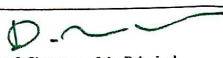


| Government of Andhra Pradesh Commissionerate of Collegiate Education | | | | | | | | | |
|--|---|--|---|-------------------|--|---|---|--|---|
| Academic & Administrative Audit of Degree Colleges (2024-25) | | | | | | | | | |
| Format - III A (To be filled by Faculty and handed over to Academic Advisor) | | | | | | | | | |
| Zone: II | | | | | | | | District: Krishna | |
| Name of the College and Address | | Govt. Degree College, Avanigadda. | | | | | | | |
| Name of the Lecturer | | Gowri Jyothirmai | | | | | | | |
| Name of the Subject | | Physics | | | | | | | |
| Date of Joining in Degree College/Date | | 01-09-2008 | | | | | | | |
| S.No | Key Indicator | List of files/ documents to be kept ready as a proof of Key Indicator | Information in support of the key indicator | Key Aspect Scores | Predetermined Weightage (Wi) for Key Indicator | Key Indicator Grade Points (KIGP) (A =3; B=2; C=1; D=0) | Key Indicator Wise Weighted Grade Points (KIWWGP) = KIGP X Wi | KIWWGP as per Academic Advisor's grading | Guidelines |
| I-CURRICULAR ASPECTS | | | | | | | | | |
| 1 | Curricular Planning and Implementation (for Autonomous Colleges - Efforts for Curriculum Design and Development to be considered) | Preparation and Implementation of 1. Annual Academic Curriculum Plan 2. Course Objectives & Outcomes | Course wise/Sem wise Records for the Academic Year | 2x5= 10 | 30 | B | 60 | | 1)All five key indicators =3 Grade points/A 2)Any four key indicators =2 Grade points/B 3)Any two key indicators =1 Grade points/C 4)No Indicator=0/D |
| | | 3. Teaching Diary 4. Lesson Plans | Course wise/Sem wise Records for the Academic Year | 2x5= 10 | | | | | |
| | | 5. Active Participation in BOS | Invitation Letter & Attendance | 10 | | | | | |
| 2 | Curriculum Flexibility/Enrichment | 1. Additional inputs related to Curriculum of the courses taught | a)Course wise/Sem wise additional inputs Reports | 10 | 20 | B | 40 | | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4)No Indicator=0/D |
| | | 2. Value added courses offered & completed a)Certificate b)Diploma c)Any Online courses like MOOCs | b)Report on Certificate/ Diploma c)Any Online courses like MOOCs | 2x5=10 | | | | | |
| 3 | Feedback system | Feedback on Curriculum by Students a) Collected b) Analyzed c) Action taken | Course wise/Sem wise a)Reports of Feedback b)Analysis Reports c)Action taken Report | 10 | 10 | A | 30 | | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4)No Indicator=0/D |
| II-TEACHING, LEARNING & EVALUATION | | | | | | | | | |
| 4 | Catering to Student Diversity | 1. Report on grouping of students into Slow, Moderate and Advanced learners 2. Course wise activities designed for Slow, Moderate and Advanced learners | 1. Course wise/Sem wise Reports with lists of students (Slow, Moderate and Advanced learners) 2. Course wise/Sem wise Activities designed for Slow, Moderate and Advanced learners | 10 | 20 | A | 60 | | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4)No Indicator=0/D |

