



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**BABU JAGJIVAN RAM GOVERNMENT DEGREE,
VITTALWADI, NARYANAGUDA, HYDERABAD.**

VITTALWADI, NARAYANAGUDA, HYDERABAD

500029

bjrgdc.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Babu Jagjivan Ram Government Degree College, Narayanaguda, Hyderabad, was established in 1974 by B.J.R. Educational Society, Hyderabad, with the noble purpose of propagating the ideals of Sri Babu Jagjivan Ram, former Deputy Prime Minister of India and a tireless crusader for the rights of the disadvantaged. In 1989, the college was taken over by the then government of Andhra Pradesh, vide G.O. Rt. No. 1576 of Education (CE-II -2) Department dated 11.09.1989.

The college has been affiliated to Osmania University from its inception till date. For many years, the college functioned in various buildings and had to share accommodation with other colleges. Later, a piece of land admeasuring 1649 sq. yards was alienated by the state government in Vittalwadi, Narayanaguda, for the construction of the college building and the college was able to shift into its own permanent building in 2015.

The present, permanent premises of the college have made it the preferred choice for students, as it is centrally located in Vittalwadi, Narayanaguda, with access to bus and Metro train facilities. Ever since the college has shifted to its own building, it has grown by leaps and bounds, until today, it is one of the leading government institutions of higher education in Telangana. Though the college is small in terms of size, and lacks proper physical infrastructure, it makes up for its spatial constraints with strict adherence to its policy of maximum utilization of space and resources, and focus on excellence in academics, skill development, and community service.

The visionary leadership coupled with a highly motivated and dedicated team of teaching and non-teaching staff has slowly but steadily built up a reputation for the college, making it a force to be reckoned with in the field of higher education in the government sector. The student strength for the current year, that is, 2020-21, is ample proof of this claim. There are 2404 students on roll this year, with 652 women and 1760 men students who have joined the college from all across the state of Telangana, through the Degree Online Services of Telangana (DOST).

Vision

To empower youth by providing quality education in order to make them competent, self-reliant and responsible society builders, professionals and citizens

Babu Jagjivan Ram Government Degree College has always catered to the needs of students who come from socially and economically disadvantaged backgrounds. As these students are generally first generation learners, the college endeavours to provide them with quality education. Such an education should provide them with the skills and core competencies that can make them at par with the rest of the competition that exists outside the portals of the college.

The vision statement stands for the values and beliefs that inform every policy and activity of the college. At Babu Jagjivan Ram Government Degree College, the most important qualities that are embraced are (1) creative and inspired leadership; (2) dedicated and innovative team work; and (3) a strong commitment to providing quality education that is based on values and beliefs.

Values:

- Respect
- Honesty
- Integrity
- Truthfulness
- Compassion
- Love
- Hard work
- Reliability
- Open-mindedness
- Efficiency

Mission

The mission of the college is encapsulated in its motto – **“Gyanam Sarva Hithaya” - “Knowledge for universal welfare.”** This means the emancipation of backwardness, poverty and mental constraints of the youth of the downtrodden sections of society through higher education, life skills and personality development. The mission of Babu Jagjivan Ram Government Degree College is

- To promote academic excellence
- To inculcate human values and social responsibilities
- To address the rural and urban divide and
- To mould the students into good citizens of the nation.

These mission statements enumerate the ways in which the vision of the college are transformed into reality. If the students are to be transformed into ‘competent, self-reliant and responsible society builders, professionals and citizens,’ then the college has to provide the right environment to foster the values and beliefs as well as ensure that the right skills are provided to make them the kind of people that the vision statement envisages. The college strives hard in this direction by adhering to the following objectives:

- To facilitate learning of knowledge and skills through a variety of courses, activities and programmes.

- To conduct diverse and learner-oriented curricular, co-curricular and extra-curricular activities.
- To develop multiple formal and informal linkages with other academic institutions, community development and welfare organizations and industries.
- To bridge the rural-urban divide by imparting knowledge and skills to the students who come from rural and underprivileged backgrounds.
- To meet contemporary regional and national needs and to anticipate future social and economic development and equip students accordingly.
- To promote equity by encouraging and empowering women students, students from disadvantaged groups and differently-abled students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- More than 75% permanent/regular teaching faculty
- Dedicated and qualified faculty with 15 doctorates, 02 M. Phils, and the rest qualified in NET/SLET/SET
- Enrolment of academically bright students through DOST Online admission process
- Centrally located with access to bus and train facilities
- A strong and vibrant academic environment
- Conduct of Seminars, workshops, etc. for the benefit of students
- Strong research culture
- Skill development programs like

certificate courses, TSKC , etc.

Institutional Weakness

- Lack of adequate infrastructural facilities like classrooms, labs, auditorium, furniture, etc.
- Economically weaker students are forced to avail of employment to meet their needs
- The students are first-generation learners and lack many skills.
- Lack of proper sports and recreational facilities
- NAAC Accreditation – ‘C’ Grade
- Shortage of Non-Teaching staff for labs

Lack of many IRG activities

Institutional Opportunity

- Government Scholarships, schemes, etc. for the students

- Preparing students for job opportunities
- Preparing students for competitive examinations
- Mentor - Mentee system for hands-on counselling in the Academic/ Career/ Personal matters
- Inculcation of Social responsibility

through N.S.S., Eco Club, Red Ribbon

Club, etc.

Institutional Challenge

- Lack of a proper approach road to the college.
- No parking space to be provided for staff and students
- Lack of funds for completion of building
- Tough competition from other better equipped institutions

- Lack of faculty in some subjects
- Lack of P.G. Courses
- Lack of proper placement facilities

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution is affiliated to Osmania University and has adopted the Choice Based Credit System (CBCS) which was introduced by the university in 2016-17 as per UGC guidelines.

The college follows the curriculum designed by the affiliating university, and ensures the effective delivery of this curriculum in a well-documented process. The teachers were encouraged to augment the existing curriculum with additional inputs and value additions.

04 teachers are BOS members of various autonomous colleges; 07 lecturers are examination panel members for paper setting and evaluation for the affiliating university; while 09 have undertaken paper setting and evaluation work.

In order to promote academic excellence, the college has introduced many new programmes over the last 5 years, the maximum number being after the introduction of CBCS by Osmania University in 2016-17. This year, 49 U.G. programmes are offered under in B.A., B. Com., B.B.A., and B.Sc., along with B.B.A.

Many certificate courses have also been offered to enhance the skills of the students, in Communication skills, ICT skills, Accounting, Entrepreneurship skill, etc.

The institution also has compulsory courses as part of the university curriculum on crosscutting issues like Gender Sensitization and Environmental Studies. In addition, the institution integrates these issues and others like human values and professional ethics, into the co-curricular activities and conducts programmes on gender sensitization, self-defence training programmes for women students, programmes on environmental issues,

national festivals, programmes that focused on human values and professional ethics.

The institution also encouraged all the departments to include experiential learning through project work and field trips. Many departments conducted field trips that provided the students with hands-on training and exposed them to industries, etc. Project works were also undertaken by the students, providing them with valuable research experience. All these activities contributed to inculcating global competencies among the students.

A robust feedback system has been established which collects feedback on the curriculum from various stakeholders, analyses it and submits suggestions for improvements to the university.

Teaching-learning and Evaluation

The institution is committed to academic excellence through the processes of teaching, learning and evaluation. It has a transparent and well-administered system of admissions as it comes under the Degree Online Services Telangana (DOST) and also follows the guideline of Osmania University. All the rules, regulations and norms pertaining to reservations, etc., as per state and national agencies are scrupulously followed, in order to ensure equity. The average enrolment percentage for the last five years is 78.21%, while the average percentage of seats filled against seats reserved for various categories is 134.93%.

The institution is sensitive to the needs of diverse learners and takes appropriate steps to address them. The programme for Advanced and Slow learners provides bridge courses, remedial coaching, etc., the slow learners, while the advanced learners are encouraged to take up study projects, publish articles, and take part in 'Student as a Teacher' TSAT programmes. In addition, the Mentor-Mentee system introduced in 2018-19 provides academic, career and personal counselling to the students. The mentor-mentee ratio for the current year is 48:1.

The institution has adopted the paradigm shift from traditional methods of teaching to student-centred methods of learning. The classroom experience has diversified with the introduction of participative learning, experiential learning, problem-based learning, and ICT-based methods. The faculty is creative, innovative and always willing to learn and seek improvement.

Since evaluation is very essential to the teaching-learning process, the institution has evolved a transparent and robust mechanism of internal assessment to ensure the fair and just evaluation of the knowledge/skills acquired by the students. The Programme Outcomes and Course Outcomes are framed and communicated to the students.

The institution follows the CBCS grading system which involves the Continuous Internal Evaluation as well as two semester end examinations conducted by the university. There has been a consistently good performance in the university examinations with an overall average percentage of 44.84

Research, Innovations and Extension

The institution is committed to promoting excellence in all spheres of activity, especially in the crucial areas of research, extension and also collaborations. Therefore, it has evolved appropriate policies and practices for all of them. The institution encourages the faculty and students to take up research and actively promotes a 'research culture.'

The departments are encouraged to conduct workshops, seminars and conferences. A total number of 49 workshops, seminars, webinars, etc. at international, national, district and institutional level were organized during the past five years. The institution has 38 research publications over the past five years, out of which 19 publications were co-authored by students. The faculty have 12 books to their credit.

The institution encourages the development of sensitivities toward community issues like gender disparities, social inequity, environment and sustainability, etc., by conducting outreach activities through the two units of the N.S.S.; the Eco Club; The Institutional Social Responsibility Cell; the Women Empowerment Cell and the Internal Complaints Committee. 38 extension and outreach programs were conducted by the institution over the past five years. The institution received 20 letters of appreciation and commendation.

Since preparing the students to achieve core competencies is one of the priorities of the institution, it constantly encourages its students and staff to carry on collaborative work and knowledge sharing through academic collaborations, linkages and memorandum of understanding (MoUs).. Over the past five years, the college has had 5 linkages and 18 MoUs with academic bodies, industries, research institutes, etc. These collaborations help the institution to bridge the gap between the 'world of work' and the 'world of learning.'

Infrastructure and Learning Resources

The institution is situated in the heart of the city of Hyderabad with easy access to transport facilities. It has a well - maintained campus spread over 1649 square yards of land and the building comprising ground plus three floors has a plinth area of 31,604 square feet. The college has 39 spacious rooms including 7 science laboratories, 3 computer laboratories equipped with power back-up, 01 library and 01 digital library. Though the infrastructure is not adequate to cater to the needs of the huge strength, the college makes full use of its available resources. This is done by running the college in shift system thereby enabling optimal utilization of resources – classrooms, labs, computers, library, gym, etc.

The college has a Seminar Hall with AV facilities which is used to conduct all cultural activities and competitions and a well-equipped gymnasium for maintaining health and physical fitness is provided on the ground floor with an area of 626 square feet. The students make optimal use of the facilities in the Gym. The open space on the 4th floor is used for Yoga & meditation.

The library is situated on the third floor of the building with a well-ventilated hall, reading room, and a separate e-library room in a total area of 1285 sqft. It has 23,118 books and 6126 titles, 12 Magazines, 2 Journals & 06 Newspapers, CDs, and DVDS. It also has an E-Library consisting of 16 computers with LAN facility. The college has a subscription with INFLIBNET N-list e-Resources.

There are 07 ICT enabled classrooms which are available for use as lecture halls; 02 ICT enabled Computer Laboratories; and 01 ICT enabled laboratory exclusively for imparting skill-based training which is used as the TSKC laboratory. The college has an MOU with Telangana Academy for Skill and Knowledge (TASK formerly known as Jawahar Knowledge Center (JKC)) (Government of Telangana). The lab is fully operational throughout the year with student trainings. The college has 177 computers, out of which 155 are exclusively for student use. The entire campus is wifi-enabled.

Student Support and Progression

The college provides support to the students through various activities and facilities. One of the most important of them is the provision of scholarships and freeships through the government schemes. 54.11 % of the students received scholarships from the State Government over the last five years.

Students are also provided support through various capacity building and skill enhancement programmes organized in collaboration with various agencies. 64 Programmes were conducted and 2424 students benefited from them. They were trained in generic skills, application skills, soft skills and life skills. During the same period, 45 career guidance and counselling programmes were organized and 1955 students were benefited by them.

The students are encouraged to proceed to higher education and/or to employment and the institution endeavours to provide support. The Competitive Examinations Cell has many success stories as many of our students secured P. G. seats in various Central Universities in Haryana, Karnataka, Kerala, Gujarat & Bihar and also P.G. seats in State universities like Osmania University and Kakatiya University. Others were selected for state government jobs and many reputed private companies and a few students were selected in Border Security Forces.

The institution endeavours to provide a stress-free and strife-free atmosphere for the effective teaching-learning process, as well as the holistic development of the students. Therefore, a transparent mechanism for the timely redressal of student grievances has been evolved, with the help of three committees - Grievance Redressal Committee; Anti-Ragging Committee and Internal Complaints Committee.

Student participation in all activities is encouraged as it facilitates the development of skills and values. The institution actively nurtures such abilities and skills in the students by providing them with opportunities to involve in the various activities of the college through representation in different committees.

The institution has a registered Alumni Association which is very actively involved in all the activities of the institution. They have been providing support services such as mentoring the present students; providing skill development training; extending career guidance; etc. The institution is committed to maintaining a healthy and proactive relationship with the old students.

Governance, Leadership and Management

The governance of the institution is in tune with its vision and mission and all its academic and administrative policies and functions have been brought in line with them. Since the vision of the institution is to provide quality education with an emphasis on human values and social responsibilities, this emphasis also defines the nature of governance, the focus of the perspective plans and the participation of teachers in decision-making.

The principles of decentralization and participative management are followed in all areas related to governance and leadership, in order to empower all stakeholders in an organization, by increasing their involvement in the administration and other related activities.

The Strategic/Perspective Plan of Babu Jagjivan Ram Government Degree College, Narayanaguda, Hyderabad, was prepared by the IQAC for a period of five years from the academic year 2015-16 to 2019-20. The plan takes into consideration all the major recommendations of the Peer Team in the previous NAAC and puts forth the plan to fulfil them.

The institution has many schemes for the staff to ensure their welfare. They are encouraged to participate in professional development programmes to enhance their professional skills. The college organizes many such programmes for the benefit of the teaching and non-teaching staff. A staff appraisal policy has been evolved by the institution in order to provide a system for further improvement.

All resources, whether physical or financial, are managed with due care being given to optimal utilization. Transparency and accountability are scrupulously adhered to in all financial transactions.

The Internal Quality Assurance Cell of the institution plays a very crucial role in ensuring quality assurance and quality sustenance. The IQAC has evolved a number of policies for quality enhancement in almost all areas after due consultation with all the major stakeholders. These policies have given a proper structure and coherence to all the activities and processes of the institution.

Institutional Values and Best Practices

The institution has a responsibility to be proactive in order to stay relevant in the changing scenario of the world, today. The emerging challenges and issues have to be taken in stride for the institution to stay on the path of development. Therefore, the institution conducts various programmes, addresses pressing issues and incorporates some of the most important values into all its activities.

