The students acquire listening and speaking skills in a better way in the English Language Lab.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

In our college, in addition to the age-old techniques used in the Teaching-Learning process, modern technological tools like smart boards, LCDs and OHPs are used to fortify the T-L process. Also, some innovative techniques such as those given below are used:

1. Some of our lecturers have prepared educational videos, which are uploaded on Youtube, a process by which they can have an international reach. The students of other institutions also reap benefits by these educational videos.
2. The students are motivated and guided properly to make the subject-related charts and models which help in improving their creative powers.
3. The students of the computer science department educate the students of other streams who do not have technical skills.
4. The lecturers use ICT based pedagogy, by using PPTs and Youtube videos in their respective subjects.
5. Debates and group discussions are organized for a better understanding of the concepts in the subject.
6. The lecturers use smart phones to spread subject knowledge using social media platforms such as WhatsApp. They share subject material and important videos by these social media platforms. Thus, the lecturer and the student are connected all the time.
7. In order to develop critical thinking in our students and also a scientific outlook, they are informed to prepare study projects.

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: 29.19

2.3.3.1 Number of mentors ?????????????? ???????

Response: 16

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: 81.35

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: 16.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	4	4

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: 2.73

2.4.3.1 Total experience of full-time teachers

Response: 41

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

In any college, an important aspect of academics is the examination, where the ability of the pupil in skills and subject knowledge is tested. All the colleges put in great efforts in strengthening the Teaching-Learning process and it is targeted to get good results in exams.

Our college is the affiliated to the Mahatma Gandhi University and it follows the framework of Assessment prescribed by the university. Since the academic year 2016-17, the Telangana State Government has given instructions to all the universities to put into effect the CBCS pattern of semester examinations. Thus MGU has designed the framework of not only the semester end-exams but also the internal assessment. In the allotment of marks, the university has given 20 marks for the internal exam in each subject and 80 marks for the semester end-exams. The question paper pattern and the time table of semester exams and internal exams are decided by the university. Two internal assessment tests are conducted in each semester for 20 marks each and the average of the two assessments are added to the marks obtained in the End-Semester exam. The question paper pattern of the Internal Exam is common for all the university-affiliated colleges.

The institution has put in place mechanisms for conducting the internal assessment tests in a transparent way. The Examination Co-ordinator and the exam committee members are senior lecturers of the

institution and they take care of all the issues pertaining to the conduct of examinations. Thus they announce the exam time table, get the question papers prepared by the faculty, conduct tests, complete the evaluation process, upload the marks on university website. The students are given information of the syllabus of the examinations, the question paper pattern, and the examination time well in advance. The students' performance in the internal exams is reviewed in the academic audit and remedial coaching is initiated to improve the performance of the students and enhance the educational standards. Thus, the system of internal exam is transparent, robust in frequency and mode.

File Description	Document
Any additional information	View Document

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

Response:

MKR Government Degree College, Devarakonda has adopted a transparent system of administration, wherein all members participate in a democratic fashion. In order to ensure efficiency in work, proper processes and mechanisms are put in place. A committee of examinations headed by a coordinator, who is a senior teacher, is formed at the beginning of the academic year. This is essential as examinations are the heart of the present education system. This committee takes care of all exam-related issues including the announcement of the exam time table, smooth conduct of exams, evaluation of answer scripts, student verification of the scripts, finalization of and entry of marks in the Marks Register as well as uploading them on the university website.

In this whole process, at any stage, the pupils may face a difficulty. Therefore, the examination committee has put in place a mechanism and the students are informed of this mechanism of grievance redressal. The students learn about this mechanism through the college website, and other sources such as notices. They approach the concerned authority to apprise them of their exam-related grievance. They are given a specific time for redressal. Usually all grievances are settled in a week's time. In other cases, the grievance is taken to the notice of the higher authority at the university and speedy solutions are found to the problem.

File Description	Document
Any 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 Academic Coordinator informs the faculty about Course Outcomes (COs), Program Outcomes (POs) and Program-Specific Outcomes (PSOs) of the college programs at the commencement of the academic year. In this process, manuals are used along with any other handouts. The teachers communicate the same to the students in their classes. The course outcomes of lab courses are also informed to the faculty and the students alike. The college website is also a place where the COs are placed. Thus all the stakeholders including the parents can learn about the program and course outcomes. The teachers discuss the importance of the COs with the students and the feedback is gathered on the same. Apart from the academic programs, the POs and PSOs of other programs like the NCC, Yoga and Personality Development, Telangana Skills and Knowledge Centre programs, etc., are informed by the college to the teachers and students alike. Thus, the information about the COs, POs, and PSOs are readily available to all the stakeholders.

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

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

Response:

An important measure of the institution progress is the examination of the achievement of the POs (Programme Outcomes). Both the COs and the POs are stated by the university and the institution can do its own self-analysis. The teacher makes a record of the students' performance in each course and each program.

Internal Assessment Tests and assignments are the means by which the institution evaluates the Course Outcomes. The question paper pattern for the internal exams as well as assignments follows the Course Outcomes objectives. Its achievement is evaluated by the answer scripts. The questions reflect each course outcome and thus the overall as well as each course outcome can be measured. End-semester exam result analysis is an important measure of the attainment of the course and program outcomes.

The university and the college inform the outcomes for every UG program on offer. Thus, the students, the teachers and all the stakeholders are aware of what they are getting into when they take up a particular program. Thus, the student can make an informed decision about which program to choose and what kind of job opportunities that particular program can throw open for him and whether he is up to it or not. Orientation program and counselling for the first year students help the students understand the various outcomes. The attainment and feedback on COs, POs and PSOs are communicated to the university board of studies in meetings by formal and informal channels.

2.6.3 Average pass percentage of Students during last five years

Response: 39.36

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

2020-21	2019-20	2018-19	2017-18	2016-17
66	81	78	70	111

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

2020-21	2019-20	2018-19	2017-18	2016-17
125	174	191	282	349

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.63

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)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Institutional data in prescribed format

Document

[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	12	12

File Description

Institutional data in prescribed format

Document

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 24

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	3	1	2	1

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: 0.5

3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	3	2

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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: 0.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	1	2	3	1

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:

The college organized a number of lectures and activities to improve the Institution-Community Association, which, in turn, sensitizes the students to the needs of the community in which they live in, thereby bringing about community transformation and change in the surrounding villages. The students actively participated in several social activities which lead to their region's development.

1) NSS units 1 & 2 contain 200 Volunteers with 01 programme officer to each unit. Each Unit prepared an action plan and followed and executed the same throughout the year for the development of the college and surrounding villages by doing regular one day camps, and special camps in a neighboring village once in a year. NSS Special Camps, Swach Bharath, Haritha Haram, AIDS rallies, Voters Day rallies, Clean & green programs at various places, and Awareness programs on various issues, etc., were also conducted.

2) NCC: The College has NCC cadets group with 100 students and a trained lecturer - Lieutenant Jalda Viswanadh Kumar. The following tasks have been done: drill, weapon training, adventure training, yoga, physical training, youth exchange programme, etc.

3) Women Empowerment Cell (WEC): The college has a Women Empowerment Cell (WEC). It organized a number of activities aimed at strengthening the women community. Awareness programs and training on self-defence using unarmed combat methods were conducted. As health and hygiene are major issues, awareness programs on the same were conducted. In order to create a safe environment for women, the Government of Telangana State initiated "SHE Teams", which are designed to curb the menace of harassment of women in public places. The college has sensitized the students about the SHE Teams in Devarakonda.

4) Ribbon Club: Awareness programs and rallies on HIV and AIDS are organized to spread knowledge about the symptoms and preventive measures to be taken to avoid acquiring the disease. The club collaborates with the NCC and NSS Units in conducting the activities. Identification of the blood group as well as blood donation camps are some of the activities the club undertakes.

5) Consumer Club: The club spreads awareness about the rights of consumers and the Consumer Protection Act. It details the procedure to be followed when consumers are cheated with regard to the quality or price of a product. Even the public is sensitized about the law by taking out rallies.

6) Bhagya: Health check-up is conducted for staff and students by Bhagya, the health club. Medical camps are organized. The aim is to spread awareness on health and hygiene.

7) Eco Club: Awareness on environmental issues is critical in this day and age. Hence the Eco Club organizes various programs on these issues. The aim is to build a clean and green campus. The club in association with the NSS and the NCC participate in the Telangana State government program called Haritha Haram, targeted at increasing the green cover in the state. The college is a plastic-free zone and paper bags are used.

File Description	Document
Upload any 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: 3

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.

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	0	0

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

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 41

3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11	13	09	05	03

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: 69.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
326	380	425	590	710

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: 9

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	0	1	1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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: 36

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	10	10	4	1

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:

MKR Government Degree College, Devarakonda is located in an area of 20 acres of land and the college building is constructed in an area of 5 acres of land with a compound wall and a lush green campus creating a peaceful atmosphere.

The college building is spacious with adequate infrastructure facilities including classrooms, laboratories, library, computer labs.