| | | | | | | | | | |
|--|---|--|--|--------------------|----|---|-----|--|--|
| | | 1. Report on Course wise Bridge Courses conducted 2. Report on Course wise Remedial coaching conducted | 1.Course wise/Sem wise Reports on Bridge Courses conducted 2.Course wise/Sem wise Report on Remedial coaching conducted | 2x5=10 | | | | | |
| 5 | Teaching-Learning Process | 1. Report on student centered methods implemented (Course wise) 2.Report on implementation of ICT in teaching and learning (Course wise) or Report on implementation of Computer/Internet assisted learning (Course wise) 3. Report on the Use of LMS tools (Course wise) 4. Contribution for the development of LMS in the concerned subject 5. Report on innovative pedagogical Tools used | Course wise/ Sem wise Reports | 50 | 50 | A | 150 | | 1)All five key indicators =3 Grade points/A 2)Any three key indicators =2 Grade points/B 3)Any two key indicator=1 Grade point/C 4) Below two=0/D |
| 6 | Teacher Profile and Quality | 1. Report on Seminars/Conferences/ Workshops/ Guest Lectures organized 2. Report on Participation in Seminars/Conferences/Workshops/ Guest Lectures/ Invited talks 3. Awards and recognition 4. Participation in Short term/ Orientation /Refresher courses/FDPs 5. E- Content Development /MOOCs (Massive Open Online Courses) 6. Additional Qualifications acquired during the last two years | Reports and Certificates | 30 | 30 | B | 60 | | 1)Any five key indicators =3 Grade points/A 2)Any three key indicators =2 Grade points/B 3)Any two key indicator =1 Grade point/C 4) Below two=0/D |
| 7 | Evaluation Process and Reforms | 1. Report on Formative Evaluation (CIE) 2. Assignments-Critical, Innovative, text book and Internet based 3. Involvement in Summative evaluation 4. Maintaining Marks Register & Result Analysis register. | Department wise reports regarding 1. Mid exams, Seminar Reports, Assignment books, Projects and any other tools of Internal Assessment 2. Departmental Internal Marks Register for CIA verified by the Principal | 10 10 5 5 | 30 | A | 90 | | 1)All four key indicator Metrics =3 Grade points/A 2) Metrics 1, 2, 4 =2 Grade points/B 3)Metrics 1, 2,3 =1 Grade point/C 4) Below two=0/D |
| 8 | Student Performance and Learning Outcomes | 1. Announcement and Attainment of Course Outcomes 2. Report on Student seminars/ Student demonstrations (Course wise) 3. Report on activities like Quiz/ Group discussion/ Poster presentaion (Course wise) 4. Report on Field trips (Course wise) 5. Report on Student Study projects (Course wise) | Course wise Reports | 5x6=30 | 30 | A | 150 | | 1)All five key indicators =3 Grade points/A 2)First KI Metric and any three other =2 Grade points/B 3)First KI Metric and any two other =1 Grade point/C 4) Below two=0/D |
| III-RESEARCH, INNOVATIONS AND EXTENSION | | | | | | | | | |
| 9 | Funding obtained for Research (Govt./Non-Governmental Bodies) | 1. Minor Research Projects 2.Major Research Projects 3.Consultancy Projects | Letter of intimation and award letters (For Current Year only Either Ongoing OR Completed) | 5 10 5 | 20 | D | 0 | | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4)No Indicator=0/D |

| | | | | | | | | | |
|--|--|--|---|----------------------|----|---|-----|--|--|
| 10 | Research, Publications and Awards | 1. Papers Published in Journals/ Chapters published in edited volumes 2. Books published as single author 3. Books published as Co-Author 4. Papers/Chapters published as Co-Author (Note: A maximum of 3 publications in Scopus/Web of Science/ICI or UGC -CARE Listed journals/Any book with ISBN shall be considered) | | 10 15 10 5 | 60 | C | 10 | | 1)Any three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4) No Indicators=0/D |
| | | 5.Research Guideship 6.Awards in recognition of research work | | 10 10 | | | | | |
| 11 | Extension Activities | Academic Extension activities through DRC/ Faculty Outreach (Curriculum/ Skill/Domain related) | Reports in the NAAC format | 10 | 20 | | | | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4)No Indicator=0/D |
| | | Involvement in activities related to community service a. Sensitising the students about the value of Community Service b.Organising the activity (A maximum of 5 Programmes resulting in Community Service like ODF/Swachh Bharat/UBA etc) | Reports in the NAAC format | 5+5 | | | | | |
| 12 | Functional MoUs /Collaborations with Govt and Non Governmental Organisations | 1.Collaboration with University/ Industry/NGO/ Any other Agency 2. Consultancy offered 3. Amount generated through Consultancy. | MoUs - 5 points Consultancy offered -10 Amount generated through Consultancy - 5 points | 20 | 20 | C | 20 | | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4)No Indicator=0/D |
| IV - USE OF INFRASTRUCTURE & LEARNING RESOURCES | | | | | | | | | |
| 13 | Physical facilities | Infrastructural facilities in the Department/Colleges a. Use of Digital Classrooms b. Use of Virtual Classroom c. Use of Labs d.Use of Library e. Nist usage. f. Maintenance of Departmental Library | Log books related to usage | 20 | 20 | A | 60 | | 1)Any four key indicators =3 Grade points/A 2)Any three key indicators =2 Grade points/B 3)Any two key indicators =1 Grade point/C 4) Below two Indicators=0/D |
| V- ROLE IN STUDENT SUPPORT AND PROGRESSION | | | | | | | | | |
| 14 | Student Support | 1. Counseling of students as Mentor/ Class teacher a. Student Profile Collection b. Semester wise updation and maintenance. 2. Any other Study Material /Guidance a)Academic guidance for the advanced learner (offering suggestions/reference books) b)Handholding the slow learners (offering study material/ question banks) 3. Guiding/Monitoring Students for CSP/Internship 4. Organizing/Participation in Parent Teacher Meetings | Reports in the NAAC format | 20 10 10 10 | 50 | A | 150 | | 1)All Four key indicators =3 Grade points/A 2)Any Three key indicators =2 Grade points/B 3)Any two key indicator =1 Grade point/C 4)Below two=0/D |