- It promotes gender equity among the staff and students through the conduct of various programmes.
- One of the major projects undertaken is to provide facilities for alternate sources of energy and also energy conservation
- The institution has an MoU with Earthbox, for waste management
- A rain water harvesting unit has been established
- The institution has a robust Green Campus Policy and has undertaken various Green Initiatives
- Green Audit and Energy Audit have been conducted.
- The institution has established certain facilities for the disabled to provide a barrier-free environment.
- The institution conducts various programmes to inculcate human values and Professional Ethics

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BABU JAGJIVAN RAM GOVERNMENT DEGREE, VITTALWADI, NARYANAGUDA, HYDERABAD.
Address	Vittalwadi, Narayanaguda, Hyderabad
City	Hyderabad
State	Telangana
Pin	500029
Website	bjrgdc.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P. Bala Bhaskar	040-23230354	8106347817	-	bjrnampally.ejkc@gmail.com
IQAC / CIQA coordinator	P.v. Geetha Lakshmi Patnaik	-	9966212197	-	geethapatnaik73@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	01-06-1974
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University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Telangana	Osmania University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-06-1976	View Document
12B of UGC	01-06-1976	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	Vittalwadi, Narayanaguda, Hyderabad	Urban	0.341	1378.77

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	BSc,Mathematics Chemistry Computer Science	36	Intermediate	English	10	5
UG	BSc,Mathematics Economics Computer Science	36	Intermediate	English	5	2
UG	BSc,Mathematics Economics Statistics	36	Intermediate	English	5	1
UG	BSc,Mathematics Physics Chemistry	36	Intermediate	English	30	26
UG	BSc,Mathematics Physics Computer Science	36	Intermediate	English	110	105
UG	BSc,Mathematics Physics Statistics	36	Intermediate	English	10	7
UG	BSc,Mathematics Statistics Computer	36	Intermediate	English	70	51

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	Science					
UG	BSc,Mathem atics Statistics Data Science	36	Intermediate	English	60	19
UG	BSc,Botany Chemistry Applied Nutrition	36	Intermediate	English	10	5
UG	BSc,Botany Chemistry Bio Technology	36	Intermediate	English	10	7
UG	BSc,Botany Chemistry Computer Science	36	Intermediate	English	10	3
UG	BSc,Botany Bio Technology Psychology Moocs	36	Intermediate	English	5	1
UG	BSc,Botany Zoology Applied Nutrition	36	Intermediate	English	10	8
UG	BSc,Botany Zoology Bio Technology	36	intermediate	English	20	15
UG	BSc,Botany Zoology Chemistry	36	intermediate	English	90	66
UG	BSc,Botany Zoology Computer Science	36	Intermediate	English	15	11
UG	BSc,Botany Zoology Psychology Moocs	36	Intermediate	English	1	0
UG	BSc,Micro	36	Intermediate	English	5	1

	Biology Chemistry Applied Nutrition					
UG	BSc, Micro Biology Chemistry Bio Technology	36	Intermediate	English	4	3
UG	BSc, Micro Biology Chemistry Computer Science	36	Intermediate	English	5	2
UG	BSc, Micro Biology Applied Nutrition Psychology Moocs	36	Intermediate	English	5	4
UG	BSc, Micro Biology Bio Technology Psychology Moocs	36	Intermediate	English	15	14
UG	BSc, Micro Biology Zoology Applied Nutrition	36	Intermediate	English	10	5
UG	BSc, Micro Biology Zoology Bio Technology	36	Intermediate	English	20	14
UG	BSc, Micro Biology Zoology Chemistry	36	Intermediate	English	20	15
UG	BSc, Micro Biology Zoology Computer Science	36	Intermediate	English	10	5

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UG	BSc,Zoology Chemistry Applied Nutrition	36	Intermediate	English	10	8
UG	BSc,Zoology Chemistry Bio Technology	36	Intermediate	English	10	8
UG	BSc,Micro Biology Zoology Psychology Moocs	36	Intermediate	English	5	2
UG	BSc,Zoology Computer Science Psychology Moocs	36	Intermediate	English	5	1
UG	BSc,Zoology Biotechnolo gy Psychology Moocs	36	Intermediate	English	5	1
UG	BBA,Bachel or Of Business Ad ministration	36	Intermediate	English	60	48
UG	BCom,Comp uter Applications	36	Intermediate	English	360	345
UG	BA,Economi cs Political Science Computer Applications	36	Intermediate	English	5	5
UG	BA,Economi cs Political Science Geography Moocs	36	Intermediate	English	1	1
UG	BA,Economi cs Political	36	Intermediate	English	5	3

	Science Mass Comm unication And Journalism Moocs					
UG	BA,Economi cs Political Science Public Admi nistration	36	Intermediate	English	15	15
UG	BA,Economi cs Computer Applications Psychology Moocs	36	Intermediate	English	1	1
UG	BA,Economi cs Public Ad ministration Psychology Moocs	36	Intermediate	English	1	0
UG	BA,History Economics Computer Applications	36	intermediate	English	4	3
UG	BA,History Economics Geography Moocs	36	Intermediate	English	4	1
UG	BA,History Economics Mass Comm unications And Journalism Moocs	36	Intermediate	English	4	1
UG	BA,History Economics Political Science	36	Intermediate	English	80	78
UG	BA,History Economics Public Admi	36	Intermediate	English	3	3

	nistration					
UG	BA,History Political Science Computer Applications	36	Intermediate	English	3	3
UG	BA,History Political Science Geography Moocs	36	Intermediate	English	3	1
UG	BA,History Political Science Public Admi nistration	36	Intermediate	English	40	37
UG	BA,History Political Science Sociology Moocs	36	Intermediate	English	4	2
UG	BA,Mathem atics Economics Political Science	36	Intermediate	English	3	1
UG	BA,Mathem atics Political Science Computer Applications	36	Intermediate	English	3	2
UG	BA,Mathem atics Political Science Public Admi nistration	36	Intermediate	English	1	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				14				48			
Recruited	0	0	0	0	9	5	0	14	11	11	0	22
Yet to Recruit	0				0				26			
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				32
Recruited	18	2	0	20
Yet to Recruit				12
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	6	2	0	4	1	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	3	0	7	12	0	23

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	3		11		14

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
		UG	Male	1760	0	0
	Female	652	0	0	0	652
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	390	217	155	98
	Female	114	80	58	37
	Others	0	0	0	0
ST	Male	184	138	100	34
	Female	41	23	13	14
	Others	0	0	0	0
OBC	Male	826	561	490	354
	Female	317	189	118	79
	Others	0	0	0	0
General	Male	63	123	126	164
	Female	44	53	31	32
	Others	0	0	0	0
Others	Male	0	52	0	0
	Female	0	17	0	0
	Others	0	0	0	0
Total		1979	1453	1091	812

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
621	476	568	568	265
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1966	1453	1010	812	664
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
570	430	265	265	265

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
318	293	224	167	142

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
48	34	27	27	21

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
62	34	34	34	34

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 14

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
92.10179	39.30627	31.22983	157.58542	74.22938

4.3

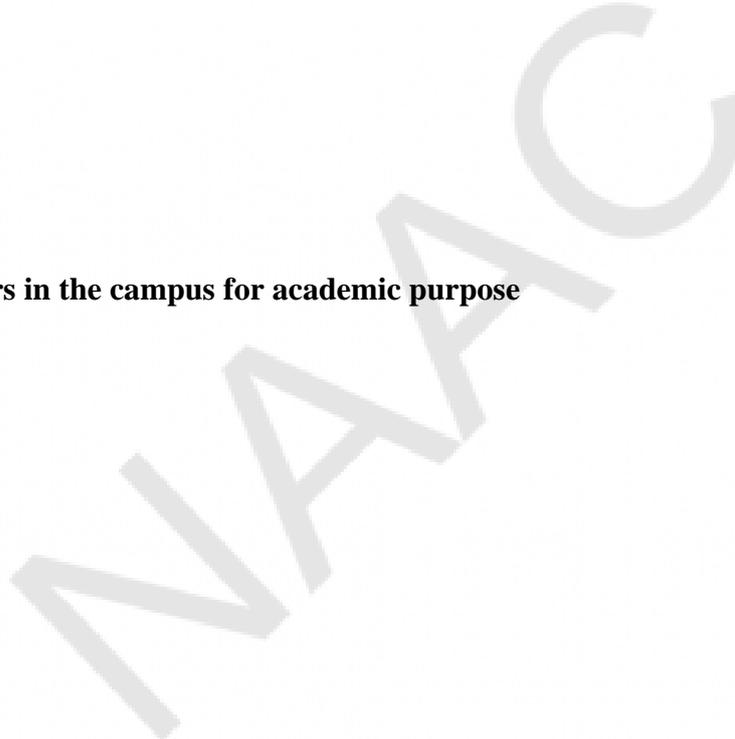
Number of Computers

Response: 177

4.4

Total number of computers in the campus for academic purpose

Response: 155



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:

Introduction:

The institution is affiliated to Osmania University, Hyderabad, and therefore, follows the curriculum prescribed by it. Since the affiliating university plans and designs the curriculum, the role of the institutions is restricted to planning and implementation. However, as the institution is committed to quality in all its policies and processes, it reviews the prescribed curriculum in order to identify gaps or areas that need augmentation. These gaps are addressed in the form of additional inputs and value additions, which are provided at the department level and teacher level. The whole process of curriculum planning and implementation is carried out in two distinct phases: the planning phase and the implementation phase.

Planning:

The institution has an action plan for curriculum implementation, drawn up after careful consultations involving the Principal and the In-Charges of departments

- At the beginning of the academic year, the Internal Quality Assurance Cell provides a questionnaire to each department and asks the members to analyse the curriculum prescribed for their subjects, identifying the merits and demerits, if any.
- The teachers are asked to reflect upon the curriculum and come up with their inputs on how the curriculum can be augmented and enriched.
- These inputs are then incorporated into annual departmental curricular plans, unit-wise and chapter-wise.
- At the micro level, these inputs are integrated into the lesson plans prepared by the individual teachers.

This process ensures that each teacher has a definite route map that he/she follows throughout the academic year.

Implementation:

The next stage in the process of curriculum delivery is that of implementation, which is monitored rigorously at various levels.

- At the level of the teacher, a teaching diary is maintained wherein each and every detail is meticulously recorded by the individual teacher.
- At the department level, the In-Charge of each department checks the teaching diaries and other records, regularly.
- Finally, all the records pertaining to curriculum delivery are verified by the Principal, at the beginning of every month.
- Lapses, if any, are noted and suggestions for improvement are made in order to motivate the teachers to ensure proper and effective curriculum delivery.
- The institution encourages teachers to attend the departmental conferences organized by the affiliating university, seminars, workshops and conferences related to their subjects in order to give them the opportunity to interact with the planners and other implementers of the curriculum.
- At the end of the year, feedback on the curriculum is taken from the students, yet another way of monitoring curriculum implementation. These inputs are used for further improvements in curriculum delivery.

Outcomes:

- Teachers are motivated to prepare various activities for the students and also to bring in additional inputs for them.
- New certificate courses are added which give added skills and increase the competencies of the students.
- Students are benefited as they can learn from all these varied experiences.
- The curriculum is thus, enhanced and enriched as it becomes more student-centric.

File Description	Document
Upload Additional information	View Document

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

Response:

Introduction:

Adherence to the academic calendar for all important activities is one of the main requirements for a higher educational institution. This strict adherence is necessary as it enables the college to do the following:

- schedule time and enable time management
- identify certain landmark dates throughout the year
- notify staff and students about the last and first day of the semester
- provide information regarding holidays, semester breaks and exam schedules

The institution conducts all its activities in a systematic and organized manner and follows a comprehensive Institutional Plan/Academic Calendar which integrates the calendar/schedule of the Commissionerate of Collegiate Education (CCE), the University and that of the departments/ committees in the college.

Academic Calendar of the CCE:

The academic calendar includes the activities specified in the calendar of the CCE which contains a whole range of activities related to important days and events like the Telangana State Formation Day, national festivals, state festivals, commemorative days, etc. Days that address issues like gender equity, communal harmony, national integration, environmental sustainability, etc., are also included in the calendar. In addition, students are encouraged to participate in the flagship programmes of the CCE:

- YUVATARANAGAM – the State Level Competitions (Literary and Cultural as well as Games and Sports) and
- JIGNASA – the State Level Competitions in Student Study Projects

University Almanac:

Further, the academic calendar incorporates the almanac of the affiliating university which is concerned with the conduct of academic work and examinations; the commencement and end of academic work; examinations; and evaluation. The almanac specifies the dates of commencement of class work, conduct of Internal Examinations and End-Semester Examinations, as well as, term vacations and last date of examinations. The university provides details of all the above in the form of press notes and also posts the information on its website.

Finally, the activities of the various departments, cells, clubs and committees of the college are included, giving due importance to activities that focus on inculcating values among the students; capacity building initiatives that foster generic skills; co-curricular activities; extension activities, etc.

A comprehensive academic calendar, therefore, incorporates all the above activities along with the relevant time schedules for Continuous Internal Evaluation (CIE) Practical Examinations and End Semester Examinations. Accordingly, the Internal Assessments are conducted as per the schedule with the assignments given well in advance. The Principal holds a meeting with the Examination Committee to plan the schedule and arrangements of the Internal Exams. The timetable is displayed prominently on the notice board and also circulated among staff and students. The various tasks related to the conduct of the exam like setting of question papers, preparation of timetable, allotment of rooms for exams, assigning of

invigilation duties, evaluation of scripts and posting of marks are all done as per the schedule.

In conclusion, by adhering strictly to the academic calendar, the institution ensures that all the academic and administrative activities are conducted in a smooth manner, thereby facilitating a streamlined experience for the students and staff.

File Description	Document
Upload Additional information	View Document

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

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

Response: C. Any 2 of the above

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

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: 18

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 35

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	7	7	7

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: 17.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
180	189	181	174	159

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	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:

Introduction:

Crosscutting issues are defined as issues or topics that affect all aspects of a programme, or 'cut across' all programmes and need special attention. In any organization, mainstreaming of these crosscutting issues becomes very essential irrespective of the programmes. The concept of 'Mainstreaming' was used for the first time with reference to gender equality at the Third World Conference on Women in 1985 in Nairobi. Today, the concept is also used for other issues like poverty, governance, professional ethics, human values, environment and sustainability, etc. With special reference to Higher Education, four major crosscutting issues have been identified, namely,

1. Professional Ethics

2. Gender

3. Human Values

4. Environment and Sustainability

As these issues affect all the stakeholders in Higher Education, the college is aware of their importance and has endeavoured to accord utmost priority to integrate them into all programmes and projects. Accordingly, the IQAC in consultation with the Staff Council has evolved a policy framework for integrating the crosscutting issues into the curriculum, and also into the co-curricular/extra-curricular activities.

Integration of Crosscutting Issues into the Curriculum:

The major crosscutting issues in a HEI are special topics or curriculum content which are generally covered across all subjects or programmes, and are not restricted to any subject. These issues are integrated into all stages of programmes, like 'Environmental Studies' which is currently an Ability Enhancement Compulsory Course for the I year students of B.A., B. Com., B.Sc., and B.B.A. under Osmania University.

Rationale:

Every HEI needs to have a policy for mainstreaming these crosscutting issues in the institutional plan to ensure that all the stakeholders are aware of their importance and implications. As Nelson Mandela said "Education is the most powerful weapon which you can use to change the world." Therefore, the college came up with certain strategies for integrating the crosscutting issues into the curriculum.

Strategies:

1. Sensitizing and motivating the faculty to engage with the crosscutting issues in the classroom as well as outside the classroom.
2. Identifying the subjects and the specific units which addressed any of the four crosscutting issues in their respective subjects.
3. Listing the details of the programme/course which addressed any of the issues whether directly or

indirectly, and also a description of the learning outcomes.

The institution took into consideration that some of the crosscutting issues are directly addressed as explicit curriculum (Eg. 'Environmental Studies' and 'Gender Sensitization' in 2016-17), and indirectly addressed as implicit curriculum in some courses. In the latter case, the teacher plays a vital role in making the students aware of the crosscutting issues hidden in the curriculum (Eg. Language courses).

Co-curricular/extra-curricular activities:

In addition to the above, the institution integrates the crosscutting issues into the co-curricular and extra-curricular activities. Some examples of such activities are the programmes related to gender equality, gender equity, sexual harassment, etc., organized by the Women Empowerment Cell and Internal Complaints Committee, as well as, the programmes conducted by the Eco Club and the Department of Botany with regard to environment and sustainability.

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: 1.9

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	9	7	8	08

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 12.97

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

Response: 255

File Description	Document
Institutional data in prescribed format	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
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
Upload any additional information	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: 77.47

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

2019-20	2018-19	2017-18	2016-17	2015-16
984	791	434	381	293

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1140	860	530	530	530

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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: 134.93

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

2019-20	2018-19	2017-18	2016-17	2015-16
882	707	386	347	209

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:

As Babu Jagjivan Ram Government Degree College, Narayanaguda, is a government institution, it serves students from diverse backgrounds. These students also have a wide range and variety in terms of interests, skills and abilities. Therefore, it has the responsibility of assessing the learning levels of the students, identifying advanced and slow learners and preparing a special programme for each group.

In this connection, the college has prepared a policy wherein the aims, the policy statement, the rationale and the mode of implementation are all clearly laid down. Special efforts are made by the institution to reach out to different categories of students based on their learning needs. This is done in a systematic manner, adhering to the college policy on the Programme for Advanced Learners and Slow Learners.

Implementation:

The college takes various measures to understand the needs and requirements of the students before the commencement of the programme.