Classrooms: The college has 10 spacious and well ventilated classrooms which can accommodate 50-70 students each and all the classrooms are equipped with adequate furniture, lighting and fans.

Digital Classrooms: There are 2 digital classrooms and 1 AV Class room equipped with smart boards including LCD projectors. The classrooms are accessible to all sections and are utilized in an optimum manner.

Virtual Classroom: The college is provided with a Virtual Classroom which enables teachers use interactive mode of curriculum transaction.

This facility enables students, who are pursuing MOOCs under CBCS, access the content.

Laboratories: Botany, Zoology, Physics, Chemistry, English Language Lab, TSKC and Computer labs are available in the college. Laboratories are provided with requisite equipment for the conduct of practicals.

T-SAT: Satellite TV Network for telecast of live and recorded lessons by eminent faculty is available in the college. The T-SAT room has a TV and an LCD Projector to receive the transmission and can accommodate 80-100 students.

Computer Lab: The College has 1 computer lab consisting of 28 computers. The students hone their IT skills here.

The English Language Lab: The college has 1 ELL Lab with 27 computers. The students utilize this facility for improving communication skills.

TSKC (Telangana Skill and Knowledge Center): It is a skill building initiative launched by the Government of Telangana. The TSKC has computers and LCD projector with internet connectivity. The facility is accessible to all students.

Digital Library: The College has a separate library building consisting of hall and reading rooms. The library has a newspaper section and reference section. Digital library is also available in the college with 14 computers. It provides access to e-resources for all students.

Seminar Hall or Assembly Hall: The College has a separate building for Assembly. Seminar hall with projector enough to accommodate 400 to 500 students, is used to conduct seminars and academic activities.

File Description	Document
Upload any additional information	View Document

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

Response:

The college has 20 acres of land, in that the building is constructed in 5 acres of land with a compound wall. In the college, one separate building houses the seminar hall, which is a big open hall sufficient to accommodate 400-500 students and hence it is used for conducting cultural events and the annual day.

The college has a big playground in which Volleyball, Badminton, Kho Kho, Kabaddi courts are developed. It is big enough to play Cricket as well. One separate room for physical education exists. All sports equipment for games such as shot-put, javelin throw, discus throw, ring balls, skipping rope, volleyball, football, hockey, tennis, table tennis, chess boards and carrom boards are available in the college. Boxing bags and gloves are also available for practice in boxing. Separate Gym facility is provided to students and in that, treadmill, cycling, abs exercise machines, muscle exercise machines and dumbbells are available to students.

Students engage in cultural activities, sports and games. *Yuvatharangam* is an annual Cultural, Sports and Games festival conducted by the Commissionerate of Collegiate Education every year. All Government Degree Colleges under its administrative control participate in the event. MKR GDC Devarakonda has been a host for conducting boxing competition one time at state level and conducting one event at district level every year.

Students also participate in intra and inter college level competitions conducted by the Mahatma Gandhi University, Nalgonda.

File Description	Document
Upload any additional information	View Document

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

Response: 33.33

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 06

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

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

Response: 26.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
28.31	1.35	2.53	3.73	3.80

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

4.2 Library as a Learning Resource

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

Response:

The library of MKR Government Degree College, Devarakonda has a separate building in the campus. It has two sections – Newspaper and Magazine section; and Reference/Text book section. The library has a seating capacity of 100 students. The library has a Digital Library section in which 14 computers with internet connectivity providing access to digital content and e-resources to students and faculty are available. The library is fully automated with Soul 2.0 version software installed in 2016. At present, 11566 books are available in the library. Students and faculty make use of the library facilities in an optimum manner.

File Description	Document
Upload any additional information	View Document

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: C. Any 2 of the above

File Description	Document
Upload any additional information	View 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: 0.51

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)

2020-21	2019-20	2018-19	2017-18	2016-17
0.33	0	0	1.99	0.25

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

Response: 24.9

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

Response: 120

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

MKR Government Degree College has good IT facilities in the campus and during the last decade of its existence, the institution has been consistently upgrading its ICT infrastructure in response to the growing demand. Presently, the college campus is Wi-Fi enabled with 100 MBPS Speed provided by RAINBOW Internet Provider. Previously, the college was equipped with Broadband connectivity with 50 MBPS speed and later it was upgraded to the existing broadband with 100 MBPS speed. Wi-Fi connectivity is provided to the entire faculty and hence the faculty can access the internet through their own devices.

File Description	Document
Upload any additional information	View Document

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

Response: 4.67

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

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: 60.49

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)

2020-21	2019-20	2018-19	2017-18	2016-17
4.28	6.62	7.27	7.13	16.99

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

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

Response:

MKR Government Degree College, Devarakonda has put in place appropriate college-level procedures and mechanisms to maintain the ICT infrastructure, academic, learning resources and sports in a sustainable fashion.

The following is the complete list of infrastructure available in the college.

Total Land: 20 Acres
With Compound: 5 Acres
Without Compound: 15Acres

Sl. No	Infrastructure Facilities	Number of Rooms
1	Principal's Chamber	3
2	Class Rooms	14
3	Class Under Construction	6
4	E – Class Rooms	2

5	Departments & Staff Rooms	6
6	Virtual Class Room	1
7	AV Room	1
8	Labs (ELL, TSKC, Computer lab, Physics, Chemistry, Botany, Zoology)	7
9	Library	5
10	Office Rooms	1
11	Physical Education and Gym	1
12	IQAC Cell	1
13	NSS Room	1
14	NCC Room	1
15	YOGA Room & Meditation Hall	1
16	R O Water Plant Room	1
17	WEC & Women's rest Room	1
18	E Class Room & MANA TV Room	1
19	Assembly Hall	1
20	Examination Branch	1
21	BRAOU Study Centre	1
22	Power Room	1
23	Canteen	1
24	Ladies Toilets	9
25	Gents Toilets	6
26	Staff Toilets	6

(E) 2. PLAY FIELDS/ ARENAS/ COURTS

- Badminton
- Tennikoit

- Kabaddi
- Volleyball
- Kho-Kho
- Boxing practice area
- Cricket ground
- Jumping pit
- Athletic tracks

There are established systems and procedures for maintenance to see that

- How do we use the facility in the best way?
- How do we utilize and maintain it?

For example, in case of the toilets, a chart is displayed when it was last washed and whether water is available or not. In case of repair and maintenance of infrastructure facilities, an established procedure with respect to the work allotment and supervision is followed. In case of Gym, the opening and closing time is written in a register. The classrooms need to be cleaned everyday. A virtual classroom needs an annual maintenance. The in charge of the facility maintains a register making proper entries.

File Description	Document
Upload any additional information	View Document

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: 38.61

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
128	192	256	369	471

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information	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: 0

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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: A. All of the above

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

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 32.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
264	121	257	220	150

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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: A. All of the above

File Description	Document
Upload any additional information	View 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: 2.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	6	2	0	1

File Description	Document
Upload any additional information	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: 45.6

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 57

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

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 90

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.

2020-21	2019-20	2018-19	2017-18	2016-17
0	21	12	19	38

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 follows the tradition of giving due importance to the representation of students. For this, one representative is elected from each class. This is done under the supervision of the IQAC Coordinator and Principal. The student representative (SR) of each class addresses and represents students' views and grievances and conveys these to the concerned authorities for discussion and favorable solutions. The SR plays an important role in encouraging and motivating students to participate in existing student-oriented programs such as NSS and NCC. The valuable suggestions given by SRs regarding the maintenance of the minimum facilities in the college are considered immediately. Thus, they contribute to a healthy interaction among students and teachers regarding academic, co-curricular, and extra-curricular activities of the college. They also ensure discipline in the college campus by encouraging students to observe the rules of the college, work towards maintaining a green and clean campus, and make the campus a plastic-free zone.

The students are nominated as members in various curricular, co-curricular, extracurricular, and administrative committees. The Students are also included in statutory and Non-Statutory Committees such as Internal Compliance Committee, Grievance Redressal Committee, Anti-Ragging Committee, etc.

