



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
GOVT.DEGREE COLLEGE, PATANCHERU
PATANCHERU
Telangana
502319**

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

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	GOVT.DEGREE COLLEGE, PATANCHERU PATANCHERU Telangana 502319	
2.Year of Establishment	2008	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	8	
Programmes/Course offered:	12	
Permanent Faculty Members:	22	
Permanent Support Staff:	31	
Students:	908	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. 1. Govt. Degree College affiliated to Osmania University 2. 2. Located in semi urban area 3. 3. Situated in industrial hub	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 26-03-2021 To : 27-03-2021	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SIVA RAMA KRISHNA KOLLA	Vice Chancellor,GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT
Member Co-ordinator:	DR. NEETA PANDYA	FormerProfessor,THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
Member:	DR. JOGESH KAKATI	Principal,Pandu College Pandu Guwahati
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

Section II: CRITERION WISE ANALYSIS

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

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum delivery through a well planned and documented process
1.1.2 QIM	The institution adheres to the academic calendar including for the conduct of CIE
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The College is affiliated to Osmania University and follows and implements the curriculum designed by the university. The syllabus is made available to the students through hard and soft copies. Lesson plans are not prepared by the faculty. The time table are prepared and distributed accordingly the courses are being taught. A periodical review by the HoD and the Principal is carried out to ensure the implementation of the time table and the coverage of the syllabus. A well planned time scale is followed as per the academic calendar provided by the university. At college level, planning for completion of courses is done. Institution level committees look into the implementation of the curriculum delivery as per the time t Environment science and gender sensitization are integrated cross cutting courses at all the programs. At college level, issues like women empowerment , women health , social harmony etc. are being addressed through various activities. Cross cutting courses on Human values, and ethical issues are currently not being offered. No add on or certificate program has been introduced in last five years.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools for effective teaching-learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and mode
2.5.2 QIM	Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The institution is not assessing the learning levels of the students immediately after admitting the students. The institution is analysing the results of the semester examinations and identifying learning level of the students. On the basis of their performance in internal and external examinations, students are identified as slow and advanced learners. Student specific strategies are devised and implemented to cater to the needs of different groups of students. Special coaching, remedial classes, personal counselling through mentor – mentee system and home assignments are some of the initiatives to support slow learners. Advanced learners are encouraged for extra reading and usage of ICT facilities.

Student seminars, group discussions, assignments, mini projects are only used for enhancing learning experiences.

Institution has access to T-SAT NIPUNA and T-SAT VIDYA ; programs of SoFTNET which enables students to get benefit of the distant learning. Teachers are using ICT for effective teaching.

The affiliating university has a policy of 20 marks of internal assessment for all the courses which includes mid-term examination for 15 marks and 5 marks for assignment. The institution is conducting two internal mid-term examinations and the answer scripts are distributed to the students for their feedback to maintain transparency. The assignments are well documented by all by the departments.

Regular methods of continuous internal assessment viz. oral and written class tests, are followed. Regular documentation of Continuous Internal Assessment is done by teachers and marks are uploaded at portal in

time. Examination grievance redressal mechanism is followed, students are informed about it and quick action is taken for any such issue.

The college offers programmes and courses prescribed by the university. The Programme Outcomes (PO) and Course Outcomes (CO) are in process of preparation and it should be expedited and placed on the college website accessible to teachers and students to make them aware for next academic session.

There is no process of evaluating the attainment of programme outcomes and course outcomes.

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Research Publications and Awards
3.3	Extension Activities
3.3.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.4	Collaboration

<p>Qualitative analysis of Criterion 3</p> <p>The institution has organized environmental awareness activities like sensitizing about pollution and measures to be taken to reduce the impact of the pollution. Students were involved in promotion of uses of clay idols in Ganesh festival. Students also participated in activities like Swatchbharat awareness, traffic awareness, Women's health awareness and conduct of election. Like this, they organized a good number of extension activities in the last 5 years.</p>
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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.
4.1.2 QIM	The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The students have sufficient number of classrooms with good furniture. The laboratories for the science programmes has to be further strengthened. The computer lab should be augmented with more number of systems to cater to the newly added B. Com. (Computer) and B.Sc. (Computer) programmes. The Institution has WiFi connectivity with 300 MBPS. The institution has two digital classrooms, one virtual class room, four laboratories, satellite TV network and a state skill centre (Telangana State Knowledge and Skill Centre) with ICT tools.

The institution does not have playground of its own. They have provided some indoor games facilities. They are having authorization to use the Greater Hyderabad Municipal Corporation (GHMC) which is adjacent to the college. There is no gymnasium and Yoga Centre in the college. The ground floor of the college building which is an open space is used for cultural practice and performance. But it should be equipped with necessary facilities.

The Library has 2407 volumes and 275 titles. The furniture has to be upgraded with the Library. The library has subscribed four national journals and also is having access to N-List and LibGen. The library of The institution has upgraded internet connectivity from 100 to 300 MBPS in this academic year. The institution has been updating its IT facilities on a regular basis .