- The students are counselled at the time of admission
- An Orientation/Induction Programme is organized at the very beginning of the academic year, in which students are familiarized with the course, mode of internal assessment as well as facilities available in the college.
- Teachers are assigned to each class as the class-in-charge or mentor. These class mentors conduct informal assessments of the students, before the commencement of the actual course-work.
- The more formal assessments are undertaken in three ways:

1. Entry-level test

2. Assessment based on the previous year's result

3. Unit tests and/or internal assessments

- The departments may choose any of the above-mentioned methods and then, the academic performance of the students is analyzed by the subject faculty/ mentors.
- The students are segregated as slow and advanced learners on the basis of their academic ability. Accordingly, the following strategies are taken up for them:

Strategies for Advanced Learners (SAL):

- Special assignments such as
- recommended reading
- additional papers
- problem sets
- fieldwork
- Enrollment in advanced courses like certificate courses, online courses, etc., for students interested in following up the course in more detail.
- Participation in JIGNASA Student study projects competitions and in house research projects.
- Student seminars and Power point presentations
- Participation in TSAT programmes
- Paper and poster presentations at conferences
- Special coaching

Strategies for Slow Learners (SSL)

- Remedial coaching and tutorials
- Discussions and interactions
- Personal and academic counselling
- Provision of course material and question banks
- Preparation of supplementary materials that explain the concepts in an easy way
- Preparation of a glossary of terms that isolates key concepts and gives short definitions or examples.
- Collaborative or peer learning, in groups and pairs, because
- advanced learners will have the opportunity to develop their skills in explaining and analyzing

materials

- slow learners will have a source of peer tutoring

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: 40.96

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:

Introduction:

The rapidly changing world of Higher Education has necessitated a paradigm shift from teacher-centred to learner-centred methodology, as there is a need to produce students who have to make sense of the explosion of information that is available. They have to not only be creative and critical thinkers, but also become problem-solvers. Similarly, the teaching-learning process should not only improve student engagement but also encourage student ownership of learning.

Accordingly, the IQAC of the institution has evolved a policy on Student-Centred Methodology in consultation with all the teachers and an educational ecosystem that facilitates this shift has been provided. In such an ecosystem, the teachers act as facilitators, while students are encouraged to take responsibility for their own learning through activities like active learning, collaborative learning, experiential learning, etc. All the teachers strive to encourage the students to become autonomous learners, while fostering creativity and problem-solving competencies in them, which would, in turn, enable them to be lifelong learners.

Implementation:

The college has evolved certain strategies for the effective implementation of student-centred methods. Accordingly, the following activities have been conducted with the purpose of facilitating student-centred

methods and learner autonomy:

- The college organizes orientation classes/workshops on student-centred methodology for the teachers and trains them in the various methods like experiential learning, participative learning, case-study method, project-based learning, problem-solving, service learning, etc.
- These programmes familiarize the teaching faculty with the concepts of 'Sage on the Stage' and 'Guide on the Side' which are used to describe the role of the teacher as the fount of all knowledge in the traditional approach and the role of the teacher as facilitator in the student-centred approach, respectively.
- Induction/Orientation programmes for students are conducted, to familiarize them with the new methods like peer learning, collaborative learning, group and pair work, project-based learning, etc.
- Individual departments are motivated to use various methods as per suitability and encourage the students to participate in them, as follows:
 - The Science departments encourage their students to learn through experiential methods in their laboratories, field trips, simulations, etc.
 - The Arts departments conduct activities like mock parliament, case study methods, etc. They also take students on field trips to museums, art galleries and palaces.
 - The departments of Commerce and Management use methods like Problem-Based Learning and Project-Based Learning where groups of students are given problems or projects and asked to find solutions, collectively.
 - The Language departments use student-centric methods like pair work, group work, task-based learning, etc., to infuse students with enthusiasm in learning language.
- Collaborative partnership and mutual respect between students and teachers are encouraged for a better learning environment
- Students are encouraged to reflect over the learning methods; greater learner autonomy; and lifelong learning
- Engaging students in such active learning experiences helps them to think for themselves
- Students learn to become critical thinkers and creative problem solvers so that they can deal effectively with the challenges of the twenty-first century.

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:

Introduction:

The institution believes in improving the quality of teaching-learning and enriching the students' learning experiences. The leadership is ably supported by the IQAC and a team of highly dedicated and inspired teachers who walk that extra mile for the benefit of the students. The institution encourages the teachers to use the available digital resources and ICT- enabled tools in their teaching in order to provide a more innovative and creative learning experience for the students.

Implementation:

Accordingly, a series of trainings were conducted by the IQAC with the assistance of the department of Computer Science. The teachers participated most enthusiastically and today, all of them actively use ICT Tools in their teaching-learning process. ICT enabled tools are being used by the teachers for making the teaching-learning process more dynamic and effective. Modern teaching tools such as Smart Boards, Virtual Boards and TSAT live presentations are being used very effectively. The training in the use of ICT tools which was provided to the members of the teaching staff has resulted in making everyone ICT capable. Similarly, the students are also encouraged to think critically and be innovative and creative in tackling their assignments, projects and other tasks assigned to them. Since the pandemic has turned the world upside down, teachers and students have had to hold hands and evolve a way of handling the present crisis. The Teaching-Learning process has changed in a very decisive manner, with no guarantee about when everything will go back to normal. Therefore, the teachers have come up with some novel ways of using the ICT tools for enhanced teaching-learning process.

Innovative and creative techniques adopted:

- Effective use of the WhatsApp platform is being done by staff and students, as it has made transfer of learning material very easy and convenient.
- The members of the teaching staff have prepared PPTs for their lessons and make optimal use of the smart interactive boards.
- Subject-related lecture videos have been created and shared on YouTube.
- The members of the teaching staff have developed nearly 900 (Nine Hundred) video lessons and shared them among the students.
- Faculty and Students presented live lessons through T-SAT NIPUNA Channel and these videos were also uploaded on YouTube for the benefit of the students.

- For better understanding of the subject, concepts group discussions and debates are organized among the students, using online platforms.

Outcomes:

- The use of ICT tools have yielded the following results:
 - contributed to lessons whose quality is enhanced by the technology
 - resulted in increased student motivation
 - provided students with access to diverse sources of information
 - enabled a blended mode of learning as both in-class and out-of-class learning activities are possible
 - encouraged active and independent learning
 - made the students more responsible for their own learning

File Description	Document
Upload any additional information	View 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: 47.95

2.3.3.1 Number of mentors

Response: 41

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: 79.6	
File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	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: 26.48				
2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years				
2019-20	2018-19	2017-18	2016-17	2015-16
16	13	5	5	5
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	
2.4.3.1 Total experience of full-time teachers	
Response: 96	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

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

Response:

Introduction:

As the institution is committed to quality in all areas, it ensures that a rigorous mechanism of Internal Examinations, conducted as an integral part of the implementation of the Choice Based Credit System, is in place. Since examination is an important aspect of the academic curriculum through which the ability of the students in terms of knowledge, skills and aptitude can be assessed, Continuous Internal Evaluation helps to improve the student regularity, participation and performance.

Transparency, Frequency and Mode:

The effectiveness of CIE is grounded on transparency of assessment, frequency and variety. In order to ensure rigor and transparency in the internal assessment, the following steps are taken:

Before the Examination:

- A schedule for the Internal Assessments, assignments, and Practical Exams as per the University Almanac, is drawn up at the beginning of the semester by the Principal and the Examination Committee.
- The timetable, seating arrangement and invigilation chart are prepared, well in advance, and displayed on the notice board.
- A meeting is conducted for the staff to apprise them of the arrangements and the need to ensure strict adherence to rules.
- All the details are informed to the students, through Whatsapp Messages and also through personal interaction with them during the regular classes.
- The students are informed about the weightage given, the types of questions, and the objectives of teaching and learning.

After the Examination:

- After the exams and evaluation, the marks are entered in the marks register and the same is submitted online to the Examination Branch.
- The declaration of results is done within a few days from the last date of examination.
- The institution ensures that it adheres to the Almanac released by the University.

Implementation of CBCS (Method, Pattern, Marks):

The State Government of Telangana started implementation of the CBCS from the Academic Year 2016-17 as per the guidelines of the UGC. The onus is on the university for framing the time-schedule for the semester exams and internal assessments in the form of Almanac for all the semesters. According to the guidelines of the CBCS, the university conducts two internals in odd semester and two internals in even semester. During each semester, two internal assessments are conducted for 15 marks each and the average of the two, along with the assignment (5 Marks) will be considered for deciding the grade for the semester. The division of 20 marks for the Internal Assessment is as follows:

- MCQ – 5 Marks
- Fill the Blanks – 5 Marks
- One-word Answers – 5 Marks
- Assignment submitted by the students – 5 Marks

After completion of the internal exams, the marks obtained by the students are uploaded on the University website through the login kept open by the University for a limited period of time. The performance of the students in CIE is reviewed in the Internal Academic Audit conducted by the IQAC with the help of Academic Coordinator and the remedial measures are initiated to improve the standards of the students.

File Description	Document
Link for additional information	View Document

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

Response:

Introduction:

The institution has a transparent, time-bound and efficient mechanism to ensure the smooth and effective conduct of the internal examinations in the college. The salient features of this mechanism are as follows:

- The examination rules, regulations, time schedules and all the pre and post examination activities framed by the affiliating University are clearly specified.
- The examination branch of the college circulates all the circulars issued by the university regarding payment of examination fee, examination time table for theory and practical, recounting, revaluation process after announcement of results, and obtaining the photo start copy of the answer scripts etc.
- The students approach the examination branch of the college regarding various pre-examination

grievances (late payment of exam fee with fine, non-receipt of hall tickets, printing mistakes on hall tickets) and the post examination grievances (recounting, revaluation and obtaining the photo copy of the answer scripts).

- The staff in the Examination Branch provides support to the students about the procedure and guides them to get speedy solutions to their grievances.
- The college examination committee is very dynamic and sorts out the issues pertaining to the internal assessments.
- In addition, the examination committee endeavours to redress the grievances of the students in a time-bound manner.
- The college was appreciated by the affiliating University for the fair and smooth conduct of internal and external examinations, without any grievance.

University Level

At the University level, if any student is unhappy with the score given to him or her in any paper, there is a provision for recounting or revaluation for the UG courses. Accordingly, the university releases a press note in this regard, with the following details:

- The time-line for applying for revaluation as announced by the university.
- The information regarding the persons who would provide necessary assistance and guidance
- The information regarding the procedure for applying for revaluation
- The relevant announcement/information is displayed on the University website

College Level:

At the College level, all Internal Assessment Examinations are conducted as per the university pattern and schedule, duly following the below:

- In case a student has queries he/she talks to the respective class in-charge and resolves the doubts on the matter as appropriate.
- The assessed answer-sheets are distributed to the students. The student can seek clarification from the teacher concerned regarding any grievances viz. unchecked part of answer, wrong posting of marks, totalling mistake, etc.
- The respective subject in-charge looks into the grievance and clarifies the points wherever the student has complaints.
- If the grievances are still unresolved, then the Principal refers the matter to the Examination

Committee and Grievance Redressal Committee of the institution.

- The institution instills a responsive and accountable attitude among the faculty to ensure that the students receive a fair deal.
- Attendance shortage cases are handled by the Principal with the respective class-in-charge.

File Description	Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The Programme and Course Outcomes for all the programmes offered by Babu Jagjivan Ram Government Degree College examine what a program or process is to do, achieve, or accomplish for its own improvement or in support of institutional goals viz. generally numbers, needs etc., assuming that all college campus activities and units are utilizing outcome assessment procedures to drive decision making.

DEFINITIONS OF KEY TERMS:

- **Outcome:** An outcome of an educational Programme is what the student should be able to do at the end of a Programme/Course/ instructional unit.
- **Course Outcome:** COs are statements that describe what students should be able to do at the end of a course.
- **Programme Outcome:** POs are what knowledge, skills and attitudes a graduate should have at the time of graduation.

Aims:

- Programme outcomes and Course outcomes state what we want our students to be able to do at the end of the program or course.
- They assess whether the students are able to do what they are expected to do.
- They orient the teaching and other academic processes to facilitate students to do what they are expected to do.

Implementation:

With the advent of the concept of Outcome-Based Education, the focus is on the Programme Outcomes, Programme Specific Outcomes and Course Outcomes.

- The institution prepares its own POs, PSOs and Cos, after due consultation with all the other members of the staff.
- Learning Outcomes may be defined as statements that state what students will be able to know or do at the end of the course.

Communication of POs and Cos to staff and students:

The institution ensures that all the faculty and students are aware of the stated Programme and Course outcomes of the programmes offered by the institution. This is done in the following ways:

- The Program Outcomes (POs) and the Course Outcomes (COs) are initially prepared at the Department Level and then they are submitted to the principal and the Staff Council, where they are finalized.
- The Program Outcomes (POs) and the Course Outcomes (COs) of all the programs offered by the institution are communicated to the Faculty well in advance, that is, before the beginning of the academic year in the form of circulars or notices by the IQAC and Academic Coordinator
- The same is communicated to the students by the concerned Faculty in their classrooms.
- The complete list of Program Outcomes (POs) and the Course Outcomes (COs) is uploaded onto the institutional website for the benefit of all the stakeholders.
- The COs of the laboratory courses are also communicated to the teacher and students in the form of manuals.
- The relevance of the COs is discussed by the faculty with the students and the feedback on COs is obtained from the students.
- Program-Specific Outcomes of all the departments are highlighted through career options open to students after completion of the programs and the achievements of the alumnae are also highlighted.

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

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

Response:

Introduction:

Babu Jagjivan Ram Government Degree College clearly articulates all the expected outcomes of the various Programmes and Courses, in terms of knowledge, skills and values to be acquired by the students. The same are communicated to all the stakeholders through various means. However, Course Outcomes and Programme Outcomes of all courses and programmes are to be evaluated at the end of every year. Therefore, the institution has evolved a method of evaluating the attainment of Programme Outcomes and Course Outcomes by adopting suitable methods.

However, the process of measuring the attainment of the POs and COs is different from each other. The assessment methods that are generally used to measure the attainment of POs and COs are of two types. They are direct method and indirect method.

Direct Method: Under this method the attainment of COs is measured by observing the performance of the students in Continuous Internal Evaluations (CIE) and semester end-examinations. Continuous assessment provides feedback on the efficacy of the teaching-learning process and learning outcomes of each course. This is in the form of assignments which are a part of the CIE; as well as other activities such as additional quizzes, tests, etc.

In this method the performance is shown as a grade based on the total marks obtained by the student both in IE (20 Marks) and Semester exams (80 Marks). A number of students achieved outstanding grades in the individual subjects during the last five years. Under this method, Programme Outcomes can be measured by examining the results achieved by the students across the programmes in semester examinations.

Indirect Method: Under this method the attainment is measured by collecting the data from the students by conducting student survey and alumni survey etc. The attainment of POs can be measured by observing the performance of the students in various competitive exams attended and co-curricular activities such as elocution, debate, seminars and preparation of assignments, student study projects and performance in the programs organized by TSKC, TASK and Career Guidance Cell. A good number of students have achieved meritorious ranks in PG Entrance Exams and got seats in reputed Universities of State and Central. The college has trajectory of achieving good number of PG seats in reputed Universities.

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

2.6.3 Average pass percentage of Students during last five years

Response: 51.26

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

2019-20	2018-19	2017-18	2016-17	2015-16
257	179	87	58	58

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

2019-20	2018-19	2017-18	2016-17	2015-16
318	293	224	167	142

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: 3.59

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	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: 2.21

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1.25	0	0.96

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

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

Response: 2.5

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

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

3.1.2.2 Number of departments offering academic programmes

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

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste link to funding agency website	View Document

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

Response: 36

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	4	8	4	3

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: 1.11

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	22	0	2	0

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: 0.38

3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
8	1	0	3	0

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

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The motto of Babu Jagjivan Ram Government Degree College, 'Gyanam Sarva Hithaya' emphasizes the importance of using knowledge for universal welfare. Therefore, the institution is committed to inculcating values and commitment among the students by encouraging them to participate in activities that focus on community service. Since community service is a type of experiential learning, the institution incorporates learning activities that encourage the development of sensitivities toward community issues like gender disparities, social inequity, environment, and sustainability, etc. These outreach activities are carried out through the two units of the N.S.S.; the Eco Club; The Institutional Social Responsibility Cell; the Women Empowerment Cell and the Internal Complaints Committee.

- 200 volunteers in the NSS participated in various activities rendering community service and learned the true meaning of the motto, NOT ME BUT YOU which is selfless service to the community
- Active participation in Mega Green Camps; Swachh Bharath campaigns; and Waste Management Awareness Camps in collaboration with Greater Hyderabad Municipal Corporation, motivated the students to spread awareness on protecting the environment
- Participation in University level Youth Festivals, Vivek Utsav, and Viveka Subhashitham programmes organized by Rama Krishna Math and Samskruthi Foundation, brought out the inner potential among the students and inculcated respect and duty towards the nation.

- Participation in 5K Run for SHE TEAMS (State Government initiative for women security) sensitized the students to issues of gender equity.
- Participation in blood donation camps at the University level brought about the realization that service to the community is service to God
- Participation in meditation-based self-development programmes organized in collaboration with Shri Ram Chandra Mission on the occasion of International Yoga Day contributed to the holistic development of mind, body, and spirit.
- The International Youth Seminar on Intensive Meditation and Leadership organized by Heartfulness Institute of Shri Ram Chandra Institute (SRCM) at Kanha Santivanam, Telangana State facilitated our students to learn and exchange their ideas with fellow participants
- Observance of national days like Rashtriya Ekta Diwas, Gandhi Jayanti, Vigilance Awareness week, etc., promoted communal harmony and the spirit of National Integration
- Participation in the International Conference organized by Heartfulness Institute of Shri Ram Chandra Mission (SRCM) at Kanha Santivanam, Telangana, changed the perspective of life among the students and enhanced their global competencies.
- Active involvement of students in tracing out of a 72-year-old missing person, with the help of the Police, gained appreciation from Smt Vani Prasad, IAS, Secretary of Telangana State Public Service Commission (TSPSC).
- The conduct of the National Webinar on Gandhian Philosophy in collaboration with Benaras Hindu University instilled the virtues of Truth, Integrity, Non-Violence, and their significance in maintaining social cohesion.