Table Showing the Details of Student Representatives on Academic & Administrative Bodies

Title of the Academic & Administrative Body	Student Representative from	
Students Welfare Committee	1. K. Dhanaiah BCOM III rd Yr 2. D. Maheshwari, BZC I st Yr 3. S. Shirisha. , BZC II nd Yr	
Library Committee	1. Sd. Samreen Anjum - B.Com II Yr. 2. E. Srimanthu - B.A II Yr	
Physical Education Committee	1. P. Samskruthi, BZC III rd Yr 2. B. Rajesh - B. Com II Yr.	
Literary & Cultural Club	1. V, Neelavathi, BCOM III rd Yr 2. T. Vamshi Kumar, BZC II nd Yr	
Career Guidance Cell	1. P. Venugopal Reddy, MPC III rd Yr 2. K. Anil - B.A II Yr. 3. CH. Anusha- B. Com II nd Yr.	
Women Empowerment Cell	1. 2. G. Chandana, B. Com (CA)III rd Yr 3. M.Suma, BZC III rd Yr	
Consumer Club	1. K. Mahender Reddy, BA II nd Yr 2. Sd. Samreen Anjum, B.Com II nd Yr	
NSS	1. G. Ramesh BA III rd Yr 2. B. Ganesh BA III rd Yr	
NCC	1. V. Krishna, BA II nd Yr	

	2. V. Maheshwari, BZC I st Yr	
Alumni Association	1. P. Roja, BZC II nd Yr 2. V. Naveen, BZC II nd Yr	
Anti-ragging Committee	1. P.Santosha, BSC III rd Yr 2. J. Ramu, BA III rd Yr	
Internal Compliance Committee	1. N. Anusha, BA II nd Yr 2. G. Chandana, B. Com (CA)III rd Yr	
Grievance Redressal Committee	1. CH. Sruthi, MPC III rd Year 2. Bandla Shiva, BA II nd Year	

File Description	Document
Upload any additional information	View Document

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

Response: 248.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
78	310	265	294	296

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The alumni association plays a proactive role in all the college activities. It is one of the strengths of the college. It consists people from almost all walks of life, teachers, lawyers, business persons and people pursuing various other occupations. The institution takes initiatives to network and collaborate with the alumni of the college. Periodic meetings with alumni and inviting alumni to all the celebrations help in creating platforms for alumni to give back to their college. It extends its full support to its alma mater in the

form of financial assistance by raising funds and also by the word of mouth at the time of admissions. Suggestions are sought from the alumni pertaining to college development. The alumni are involved in CPDC, IQAC while taking all important decisions. Apart from attending the meetings, the members of the alumni association have made the following contributions towards college development activities.

1. Some of the Alumni provided gold medals to the students who get through with successful academic records.
2. Alumni association sponsored rewards and gifts in the form of mementos and books for different competitions in the college.
3. Alumni association sponsored motivational classes to the present students.
4. With the help of alumni, the institution gets information regarding the performance and contribution of the students to society in various fields so that the college is able to estimate the yield of enriched curriculum.
5. The alumni also help the institution by influencing industries and other agencies in getting placement tests for the students of the institution wherever possible.

Future plans of the association

1. Rural students who have to travel from distant places cannot come with lunch boxes. The college is planning to provide mid-day meals to such students with the help of alumni.
2. It is planning to motivate the students to attempt every competitive exam so that they get proper practice and bag government jobs.
3. Entrepreneurship training.

File Description	Document
Upload any 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:

Vision:

The vision of the college is “To provide and promote education to the poor, deprived, rural and tribal people of a very backward rain fed and drought prone region.” As guided by its vision, MKR Government Degree College, Devarakonda, Nalgonda strives to achieve its goals and mainly focuses on creating a conducive academic environment for students to realize their innate potential. The vision statement of the college also finds its reflection in each and every activity organized in the college. The leadership of the college is committed to providing the students with the facilities - physical, academic, administrative and auxiliary facilities which are conducive for transforming themselves into human resources with knowledge, skills, humane temperament, and societal commitment.

Mission:

‘Saa Vidya Yaa Vimukthaye’ that means ‘Education for Emancipation’.

The mission statement envisages to provide opportunities to pursue higher education to

- the poor, deprived, rural and tribal students so as to establish a balanced, healthy and informed society in this backward region;
- the learners at an affordable cost who cannot pursue education at other places far away from their homes owing to their pecuniary, limited economic conditions.
- The institution aims to develop the students' all round personality.

The MKR GDC, Devarakonda, Nalgonda is committed to

- Motivate the pupils to achieve excellence in the fields of their choice and to contribute their part in nation building. Therefore, committees like Literary and Cultural, Hobbies and Life Skills, and Physical Education Committees are constituted to encourage the pupils to pursue their interests apart from the guidance from the faculty of various subjects.
- Motivate the students to realize their inborn potential through self-knowledge. So all the curricular and co-curricular activities are designed to bring out the full potential of the pupils.
- Motivate the pupils to develop the universal values of integrity, non-violence, truth, honesty and universal brotherhood and thus to be ideal citizens. Therefore, various programs are organized in the institution to commemorate the international & national leaders' birth anniversaries and celebrate days of national and international significance.
- Equip the pupils with the power and knowledge of technical skills and thus make them employable. Therefore various programs on Technical skills are organized by the TSKC and technical skills are made part of the curriculum in the form of SECs to non-technical programs such as BA (CBCS).
- Encourage the pupils to change themselves into globally competitive citizens with the required

skills, knowledge and values. Therefore, various skill-oriented programs are conducted under the banner of Telangana Skills and Knowledge Center (TSKC).

The governance of the institution is indeed working in tune with the Vision and Mission of the college.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The Commissionerate of Collegiate Education, Telangana State exercises administrative control over the college. The institution has put in place a participatory management that is both democratic as well as decentralized. The head of the institution is the principal. The institution adopts the spirit of collective leadership. The mechanisms in place promote the qualities of leadership in the staff.

A meeting of the Principal and the staff is conducted at the beginning of the academic year to formulate plans in both academic and administrative matters. Some of the powers are given to the vice-principal, IQAC coordinator, Academic and Examinations Coordinator, various committee coordinators/conveners and department in-charges. The department in-charges take decisions in matters pertaining to academic innovations and other related issues of their concerned department in consultation with the other department members. Different committees in the institution for administrative and academic works like Admissions, Cultural, Literary, Examinations, Library, UGC, Sports, etc. are formed to ensure effective and smooth functioning of the institution. Each committee is headed by a coordinator/convenor and 2-3 student members, with the principal acting as the chairperson. These Committees regularly meet to chalk out various activities of the institution. The Staff Council, consisting of all the lecturers headed by the principal, is the crucial platform wherein all significant matters like the preparation of the college annual plan, utilization of resources, time table, allotment of responsibilities are discussed and relevant resolutions are recorded. The purchase committee consisting of the department in-charges ensures that all material is procured transparently.

The students of the college elect the class representatives. The Class representatives voice the opinion of their class in the academic council. These class level and college level committees are constituted to involve the students in decision-making and to develop a democratic spirit among pupils.

The culture of participative management percolates in the institution at the strategic state, the functional stage and the operational stage.

At the strategic stage, the Principal, the staff council, the C.P.D.C, the IQAC, Academic and Examinations

committee are involved in designing policies, procedures, making guidelines and rules and regulations relating to admissions, grievance, examinations, finance, support services, discipline, etc.

At functional stage, lecturers discharge their duties as a member or coordinator in different committees and participate in college management.

At the Operational stage, the Principal meets the external agencies and higher authorities. The lecturers interact with the concerned departments of the university.

The office staff and the students associate with the principal and the lecturers for the execution of various administrative, academic, extension-related, co-curricular and extracurricular activities.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Internal Quality Assurance Cell develops the quality policy of the college. The policy is developed on the basis of planning perspectives and execution feasibility. Quality is assured by following present academic standards in activities like

- Physical Education
- Library administration
- Admissions
- Research
- Academic plan preparation including curricular, co-curricular and extracurricular activities
- Augmentation and Maintenance of infrastructure

Sustenance of Quality measures are also initiated for enrichment of lecturers through

- Faculty Development Programmes.
- Induction training programmes,
- Orientation and Refresher courses
- Minor Research Projects

The adopted quality policy success is measured by

- Attainment of learning objectives
- Academic performance of the pupils

- Upgradation and augmentation of infrastructure
- Achievements of the staff and students in different activities

The quality policy is reviewed during

- Academic Audit conducted by the Academic Officers of CCE
- Internal Academic and Administrative Audit
- Meetings of DRC, DCEDRC, Staff Council, CPDC and other committees

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

MKR Government Degree College Devarakonda functions under the supervision of the Government of Telangana State as well as the Office of the CCE (The Commissionerate of Collegiate Education Hyderabad). The guidelines and instructions framed by both are followed by the college. The funds required by the college to pay for salaries, maintenance as well as building infrastructure is acquired from them.

The college is affiliated to Mahatma Gandhi University, Nalgonda. The institution therefore adheres to the academic rules and regulations framed by the university including the almanac and examination schedule.

The administrative structure of the institution includes the Principal at the top, assisted by the Vice-Principal. Then there is the Academic Coordinator, who takes care of the academic activities. The IQAC Coordinator takes care of NAAC work and is primarily responsible for maintaining quality standards in the institution. The senior most faculty of the departments assume the post of the head/incharge. The Staff Council has the department heads as members. The basic work of teaching is taken care of by the faculty. Every class has a Mentor/Counsellor, who looks into the problems faced by the students.

Coming to the non-teaching staff, the Superintendent, the Senior Assistant, the Junior Assistant, the Record Assistant, the Office Subordinate are some of the employees who manage staff salaries, student scholarships, etc. They also correspond with higher authorities. The lower cadre of Watchman, Sweeper, Scavenger, etc., take care of the cleanliness of the institution.