The college has established systems for maintenance and utilization of physical, academic and support facilities. Committees are formed, such as Building committee, Purchase committee, Library committee, Audio Visual equipment Committee , Sports and Games committee and TSKC Committee. These committees deal with different activities and are responsible for purchase, maintenance and utilization of funds and equipments.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5	
<p>Student council is not formed as per state government directions. Student representatives are appointed in Anti-ragging, Internal Compliance and Women Empowerment Committee. Institution facilitates events organized by students on different occasions. A grand event is organized every year by students and staff on the occasion of Bathukama, the State festival of Telangana. Students also participate in cultural and literary competitions held at Yuvtharangam program an initiative of Commissionerate of College Education.</p> <p>The Alumni Association is registered in this academic year i.e. 2020-21. They use to organize association's meeting periodically. The Alumni has donated some amount for development of facilities. The alumni voluntarily visit the college and interact with the students and motivate them.</p>	

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institutions Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	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)

Qualitative analysis of Criterion 6

The governance of the institute starts from Commissionerate of Higher Education and the Commissionerate has evolved the governing policy of all the Degree government colleges by constituting College Planning and Development Committee (CPDC) with the representation of all the stakeholders. The participation of the members of CPDC is contributing effectively to take it forward the vision and mission of the institution.

The CPDC is giving opportunity to all the stakeholder to participate in the management of the college. At the college level, staff council is formed to review and implement the recommendations of the CPDC and also discuss the representation from the teaching, non-teaching and the students and take the necessary collective decisions. The departmental level committees are headed by the HoDs and the issues related to the departments are discussed and resolved.

The Principal distributes academic and administrative responsibilities to staff members. Various committees of the college work actively in completing all the tasks assigned.

The institution has shown significant growth in the last five years which is reflective of effective deployment of its strategic plan. There is significant addition and improvement in infrastructure, implementation of CBCS, faculty strength, student strength etc. Some of the significant achievements are - acquiring new building for college provided under corporate social responsibility (CSR) at the cost of 4.3 crores by the Aurobindo Pharma Ltd.

The College functions under administrative control of the Commissionerate of Collegiate Education, Telangana State. The defined hierarchy is followed. The Principal is the Head of the institution and he is assisted by the Vice-Principal. Conduct of all academic activities is looked after by the Vice-Principal. In office administration, Principal is assisted by the office staff, comprising Senior Assistant, Junior Assistant and other staff. There are various committees, constituted with staff to look after academic, administrative and financial responsibilities. These committees provide inputs to the Principal and are instrumental in overall functioning of the College.

The welfare measures for teaching and non-teaching staff are taken care as per government rules. Employee Health Scheme, Medical Reimbursement Scheme, Special Casual Leaves, Child Care leaves, Maternity leaves and Pension schemes are various employee welfare schemes being implemented by the Government of Telangana State.

The performance appraisal system is as per the guidelines of the University Grants Commission (UGC). All the teachers submit their self assessment of Annual Performance Assessment Report (APAR) in a prescribed proforma every year. The students' feedback is taken into consideration. The scores are evaluated by the Principal. Further, promotion of teachers governed by UGC scales depends upon the APAR scores for Career Advancement Scheme (CAS) of UGC. Performance of Non-teaching staff is appraised by the Principal.

Audits are conducted by the audit team from the Commissionerate of Collegiate Education. Any objection or query raised is answered appropriately. The funds generated from other sources such as College Planning and Development Committee (CPDC) are spent with the approval of the staff council and other appropriated committees and the expenditure is audited by Chartered Accountant.

The major sources of funds are State Government grants, special fee collected from students, funds mobilized from individuals and firms by College Planning and Development Council (CPDC) and Funds mobilized under Corporate Social Responsibility (CSR). Utilization of funds is decided and done in a democratic, transparent and participatory manner to ensure optimum utilization of funds. The institution identifies the development/maintenance expenditure to be incurred and places it before the staff council and takes a decision regarding the source from where the expenditure is to be met.

IQAC was set up in 2016-17 academic year and is consistently working for setting up quality assurance strategies and processes. Regular Activities of IQAC include preparation of Institutional Curricular Plan in consonance with University Almanac, getting plan of action prepared by each Department, holding meetings with faculty/department to identify the Skill Enhancement Courses to be offered in the Semester, arranging extension lectures on quality assurance processes, review of the progress of the syllabi and planning additional

classes if needed. The IQAC has to be further strengthened by creating a dedicated office with necessary physical and human resources.

Student feedback collection is systematized, analysed and inputs are provided to teachers. The college has shown good progress in many facets like increase in faculty and student strength, upgradation of infrastructure and IT facilities in last five years. Syllabi are modified and CBCS is implemented. The institution encourages and is providing facilities for virtual classes during pandemic period. The outcome based learning assessment should be initiated and put in place.

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

Qualitative analysis of Criterion 7

Issues like gender sensitivity, gender equity, women empowerment, women rights, opportunities for women in different fields etc. are addressed by respective committee. Safety and security of girl students is taken care, campus is under CCTV surveillance. Counselling is done by lady teachers .there is separate common room for girls.