The institution encourages civic engagement among students since it contributes to their holistic development and sensitizes them to their social responsibilities. This, in turn, leads to their contribution to sustained community development in the areas of environment and sustainability, gender equity, socio-economic equity, nation-building, etc.

File Description	Document
Paste link for additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 13

3.3.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
8	4	0	1	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/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 36

3.3.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
10	10	8	5	3

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: 33.33

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

2019-20	2018-19	2017-18	2016-17	2015-16
330	254	743	364	93

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: 4

3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

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

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

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

Response: 8

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1	7	0	0	0

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

NAAC

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:

Babu Jagjivan Ram Government Degree College is located in the heart of the city of Hyderabad, with easy access to bus and Metro Rail facilities, making it one of the most sought-after colleges in the state. The fact that the college boasts of a total strength of 2404 in the current situation of a raging pandemic in 2020-21 is ample proof of the college's popularity.

Adequacy of Infrastructure:

However, it follows that the infrastructure and physical facilities should be commensurate with the huge strength. The struggle for proper accommodation has been a long-standing problem, since the college had to share the premises with other colleges, from 1989 to 2015. Therefore, it came as a blessing when the State Government allocated land admeasuring 1649 square yards in Vittalwadi, Narayanguda, despite the obvious problems like the lack of a proper approach and limited scope for further expansion.

At present, the institution has a well - maintained campus spread over 1649 square yards of land and a constructed building with ground plus three floors having a plinth area of 31,604 square feet. The college comprises 39 spacious, well-ventilated rooms including 7 science laboratories, 3 computer laboratories equipped with power back-up, 01 library and 01 digital library. Construction is under progress in the fourth floor to meet the growing needs due to the introduction of new courses in the last academic year, 2019-20.

Optimal utilization of Resources:

- The college is being run on shift basis with B.A. & B.Com., in one shift and B.Sc. in the other, to accommodate the needs of the huge strength, with strict adherence to the time-table.
- The existing accommodation meets the minimum specified requirement in terms of number of classrooms/labs; office accommodation; ladies waiting hall; library, games room-cum-gym; toilets, etc., as per the latest Rules Book issued by the Telangana State Council for Higher Education 2020-21.
- Ninety percent of the grant of Rs, 2 Crore sanctioned under RUSA 2.0, Component 9 is being utilized for the construction of additional classrooms and labs on the 4th floor.
- The provision in the special fee funds to utilize 30% for the maintenance and replenishment of physical facilities is used effectively.
- The committees on infrastructure meet periodically, suggest and initiate measures for allocation of budget for purchase /maintenance of physical infrastructure to ensure the finest facilities to the students in the campus.

Quality over Quantity:

Since infrastructure plays a very important role in an institution, elements like classroom design, seminar halls, auditoriums, laboratories, campus area, etc. are the key areas which contribute to the overall ambience of the college. The provision of a proper, neat and pleasant learning environment is the topmost priority of the institution. Accordingly, the department of Botany took up the task of landscaping the campus, turning the space constraints into an opportunity to beautify the campus and provide a green pocket in which the college nestles.

File Description	Document
Upload any additional information	View Document
Paste link for 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 institution strongly believes that “Physical and mental fitness is the key for education”. Therefore, the institution recognizes the importance of physical fitness as an integral component of education. Adequate infrastructure to foster the active participation of the students in co-curricular and extracurricular activities is available on the campus.

Cultural Activities:

- The college has a large and spacious Seminar Hall with AV facilities which is used to conduct all cultural activities and competitions.
- The Literary and Cultural Committee is very proactive and encourages the students to take part in literary and cultural competitions/ events, both within the institution as well as outside it.
- The students have won many prizes in various competitions as a result of the encouragement and motivation provided by the institution.

Gymnasium & Yoga:

- A well-equipped gymnasium for maintaining health and physical fitness is provided on the ground floor with an area of 626 square feet. The students make optimal use of the facilities in the Gym.
- The open space on the 4th floor is used for Yoga & meditation
- International Yoga Day is celebrated by the college every year on the 21st of June.

- In addition, regular programs on yoga are conducted to mitigate emotional stress, anxiety, and depression which are some of the major problems that beset students.

Sports & Games

- The college has a Sports Department headed by a full-fledged Physical Director and a Games and Sports Committee.
- In-house competitions, coaching camps, and other recreational activities are organized to keep the students motivated to stay healthy and fit.
- The students are encouraged to participate in University Inter-college tournaments, inter-university, state and national level tournaments, in which they have won many laurels for the institution.
- In order to meet the requirements of Sports and Games, the institution utilizes the Special Fee funds for purchase of equipment and other maintenance expenditure.

Outdoor games

- As the college lacks a playground, the college has an informal agreement with Osmania University to facilitate utilization of the university campus ground for training and practice of out-door games like cricket, football, Kabaddi, Volley Ball, Kho-Kho, Athletics, etc.

Indoor games

- The students are trained for indoor games like table tennis, chess, carroms, and yoga etc. in the Seminar Hall and also in the open space available on the third floor till the construction commenced in the third floor. At present, a separate sports room has been allotted on the third floor.
- State Level Competitions in Chess were conducted in the Seminar Hall for the students from the government degree colleges of Telangana.

Despite the lack of a playground, the institution ensures that the interested students are involved in the cultural activities and games/sports and encourages them to compete through diligent planning and practice. The success of these efforts is seen in the participation and prizes won in the Yuvatarangam festival, a State-level platform where competitions are organised by the office of the CCE.

File Description	Document
Upload any additional information	View Document
Paste link for 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: 57.14

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 8

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

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

Response: 46.39

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

2019-20	2018-19	2017-18	2016-17	2015-16
59.31	11.96	3.29	98.04	47.78

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	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:

Introduction:

The library is one of the most important assets of any academic institution, in terms of its teaching-learning-research function. It is a combination of three important functions: it is a repository; a service provided by the institution and also a place to study. The library of Babu Jagjivan Ram Government Degree College has the noble mission of contributing to the academic mission of the college by providing the facilities needed to equip students with the skills and knowledge necessary for academic progress and employment.

Description:

The library is situated on the third floor of the building with a well-ventilated hall, reading room, and a separate e-library room in a total area of 1285 sqft. It has the following facilities:

- 23,118 books and 6126 titles, 12 Magazines, 2 Journals & 06 Newspapers, CDs, and DVDS.
- Open access system to provide easy access to its print resources.
- E-Library consisting of 16 computers with LAN facility
- Subscription with INFLIBNET N-list E-Resources with access to more than 6000 e-journals, 31,35,000 e-books, through the National Digital Library of India
- Access to 42,970,243 e-resources and open-access databases such as Core, Science open, DOAJ, EBSCO

Statistical Databases:

- Partial automation with KOHA open source software version 19.05.01.000.
- Acquisition, Accession, Cataloguing, and Circulation of books is being done through the automation software and provided with OPAC facility for students and staff.
- Equipped with D-space Institutional Repository in which the Project Reports, articles, and PPTs of faculty and students are stored.
- Created a college Library Blog – with an ID (<http://bjrgdclibraryblogspot.com/>) with which students and staff can access current educational information.
- Created a YouTube channel named “BJR College Talks” in which students can share their views, opinions, and experiences pertaining to education and learning systems.

Collection of Rare Books, Manuscripts, Special Reports:

- The college library has a collection of manuscripts, rare and old edition books in the area of Telugu literature, Encyclopaedias, Dictionaries, Thesauruses, etc., which are exhibited on special days for motivating the students and staff.

Library and Quality Assurance:

- The library provides resources of good quality as it attracts students and motivates them to visit the library and make use of the available books and journals.
- The access to e-resources also has a very positive impact on the students, especially the advanced learners in the Arts and Humanities who have greatly benefited.
- The institution has a full-fledged and well-qualified librarian who plays a very crucial role as she promotes the library and encourages students to visit, either physically or virtually, and utilize the available resources. More often than not, she plays the role of a student advisor and mentor.
- Students are also able to learn the skills of searching for and managing information, as well as using electronic resources and technology effectively. These skills are highly valued by employers.

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: B. Any 3 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: 0.86

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.98096	0.22511	0	3.10722	0

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

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 5.16

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

Response: 104

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Introduction:

Babu Jagjivan Ram Government Degree College, Narayanaguda, Hyderabad, is committed to promoting the use of technology in the institution - one of the five core values of NAAC. The institution is aware of the advantages of using modern tools and technological innovations in both the areas of teaching-learning and governance and is ready to adopt technological innovations in order to stay relevant in the field of higher education. Accordingly, the institution endeavours to provide adequate educational facilities and technologies to enrich the learning experiences of the students and also to provide easy access to administrative processes. Therefore, an IT Policy has been evolved in order to prepare the staff and the students to make optimal use of the Information and Communication Technology (ICT) made available on the campus.

Upgradation of IT Facilities:

The institution is conscious of the growing needs of the students and always comes forward to fulfil their requirements. For this purpose, the institution constantly upgrades its ICT facilities. Some of the most important measures in this direction are:

- procurement of latest computer systems
- installation of internet connections with high speed Internet bandwidth
- establishment of Digital Classrooms
- setting up of Virtual Classrooms,
- blending of conventional classroom teaching towards remote learning with the association of Spoken Tutorials (IIT Bombay).

Current Status of IT Facilities:

During the academic year 2015-2016, the college began with only one (01) ICT enabled classroom. At present, the college has expanded its IT facilities as follows:

- 07 ICT enabled classrooms which are available for use as lecture halls
- 02 ICT enabled Computer Laboratories
- 01 ICT enabled laboratory exclusively for imparting skill-based training which is used as the TSKC laboratory. The college has an MOU with Telangana Academy for Skill and Knowledge (TASK formerly known as Jawahar Knowledge Center (JKC)) (Government of Telangana). The lab is fully operational throughout the year with student trainings.

Similarly, in 2015-16, the college had 49 Desktop computers along with a minimal ICT infrastructure. Ever since, there has been a significant increase in the number of computers and today, the college is ICT enabled and fully operational with the following facilities:

<i>Sl.No.</i>	<i>Name of the Facility</i>	<i>Before 01.06.2015</i>	<i>At the end of 31.12.2020</i>	<i>Date/Year of Up dation</i>
<i>1</i>	<i>ICT Rooms</i>	1	7	15-11-2016
<i>2</i>	<i>ICT Computer Lab</i>	-	1	04-02-2016
<i>3</i>	<i>TSKC Lab</i>	-	1	09-02-2017
<i>4</i>	<i>Number of Systems</i>	<i>49</i>	177	Annexure-I
<i>5</i>	<i>Number of Laptops</i>	-	6	23-03-2018
<i>6</i>	<i>Number of Printers</i>	-	15(1 colour printer, 5 printers come scnnners,9	Annexure-II

			Printers)	
7	<i>Wi-Fi Routers</i>	-	5 Routers	04-02-2016 23-03-2018
8	<i>Virtual Classroom</i>	-	1	24-02-2020
9	<i>Biometric Attendance System</i>	-	16 Systems	08-11-2016
10	<i>LCD Projectors</i>	-	7	14-03-2017
11	<i>Number of CC Cameras</i>	-	36	10-11-2016
12	<i>Audio and Video Systems</i>	-	8	07-08-2019
13	<i>NMETC</i>	-	100 MBPS	Annexure-III
14	<i>Act Fibre</i>	-	100 MBPS	Annexure-IV
15	<i>JIO</i>	-	100 MBPS	17-04-2017
16	<i>KOHA(Library)</i>	-	1	

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

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

Response: 12.68

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: 49.61

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

2019-20	2018-19	2017-18	2016-17	2015-16
31.80	25.98	27.61	36.84	26.44

File Description	Document
Upload any additional information	View 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:

Introduction:

Babu Jagjivan Ram Government Degree College has established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. The college believes in adhering to policies and procedures laid down as per existing rules and regulations of the State Government and the Commissionerate of Collegiate Education, and from 2019-20, those of RUSA, as funds to the tune of Rs. 2.0 Crore have been sanctioned under RUSA 2.0, Component 9. The college also strictly enforces optimal utilization of all resources.

The policies and procedures for procurement, maintenance and utilization of physical, academic and support facilities are detailed as follows:

1. Policy for Physical, Consumables and IT Infrastructure:

1. Procedure for Procurement:

All matters related to procurement of Infrastructure (Physical, Consumables and IT) are discussed by the concerned committee, at the institutional level:

1. At the Department Level, the In-Charge and Members discuss the requirement
2. The Dept. In-Charge puts forward the requirement with the Principal and Staff Council

3. The Principal and Staff Council, along with the Purchase Committee finalize the requirement.
4. The procedure for procurement varies depending on the nature of funds to be utilized for the procurement of infrastructure:

From Accumulated Funds:

- Requests with proper justification are made to the Commissioner of Collegiate Education for permission to utilize the Accumulated Funds of the College.
- Upon receiving sanction from the CCE, purchase orders are placed with the appropriate agencies approved by the CCE for furniture/lab equipment/ IT infrastructure
- If all the items received from the said agencies are verified and found correct, then the payment is made
- A report of compliance is sent to the O/o the CCE
- All items procured are entered into the appropriate stock register

From Special/Addl. Special Fee of the College:

- The Principal after due consultation with the Staff Council approves the procurement, duly meeting the expenses from the College Fee.
- For purchases above Rs. 10,000/- and below Rs. 1,00,000/-, the approval of the Staff Council is sufficient, but for all purchases above Rs. 1,00,000/- the permission of the O/o the CCE is to be taken .
- Once the approval is received, quotations are called for from the appropriate agencies and consolidated comparative statement is prepared
- Once the Principal and Staff Council approve the agency/supplier, appropriate purchase order is raised
- If all the items received from the said agencies/suppliers are verified and found correct, then the payment is made
- All items procured are entered into the appropriate stock register

From other Funds like RUSA:

- All items/requirement is finalized at the college level with the approval of the Principal and Staff Council

- Proposals are sent to the CCE and SPD, RUSA, for approval with proper justification
- Once sanctioned, purchase orders (Furniture and IT) are placed with the pre-approved agencies by the CCE.
- When items are received and found correct, the same is intimated to the Project Director who facilitates the release of funds with the permission of the SPD, RUSA and payment is made
- Utilization certificate is sent to the CCE and SPD, RUSA,
- All items procured are entered into the appropriate stock register

1. Procedure for Maintenance:

1. All matters regarding maintenance of Infrastructure(Physical and IT) are discussed by the Principal with the appropriate committee
2. Quotations from vendors are called for and consolidated statement is prepared
3. Proposal is submitted to the Principal and Staff Council for approval and appropriate purchase order is raised
4. Approved agency/vendor is hired for maintenance activity and duly stamped invoices are taken

1. Policy for Library Resources:

1. Procedure for Procurement:

1. All matters for finalizing requirement are discussed by the Principal, in consultation with the Library Advisory Committee and the In-Charges of the departments
2. Shortlisting of requirement (Reference Books, textbooks, subscription to journals, e-resources, etc)
3. Catalogues/quotations from various publishers for the requirement is obtained
4. Quotations are compared and consolidated statement is prepared for approval from the Principal and Library Advisory Committee
5. Appropriate purchase order is raised
6. Payment is made after the requirement is supplied and duly stamped bills/ invoices are received.

7. All items procured are entered into the appropriate stock/accession register

1. Procedure for Maintenance:

1. All books, journals, etc., are to be maintained properly
2. Rules and regulations regarding borrowing of books to be displayed prominently
3. Students and staff are expected to make proper use of the resources
4. Failure to return books will be viewed strictly and No-Dues Certificate will not be issued at the time of leaving the college, withholding the Transfer Certificate until the value of the book is paid by the student.