For effective functioning of the college, various committees with one faculty member as convenor, 2-5

lecturers and 1-2 students as members are formed at the commencement of the academic year. Such committees include the Games and Sports Committee, Literary and Cultural Committee, the Library Committee, etc. These committees ensure that all the work related to academics, co-curricular and extracurricular activities well as the building and maintenance of infrastructure runs smoothly.

The Government of Telangana State makes the Service Rules for government employees and our staff is bound by these rules. The government employees reap several benefits such as Casual Leaves and other leaves, Insurance schemes, PF and other savings, etc. The CCE Office regularly orders for the issuance of benefits/schemes to the students or the employees and our college is bound to implement the same.

Coming to the recruitment of teaching and non-teaching staff, the state government issues notifications through the state public service commission. The exams are conducted, interviews held and the final selected candidates are allotted to the colleges. Often a Junior Lecturer working in Intermediate colleges is promoted to the post of a Degree College Lecturer provided he has the NET/SET qualification.

Thus, the institution has an effective set-up.

File Description	Document
Upload any additional information	View 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
Institutional data in prescribed format(Data template)	View Document
ERP (Enterprise Resource Planning) Document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

MKR Government Degree College, Devarakonda, Nalgonda is funded by the government. It follows a set of rules and regulations in service matters. These rules are framed by the state government and also the University Grants Commission. The schemes related to staff welfare are implemented to the college staff. These welfare measures motivate the staff to contribute their best to the institution.

The permanent lecturers have been drawing the 2016 UGC Pay scales since 2019. The contract staff are paid the Basic Pay. The other staff who are in the state scale are drawing the salaries fixed as per the state government Pay Revision Scales of 2020. Pension benefits are available to the permanent staff. As per the state government rules, the staff appointed before 2004 are eligible for life-long pension and also family pension. While the staff appointed after 2004 are eligible to get benefits under the CPS (Contributory Pension Scheme). The college staff are eligible for Provident Fund, Insurance schemes, Earned Leave Encashment and also retirement benefits. The Government of Telangana State has provided a medical scheme, whereby health cards are supplied to the employees and they can approach specified government and private hospitals for treatment of specific illnesses. Health centers are also available in selected towns and cities for OP treatment as well as medicines. In case of death of an employee, one of his family members is appointed on compassionate grounds. House Building Advances are available to the staff. The administrative staff is eligible to draw advances for festivals. The staff has the benefits of leave facilities such as Casual Leaves, Earned Leaves, Maternity Leave (6 months), Child Care Leave (90 days), Paternity Leave (15 days), Half-Pay Leaves, The lecturers can take study leave if they qualify for the Faculty Improvement Program. Thus the college staff have effective welfare measures and they can work with a peace of mind.

File Description	Document
Upload any 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: 10.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	0	0	0	0

File Description	Document
Upload any additional information	View 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: 0.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	0	0

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View 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: 30.86

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	3	5	2	5

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

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

Response:

MKR Government Degree College, Devarakonda, Nalgonda has put staff performance appraisal systems in place. These appraisal mechanisms help in self-analysis by staff, thereby improving their performance.

For teaching staff, the Academic Performance Indicators (API) score is an indicator of their performance. The API details all the aspects of academic and administrative activities of lecturers such as teaching-learning, evaluation, student activities, research, etc. The participation by the faculty in wide areas such as the NCC, NSS, Co-curricular and Extra-curricular activities, extension activities, field trips, student support and progression, Seminars/Conferences/Workshops attended/conducted, journal articles and books written are all taken into account in the API scoresheet. The API sheet of each faculty is scrutinized by the IQAC and signed by the Principal. They form the basis for the CAS (Career Advancement Scheme).

The Office of the Commissionerate of Collegiate Education Hyderabad also conducts academic audit annually. All the records are verified and the audit report is prepared. The Mahatma Gandhi University also conducts academic audit. Thus the performance of the staff is regularly monitored by the higher authorities. These audits also cover the performance of the non-teaching staff.

Student Feedback is another mechanism by which the performance of the staff is evaluated. The students are given feedback forms, which cover various aspects of a lecturer's work including syllabus coverage, interaction, support, punctuality, guidance, etc. The IQAC analyses the feedback and gives appropriate suggestions to the faculty.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

MKR Government Degree College,Devarakonda believes strongly in the principle of transparency in all its academic and administrative functions. The same is the case with the affairs of finance. Since the college is a public funded institution, and in order to ensure financial accountability, the institution has devised an internal mechanism and is subjected to various external financial authorities in the form of audit. The Office of the Commissionerate of Collegiate Education conducts financial audits, especially at the time of the Principal's retirement. The audit team from the CAG (Comptroller and Auditor General of India) also conducts audit. All the financial records in these audits are subject to strict scrutiny. In September 2018, a financial audit was conducted and it went smoothly, without major objections. Apart from these, the college itself conducts internal audit with the Principal and the Administrative staff involvement. These audits are necessary as the college receives funds from the state government, UGC as well as RUSA. It also collects fees from the students.

File Description	Document
Upload any additional information	View Document

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

Response: 1.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.00	0.18	0.23	0.08	0.28

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

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

Response:

The institution receives funds from the state government, the CCE, the UGC and also funding from RUSA. Student fee receipts also form part of the college revenue. Philanthropists, CPDC Committee members, Gold Medal Awards Committee members also contribute funds. A separate account is maintained by the college for dealing with the financial matters of Dr. BRAOU Study Centre – an open university based in Hyderabad.

The institution uses the resources of the institution optimally. At the time of elections, our college seminar hall is used to conduct training classes. Also several government programmes are conducted in this hall. Several competitive exams and PG entrance exams are conducted in the college classrooms. The contact classes of the Open University are conducted on Sundays. Thus no resource is wasted in the institution and they are put to optimal use.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The college relentlessly endeavors to enhance the Teaching-Learning process. The IQAC plays a key role in this regard. The review mechanisms and structures that are put in place automatically see that quality teaching happens. A few tools in the armory of the IQAC to monitor quality in the institution are discussed here.

The Attendance Register gives the number of lectures taken by the faculty. This is a measure of the teaching inputs given to the students. The Academic Diary gives the minute details of the classes taken, including the topics, methodology, time, date, etc. Thus academic timetable is monitored. The Marks Register records the marks scored by the students in the Internal and External exams. The IQAC does a Result Analysis, which throws light on the performance of the students as well as the lecturers. Thus both the stakeholders can do a self-analysis of their performance and efforts. Remedial coaching can be initiated if necessary. Student Feedback Forms help the IQAC to assess the performance of the faculty on various criteria. Thus they help the faculty find areas of improvement. Performance appraisal of staff by the faculty themselves (API) and also by the principal help the faculty do a SWOC analysis of themselves. Thus they can improve themselves and enhance quality standards. IQAC meetings as well as staff meetings convened by the principal help in placing the accountability on the staff to improve quality.

The records are checked by the IQAC and the principal periodically so that there is an inbuilt mechanism to check the quality output generated by the institution.

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

Response:

The job of enhancement of quality and standards in the college is taken up by the IQAC of the college. It has made tremendous contributions to institutionalize quality by putting in place different mechanisms, processes and by adopting various strategies.

At the commencement of every academic year, the IQAC in association with the Principal prepares the Academic Calendar and the Institutional Action Plan. While preparing these, the university almanac and the guidelines of the CCE are taken into account. The implementation of the Academic Calendar and the Action Plan is monitored closely by the IQAC. This planning is very essential for the systematic functioning of the college. This process has been done by the IQAC since its inception in the college and it is repeated every year.

The institution organizes an Orientation Program for all first-year students under the guidance of the IQAC. Here the students learn about the various aspects of the college including the facilities – academics or otherwise. They get familiarized with the college.

The IQAC keeps track of the marks scored by the students in the examinations. This record is essential to gauge the students' academic performance. Here the IQAC collaborates with the Academic and Examinations Cell of the college. Results are a reflection of the effectiveness of the teaching-learning process. Therefore the IQAC closely monitors this aspect.

The IQAC encourages the faculty members to conduct and participate in seminars/conferences/workshops. It also motivates the teachers to take part in different FDPs, RCs, short-term courses, etc., so that they update their knowledge, learn the latest pedagogic tools, ICT methods, and deliver effective lectures. Thus, the overall quality improves. Under the guidance of the IQAC, this has happened and our faculty has participated in several faculty empowerment programs over the past five years. This shows the success of the strategy of the IQAC. The IQAC guides the faculty in the preparation of API scores that help them in career progression. These scores help in the academic audit conducted by the CCE/University.

The IQAC has put in place the mentor-mentee system, whereby every student of the college has a counselor in the form of a lecturer who guides, advises, and solves the problems of the students. So every student has a father-like figure in the form of a mentor in the college. The effectiveness of this system can be seen by the fact that most of our students are able to withstand the pressures of undergraduate education and successfully obtain their degrees.