Waste management practices are not very satisfactory. Only solid waste management is taken care off in form of installation of a small compost unit. The uses of plastic bags is banned in the college campus. There is no specific facility for management of Liquid waste and E-waste.

The student diversity in terms of gender and socio-economic background is existing which reflects inclusive environment. The institute is located in an industrial area where people from different places get together for employment and thereby the students are exposed to diverse cultures, languages and imbibe a natural harmony towards each other.

Welcome function for new comers and farewell function for out going students are arranged every year.

Competitions such as essay writing and elocution are conducted on issues relating to constitutional rights and responsibilities on occasion of birthday of Dr. Babasaheb Ambedkar. Employees of the institution participate

in conduction of Lok Sabha and State Assembly elections

The institution celebrates all days of national and international importance including commemorative days, events and festivals. Activities are conducted on these days to create awareness among students on issues relating to the event. Statue of Bharat Ratna Dr. A.P.J. Abdul Kalam is installed in the college premises and programmes are conducted commemorating his birth and death anniversaries. Independence Day, Republic Day, International Human Rights Day, National Integration Day, Rashtriya Ektha Divas etc., are celebrated every year.

1. Combating Anaemia Among Students

The best practice institute following is combating anaemia among students. The students are counselled, their blood group is identified and recorded and haemoglobin count is estimated. This practice is done by training senior students by the concerned teacher. The trained senior students conduct the testing for all the students of the college and feedback and counselling is given to all the students. This has been done periodically and necessary record is maintained to see the impact of the practice. The record is accessible to all the stakeholder which will help the stakeholders to take necessary measures to improve the health condition of the students. The institution is sensitizing this issue and also guiding the students about the measures to be taken and further providing nutrients rich natural supplements like jiggery rich food and wheat grass juice. It was observed that the anaemia is prevalent among girl students and there was a significant improvement in the condition after this practice.

1. Terrace And Vertical Gardening

Efforts have been initiated to train students for gardening practices. As there is constraint of space, practice of terrace and vertical gardening is started. Terrace is utilized for container gardening where medicinal plants are being grown. Students are involved in gardening practices and they are imparted hands on training for the vermi-composting, *Azolla* cultivation and waste management. The compost prepared is used in the garden. It helps to sensitize the students about optimum utilization of space and sustainability of environment.

The institution has shown good growth in many aspects; the distinctive feature is increase in student and faculty strength and resource allocation from industries to upgrade infrastructure facility. The institution was started in 2008 in a shared accommodation of a government school with number of students 20 (twenty). It struggled to sustain till 2016-2017 academic year, with the initiative of local leadership and other stakeholders, they could draw the attention of local industry and convinced the industry leaders to provide the CSR funds for construction of new building at the cost of 4.3 crores. They further pursued the other industries and succeeded in getting necessary infrastructure required to create academic ambience in the institution. With this initiative, the significant change has happened in the institute in terms of attracting more number of students which presently numbering 908 students. Since the institution is located in an industrial area, the leadership has taken good initiative of exploring CSR funds for the benefit of the institution which in turn creating good higher education institution in this location for the benefit of local community. The CDPC is deeply involved in this initiative and they are exploring further opportunity of getting CSR funds for other purposes of the institute. It is not only getting funds from the industry, but also helping institute to strengthen the industry-institute interface and establish a good bonding among industry, institute and community. This will go long way in the future to give multiple benefits to the institute and industry.

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

Strength

Strength

- Good no. of teachers are highly qualified 45% are Ph.D. holders.
- Industrial support : through which infrastructure is developed
- Consistent growth in Student Admissions

Weakness

- Drop-out rate is high particularly in case of girl students.
- Pass percentage is very low.

Opportunities

- There is much scope of growth with the available facilities and resources. Introduction of post graduate courses in the existing disciplines may enhance the attraction of more number of students.
- Increase in industrial collaboration
- Introduction of certificates and diploma courses for students in skill development and entrepreneurship.
- Local industry need based certificate courses may be offered.

Challenges

- Involving the Alumni in the growth and development of institution.
- Attracting students from all sections of the community.

Retaining the students till the completion of the programme by sensitizing importance of education.

Section IV: Recommendations for Quality Enhancement of the Institution

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

- IQAC should be given priority and necessary physical and other resources should be provided to institutionalize IQAC activities.
- Decentralization of decisions regarding recruitment and transfer of faculty, utilization of finances and offering of academic programmes has to be reviewed by the higher authorities.
- Industry oriented UG and PG courses can be introduced.
- Industrial collaboration should be increased.
- ICT integration in teaching-learning needs to be strengthened.
- Skill-based job-oriented courses can be introduced.
- Formal and structured feedback mechanisms from all the stakeholders should be constituted.
- Faculties with Ph.D. degree can initiate and establish research environment.
- Workshops for faculty should be organized for introducing more student centric teaching method.
- Sports and NCC facilities and opportunities should be strengthened.

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

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SIVA RAMA KRISHNA KOLLA	Chairperson	
2	DR. NEETA PANDYA	Member Co-ordinator	
3	DR. JOGESH KAKATI	Member	
4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

Place

Date

NAAC