1. Policy for Utilizing Physical & IT Infrastructure and Library:

Every member of the Teaching and Non-Teaching Staff and student must observe the following with reference to the utilization of all Physical (including classrooms and laboratories); IT infrastructure; and Library resources:

1. Enter the resource in the appropriate register before using it
2. Make use of the resource with care and caution
3. Avoid damage or misuse of the resource
4. Keep resource in excellent physical and working condition
5. Switch off all electrical appliances related to the resource
6. Keep the concerned premises clean and tidy
7. Maintain decorum/silence appropriate to the place
8. Maintain the overall discipline and ethical standards of behaviour at all times
9. Abide by all the above or face disciplinary action

File Description	Document
Paste link for additional information	View Document

NAAC

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: 54.81

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1521	946	550	350	226

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.12

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	2	2	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
Any additional information	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: 52.53

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
498	571	681	351	580

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: C. 2 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

5.2 Student Progression

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

Response: 0.63

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	0	0	0	0

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 12.89

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 41

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

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

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

File Description	Document
Institutional data in prescribed format	View Document

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: 35

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	12	4	2	0

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

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

Introduction:

Babu Jagjivan Ram Government Degree College, Narayanaguda, promotes inclusive practices in all areas, especially with regard to students. It recognizes the importance of the role played by the students, who are

the internal stakeholders of the institution. It encourages student participation in all activities as it facilitates the development of many skills and values. The institution actively nurtures such abilities and skills in the students by providing them with opportunities to involve in the various activities of the college. One of the most important initiatives of the IQAC over the past two years is the involvement of students in different committees.

Objectives:

- To encourage student participation and engagement in various committees
- To encourage a sense of belonging and ownership towards the institution
- To develop various skills and competencies
- To foster holistic development through participation in college activities
- To inculcate team spirit, leadership skills, etc.

Implementation:

1. The IQAC identified certain key committees in which student participation would bring freshness and improve the functioning, thus leading to mutual benefit:

- **Administrative Committees:** Internal Quality Assurance Cell, RUSA, Furniture, Students Grievance Redressal, Anti-Ragging Committee
- **Co-Curricular & Extra-curricular Committees:** Library Advisory Committee, Entrepreneurship Development Committee, Literary and Cultural Committee, NSS, Bhagya Committee, Harithaharam, Ek Bharat Shresht Bharat, Eco Club, etc.

1. The students were given the opportunity to involve themselves in the activities of the administrative, co-curricular and extra-curricular committees.

2. The institution encouraged the involvement of students in all the areas of governance, decision-making and implementation.

3. These students coordinate the various activities of the college, for example, the students who are members of the IQAC, NSS, Ek Bharat Shresht Bharat, etc., are actively involved in every stage of each activity undertaken by that committee.

4. The students who were members of the committees like Anti-Ragging, Grievance Redressal, etc., were responsible for ensuring that the campus is Ragging-free,

5. This involvement leads to many benefits for the students as well as the institution as it facilitates student-teacher interaction and partnership that would otherwise not have been possible.

Outcomes:

- The students gained valuable experience in the key areas of governance, planning and implementation, due to their involvement on the activities taken up by the committees.
- These activities facilitated the creation of opportunities for students to work in partnership with the staff and also among themselves.
- These committees were also benefited by the student involvement as it brought fresh enthusiasm and commitment.
- The students began to feel a sense of ownership towards the institution, and enhanced their relations with their teachers and other staff , thus strengthening the student-teacher-institution bond

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: 4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
8	8	3	2	0

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

5.4 Alumni Engagement

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

Response:

Introduction:

Babu Jagjivan Ram Government Degree College has a functional Alumni Association registered on 28.01.2021, on the name of the college as 'Babu Jagjivan Ram Degree College Alumni Association' (Registration No: 41 of 2021). The institution believes in maintaining a healthy and proactive relationship with the old students because an active alumni engagement is mutually beneficial. When these old students feel an emotional connect with their Alma Mater, they will have the desire to maintain a relationship with it. A happy and successful alumni community can contribute to the development of the college in many ways. Therefore, the college drafted a policy on Alumni Engagement to enable all the stakeholders to abide by certain rules and regulations.

The college proudly places on record the contributions of the alumni over the past few years. Though the alumni have not made any financial contribution, they have been very active in providing support services such as mentoring the present students; providing skill development training; extending career guidance; etc. The alumni can also act as brand ambassadors and help in enhancing the image of the college by canvassing about it. Some of the most significant of the alumni contributions are as follows:

Contribution in academic matters:

The alumni have proved to be most enthusiastic in contributing to the college in academic matters. A few of them have come forward to render their services by delivering lectures on important topics to their juniors. Others have also provided free coaching in some subjects. Md. Mubeen and Md. Aijaz visited the college and shared their experiences and study skills. The college also collects feedback from the old students on the curriculum and utilizes it for quality enhancement. Feedback is also collected from the alumni on the overall performance of the institution and suggestions on improvements, if any, are made a note of to bring in the necessary changes.

Mentorship:

Achievers among the old students were invited to the college in order to share their experiences and struggles. Their success stories were a source of inspiration and the students were encouraged to take them as their role models. P. Venkat Reddy and Anil from B.Com. were most proactive and interacted with their juniors.

Skill development:

Some of the old students are actively involved in providing skill-based training to their juniors. The juniors also get a chance to bond with their seniors and learn from them. Md. Majid, an active and committed alumnus, trains students regularly in life skills and language skills.

Mobilization of resources:

Though the alumni have not made any specific financial contribution, they are very proactive and eager to participate in activities related to mobilization of resources. They accompanied the staff of the college whenever the latter approached public representatives and philanthropists.

Community awareness:

The alumni have taken up the task of creating awareness in the community regarding the activities and achievements of the college. The brand image of the college has improved over the years due to the word-of-mouth publicity given by the old students.

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

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

Response: E. <1 Lakhs

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:

Introduction:

The **Vision** of the institution and the path to achieve this vision, which is its Mission, are inspired by its motto: '**Gyanam Sarva Hithaya**' ('Knowledge for Universal Welfare')

Vision: To empower youth by providing quality education in order to make them competent, self-reliant and responsible society builders, professionals and citizens.

Mission:

- to promote academic excellence
- to inculcate human values and social responsibilities
- to address the rural and urban divide and
- to mould the students into good citizens of the nation.

The institution can transform this Vision into reality by bringing all its academic and administrative policies and functions in line with its vision and mission. Since the vision of the institution is to provide quality education with an emphasis on human values and social responsibilities, this emphasis also defines the nature of governance, the focus of the perspective plans and the participation of teachers in decision-making.

Nature of Governance:

'Governance,' according to the International Bureau of Education (IBE), a leading UNESCO institute, refers to 'structures and processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation.' Therefore, the nature of governance in the institution, that is, its norms, strategic vision, goals and policies, are all guided by the principles of participatory decision-making, transparency, accountability, effectiveness and equity. Further, the leadership, as represented by the Principal, oversees the management and organizational performance to ensure that the institution is working in the best interests of its stakeholders in order to achieve the desired outcomes.

Perspective Plans:

The Perspective Plan of the institution was prepared by the IQAC for the Post-Accreditation period

(2015-16 to 2019-20.) The “Perspective Plan” or “strategic plan” which provides the roadmap for the development of the institution was chalked out in consultation with the Principal and the Heads of the departments. Some of the most important areas of focus in the Perspective Plan are career counseling; mentoring; development of infrastructure; making ICT an integral part; encouraging research culture, etc. All of them are in tune with the Vision and the Mission; and it is the task of the leadership to ensure the proper implementation of the plan, with the participation of the teachers.

Participatory Decision-Making:

The institution believes in giving ownership of decisions to all the members of the Teaching staff. It encourages the participation of teachers in various decision-making bodies in order to foster participative management and thereby develop a quality culture. Some of the most significant of them are the IQAC, the Staff Council, the Academic Committee, the UGC Committee, RUSA Committee, Library Advisory Committee, Special Fee Committee, etc. This is done to encourage collaboration and collegiality.

In this way, the institution ensures that its governance is reflective of and in tune with its Vision which is the empowerment of youth through quality education in order to make them ‘competent, self-reliant and responsible society builders, professionals and citizens.’

File Description	Document
Upload any additional information	View Document

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

Response:

Introduction:

‘Leadership should be more participative than directive, more enabling than performing’ ~Mary D. Poole

The institution follows the principles of decentralization and participative management in all areas related to governance and leadership. Participative management aims to empower all stakeholders in an organization, by increasing their involvement in the administration and other related activities. Since the mantra for participative management is decentralization, the Principal, who is the head of all academic and non-academic/ administrative activities, constitutes various committees in order to decentralize the whole process. These committees are entrusted with the task of facilitating the smooth functioning of the administrative and academic processes. Some of the most important committees are as follows:

1. Administrative Committees:

- Internal Quality Assurance Cell (IQAC)
- College Planning and Development Cell (CPDC)

- U.G.C. Committee
- RUSA Committee
- Grievance Redressal Committee
- Discipline Committee/Anti-Ragging Committee
- Internal Complaints Committee
- Scholarship Verification Committee
- Campus Maintenance Committee
- Purchase Committee

1. Academic Committees:

- Academic/Examination Branch
- Research Committee
- Time-Table Committee
- Telangana Skills and Knowledge Centre Committee
- Career Guidance Cell
- Competitive Examinations Committee

Academic Committee – A Case Study

- The Principal, who is the academic head of the institution, practices participatory management by decentralizing all academic activities. He/she ensures that the members of the teaching staff are involved in all activities related to planning and implementation and also delegates authority and responsibility.
- All the academic activities are routed through the Academic Branch led by the Academic Coordinator who is responsible for the smooth conduct of all academic activities from admissions to examinations.
- Within the Branch, there are other members of the teaching staff who are delegated the responsibility of taking care of the activities of the Arts, Science and Commerce streams. A few members of the non-teaching staff are also delegated the clerical tasks in the Branch.

- The Branch works in tandem with the Faculties of Arts, Science and Commerce. Each of them is headed by the senior-most teacher. This senior member reports to the Academic Coordinator in all matters pertaining to admissions, time-table, internal assessments, practical, examination, etc., of the concerned Faculty (Arts, Science and Commerce).
- There is further decentralization at the level of the individual departments. The heads of the departments within the faculties of Arts, Science and Commerce, are responsible for all the activities conducted within the departments.
- These heads of departments, in turn, work with the other members in their department on issues like preparation of Departmental Annual Curricular Plan, Departmental Action Plan, division of workload, students study projects, remedial coaching, results analysis, etc.
- The academic activities are further decentralized after the introduction of the Mentor-Mentee System, as the Mentors directly interact with much smaller groups of students and take care of all academic matters related to them.
- The Internal Quality Assurance Cell monitors all administrative and academic activities to ensure quality maintenance and sustenance.

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:

Introduction:

The Strategic/Perspective Plan of Babu Jagjivan Ram Government Degree College, Narayanaguda, Hyderabad, was prepared by the IQAC for a period of five years from the academic year 2015-16 to 2019-20. The Committee focused on certain key areas which needed to be strengthened on priority basis, in order to achieve the Vision, Mission and Objectives of the College. The following activity is one such activity from the 'Strategic Plan' which envisages holistic development of the institution:

Name of the activity	Infrastructure Development
Goal	<ul style="list-style-type: none"> • To identify the need for infrastructure facilities • To ensure that the activity is effectively implemented

<i>Implementation Strategies</i>	<p>Identification of requirement</p> <ul style="list-style-type: none"> • construction of classrooms • construction of laboratories • purchase of lab equipment • purchase of furniture, etc. • purchase of ICT equipment/computers/printer, etc. • Plans for procuring the budget from various sources made. • Resolution made by Staff Council to utilize Special Fee for purchase of Lab equipment • Appeals to various government and non-governmental sources like the M.P., M.L.A. and M.L.C. for funds • Requests were made to the O/o the CCE, for budget allocation for the construction of additional classrooms and labs • Detailed Project Report submitted for grant of Rs. 2. Cr. under RUSA 2.0 • Identification of requirement for additional equipment, furniture, and ICT equipment from Accumulated Funds. • Permission sought from CCE for utilization of Accumulated Funds
<i>Requirement Identified</i>	<ul style="list-style-type: none"> • Infrastructure building development & modification • Smart Class rooms, digital classrooms to be constructed • More ICT enabled classrooms

	<ul style="list-style-type: none"> • Library infrastructure up gradation • System up gradation • Functional facilities for e-learning • Purchase of equipment for Science laboratories • Purchase of additional computers and furniture like dual desks, computer tables and chairs, almirahs, book racks, etc. • Upgraded and modern lab equipment to be purchased • Safety & Security management • Water facility
<p><i>Expected Outcome</i></p>	<ul style="list-style-type: none"> • Sanction of funds from Annual Budget of Higher Education Dept. • Sanction of MPLADS, MLC Funds, etc., • Sanction of Grant of Rs. 2. Cr. from RUSA • Permission to utilize Accumulated Funds from the CCE, T.S.
<p><i>Success</i> <i>Achieved</i></p>	<ul style="list-style-type: none"> • Three digital classrooms sanctioned • TSKC Lab constructed with 35 computers • Various amounts sanctioned for development of infrastructure (Physical and academic) • Rs. 96,000/- utilized from Special fee fund in 2018-19 to purchase lab equipment for Botany Department • Audio-visual equipment procured • CCTV Cameras installed on all floors in classrooms and in the corridors

- Library digitalized and equipped with 16 computers and backup
- Partial Automation of library successfully completed
- Virtual Classroom procured
- Government sources:
 - Rs. 25 Lakh sanctioned from MLA LADS;
 - Rs. 25 Lakh from MPLADS,
 - Rs. 10 Lakh from MLC Funds
- Other than Government sources -Rs. 10 Lakh from Philanthropist
- Accumulated Funds:
 - Rs. 7 Lakh for furniture in 2018-19
 - Rs. 8, 39,380/-for furniture in 2019-20
 - Rs. 7,02,917 for ICT equipment in 2019-20
 - Rs. 21, 38, 651 for Science Lab equipment
- Rs. 2 Crore sanctioned under RUSA 2.0
- Rs. 5, 89,000/- for Virtual Classroom
- Rs. 14,00,000/- for furniture
- Rs. 1.00 Crore for Renovation and Upgradation of facilities
- Rs. 80, 00,000/- for Creation of new facilities

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

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

Response:

As per the government of Telangana norms, the following facilities are available to all permanent teaching and non-teaching staff.

The college has the following effective welfare measures for the teaching staff: General Provident Fund (GPF) Health cards issued by the Government of Telangana Group Insurance Scheme (GIS) Telangana State General Life insurance (TSGLI) Earned leave and Surrender of earned leave 5 special casual leave per calendar year for women employees 90 days Child Care Leave for women employees having minor children. · 06 months Maternity Leave for female employees and 15 days paternity leave for male employees Training in Basic Computer Skills

The college has the following effective welfare measures for the non-teaching staff: General Provident Fund (GPF) Health cards issued by the Government of Telangana Group Insurance Scheme (GIS) Telangana State General Life insurance (TSGLI) Festival Advance Scheme Earned leave and Surrender of earned leave 5 special casual leave per calendar year for women employees 90 days Child Care Leave for women employees having minor children. · 06 months Maternity Leave for female employees and 15 days paternity leave for male employees Training in Basic Computer Skills

- UGC/State Government scales of pay Carrier Advancement Scheme
- Additional increments for having a doctoral degree at entry-level or during service
- On-Duty facility to attend Orientation and Refresher Courses
- On-Duty facility to attend National Seminars, Conferences, etc.
- Perform remunerative duties as a practical examiner, an observer in University exams.
- Casual Leave facility to teaching and non-teaching staff
- Maternity and Paternity Leave
- Half pay leave provision
- Medical leave provision

- Encashment of earned leave
- Medical Reimbursement or EHS (Employee Health Scheme)
- GPF and TSGLI provision.
- Group insurance for all teaching and non-teaching staff
- Personal loan facility.
- Home loans for all teaching and non-teaching staff.
- Festival advance for non-teaching staff.
- Regular superannuation pension.
- New pension scheme.
- Utilization of gym for personal well-being.
- Enlightenment through Institutional faculty enrichment programme.

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
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

As per the norms of the Government of Telangana the following welfare schemes are available to all permanent teaching and non-teaching staff:

1. Teaching staff:

- General Provident Fund (GPF)
- Health cards issued by the Government of Telangana
- Group Insurance Scheme (GIS)
- Telangana State General Life insurance (TSGLI)
- Earned leave and Surrender of earned leave
- 5 special casual leave per calendar year for women employees
- 90 days Child Care Leave for women employees having minor children.
- 06 months Maternity Leave for female employees and 15 days paternity leave for male employees
- Training in Basic Computer Skills
- UGC/State Government scales of pay
- Career Advancement Scheme
- Additional increments for having doctoral degree at entry level or during service
- On-Duty facility to attend Orientation and Refresher Courses
- On-Duty facility to attend National Seminars, Conferences
- Permission to perform remunerative duties as practical examiner, observer in University exams
- Personal loan facility
- Home loans Festival advance for non-teaching staff.
- Regular superannuation pension.

- New pension scheme.
- Medical Reimbursement or EHS (Employee Health Scheme)

1. Non-teaching staff:

- General Provident Fund (GPF)
- Health cards issued by the Government of Telangana
- Group Insurance Scheme (GIS)
- Telangana State General Life insurance (TSGLI)
- Festival Advance Scheme Earned leave and Surrender of earned leave
- 5 special casual leave per calendar year for women employees
- 90 days Child Care Leave for women employees having minor children. .
- 06 months Maternity Leave for female employees and 15 days paternity leave for male employees
- Training in Basic Computer Skills Personal loan facility
- Home loans Festival advance for non-teaching staff.
- Regular superannuation pension.
- New pension scheme.
- Medical Reimbursement or EHS (Employee Health Scheme)
- Festival advance for non-teaching staff.