With regard to the NAAC accreditation process, the IQAC has been instrumental in conducting awareness programs among the staff and students. The success of this initiative can be seen by the fact that our college acquired B+ grades and B++ grades in the previous two accreditations. The IQAC also prepares the Annual Quality Assurance Reports and submits them to NAAC every year within the allotted time frame. The IQAC is also putting efforts to obtain a good rank in the NIRF.

The feedback mechanism is a critical aspect of the performance appraisal. Here the IQAC prepares the feedback form and gives them to all the stakeholders of the college – teachers, students, parents, and alumni. All aspects of college functioning are covered in the feedback form. This is a vital tool in assessing the performance of lecturers, effectiveness of the syllabus, etc. Necessary action is taken on the basis of the feedback.

The success of the efforts of the IQAC cell in the college can be seen in the certifications that our institution got including the ISO-9001 certification to name one. The publication of the college magazine 'Suragiri', published annually, is another testimony to the effective functioning of the IQAC. The magazine received appreciation from wide quarters for its showcasing of the talent and achievements of the students and staff of the college.

INCREMENTAL IMPROVEMENTS

2016-17 TO 2019-20

- Conduct of 4th, 5th & 6th Graduation Days
- Prepared Institutional plan & monitored all the activities conducted in the college
- Brought out the College Magazine 'SURAGIRI' successfively
- Arranged field visits.
- Organized programmes on all important days.

TITLE OF THE ACTIVITY	ORGANIZING UNIT	DATE
Awareness Program on TS Police Recruitment	IQAC & NCC	
Inaugural- Bridge Courses	IQAC Academic C	
Orientation Programme for 1st Year semester I Students	IQAC	
A Seminar on “Role of Higher Education in National Development”	IQAC & Dr BRA	
Orientation Programme on TASK	IQAC TSKC	
Jignasa / Orientation on Research and Innovations among students	IQAC JIGNASA	
Orientation for Organizing CAIMS committee	IQAC	
Inaugural - Remedial Coaching for slow learners	IQAC Academic C	
Inaugural of EBSB Club	IQAC & EBSB	
Special Lecture on Staff Welfare Scheme	IQAC & Principal	
Orientaion to staff on ISO /AISHE	IQAC	
Student Cultural Exchange program	IQAC & EBSB Cl	
EK Bharat Shreshtha Bharat Student cultural Exchange program	IQAC AND EB	
Inaugural of Electoral Literacy Club	IQAC & ELC	
Training program on Interview skills	IQAC TSKC	
Awareness on Road Safety measures	IQAC & Devarako	
Workshop on Problem solving skills	IQAC TSKC	
Career Guidance for Commerce Graduates	IQAC COMMERC	

	Block level youth parliament program	IQAC & NYKS	
	Bhuvi Samvaad programme on 170th GSI (Geological Survey of India) Annual Celebrations An Orientation on scientific Research	IQAC & Department of Sciences	
	Orientation to stakeholders on Code of conduct	IQAC	
	Extension Lecture on "Filing of Income Tax returns"	IQAC & Department of Economics	
	Covid Awareness Programme	IQAC & NCC, NS	
	Awareness on Entry into Armed Forces	IQAC & NCC	
	Legal Awareness Programme	IQAC WEC	
	Extension Lecture on Career Guidance and Personality Development	IQAC	
	Orientation on Grievance Redressal Mechanism for girl students	IQAC & WEC	
	ICT Training for Teachers	IQAC	
File Description	Document		
Upload any 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 initiatives with other institution(s)
- 3.Participation in NIRF
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	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:

MKR Government Degree College, Devarakonda, is much more conscious of the sensitivities involved in gender-related issues and has thus taken proper care in providing facilities such as Safety and Security, Counselling and Common Room with attached wash room to lady staff and students. In order to look into the gender issues, the institution has constituted the Internal Complaints Committee (ICC) and the Women Empowerment Cell (WEC) with the senior lady teachers as convenors and other women teachers and some of the girl students as members. The Grievance Redressal Cell (GRC) is also involved in the gender sensitive measures. The Principal in consonance with the ICC and WEC has initiated appropriate measures for welfare of the female students and teachers of the college.

Safety and Security: Safety and security of the girl students and female teachers is of utmost Importance and is the fundamental duty of the college administration. In case of any emergency, with any untoward incidents happening to the girl students, then the Principal as the head of the institution can call the Police and sort them out. However, since students are sensitized enough towards women safety aspects, there have been no complaints of sexual harassment or any ragging related issues and other safety related issues during the last five years. As a part of the safety and security, as a measure of self-defence training for girl students, the ICC and the WEC conducted a Workshop and Awareness programme on “Self Defence Techniques”. Various self-defence techniques were imparted amongst the students, so as to enable them to face the problems encountered in the society and save themselves in the face of any physical attack.

Counselling: Educating and bringing awareness about the issues associated with gender is the best way to bring about change in the present male-dominated patriarchal society. Accordingly, the college has been organizing programs to bring gender sensitivity among the students - boys and girls alike. The ICC and WEC of the college are in the forefront in conducting such programs to sensitize the students about the punitive provisions for any offence against women at workplace under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and redressal) Act, 2013.

In the college, the “Bathukamma”, the State 'floral Festival' of Telangana is celebrated every year during the Navaratri Days. This festival marks the celebration of womanhood. All the girls and boys attend the program and make it a grand success. They come in the traditional dresses and celebrate the festival in a vibrant mood.

The following facilities are available for women staff and students:

1. Common Room
2. Counselling Room
3. Women Equality Cell
4. Anti-Ragging Cell
5. Women Empowerment Cell (WEC)
6. Internal Complaints Committee (ICC)

File Description	Document
Annual gender sensitization action plan	View Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

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

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

Response: C. 2 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:

Solid Waste Management:

Solid waste Material is separated as Bio-degradable and non-degradable as a part of Swachcha Bharat initiative and Clean and Green campus initiative in our college premises. Some of the Bio-degradable waste such as leaves, food leftovers from the canteen and students, is treated and converted into vermi compost in the vermi compost pit which is prepared and maintained by the Eco Club Members. There are dustbins provided for dry waste in the departments and they are emptied regularly. And some of the dustbins are being placed at specific points to prevent littering in the campus. The college is striving to be a plastic free zone. The cartridges are refilled and re-used in the printers. UPS batteries are being refilled with water regularly and these batteries are being reused in different ways.

The members of Eco-Club developed compost pit in the College Building for dumping organic waste namely vegetable waste, fallen dry leaves, used plant material from Botany labs, to be used for decomposition, then to be used for the growth of plants. The wet wastes like vegetable and fruit peels from in-campus are dumped into the Compost pit every day to initiate the composting process. The compost thus produced is used as fertilizer for plants in the campus.

Liquid Waste Management:

The waste water from the R.O. plant is used for watering the plants in the campus. The liquid waste generated in the campus is let into the septic tank. And Liquid wastes generated in the laboratories of Chemistry are diluted with water and then diverted to the plants. Waste generated from all science laboratories (culture media) is autoclaved and then disposed in the drainage system.

E-waste Management:

The College E-waste pertaining to computer peripherals and some obsolete electronic equipment is enlisted and confirmed as irreparable by the maintenance Committee of our college. This list is then presented to CCE officials for approval for an auction. After the approval from the CCE officials, the e-waste is auctioned following the due procedures.

Water re-cycling system:

The College has been recycling water, which comes from the RO plant, rain water and other sources, by pipeline to the plants. The rain water is directly directed into the rain water pit; by this process the ground water level increases.

Hazardous Chemicals:

Hazardous chemicals are not used in the campus. If there is any requirement of these, then we use the alternatives instead of them. These chemicals cause many health issues like poisoning, breathing problems, skin rashes, allergic reactions, cancer, and other health problems from exposure. So we replace them with other safe chemicals.

Radioactive waste Management system:

Radioactive substances are never used in the campus. We use only UV light in the laminar air flow chamber to sterilize or decontaminate utensils. Micro wave system does not emit any radio activity.

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: A. Any 4 or all 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: A. Any 4 or All of the above

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

7.1.6 Quality audits on environment and energy are 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: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	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. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for 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: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View 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 institution is committed to the all-round development of students, predominantly tribal students. The very vision of the college was envisaged as its students excelling in all facets of life, inculcating a sense of social responsibility and thereby maintaining a balance between the pursuit of knowledge and the welfare of society and environment. The college strives to attain these values by giving students an opportunity to become a vital part of the society, develop tolerance, harmonize themselves with the diversity: this is done by organizing cultural activities and thus bringing a sense of unity among the students in such gettogethers.

Telangana Formation Day: The College celebrates the Telangana Formation Day on 2nd June every year after the formation of new state on 02-06-2014 by the Govt of India. On this occasion the Principal hoists the National Flag and speaks about the formation of the new state. The NCC Cadets take march past and salute the National Flag. Students celebrate their unique identity in the diversity of India.

Fresher's day: The College celebrates Fresher's day which is meant for removing the gaps between the newly admitted students and the senior students. The Principal and staff speak on this occasion. The senior students invite the juniors with flowers and later interact with the juniors by explaining the strengths of the college, and exchange their ideas about life, and this is followed by a common lunch and then cultural activities, like folk songs, dances, Lambada Dance, skits, which depict the regional culture of this area, etc.