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: 0

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

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

File Description

Document

Institutional data in prescribed format(Data template)

[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 2.2

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
6	3	1	0	1

File Description

Document

Upload any additional information

[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: 16.08

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
20	4	3	3	1

File Description	Document
Upload any additional information	View Document
IQAC report summary	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:

Introduction:

Babu Jagjivan Ram Government Degree College, Narayanaguda, is committed to improving the quality of all aspects pertaining to teaching-learning, especially that of teacher profile and quality. The institution is concerned about the adequacy, competence and the continuous professional development of the faculty, as well as, the performance of the non-teaching staff who assist in the administrative activities of the college and provide the other student support related services. Moreover, as the staff, both teaching and non-teaching, are the internal stakeholders of the institution, their welfare and development is of utmost priority to the institution.

In this connection, the IQAC of the college designed a policy for the Performance Appraisal of the Teaching and Non-Teaching Staff in consultation with the Principal and the In-Charges of all departments. Later, this was followed up with discussions with the other teaching and non-teaching staff and their inputs and suggestions were taken into account. Accordingly, the final draft of the policy document was approved by the College Planning and Development Council.

1. Teaching Staff:

1.API : The faculty members fill in the Academic Performance Indicator(API) forms at the end of the academic year in which they are asked about their workload participation, professional development, their contribution to the college and society as per the UGC format. It is submitted to the Principal and CCE. Based on the API scores, the lecturers are encouraged to take up innovative methods, continue best practices and take up more research-oriented projects.

2.Student Feedback: At the end of every year in the year wise scheme and every semester in CBCS, the students' feedback is taken to assess the performance of the lecturers.

3.Academic Audit: An Academic Audit is conducted by the CCE, every year, in which external academic counsellors visit the college and assess the performance of each and every department. An exit meeting is held in which the lecturers are intimated about their shortcomings if any, and suggestions for improvements are made.

4. Action taken report:- After the academic audit, the IQAC prepares Action Taken Report and sends it to the CCE in which action taken and the steps proposed to be taken up for future improvements in performance are intimated.

5. Results: Meetings are conducted by the Principal in which results of subject-wise, department-wise and overall result of the college are discussed.

6. Academic Records: The maintenance of academic records is yet another way of conducting the appraisal of the teachers.

1. Non-Teaching Staff:

1. Continuous Monitoring: The Principal monitors the work of the Non-teaching staff

2. Regular Meetings: Meetings with non-teaching staff are conducted periodically to assess their performance.

3. Informal inquiry: The Principal keeps himself updated on their performance from various sources

4. Formal Inquiry: At the end of each academic year, the non-teaching staff are required to fill up a proforma regarding their work done, based on which the principal evaluates their performance.

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:

Introduction:

B.J.R. Government Degree College, Naryanaguda, is committed to quality culture in the area of all financial matters, and therefore subscribes to prudence in planning and utilization of financial resources, as well as, transparency in all financial transactions. The college receives funds from the following sources:

- Special Fee collected from students
- State Government budget allocation

- U.G.C. Grants
- RUSA Grants (2019-20)
- Accumulated Funds of the College

Internal Financial Audit:

The college has evolved a procedure for taking care of all financial transactions. The budget estimates for the academic year are prepared and sent to the Commissionerate of Collegiate Education, for release of Quarterly budgets. The amount sanctioned is then utilized for the purpose for which it has been sanctioned and the utilization certificates are submitted. Similarly, budget estimates for college development are prepared taking the revenue received from student fees into consideration. The College Purchase Committee ensures that all procedures have been duly followed and the Finance Committee verifies all the bills and procedures.

In order to maintain financial discipline and transparency, the college has introduced a systematic practice of conducting annual internal financial audits from the year 2018-19. An Internal Audit Committee is appointed with the Principal as the Chairman and four senior teachers from the Department of Commerce along with the Senior Assistant/Superintendent from the Office. The members of the Committee scrutinize all the expenditure and income statements and verify the same with the vouchers and bills procured for all expenditure. This is done to ensure constant monitoring in all financial matters.

External Financial Audit:

The Commissionerate of Collegiate, Telangana State, conducts Academic and Administrative Audits (AAA) every year, wherein all academic, and administrative activities are scrutinized, scrupulously. Academic Audit Officers appointed by the CCE evaluate these activities, give suggestions/recommendations for further improvements and submit their reports to the O/o the CCE. Similarly, audits are also conducted periodically, by the Accountant General's Office as well as the Regional Joint Director of Collegiate Education. Audit objections, if any, are addressed to the Drawing and Disbursing Officer (D.D.O.), who is the Principal, and the same have to be answered, satisfactorily.

Mechanism for Settling Audit Objections:

The office of the Principal complies with the audit objections raised by the auditors in the form of a written justification in the given format and rectify the discrepancies, if any, stated. Audit observations are settled both during audit as well as, after the audit is completed. During the audit, when a query is issued, the college provides necessary clarification or rectifies the discrepancy and this is noted by the auditors. Audit observations are also settled during the meeting on the last day of the audit by providing necessary reply along with required information covering, recovery, adjustment rectification of errors or irregularities.

However, as there have not been any external audits conducted over the past five years, the college has conducted an independent audit of all financial activities/matters during April 2021.

File Description	Document
Upload any additional information	View Document
Paste link for 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: 10

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	10.000	0	0	0

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:

Introduction:

Babu Jagjivan Ram Government Degree College is a State Government institution and receives funds mainly from the Government of Telangana. The college is committed to quality culture in the area of all financial matters, and therefore subscribes to prudence in planning and utilization of financial resources, as well as, transparency in all financial transactions. Therefore, it practices proper budgeting and optimal utilization of finance, as wells as mobilization of resources both internally, from its Special Fee, as well as, externally from various sources. There are procedures in place to ensure transparency in the financial management of the institution.

Resource mobilization and optimal utilization of funds are the two most important aspects of good governance. As the college is a government institution, it is accountable to the public for every expenditure incurred. Therefore, there is a need for a structured policy which lays down certain rules and procedures for financial accountability and transparency, as well as, for the optimal utilization of resources.

The institutional policy is to strive to mobilize resources from all possible sources while strictly adhering to the principles of transparency and accountability. The funds thus mobilized will be utilized optimally,

giving no scope for any laxity in procedures and processes. All financial transactions in terms of mobilization of resources or utilization of funds will be scrutinized, periodically, in the form of audits, to enforce fiscal discipline.

Aims:

- To identify the need or requirement and formulate a plan of action
- To identify potential source of funds and solicit them for their grant
- To devise strategies to mobilize funds from various sources, as well as, ensure its optimal utilization.
- To promote financial discipline and responsibility and inculcate values like truth, integrity among the staff and students

Strategies for Resource Mobilization:

- Identification of the need/requirement
- Formulation of a plan of action
- Identification of potential sources of funds
- Preparation of a proposal to the identified source
- Solicitation/appeal to the source/s

Strategies for Optimal Utilization of Funds:

- Funds received are to be utilized following strict guidelines
- No amount should be diverted for expenses other than the specific purpose for which the funds have been sanctioned
- In case of any specific exigency, permission for utilization has to be sought from the appropriate authorities
- All the funds are to be utilized optimally without any wastage

Strategies for the Optimal Utilization of Resources:

The college has well-defined strategies for the optimal utilization of resources, in order to overcome the problems of space constraints and lack of available infrastructure. Some of them are as follows:

- Practice of running the college in a shift system in order to solve the problem of inadequate classrooms
- Preparation of a systematic time-table in order to address the lack of adequate infrastructure and manage the available resources
- Optimal utilization of classrooms, laboratories, library as well as the facilities in the Games Room/ Gym, in order to provide maximum benefit to the student community

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

Introduction:

The IQAC has contributed significantly for institutionalizing various quality assurance strategies and processes over the past five years. Two practices are described in detail as follows:

1. Mentor-Mentee System:

The IQAC devised a new Mentor-Mentee System which envisaged increased mentor-mentee relations to aid in the all-round development of the student community. Students are formed into groups of 35-40 students and teachers assigned as Mentors. These Mentors are responsible for mentoring/counselling the group of students assigned to them. Regular meetings are held about academic issues and other issues, too. The overall performance of the mentees is monitored: academic performance; participation in club activities; and other co-curricular activities. Mentors are always available for academic or non-academic support.

Mentee Profile: The Mentee profiles are collected with complete details as this aids in providing counselling to them.

Types of Counselling:

- Academic Counselling
- Career Counselling

- Personal Counselling

Grievances: The Mentees are encouraged to approach their respective Mentors with their problems if any. The Mentors help and support the Mentees and provide remedies or suggestions.

Feedback: The Mentors interact with their Mentees on a regular basis in order to provide guidance and counselling and also address grievances, if any. Mentors also interact with the parents of their respective Mentees as a follow-up. Feedback is collected from the Mentees, as well as their parents in order to improve the Mentor-Mentee System.

2. Student Research Activities:

Student research inculcates the spirit of inquiry, and also fosters thinking and analytical skills through the hands-on methods of learning. In addition, it expands the students' knowledge and understanding of a chosen field; while developing their communication skills and interpersonal skills. Therefore, the IQAC actively promotes students' research activities; motivates the teachers to mentor and supervise the student study projects; and facilitates the inculcation of the spirit of inquiry among them. It also organizes workshops on research skills to provide training in research skills. Two of the most visible results of this initiative are as follows:

1. Jignasa Student Study Project Competition:

Jignasa Student Study Project Competition is a state-wide competition organized by the Commissionerate of Collegiate Education, Telangana State. The first prize in each subject has a prize of Rs. 30,000/- and the second prize of Rs. 21,000/-.

2019

- 8 departments submitted student study projects
- 2 State Level First Prizes in Public Administration and Computer Science
- 1 State Level Second Prize in Botany
- 1 State Level Commendable Prize in Chemistry.

2020

- 08 departments participated
- 01 State Level Commendable Prize in Computer Science.

1. Student Publications:

The institution encourages the students to publish their research work as it is a great incentive to pursue even more and better avenues in research. The institution proudly places on record that 19 articles written by students and supervised by their teachers were published in 2019 in the International Journal of Research and Analytical Reviews (IJRAR), a UGC Approved Journal No. 43602, with 5.75 Impact Factor, in May 2019.

File Description	Document
Upload any additional information	View Document

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:

Introduction:

The Internal Quality Assurance Cell of the college has many institutional reviews and implementation with regard to the teaching-learning process to facilitate teaching-learning reforms. Two of the most significant of them that came into practice through a systematic and structured approach designed by the IQAC are:

- 1. Student-Centred Methodology and**
- 2. ICT-Based Teaching-Learning**

The incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives are as follows:

- 1. Student-Centred Methodology:**

Identification of need for reform:

The IQAC identified very early on that the most important area that should be addressed was teaching-learning, and especially, 'Student-centred Methodology.' With the mandate by NAAC also being made explicit, the IQAC realized that the paradigm shift from Teacher-Centred approach to Student-Centred approach necessitated the need for urgent reform of the teaching-learning process as practiced in the college. The IQAC Coordinator, Dr. P. V. Geetha Lakshmi Patnaik, is a certified Master Trainer, who is trained in the ELF Programme, jointly sponsored by the CCE of AP and the U.S. State Department.

Action Plan:

Key activities were identified, duly taking into consideration the programmes/activities already conducted and those that were necessary to be taken. Some of the key activities as decided by the IQAC were the drafting of a policy on Student-Centred Methodology; regular monitoring of the implementation; training in pedagogy for the teachers; and activities for student support.

Institution-wide Policy as a Quality Assurance Initiative:

Though some initiatives were already taken up in the past, the IQAC drafted a new policy for Student-centred methodology in 2019 and the same was ratified by the College Planning and Development Council in February 2020. The policy laid down some of the basic guidelines pertaining to the implementation of the student-centred methodology of teaching-learning. The advantage of having an institution-wide policy was that it created an opportunity for the institution to intervene in pedagogy. The institution, through the IQAC, had a say in ensuring that all teachers across the different disciplines adopted the new methods. Moreover, the faculty could teach more effectively and also receive support, whenever necessary.

Programme monitoring:

The IQAC monitored the entire implementation, thereby ensuring that every member of the teaching staff had attended the orientation programme/workshop organized by it. Reports on compliance were collected, formally and informally, on the use of student-centred methods by the individual teachers or by the departments, on the whole.

Teaching support:

The IQAC was aware of the reluctance, even opposition, from teachers, to the paradigm shift from the traditional methods of teaching to the student-centric methods of learning. Therefore, the IQAC organized the following programmes to ensure that they received support to make the transition:

- The teachers were familiarized with the concepts of ‘Sage on the Stage’ and ‘Guide on the Side’ which are used to describe the role of the teacher as the fount of all knowledge in the traditional approach and that of the teacher as facilitator in the student-centred approach, respectively.
- Orientation Programmes and workshops were conducted for the teachers providing hands-on experience with the techniques and methods like active learning, pair work and group work, collaborative learning, etc.
- The teachers were encouraged to use experiential learning and problem-solving methodologies.

Learning support:

The IQAC was aware of the need to make the students aware of the new methods of learning and so, provided much-needed support to the students in many ways:

- The Orientation/Induction programme conducted by the IQAC at the beginning of the academic year provided the platform to introduce the students to the new concepts.
- Workshops were conducted for the students to familiarize them with the student-centred methods like pair work and group work, collaborative learning, etc.
- Activities like field trips, laboratory practicals, simulations, etc., were demonstrated as student-centred activities so that the students learn on their own and reflect on what they have learnt.

1. ICT- Based Teaching-Learning:

Identification of need for reform:

The IQAC identified the need for a comprehensive plan to encourage and motivate the teachers to use ICT tools in their teaching. A questionnaire was provided to the teachers to assess their level of familiarity and comfort with regard to the use of ICT tools. The responses to the questionnaire demonstrated that very few teachers were familiar with or open to the idea of using these new tools. Therefore, a comprehensive action plan had to be put in place to encourage the teachers to take the first step in the desired direction.

Action Plan and Quality Assurance Initiative:

It was decided to use the social psychologist, Kurt Lewin's theory for change management. According to Lewin, any issue is held in balance by the interaction of two opposing sets of forces: those seeking to promote change, ('Driving Forces') and those attempting to maintain the status quo ('Restraining Forces'). If an organization wishes to make changes, then, either the DF need to be augmented or the RF to be decreased. Inspired by Lewin's theory, the IQAC identified that the DF was the awareness that teaching-learning process would be beneficial to the students, while the RF was the fear of the unknown, of technology.

Teaching Support:

- The IQAC organized training programmes and workshops to allow the teachers to overcome their fear and thereby make technology familiar and easy to them.
- Along with this, the institution augmented its IT facilities as 11 computers were purchased for the departments, so that each department would have its own computer.
- The entire college was made wi-fi enabled.

Learning support:

- Students were also given training and encouraged to make use of ICT for an enriched learning experience.

- Workshops were conducted by the department of Computer Science to provide hands-on training on ICT tools
- Students were given counselling by their respective mentors to help understand the benefits of using ICT
- The initial reluctance was gradually lost as more and more students responded to the joys of using ICT and being active learners in the classroom.

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: B. 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Introduction:

Babu Jagjivan Ram Government Degree College is committed to promoting gender equity among the staff and students. Its aim is to bring gender equality in the institution and to ensure inclusive gender positive human resources. In alignment with the National Policy for Women 2016, priority is given to increased enrollment and retention of girl students through provision of gender friendly facilities and promotion of skill development.

The institution provides a supportive environment through a responsive grievance redressal cell and takes measures to prevent discrimination on the basis of gender. Another major objective is to provide more equitable access to education to the girl students through ICT. The formation of Internal Complaints Committee, Women Empowerment Cell, Anti- Ragging Committee reflects the institution's commitment towards gender equity and women empowerment.

1. Gender equity and sensitization through curricular and co-curricular activities:

Curricular Activities:

At curricular level, a course on 'Gender Sensitization' was introduced by the affiliating university in UG I Semester as an Ability Enhancement Compulsory Course from 2016-17, with a prescribed syllabus and the students took an exam at the end of the semester. However, the course was discontinued in 2019-20.

Co-Curricular Activities:

Though the college had always given priority to co-curricular programmes on gender equity and sensitization, there was a renewed emphasis on them after the AECC was discontinued. More number of co-curricular programmes were conducted through Women Empowerment Cell, Bhagya Committee and Internal Complaints Committee.