NSS Day: The College celebrates NSS Day every year on 24 September, and it has 02 NSS Units, and for each unit there is an NSS Officer. On this occasion the NSS Officers of our college organize a number of activities like rallies with slogans up to the bus station, conducting essay writing and elocution competitions among the students on National Integration, Unity in Diversity to bring about the idea of oneness among the students. The college invites eminent personalities of this region to give an extension lecture. Every year, the NSS camp is conducted in a neighbouring village to bring about the awareness on

Social Evils like Early marriages, black magic, and illiteracy. In the NSS camp, the NSS volunteers engage with local community and perform cultural activities.

Bathukamma: The College celebrates the Regional festival called “Bathukamma” with utmost zeal and vigour. The state government declares the date to celebrate Bathukamma in Educational institutions, usually on the last day before the Dasara vacation. On this occasion, the girl students come in traditional dresses and prepare floral Bathukamma and dance around it & the boys, staff also take part in the celebrations.

EK Bharath Shrest Bharath: The College has EBSB Committee, with this committee the college has a wonderful opportunity to interact with the students of the other states. But due to the Corona pandemic, we missed the chance of interacting with other university students and lost a great chance.

File Description	Document
Any other relevant information.	View Document

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

Response:

The College sensitizes its staff and students to the constitutional obligations, their rights and duties as a citizen. The staff and students are given liberty to exercise their rights within the Code of Ethics.

The students are taken to the NSS camps where they bloom into complete individuals. Each and every activity of the camp is useful to the society. The blood donation camps are held once in a year in collaboration with RED CROSS Society, Lion's club and Government hospitals. The students also take part in the NCC Activities, where they change into complete and independent individuals. Each and every activity of the college is made useful to the society. The NCC cadets participated in activities such as 'The Bicycle Rally' to spread awareness on Pollution in Devarakonda town. Such activities instill in them a sense of moral responsibility to help others, which is the very purpose of education. The vision of the college is thus realized. The students actively take part in the polio drops programmes and some devotional programmes also. Hence the institution fulfils its role in moulding the students as perfect citizens of the country.

Constitution Day: The Dept. of Political Science celebrates the Constitution Day or 'Samvidhan Diwas' on November 26 every year. A program is organized deliberating on the importance of the constitution & rights. The day commemorates the adoption of the Constitution of India on November 26, 1949 (wef 26 Jan. 1950). The students realize that our constitution guides every aspect of our society and learn the laws of the land.

National Voters Day: The National Voters Day is organised by the Dept of Political Science in order to encourage more young voters to take part in the Electoral process. The Government of India has decided to

celebrate January 25 every year as "National Voters' Day". So an event is conducted in the college to enrol new voters and spread awareness about the constitutional obligation of voting. Our students realize that their role in nation building begins with the exercise of the right to vote.

Independence Day: Independence Day (15th August) is celebrated with nationalistic fervour and patriotism. All the staff members' and students attend the program without any exception. The Head of the institution hoists the national flag, addresses the gathering by remembering the contribution and sacrifices made by the freedom fighters. Students realize that sacrifices rather than self-seeking pleasure lead to independence. They learn that to achieve something we need to fight and make sacrifices.

Republic Day: The Republic Day (26th January) is being celebrated on the implementation of the Indian Constitution from 26/1/1950, which was prepared by Dr. BR Ambedkar. All the staff members' and students attend the program with great devotion. The Head of the institution addresses the gathering by recollecting the great contribution and sacrifices made by the freedom fighters and the importance and greatness of the Indian Constitution. The students realize how lucky they are to live in an independent, democratic nation like India.

File Description	Document
Any other relevant information	View Document

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

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View 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:

In order to inspire and motivate the students in moulding their character in a constructive manner, MKR Government Degree College, Devarakonda, organizes a number of National Festivals and celebrates the Birth and Death anniversaries of great Indian personalities & leaders.

Mahatma Gandhi Jayanthi: The College celebrates in a grand manner the Mahatma Gandhi Jayanthi (2nd October), marked as the **International Day of Non-violence**. Similarly, 'Gandhiji Walk' rally is conducted up to the Gandhi Statue in the town with slogans and the statue is garlanded. Students are exhorted to adopt the noble Gandhian principles of non-violence, self-discipline, determination and patriotism in their lives.

Swami Vivekananda Birthday: The NSS Units celebrate the birthday of Swami Vivekananda on 12th January every year as the National Youth Day. The Principal speaks about the life of Vivekananda's & his efforts in spreading the greatness of the India's tradition and culture around the world. The NSS PO conducts competitions like essay writing, Elocution and Quiz, etc. and the prizes are given to the winners. Inspired by Swami Vivekananda, personality development is given special emphasis in our college.

Dr. Sarvepalli Radha Krishna: Dr. Sarvepalli Radha Krishna's birth anniversary is celebrated in the college on 5th September every year, as **Teachers' Day**. The head of the institution speaks about the greatness of the teacher and garlands the photo of Dr. Sarvepalli Radha Krishna. The teachers are felicitated by the students for their contribution. On this occasion, awards are given to the best teachers. Students are sensitized to the importance of education and many are inspired to take up the teaching profession.

Savitribhai Phule: The birthday anniversaries of Mahatma Jyotirao Govinda Rao Phule (11th April), and Savitribhai Phule (3rd January) are celebrated in the college, and their services in spreading girls' education in the pre-Independent India remembered. The importance of girl child education is emphasized on the occasion.

Prof. Jayashankar: The birth anniversary of Prof. Jayashankar, who played a crucial role in the formation of the State of Telangana, is celebrated every year on 6th August, and his photo is garlanded with great respect and tribute paid. The ideals of patriotism and self-sacrifice are the key takeaways for the students.

Dr. B.R. Ambedkar: The College along with NSS & NCC celebrate the birth anniversary of Dr. B.R. Ambedkar (14th April) every year. On this occasion the Principal speaks about the contribution of Dr B.R Ambedkar in drafting the great Indian Constitution, and is lauded by the teachers and students. At the end of the Program, Principal & staff garland the photo of Dr B.R. Ambedkar. The socially and economically backward students of the college derive great inspiration from the achievements of Dr. Ambedkar, and they get the necessary confidence to achieve higher goals in life.

The primary objective of the celebrations is to make the students recollect the contribution of the great Indian personalities and how they strived for the emancipation of the people by their service, sacrifice, and their contribution to the Indian society.

File Description	Document
Any other relevant information	View Document

7.2 Best Practices

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

Response:

Best Practice- I

1. Title of the Practice: Student Achievement Gold Medal Awards

2. Goal

To promote the academic excellence of the students and to encourage them in their future academic pursuits, Munagala Kondal Rao Government Degree College has been awarding 21 Gold Medals to students in various subjects ranging from languages to computers since 1999. There is also an exclusive medal for the topper among girls. And, in 2013, in order to elevate the significance of the medals, the college has introduced an exclusive ceremony, 'Graduation Day' for awarding medals to the recipients. 'Graduation Day' is a first of its kind in the era of Government Degree Colleges in the state in giving the Student Achievement Awards.

3. The Context

Devarakonda is educationally backward and most of the children of the region stop their education after schooling and a very few of them go on to study at the most, the Intermediate (+2). The number of students who pursue undergraduation is lower still. Since most of the MKRians are first generation learners in this region, their motivation levels are very poor. In this context, the institution realized that there is an immense need of motivation to boost the confidence levels of the students and thus enable them to excel in studies. In order to achieve this, in 1999, the institution introduced as many as 20 gold medals covering almost all the subjects sponsored by several philanthropists. Till 2012 these medals were presented to the winners on the annual day. As mentioned earlier, we introduced a ceremony known as Graduation Day in 2013 and started the practice of presenting the medals to the winners in this exclusive ceremony.

4. The Practice

Students Achievement Gold Medal Award: Initially it started with 18 Gold Medals in 1999 but the number increased to 21 in successive years. The Medals are presented to the toppers in various subjects covering languages and optional subjects. There are medals for the college topper and for the college topper among girls as well. The Gold Medal Award Committee monitors the entire process right from the selection of students to the actual presentation of medals to the winners.

The Gold Medal Committee is constituted with the Principal as the Chair-person, a secretary

nominated amongst the donors, a senior faculty member as the Convener and another eminent person from the town as a Member.

Details of the committee at present are as follows:

Gold Medal Award Committee:

Chairperson: Dr. Ch. Rama Raju, Principal

Secretary: Ln. S. Dhananjaiah

Convener: Dr. M .Alivelu, Asst. Prof. of Chemistry

Member: Sri. K .Mallikarjun

The institution remains ever grateful to the philanthropists who had come forward to sponsor Gold Medals in the interest of the educational advancement of the region in general and to the enrichment of the students of the institution in particular. Fixed deposits are collected from the Donors for awarding the Student Achievement Gold Medal Awards and the interest accrued from the deposits is being utilized for the awarding the medal to the toppers in the subjects.