1. Facilities for women students in the institution

Safety and Security:

The institution accords top-most priority to the safety and security of the women students. The identity of anyone entering the campus is checked at the gate. The institution has installed CCTV cameras at important points, i.e. in all the classrooms, corridors, library, etc.. The institution conducted interactive sessions with SHE Teams of Telangana police to sensitize the students about gender-related problems like eve-teasing, misuse of social media etc. Ms. Swathi Lakra, IPS, visited the college on two occasions and interacted with the students and staff. Awareness of safety measures such as the Hawk Eye App was given to help the women students in dealing with gender related crime. The women students are also trained in self-defence techniques. The Discipline/Anti-Ragging Committee monitors the campus, to prevent any untoward incident. The female faculty members accompany the girl students in all the field trips and extension activities. Grievance Redressal Cell actively solves the grievances of the students.

Counselling:

The college has a mentor-mentee system where the students are given counselling on personal and career issues. The faculty makes it a point to focus on women students. Due to DOST online admissions, most of the women students come from rural areas and stay in government and private hostels, where they are confronted with various problems. The teachers in all departments give them the required guidance and emotional support.

Common room:

The institution has a Ladies’ Waiting Hall with attached restrooms. An automated sanitary pads disposable machine with incinerator is installed with a coin facility.

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: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The institutional facilities for the management of degradable and non-degradable waste are as follows:

1. Solid Waste Management

Conducting awareness campaigns on the need to segregate waste among people is a continuous process. It is mandatory for segregation of dry solid waste (non-biodegradable /recyclable waste) and wet solid waste (bio-degradable waste) at source.

The wet solid waste is mainly collected from the leftover food of the students and staff, garden litter, etc. The statistical data like weight of the wet waste, time of collection and weight of compost produced, etc., is maintained in the record. Students collect the food waste from their rooms through a project called the “Bucket Program.” The wet solid waste consisting of only bio-degradable waste is processed to compost using two methods, viz Vermicomposting and Organic Composting.

The institution has entered into an MoU with “EARTH BOX,” a non-Profit Organization, which is a franchisee for ITC, India, to manage the Dry Solid Waste. As a part of this MOU, the institution collects and gives away the dry recyclable waste generated in the campus; and joined the Swachh WOW Hyderabad Chapter. The institution places emphasis on paper less /Paper free office transaction.

1. Liquid Waste Management

Liquid waste mainly consists of water used in the college campus for various purposes. One meaning of ‘Liquid Waste Management’ is returning water to its natural environment without adversely impacting the ecology. There is a need for water for different purposes, viz drinking, washing, use in wash area, use for lab purposes and other utilities in the college campus.

Awareness campaigns are conducted to save water and to reduce the wastage of water by the staff and the students. The chemicals used in the labs are mostly non-hazardous and non-toxic and neutral in nature. The sewage water let out from various purposes are conveyed and transferred to a treatment plant by

appropriate pipes. It moves into the pipeline of the drainage of the institution and gets collected in the main drainage system of the Municipality where the sewage treatment is done in the sewage plant of the Municipality.

1. Biomedical Waste Management : Not applicable

1. E-Waste Management:

"Electronic waste" is defined as all the secondary computers, entertainment devices, mobile phones, items like television, refrigerators, whether they are sold or donated or discarded by their original owners or users. A major portion of this waste is generated through products like personal computers, laptops, etc. As a part of MOU with EARTH BOX, e- waste is also accepted. The electronic waste is then sent to the recycling plant which combines dismantling for recovery of its components with increased cost-effectiveness of processing of bulk electronic waste.

Reuse is an alternative option to recycling. The Eco Club members use the e-waste in an innovative way in which the big spares such as CPU box, monitor outer cover, air cooler base are used for small sapling plantations. The dismantled spares parts of e-waste are used to make decorative artifacts.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	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: D.1 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: C. 2 of the above

File Description	Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: B. 3 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
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: C. 2 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:

Introduction:

Babu Jagjivan Ram Government Degree College adheres to the adage 'Unity in Diversity.' It actively promotes an environment which practices tolerance and harmony towards the various diversities that exist in contemporary Indian society: cultural, regional, linguistic, communal, socioeconomic and other diversities. The institution is committed to establish and nurture an environment where diversity is valued and inclusion is practiced since it is inspired by Rabindranath Tagore's words: ". . . let us unite, not in spite of our differences, but through them . . . in a unity that is living."

Diversity and Inclusion:

Diversity can be broadly defined as a term that recognizes the unique attributes of all persons, irrespective of their gender, race, age, community, region, language, or socioeconomic status. It incorporates all the different elements that make individuals unique from one another. Inclusion, on the other hand, refers to the behaviours and social norms that ensure that people feel welcome. It refers to the tacit understanding that all people have the right to respect and appreciation as valued members of a society or an institution. It can be defined as the achievement of an environment in which every individual is treated fairly and respectfully, and has equal access to all kinds of opportunities and resources. Such an environment would give him/her the opportunity to contribute fully to the institution's success.

Institutional efforts/initiatives for providing an inclusive environment:

Cultural Diversity: The institution was at the forefront in the Ek Bharat Shresht Bharat Programme, a unique and innovative initiative of the Government of India. The programme aimed to enhance interaction & promote mutual understanding between people of different states/UTs through the concept of State/UT pairing. As Telangana State was paired with Haryana, both the states carried out activities to promote a sustained and structured cultural connect in the areas of language learning, culture, traditions & music, tourism & cuisine, sports and sharing of best practices, etc. Our institution was paired with Maharani Kishori Jat Kanya Mahavidyalaya, Rohtak, Haryana, and cultural diversity was celebrated through various programmes.

Regional Diversity: The institution organized various programmes to mark significant days like Telangana Formation Day on 2nd June and celebrated the regional festivals like Bathukamma and Bonalu.

Linguistic Diversity: In order to encourage respect for Telugu, the regional language of the state, as well as, other languages, the institution observed Language days like Telugu Bhasha Dinotsavam, Telangana Bhasha Dinotsavam, Hindi Diwas, Sanskrit Day, and Urdu Day.

Socioeconomic Diversity: Many programmes were conducted in connection with Babu Jagjivan Jayanthi on 5th April. These programmes highlighted the contribution of Dr. Babu Jagjivan Ram, a relentless crusader for the rights of the downtrodden and a champion of the underprivileged.

Communal Harmony: Various programmes like Iftar Party (Ramzan), Ganesh Chaturthi, etc., were conducted to foster the spirit of communal harmony among staff and students. 09 students participated in Aghaaz-e-Baatchet, a platform for young people to reflect deeply and interpret the underlying message of different faiths and identities, finding and celebrating the commonalities between them.

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:

Introduction:

Babu Jagjivan Ram Government Degree College is mindful of the responsibility it shoulders in the context of having to inculcate certain desirable value systems among students and employees. In the midst of various diversities, it is imperative that students, in particular, imbibe the values that are necessary to mould them into responsible citizens of the nation. As Mahatma Gandhi said, "The true source of rights is duty. If we all discharge our duties, our rights will not be far to seek." In this connection, the institution organized various programmes that highlight the principles of humanity, universality and humanity, thereby sensitizing the students and employees to their duties and responsibilities.

Independence Day (15th August) & Republic Day (26th January):

The institution celebrated these two days with fervour as there is a need to remind ourselves of the great sacrifices of the freedom fighters as well as the values and ideals enshrined in the Constitution of India. We need to remind ourselves of what Dr. B.R. Ambedkar had so aptly stated, "So long as you do not achieve social justice, whatever freedom is provided by the law to you will be of no avail."

International Anti-Corruption Day (9th December) & International Human Rights Day (10th December):

"There can be no compromise regarding corruption," said Atal Behari Vajpayee and the institution endeavoured to inculcate these values among the students by conducting relevant programmes. The importance of human rights was also highlighted by conducting various programmes, as Nelson Mandela rightly said, "To deny people their human rights is to challenge their very humanity."

National Constitution Day (26th November):

National Constitution Day was celebrated to commemorate the adoption of the Constitution of India, on 26th November, 1949. As Dr. B.R. Ambedkar said, "Constitutional morality is not a natural sentiment. It has to be cultivated," various programmes were conducted to sensitize the students and staff to the core values on which the Constitution of India is founded on. The preamble of the constitution was read by all the students and staff. The prizes to the winners of quiz and essay competitions on the constitution of India,

were handed over to the winners. Mock parliamentary debates were also organized to educate the students on the salient features of the Indian Constitution.

National Voters' Day (25th January):

January 25th is observed as "National Voters' Day," every year, to encourage more and more young voters to take part in the political process, with the slogan 'No Voter to be left behind'. The college conducted various programmes to mark the significance of the day and also to reiterate its commitment towards nation building, which, in this case, is reaching out to the last voter and promoting informed and ethical voting. These programmes were based on the following themes for the past five years:

1. 'Inclusive and qualitative participation' (2016)
2. 'Empowering young and future event voters' (2017)
3. 'Accessible Elections' (2018)
4. 'No Voter to be Left Behind' (2019)
5. 'Electoral Literacy for Stronger Democracy' (2020)

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: C. 2 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:

Introduction:

Babu Jagjivan Ram Government Degree College strives to fulfil its vision of empowering youth by providing quality education, in order to make them competent, self-reliant and responsible society builders, professionals and citizens. In the course of this journey, it has to ensure that its students are aware of their rights and duties; that they have the right values and ethics; and that they are aware of their culture and heritage. Therefore, the institution conducted many programmes which would highlight all these issues.

In this context, the institution celebrates/organizes the following national, international and regional commemorative days, events, and festivals, in order to provide the students with rich and diverse learning experiences. These experiences can mould them to become 'competent, self-reliant and responsible society builders, professionals and citizens' as envisioned by the institution. Some of the most important of them are as follows:

- ***National Festivals:*** Independence Day and Republic Day were celebrated every year with solemnity and fervor to instill patriotism and the desire to contribute to nation building.
- ***State Festivals:*** The Telangana State Festivals Bonalu and Bathukamma were celebrated with great pomp and grandeur to inculcate love for the culture and traditions of the state.
- ***Events to promote national consciousness:*** Rashtriya Ekta Diwas or National Integration Day, and other days that promote social consciousness and raise awareness like Aids awareness Day, etc., were observed.
- ***Days that promote scientific temperament:*** Important days that promote a scientific temperament among the students like Science Day; Mathematics Day, etc., were also observed.
- ***Days that promote environmental consciousness:*** The institution makes it a point to conduct programmes that promote environmental consciousness like Vanmotsavam, or the festival of planting trees in July, World Ozone Day, World Water Day, etc.
- ***Events that promote health and well-being:*** International Yoga Day was celebrated every year with the full participation of Principal, staff and students.
- ***Special Days that inculcate rights, duties and responsibilities:*** The institution conducted various educative programmes on National Voters' Day and National Constitution Day, etc., to educate the students about their rights and duties as responsible citizens of the nation.
- ***Special Days for empowerment of the Vulnerable:*** The institution educates the students about the value of equity in all spheres and therefore, observes the Human Rights Day and International Women's Day.

- **Other important events:** The institution conducts Fresher's Day, Farewell Party and Annual Day, every year, to inculcate a sense of belonging among the students and make them feel that they are part of a large family – the BJR family.

File Description	Document
Geotagged photographs of some of the events	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:

Title of Practice: 'Unnathi': Coaching for PG Entrance & Competitive Exams

Objectives of the Practice:

- To provide academic and other support in order to enable the students to appear for various State/Central Services examinations
- To educate the students on various career opportunities in public sector and private sector
- To motivate the students to go for higher education
- To offer P.G. Coaching in all the subjects to various Central Universities, State Universities and reputed Deemed Universities.
- To enrich and widen the intellectual horizons of the students
- To foster global competencies among students - the second core value of NAAC

The Context:

One of the major concerns of the institution was in the area of student progression, since the percentage of students who have progressed to higher education and/or employment, was very low. As the institution is committed to facilitating student progression to higher studies and/or to employment, it was decided to identify the reasons for the poor attainment. Accordingly, the following reasons were found:

- Socio-economic disadvantages as most of the students hail from diverse under-privileged backgrounds/rural areas of Telangana
- Low awareness levels regarding higher education/career opportunities as most of them are first-

generation learners

- Low levels of competence in communication skills
- Lack of awareness about how to prepare for competitive exams and the strategies to be followed, even though most of them are meritorious

In this context, the faculty of Social Sciences, decided to take up the task of providing coaching for PG Entrance and other competitive exams.

The Practice:

WHAT?

Today's competitive world is full of opportunities but lacks a level playing field. Almost every student has the dream of becoming a civil servant – a dream that would fulfil their personal ambition, their family's expectations; and society's dictates about a 'proper job.' However, not many have the access to the means to this end, which is, taking expensive special coaching classes from a reputed coaching institute. Though some students prefer self-study, coaching classes have proved to be more successful, with a few exceptions, because they enforce a strict timetable and have the advantage of experienced and trained faculty to guide, motivate and train the students.

WHY?

Our students who come from underprivileged families cannot afford the huge amount that is collected as fees towards these classes. Therefore, the Faculty of Social Sciences decided to take up the mantle of providing the required coaching. These teachers are highly qualified and also experienced in dealing with the Core Subjects necessary for General Studies as well as other subjects relevant to the specific examinations. Moreover, they are even more motivated and dedicated to the cause, as they are working with an altruistic motive and not for any pecuniary reasons, as it is our own students who are the beneficiaries.

HOW?

Though the institution had been offering coaching for various examinations over the years, it was in 2018-19, that the present group of teachers took it up with seriousness and a purpose. They started coaching for various competitive examinations like Civil Services; Group I and Group II State Services; Teacher Training; S.I.; and defence services.

The coaching adheres to a schedule and the students are motivated to manage their time and focus both on pursuing higher education and also writing competitive examinations. Along with the regular academic curriculum transaction, the students are given rigorous training in the subjects for the competitive examinations. A Road Map for Cracking Competitive exams was prepared, with a schedule for studying. In 2020, in view of the pandemic, a Google class room was created exclusively, for the students who were interested in writing competitive exams. Students were also trained in soft skills and other employability skills.

Though the explicit aim of the programme was to provide coaching for competitive examinations, the implicit aim was to train them in global competencies, and thereby to help them make the transition from the world of learning to the world of work.

Evidence of Success:

The hard work paid off and the institution is proud to claim that there are many achievements in this area. A few of them are as follows:

- Secured P. G. seats in various Central Universities in Haryana, Karnataka, Kerala, Gujarat & Bihar.
- Secured P.G. seats in State universities like Osmania University and Kakatiya University.
- Selected for state government jobs and many reputed private companies.
- Selected in Border Security Forces.

The success of the students is proof that the institution is on the right track and is moving slowly, but inexorably, towards the goal of producing empowered and responsible citizens of the nation. The pedagogic requirements were met by the well-trained and highly dedicated faculty and the students benefited from the in-house training/coaching with almost no need for funds or budget.

Though the practice began with the immediate local context - to help the interested students who were unable to join coaching classes - it soon became more broad-based with the realization that the students need to be given specialized training to crack other exams. Ultimately, the practice gained momentum and today, it is planned to extend it to the students of the other streams also.

Problems Encountered and Resources Required

No problems were encountered in the implementation of the practice, though there were a few hitches with the scheduling of the classes as the college runs in a shift system. Therefore, the faculty decided to ask the students to come early or stay back as per their shift.

The resources required were some important books for competitive exams and P. G. Entrance. Subject experts for certain specialised areas, and eminent persons from professional training institutes were invited to provide additional guidance to the students.

The institution provided the students with the required resources like computers and internet connection, and the students were able to make use of the B.A., Computer Lab situated on the ground floor. They were also provided access to e-resources which would help them in their preparation, through the institutional library.

Title of Practice: 'Samaja Seva Nirathi': Build Society and Nation

Objectives:

- To inculcate social awareness and responsibility among the students.
- To enable them to comprehend the problems faced by villages in Telangana
- To motivate them to go to these villages and disseminate awareness of various Government schemes to facilitate rural development
- To help the destitute and needy by visiting orphanages.
- To sensitize the students towards environmentally responsible behavior
- To nurture the students into social, moral, and ethical citizens who are ready to serve society and discharge their obligations towards their fellow-citizens
- To inculcate a value system among students – the third core value of NAAC

The Context:

“Education is the tool for the development of consciousness and the reconstitution of society” - Mahatma Gandhi

The institution believes that education is not the mere imparting of knowledge and skills, but the promotion of civic behaviour, nation building and social cohesion among the students through transmission of democratic values and cultural norms. Babu Jagjivan Ram Government Degree College strives to inculcate a social conscience among the students through community engagement. This will, in turn, motivate them to become change agents and social engineers who can solve the multiple problems of the society. There is a need for young graduates to experience the joy of giving back to society. As higher education plays an important role in the society, it is the need of the hour to transform students in such a way that they are sensitive to the needs and problems of the community.

The Practice:

WHAT?