Eligibility Criteria for winning a medal:

The following are the criteria stipulated for considering a student for the award of a gold medal:

- 1.She/he should pass all the subjects in a single attempt only.
- 2.Marks secured in improvement exams are not considered.

Utmost care is taken in the process of selecting a student for a particular medal. After the list is prepared, it is displayed on all the notice boards in the college with an instruction that if anyone has any objection to the list, he/she should represent it to the Principal for necessary corrections/modifications before the date specified. The Gold Medal Committee and Grievance Redressal Cell after a thorough examination of the objection, make appropriate changes in the list, if required.

As has been mentioned earlier, Gold Medals are awarded to the winners on the 'Graduation Day'/Annual day. MLA of Devarakonda, Eminent Academicians and Officials from Mahatma Gandhi University, Nalgonda are invited as guests to the ceremony. Generally, in other colleges, the passing students are obliged to run from pillar to post to obtain their Study & Conduct Certificate, Transfer Certificate and Memorandum of Marks. Relieving them from this burden, all the passing students are handed over their respective certificates in a file on the Graduation Day itself.

5. Evidence of Success

The pass percentage of the college has recorded a huge rise of 30% i.e., from 26% in 2016 to 56% in 2021. The institution believes that the practice of Gold Medals has been one of the key factors for securing good number of passes in the End Semester Examinations of the Mahatma Gandhi University, Nalgonda. It is noteworthy in this context that a student Mr. G. Ragavendhar of B.SC. (MPCs) received 06 gold medals in the year 2019 and Ms. P. Samskruthi of B.Sc. (BZC) stood at the top, receiving 06 Gold Medals

in various subjects in 2021, now she is pursuing her MA IN Telugu from HCU, Hyderabad securing 6th rank in the entrance exam.

6. Problems Encountered and Resources Required

The expenditure involved in the practice of awarding Gold Medals is met from the interest accrued from deposits, but more amount is required for the Gold Medals. In implementing this practice, due to the grading system in vogue at present, instead of marks, it is difficult to identify the toppers, as the same grade may be secured by many students.

7. Notes

The practice of awarding the Student achievement Gold Medal awards is worth emulating by every institution since it provides a platform to encourage the students who perform well in studies. Especially the presentation of Student Achievement Gold Medal awards instills in the newly enrolled students a competitive spirit and exhorts them that they too have the potential of winning the medals with hard work and consistency. It also gives an opportunity to brief the new entrants about the college.

Best Practices – 2

1. Title of the Best Practice: BOTANICAL GARDEN

The College has a well-maintained Botanical Garden. It has hundreds of different varieties of plants tagged with their biological nomenclature. The garden is unique in that almost every one of the species of plants and herb has a long history of use in folk tradition. Rare species like Ashwaganda, Machipatri, Vasa, and Dumparastrum are a few distinguished plants and medicinal plants available in the Botanical Garden.

2. Objectives of the Practice

The main objectives of establishing the medicinal plant herbal garden are

- To acquire an intimate knowledge of plants and their uses.
- To popularize the usefulness of commonly available and frequently used herbal plants and to conserve the associated traditional knowledge,
- To understand the economical and medicinal uses of the plants,
- To educate students in identifying different types of herbal plants,
- To achieve a cleaner and Greener Environment in and around the college campus.

3. Context

India has a rich diversity of more than 10,000 medicinal plants. Over the centuries, people in India have a fascination and respect for the natural heritage, traditional plant ethics and herbal medicine and ethno botany. This wealth of traditional herbal knowledge is diminishing with the advancement of modern medicine. A significant part of knowledge and tradition is currently being eroded due to modernization, urbanization, shrinking of forest resource and availability of alternatives. In view of the above reasons, the Department of Botany established a Botanical Garden with medicinal plants to popularize the usefulness of commonly available plants in the region. The Department takes the responsibility for maintenance of the Garden with the active involvement of the students by making them responsible for looking after the

allotted plant.

4. The Practice

We brought the students to remote tribal areas near tribal hamlets (thandas), which are a little far away from Devarakonda. B Sc. Life Sciences students along with ECO club members actively involved in the development of Botanical garden. Students took great care of plants. Students are trained to involve themselves and maintain the cleanliness and removing the weeds. It is one of the unique departments of the college having its well organized medicinal / botanical gardens for the purpose of conservation, study and propagation of rare plants; as well as collection, documentation, and maintenance and field evaluation of indigenous plants from various agro climatic regions. Recreation facilities are provided to the public through students while exhibiting the plant samples, and the students are exposed to different modes of learning.

5. Evidence of success

The students who study Biology are measured in terms of their attainment particularly regarding identifying the species of plants in and around their residences as well as College. The frame work for the integrated mission of botanical garden includes conservation and plant resource utilization, for promoting awareness, study and conservation of plant species in all their diversity, accelerating global access to information about plant diversity, increasing capacity building and training activities.

6. Problems Encountered and Resources Required

Botanical garden is dedicated to the collection, cultivation, preservation and display of a wide range of plants, labeled with their botanical names with QR Codes. There are green house and special collection such as tropical plants and other exotic plants. In modern times, most of the horticulture exhibitions are concerned primarily with exhibiting ornamental plants in a scheme that emphasizes natural relationships. The main constraint is finance and a well-trained gardener.

File Description	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:

The distinctiveness of our institution when compared to other institutions is our

1.ENORMOUS CAMPUS

The college building proudly stands in a serene environment, free from sound and dust pollution. The academic environment prevails in the natural air. The college building is constructed in a vast area of 20 acres of donated land. The college has spacious and well ventilated classrooms, and a beautiful Botanical garden with medicinal plants and a huge playground with all kinds of courts.

The following are the other advantages of having such a big building and campus.

A. GAMES AND SPORTS AND CULTURAL ACTIVITIES:

Owing to the vast campus, the students have got a great advantage of having a big play ground; there is a definite schedule in the regular college timetable for sports and games. Indoor and outdoor games material is available in the college. A few students have competed in the state level sports competitions also. The students are sensitized regarding gender equality: treating the boys and girls students equally in all areas of activities. The college encourages the students to participate in all social activities without any gender bias. The college encourages its students to take part in games and sports every day. An equal importance is given to the boys and girls in the cultural activities also. The students actively take part in the 'Yuvatharangam', a state wide literary, cultural and sports competition involving all the Government Degree Colleges across the state, organized by the Commissionerate of Collegiate Education, Hyderabad, Telangana. Study projects are taken up in all subjects by involving all the students, which could inculcate a research outlook among the student community.

B. EDUCATIONAL HUB

There are SC, ST, BC girls & boys welfare hostels in the town for the college students. The students of our college who aspire to take up teaching profession after their graduation, are encouraged to take some classes, tutor the other students of the hostel after college hours. The number of students taking such classes is increasing gradually. This points to the social responsibility and extension activity of the institution. The college has got well qualified faculty with rich academic record and abundant teaching experience. Of them, 06 are Doctorates and 04 are pursuing their PhDs. All the faculty members are young and dynamic with zeal to enlighten the students with their valuable inputs. The students are personally known by their names to all the faculty members irrespective of their diversified programmes. The college maintains the Mentor-Mentee system, where the students are given liberty to discuss even their personal problems and seek advice from the staff.

C. BOTANICAL GARDEN:

The Botanical garden is maintained with all kinds of Medicinal Plants and fruits which are useful. To support the growth of plants, the college prepares and uses vermi-compost and vermi waste. This is the special feature of the college, which has grabbed the attention of our rural students .

D. DIVYANGAN FRIENDLY CAMPUS:

The college has a wheelchair and ramps to help Divyangang students move easily in the campus. And most

of the class rooms, Library, Assembly hall are on the ground floor. Hence the students of the college have the felicity of easy movement in the campus, which is a facilitating feature for the differently-abled staff and students.

E. HOSTING INTER-DISTRICT COMPETITIONS

The college hosted the Cluster level literary competitions during 2018-19 under “Yuvatarangam” organized by the Commissioner of Collegiate Education, Telangana.

F. E-OFFICE INITIATIVES

The College maintains the e-office management of regular activities, which can save time and money. They are

- Bio Metric attendance to Staff and Students
- Digital Teaching Diary
- Online Admissions by DOST (Degree Online Services, Telangana)
- Scholarships
- Issue of TC and Bonafide Certificate
- Maintenance of Accounts
- Internal and External Audit of Academic & Finance etc.

G. NO-VEHICLE DAY

The College organises Every Saturday as No-Vehicle Day, promoting healthy environment in the college campus.

H. ENGLISH SPEAKING DAY

The College Department of English organises every Tuesday as English Speaking Day. The English Speaking day is being monitored by the English Language Club Members throughout the day and they suggest the students of their class to speak in English.