The ISRC was established in 2018-19, inspired by the Gandhian ideal “The best way to find yourself is to lose yourself in the service of others.” The motto of the ISRC is “Build Society and Nation.” All the activities are conducted through the ISRC, the NSS units, Eco Club and various departments of the college.

WHY?

The rationale behind the establishment of the ISRC was the realization that the institution needed to amplify its engagement with the community. The N.S.S. with its two units was already well-established and the programme officers and volunteers had served society over a long period. However, it was felt the institution and the students would benefit to have a more comprehensive community engagement. Therefore, the ISRC was born with the noble aim of bringing more and more number of students into its

ambit as well as the Eco Club, Haritha haaram, Red Ribbon Club, etc., under it.

HOW?

Visits to Orphanages: The staff and students regularly donated in cash and kind to the orphanages like Anadha Vidyarthi Griha and Rainbow Homes, and visited the orphanages to attempt to alleviate the problems of the inmates.

Blood Donations: The students were encouraged to participate in blood donation camps organized by Osmania University.

Health Awareness Programmes: The department of Botany took up Anthropometric measures for pre-school children at Baghlingampally Anganwadi and awareness programmes on anaemia and obesity in Baghlingampally slum area.

Environmental Issues: The ISRC and the department of Botany conducted various awareness programmes on environmental issues and tree plantation in and around the institution, etc.

Personality Development: Students were taken to various programmes like the International Youth Seminar organized by Shri Ram Chandra Mission and Ramakrishna Math, where they rendered voluntary service, while imbibing ethics and values.

Service in rural areas: The staff and students visited Hatnoor village in Sangareddy district to promote community engagement. The students interacted with villagers and educated them about the initiatives / welfare measures of the Government.

Collaboration with local bodies: The department of Botany assisted the officials of the GHMC in tree plantation and bio-composting programmes.

Awareness Rallies: The students participated in a number of activities like rallies to spread awareness about AIDS, Drugs Awareness, environmental protection, etc.

Swachh Bharat: The staff and students participated in Swachh Barath and Swachh Sarvekshan programmes in Hyderabad city.

Evidence of Success:

The Institutional Social Responsibility Cell initiated by the institution has been a successful practice as it achieved almost all of its objectives. The students involved themselves in all the activities, which is what it had aimed for – ‘*Samaja Seva Nirathi*’ which means the voluntary and wholehearted involvement in activities of societal engagement. The details are as follows:

Inculcation of values: The activities of the ISRC successfully inculcated values among the students. They understood the importance of nation-building and their role in it as humanistic and social capital.

Engagement with societal problems: The students gained a deeper and more empathetic understanding of society and its problems, thus equipping them with critical thinking skills to try and find solutions to those problems.

Fostering of global competencies: The activities related to community engagement fostered global competencies like acquiring social sensitivity and team work among the students.

Engagement with sustainable practices: It promoted a life-long engagement with sustainable practices which will help the students to be better citizens in the word outside.

Enrichment of life: As education is preparation for life, the activities of the ISRC enriched the life skills of the students and developed their sensitivities towards society and its problems.

Problems encountered and Resources required:

There were a few initial problems when the idea of bringing all the community engagement programmes under one umbrella was not welcomed, as it was felt that the individual identity of each wing would be lost. However, consensus was reached when it was seen that the institution and the students would benefit from a more comprehensive and inclusive approach. Once the initial reluctance was overcome, it was the beginning of a successful collaboration among all the different entities which worked together for the benefit of the institution and the community.

Except for the donations made to the orphanages which were made from contributions from individuals and not the institution, the practice did not require any physical or fiscal resources as the focus was on community work which required time, energy and commitment.

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:

Introduction:

The journey of Babu Jagjivan Ram Government Degree College, from 2015 to 2021 has led to its emergence as one of the leading institutions of higher education in the government sector. In the article 'Government Degree Colleges regaining their glory,' dated 24th September, 2020, in The Hindu, the college finds a mention among some of the government degree colleges in the state that saw 100% seats being filled up in the first phase of the Degree Online Services Telangana (DOST). It stood first in terms of allotment among Non-Autonomous Government Degree Colleges and fifth among all government degree colleges in the state during 2020-21. The sheer demand among students from across the state proves that the institution has gained a 'Brand Image.' This development in public perception has come about as a result of the concerted and unceasing efforts of the institution in its quest for excellence. For the past five years, the pursuit of excellence has been the priority and thrust of all the activities in the institution.

The Journey:

The journey, however, has been full of obstacles, lending credence to what Dana LaMon, a blind African-American once said, “Excellence is perseverance in the presence of obstacles.” The college did not have its own building and had to keep moving from one building to another ever since it was taken over by the State Government in 1989. It was only in 2015, that the college could shift to its own building in Vittalwadi, Narayanaguda. Ever since, it has been the constant endeavour of the Principal, staff and students to strive to create an identity for the institution. There was a felt need for improving the perception about the college because not many people knew or were even aware that such a college was situated here. Therefore, the task of building up the brand image of the college was done in a very systematic manner.

1. Inspired and visionary leadership:

‘Leadership is the capacity to translate vision into reality’ says Warren Bennis, a pioneer of the contemporary field of Leadership Studies. The college has been fortunate during these past few years, to have had two such Principals, Dr. P. Bala Bhakar and Dr. K. Padmavathi, who have led the institution with a vision and inspired the staff and students to follow them. It is their vision which empowered the staff and students to strive for excellence in all areas.

1. Empowered Faculty and Students:

The faculty is the backbone of the college, providing solid support to the Principal at all times. Not only are they well-qualified, but they are also happy and willing to update themselves with regard to the latest developments in their field. They seek improvement in themselves and in their work, and strive for excellence, both individual and institutional. In addition to being excellent teachers, mentors and counsellors to the students, they are always ready to walk the extra mile. They have gained recognition on various platforms, thereby improving the public perception of the college. The members of the Non-Teaching staff also lend their support, admirably, on all fronts, and are a great asset to the institution.

The real wealth of the college, however, is the student community. The students of the college come from varied backgrounds, and from all over the state, with hope in their hearts and dreams in their eyes. They leave the portals of the institution with the required skills and degrees at the end of three years. It is during this period that they learn values and ethics in addition to academics. Their enthusiastic involvement in activities like MANA TV Live presentations, JIGNASA Student Study Projects, literary and cultural competitions, games and sports, etc., have brought laurels to the institution. They have won many prizes in competitions conducted by the CCE, Osmania University, other institutions, etc., all the while aiming for excellence.

1. Community Service:

“The aim (of education) must be the training of independently acting and thinking individuals, who,

however, see in the service to the community their highest life” - Albert Einstein

The institution believes that its students should learn the importance of giving back to the community. Therefore, in addition to striving for excellence in curricular and co-curricular activities, the students are passionately involved in community service. They have won the hearts of the people around and gained recognition for their efforts.

1. Infrastructure Development:

Since a solid physical infrastructure is essential for long-term growth and sustainability, no stone was left unturned to improve it. Requests for additional classrooms/labs, furniture, computers, etc., were submitted regularly to the Commissioner of Collegiate Education. All potential sources of funding were pursued as appeals for funds were made to public representatives at every opportunity. In recognition of the sincerity and commitment of the staff and students, funds were granted from the available funds. During 2018-19, a Detailed Project Report was submitted to RUSA and the institution was sanctioned Rs.2.0 Crore under RUSA 2.0 Component 9, leading to the construction of the pending works on the 3rd floor and the construction of additional classrooms on the 4th floor.

1. Inclusiveness and Sustainability:

The institution has evolved over the years and adopted inclusiveness and sustainability as its mantra. With a strong focus on issues like gender equity, provision for a barrier-free and disabled-friendly environment and efforts towards a green and healthy environment, the college has enhanced the way it is perceived.

Conclusion:

“Change will not come if we wait for some other person or some other time. . . We are the change that we seek” - Barack Obama

Babu Jagjivan Ram Government Degree College has successfully emerged as one of the leading higher educational institutions in the state, despite all the disadvantages it has, because it has sought for change within itself, within its staff and students, and within its environment. It has followed an old Chinese proverb which goes, **“Be not afraid of growing slowly, be afraid only of standing still.”** The college, therefore, is committed to growing and never standing still.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Babu Jagjivan Ram Government Degree College's transformative journey that began in 2015 was inspired by the five Core Values identified by NAAC. The Vision, Mission and Objectives of the institution were aligned with the Core Values of NAAC to provide a road map for the overall development of the college.

The motto of the college 'Gyanam Sarva Hithaya' lends itself very beautifully to the first Core Value. The students are encouraged to engage with the community and contribute to national development through community service. Since education should have a purpose beyond mere acquisition of skills, the college views students as not only human capital but also as humanistic and social capital.

The college recognizes the need to prepare its students, who are mostly first generation learners from disadvantaged backgrounds, to become successful in their fields of learning and work. A host of activities are organized as a part of collaborations with industries, neighbourhood organizations and agencies, in order to prepare the students for the 'world of work' by fostering global competencies.

The college ensures that the inculcation of values among students by integrating values into the curriculum of its academic programmes. It also encourages student participation in various co-curricular and extra-curricular activities which promote human values. All the administrative activities are guided by values and ethics to provide exemplary governance.

The institution promotes the use of technology, and updates/upgrades itself in the use of technology for academic and administrative purposes. It has an active and robust IT policy that promotes IT-enabled processes in all academic and administrative purposes.

The college understands that 'quality is a continuous search for excellence' and has, therefore, evolved a quality culture of its own with suitable policies in key areas. The college continuously reviews its academic and administrative activities to improve itself, thereby institutionalizing its quest for excellence.

Therefore, the value framework of NAAC has been made use of as a valuable compass for the journey that the college had embarked on years ago . . . a journey which continues . . . for excellence is a journey not the end of the journey.

Concluding Remarks :

Babu Jagjivan Ram Government Degree College has successfully implemented almost all the recommendations of the Peer Team recommendations as specified in the Perspective Plan. Some of the most important of them are as follows:

- Increase in the number of teachers during the past two years.
- The college is functioning from the new campus and there has been an increase in the infrastructural facilities, incrementally.

- In 2019-20, Rs. 2 Crore were sanctioned to the college under RUSA
- The college has introduced a new mentor-mentee system which caters to the needs of the students in the area of academic, career and psychological mentoring.
- The Career Guidance Cell is also very active in offering career counseling
- New courses are being offered in the CBCS mode wherein students can exercise their choice
- Feedback from various stakeholders has been formalized in subjects
- ICT Training is given to both students and staff on a regular basis
- Online classes have become the norm
- Students are encouraged to submit assignments and projects online and feedback is also collected online
- The library has been digitalized with 16 computers and partial automation with KOHA Software has been done.
- Many departments established MoUs and collaborations with industries, organization, etc.
- Alumni Association has been formalized

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> <ol style="list-style-type: none"> 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>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: C. Any 2 of the above Remark : 1) Input edited w.r.t. provided documents by HEI. 2) Option 2 and 4 are considered as per the documents. 3) BoS of affiliating university is not considered since the full time teacher is member BoS of Autonomous college.</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.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	8	7	7	7	7	2019-20	2018-19	2017-18	2016-17	2015-16	7	7	7	7	7
2019-20	2018-19	2017-18	2016-17	2015-16																	
8	7	7	7	7																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
7	7	7	7	7																	
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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>197</td> <td>189</td> <td>181</td> <td>174</td> <td>159</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>180</td> <td>189</td> <td>181</td> <td>174</td> <td>159</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	197	189	181	174	159	2019-20	2018-19	2017-18	2016-17	2015-16	180	189	181	174	159
2019-20	2018-19	2017-18	2016-17	2015-16																	
197	189	181	174	159																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
180	189	181	174	159																	

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:

2019-20	2018-19	2017-18	2016-17	2015-16
31	35	19	22	20

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	9	7	8	08

Remark : In clarification proof of document is not provided hence the previous dvv input is selected.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
984	791	434	381	295

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
984	791	434	381	293

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1140	830	530	530	530

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1140	860	530	530	530

Remark : 1) 2.1.1.1 input edited as per list of admitted students. 2) For 2.1.1.2 referred clarification document and edited accordingly.

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 : 41

Answer after DVV Verification: 41

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 : 76

Answer after DVV Verification: 96

Remark : Input edited as per the total experience of full time teachers

2.6.3 Average pass percentage of Students during last five years

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

Answer before DVV Verification:

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

227	70	59	58	56
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
257	179	87	58	58

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
312	167	163	167	145

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
318	293	224	167	142

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.1.2.2. Number of departments offering academic programmes

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
22	18	19	19	19

Answer After DVV Verification :

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

Remark : Input edited as per clarification document.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
26	7	8	4	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
17	4	8	4	3

Remark : Only workshop/ seminar/ conferences conducted by institution is considered.

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
21	12	1	2	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	22	0	2	0

Remark : Edited w.r.t. link provided by HEI in clarification

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

3.3.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	7	1	1	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8	4	0	1	0

Remark : Input edited as per the appreciation letter provided year wise by HEI in clarification.

3.3.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

3.3.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	12	8	5	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	10	8	5	3

Remark : Input edited as per the report submitted by HEI in clarification.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
330	344	743	364	93

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
330	254	743	364	93

Remark : Input edited w.r.t metric 3.3.3

3.4.1	<p>The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years</p> <p>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:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as per the document provided by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	3	2	0	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	2	2	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
3	2	0	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
2	2	0	0	0																	
3.4.2	<p>Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years</p> <p>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:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>6</td> <td>3</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>7</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : 1) Input edited w.r.t. MoU copy provided by HEI. 2) Training program with charges such kind of MoU are not considered. 3) Input edited for year (17-18) as per the dated signature on MoU</p>	2019-20	2018-19	2017-18	2016-17	2015-16	5	6	3	1	0	2019-20	2018-19	2017-18	2016-17	2015-16	1	7	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
5	6	3	1	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	7	0	0	0																	
4.1.3	<p>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 8 Answer after DVV Verification: 8</p>																				
4.1.4	<p>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)</p>																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
59.31894	13.09387	3.61494	120.7470 1	47.78756

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
59.31	11.96	3.29	98.04	47.78

Remark : Input edited as per the audited statement provided by HEI.

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 : A. Any 4 or more of the above

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

Remark : Input edited as per the documents provided by HEI in clarification.

4.2.4 **Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year**

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

Answer before DVV Verification : 290

Answer after DVV Verification: 104

Remark : 1)Input edited as per the footfalls provided by HEI.

4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
31.80189	25.98729	27.61489	36.84141	26.44182

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
31.80	25.98	27.61	36.84	26.44

Remark : Observation accepted, edited accordingly.

5.1.2 **Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years**

5.1.2.1. **Total number of students benefitted by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input edited as per the clarification document submitted by HEI.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
22	18	7	4	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
17	12	4	2	0

Remark : 1) Input edited as per the clarification document provided by HEI. 2) Participation & appreciation certificate is not considered.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
36	18	8	6	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
8	8	3	2	0

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:

2019-20	2018-19	2017-18	2016-17	2015-16
11	6	4	2	3

Answer After DVV Verification :

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

Remark : No proof of document has been attached asked by DVV partner hence the input is edited.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	1	0	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	3	1	0	1

Remark : Input edited as per the data provided by HEI.

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
20	5	12	1	21

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
20	4	3	3	1

Remark : Input edited as per the certificates provided by HEI.

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)**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : 1) With reference to the metric 7.1.6 the ISO certificate i.e. option 4 is considered. 2) Option 1 & 2 has been considered as per clarification document.

7.1.6 **Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:**

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: B. 3 of the above

Remark : 1) Option 2, 4, 5 are considered. 2) Internal audit is not considered hence option 1 is not selected.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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 border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>225</td> <td>202</td> <td>218</td> <td>218</td> <td>101</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>621</td> <td>476</td> <td>568</td> <td>568</td> <td>265</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	225	202	218	218	101	2019-20	2018-19	2017-18	2016-17	2015-16	621	476	568	568	265
2019-20	2018-19	2017-18	2016-17	2015-16																	
225	202	218	218	101																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
621	476	568	568	265																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	18	13	13	13	13	2019-20	2018-19	2017-18	2016-17	2015-16	18	13	13	13	13
2019-20	2018-19	2017-18	2016-17	2015-16																	
18	13	13	13	13																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
18	13	13	13	13																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1966</td> <td>1453</td> <td>1091</td> <td>812</td> <td>654</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1966	1453	1091	812	654										
2019-20	2018-19	2017-18	2016-17	2015-16																	
1966	1453	1091	812	654																	

2019-20	2018-19	2017-18	2016-17	2015-16
1966	1453	1010	812	664

2.2 **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
570	430	265	265	265

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
570	430	265	265	265

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
319	292	226	168	144

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
318	293	224	167	142

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
38	35	24	24	21

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
48	34	27	27	21

3.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
62	46	31	31	31

Answer After DVV Verification:

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2019-20	2018-19	2017-18	2016-17	2015-16
62	34	34	34	34

NAAC