I. QR CODES

The College placed the QR Codes on all the plants and trees in the campus. When you scan the QR code you get the entire information of the plant with examples.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Undergraduate education is a key milestone in the education progress of students. Utmost care needs to be taken as the students make or mar their career at this crucial stage. Graduation helps the students reach the very top of the career ladder including becoming IAS Officers, DGPs and reaching other higher echelons of bureaucracy and corporate sector. Our college is determined to instil this awareness among our students and break the chain of centuries old discrimination our students' family (mostly belonging to tribal class) had to face all their lives.

Concluding Remarks :

Our college is committed to the development of the region by using higher education as a weapon. We aim to light the lamp of education in every household of our area. No effort is spared in spreading awareness of the importance of education in the surrounding areas. The same fact is repeatedly stressed in our interaction with parents, students and general public. We are bound to follow the guidelines of the Commissionerate of Collegiate education in all our activities and harmonious relations are maintained at all levels. Efforts are on to build a hostel for boys and girls, improve enrolment, reduce absenteeism and dropouts, conduct more placement drives in the college and apply for autonomy.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <p>1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University</p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p>																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 9 Answer after DVV Verification: 9</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	1	0	0	0	1	2020-21	2019-20	2018-19	2017-18	2016-17	1	0	0	0	1
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	0	0	0	1																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	0	0	0	1																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>32</td><td>0</td><td>0</td><td>0</td><td>100</td></tr></table> <p>Answer After DVV Verification :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	32	0	0	0	100										
2020-21	2019-20	2018-19	2017-18	2016-17																	
32	0	0	0	100																	

2020-21	2019-20	2018-19	2017-18	2016-17
32	0	0	0	100

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:

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	0	0

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

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

Answer before DVV Verification : 204

Answer after DVV Verification: 204

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

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

2.1.1 Average Enrolment percentage (Average of last five years)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
200	190	227	301	395

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
200	192	227	301	395

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
420	480	620	510	590

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
420	480	620	510	590

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:

2020-21	2019-20	2018-19	2017-18	2016-17
167	174	192	255	200

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
167	174	192	255	200

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

academic year)

2.3.3.1. Number of mentors ?????????????? ???????

Answer before DVV Verification : 15

Answer after DVV Verification: 16

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)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	3	5	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	4	4

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 : 38

Answer after DVV Verification: 41

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:

2020-21	2019-20	2018-19	2017-18	2016-17
57	81	74	70	112

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
66	81	78	70	111

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:

2020-21	2019-20	2018-19	2017-18	2016-17
125	174	191	282	360

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
125	174	191	282	349

Remark : HEI has not provided supporting document i.e. result sheets as per SOP.

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:

2020-21	2019-20	2018-19	2017-18	2016-17
17	3	1	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
17	3	1	2	1

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:

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	3	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	3	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:

2020-21	2019-20	2018-19	2017-18	2016-17

4	1	2	3	1
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	1	2	3	1

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:

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	0	0	0

3.3.3

Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.3.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	21	13	8	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	13	09	05	03

Remark : Number of extension and outreach programs conducted by the institution through NSS/NCC, excluded day celebration as per 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:

2020-21	2019-20	2018-19	2017-18	2016-17
326	380	425	590	710

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
326	380	425	590	710

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:

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	0	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	0	1	1

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	10	10	4	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	10	10	4	1

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)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 06

Answer after DVV Verification: 06

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2831734	135898	253967	373116	380214

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
28.31	1.35	2.53	3.73	3.80

Remark : HEI Input considered.

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: C. Any 2 of the above

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:

2020-21	2019-20	2018-19	2017-18	2016-17
33532	0	0	199987	255941

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.33	0	0	1.99	0.25

Remark : HEI Clarification considered.

4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 120 Answer after DVV Verification: 120</p>																				
4.4.1	<p>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)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>428814</td><td>662433</td><td>727605</td><td>713007</td><td>1699356</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>4.28</td><td>6.62</td><td>7.27</td><td>7.13</td><td>16.99</td></tr></table> <p>Remark : HEI Clarification Input considered.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	428814	662433	727605	713007	1699356	2020-21	2019-20	2018-19	2017-18	2016-17	4.28	6.62	7.27	7.13	16.99
2020-21	2019-20	2018-19	2017-18	2016-17																	
428814	662433	727605	713007	1699356																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
4.28	6.62	7.27	7.13	16.99																	
5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>320</td><td>303</td><td>327</td><td>710</td><td>847</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>128</td><td>192</td><td>256</td><td>369</td><td>471</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	320	303	327	710	847	2020-21	2019-20	2018-19	2017-18	2016-17	128	192	256	369	471
2020-21	2019-20	2018-19	2017-18	2016-17																	
320	303	327	710	847																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
128	192	256	369	471																	
5.1.3	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <p>1. Soft skills</p>																				

2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene)**
4. **ICT/computing skills**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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:

2020-21	2019-20	2018-19	2017-18	2016-17
264	121	257	220	150

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
264	121	257	220	150

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: A. All of the above

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:

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	5	3	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	6	2	0	1

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 : 57

Answer after DVV Verification: 57

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.

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.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	20	13	27	41

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	21	12	19	38

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:

2020-21	2019-20	2018-19	2017-18	2016-17
7	11	14	11	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
78	310	265	294	296

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	0	0	0	0

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	0	0

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:

2020-21	2019-20	2018-19	2017-18	2016-17
11	03	05	02	05

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	3	5	2	5

6.4.2	<p>Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)</p> <p>6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>100797</td><td>18830</td><td>23644</td><td>8456</td><td>28729</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1.00</td><td>0.18</td><td>0.23</td><td>0.08</td><td>0.28</td></tr></table> <p>Remark : HEI Clarification Input considered.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	100797	18830	23644	8456	28729	2020-21	2019-20	2018-19	2017-18	2016-17	1.00	0.18	0.23	0.08	0.28
2020-21	2019-20	2018-19	2017-18	2016-17																	
100797	18830	23644	8456	28729																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1.00	0.18	0.23	0.08	0.28																	
6.5.3	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none">1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements2. Collaborative quality initiatives with other institution(s)3. Participation in NIRF4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: A. All of the above</p>																				
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none">1. Solar energy2. Biogas plant3. Wheeling to the Grid4. Sensor-based energy conservation5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : C. 2 of the above</p> <p>Answer After DVV Verification: C. 2 of the above</p>																				
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none">1. Rain water harvesting2. Borewell /Open well recharge3. Construction of tanks and bunds4. Waste water recycling5. Maintenance of water bodies and distribution system in the campus																				

	<p>Answer before DVV Verification : A. Any 4 or all of the above</p> <p>Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or All of the above</p> <p>Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above</p> <p>Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for 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 <p>Answer before DVV Verification : A. Any 4 or all of the above</p> <p>Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>147</td><td>145</td><td>151</td><td>106</td><td>82</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>146</td><td>145</td><td>151</td><td>106</td><td>82</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	147	145	151	106	82	2020-21	2019-20	2018-19	2017-18	2016-17	146	145	151	106	82
2020-21	2019-20	2018-19	2017-18	2016-17																	
147	145	151	106	82																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
146	145	151	106	82																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>9</td><td>10</td><td>10</td><td>7</td><td>7</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>9</td><td>10</td><td>10</td><td>7</td><td>7</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	9	10	10	7	7	2020-21	2019-20	2018-19	2017-18	2016-17	9	10	10	7	7
2020-21	2019-20	2018-19	2017-18	2016-17																	
9	10	10	7	7																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
9	10	10	7	7																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>467</td><td>546</td><td>613</td><td>815</td><td>946</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>467</td><td>544</td><td>613</td><td>815</td><td>1088</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	467	546	613	815	946	2020-21	2019-20	2018-19	2017-18	2016-17	467	544	613	815	1088
2020-21	2019-20	2018-19	2017-18	2016-17																	
467	546	613	815	946																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
467	544	613	815	1088																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>210</td><td>240</td><td>310</td><td>255</td><td>295</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>210</td><td>240</td><td>310</td><td>255</td><td>295</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	210	240	310	255	295	2020-21	2019-20	2018-19	2017-18	2016-17	210	240	310	255	295
2020-21	2019-20	2018-19	2017-18	2016-17																	
210	240	310	255	295																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
210	240	310	255	295																	

2.3

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
125	174	191	282	360

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
125	174	191	282	349

3.1

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	23	22	17	17

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	22	22	15	16

3.2

Number of sanctioned posts year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	19	25	25

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	25	25	25

4.1

Total number of classrooms and seminar halls

Answer before DVV Verification : 10

Answer after DVV Verification : 18

4.2

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8856827	1328004	981572	886136	1823629

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
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**Self Study Report of M.K.R. GOVERNMENT DEGREE COLLEGE DEVARKONDA, DIST. NALGONDA,
AFFILIATED TO MAHATMA GANDHI UNIVERSITY, TELANGANA**

	88.56	13.28	9.81	8.86	18.23
4.3	Number of Computers Answer before DVV Verification : 106 Answer after DVV Verification : 106				
4.4	Total number of computers in the campus for academic purpose Answer before DVV Verification : 100 Answer after DVV Verification : 100				