| | | | | | | | | |
|--|--|--|--|----------------|-----|---|------|---|
| 15 | Student Progression | Report on Programme/Course wise students' progression to a) Higher Education b)Employment c)Entrepreneurship | Reports in the NAAC format | 10 10 10 | 30 | B | 60 | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4)No Indicator=0/D |
| VI- ROLE IN INSTITUTIONAL GOVERNANCE | | | | | | | | |
| 16 | Participation in Institutional Governance and Leadership | a) Contribution to Departmental Vision & Mission and Departmental Action Plan b)Participation in different institutional committees and preparation of committee reports c)Participation in different institutional activities that focus on value based education d)Contribution to IQAC/quality initiatives | Reports in the NAAC format | 4x10 | 40 | A | 120 | 1)All Four key indicators =3 Grade points/A 2)Any Three key indicators =2 Grade points/B 3)Any Two key indicator =1 Grade point/C 4)Below two=0/D |
| VII - BEST PRACTICES | | | | | | | | |
| 17 | Best Practices | Identification and Contribution to a) The Departmental Best practices b) Institutional Best practices | Reports in the NAAC format | 20 | 20 | A | 60 | 1)All Two key indicators =3 Grade points/A 2)Any one key indicator =2 Grade points/B 3)No Indicator=0/D |
| Total Grade points | | | | | 500 | | 1080 | |
|  Name & Signature of the Principal | | | Name & Signatures of the Academic advisors | | | | | |
| | | | 1) | | | | | |
| | | | 2) | | | | | |
| | | | 3) | | | | | |

PRINCIPAL
GOVT. DEGREE COLLEGE
AVANIGADDA, Krishna Dist.

G. Jai
28/1/2015



सत्यमेव जयते

भारतीय सुदूर संवेदन संस्थान/ INDIAN INSTITUTE OF REMOTE SENSING
भारतीय अंतरिक्ष अनुसंधान संगठन/ INDIAN SPACE RESEARCH ORGANISATION
अंतरिक्ष विभाग, भारत सरकार/ DEPARTMENT OF SPACE, GOVERNMENT OF INDIA



बहिः परिसर संपर्क/विस्तार कार्यक्रम प्रमाण पत्र
OFF - CAMPUS OUTREACH CERTIFICATE PROGRAMME

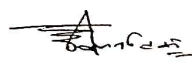
COR202410412303


समन्वय का प्रमाणपत्र
CERTIFICATE OF COORDINATION

यह प्रमाणित किया जाता है कि गवर्नमेंट डिग्री कॉलेज, अवनिगद्धा कार्यरत श्रीमती गौरी ज्योतिरमई ने ग्राम-स्तरीय फसल मूल्यांकन के लिए अंतरिक्ष आधारित सहयोग विषय पर इस संस्थान द्वारा दिनांक 2024-10-28 को आयोजित एक दिवसीय ऑनलाइन कार्यशाला को समन्वित किया।

This is to certify that **MRS. GOWRI JYOTHIRMAI**, working with **Govt. Degree College,Avanigadda.**, has coordinated one day online workshop on **Space based inputs for Village level crop assessment** conducted by this institute on October 28, 2024

दिनांक/ Date: 27-11-2024
देहरादून/ Dehradun


प्रमुख,
जियोवेब सर्विसेस, सूचना प्रौद्योगिकी एवं दूरस्थ अधिगम विभाग
Head, Geoweb Services, IT & Distance Learning Department, IIRS


समूह प्रमुख,
भू-स्थानिक प्रौद्योगिकी एवं आउटरीच कार्यक्रम समूह
Group Head, Geospatial Technologies & Outreach Programme Group, IIRS

u-fai



भारतीय सुदूर संवेदन संस्थान/ INDIAN INSTITUTE OF REMOTE SENSING

भारतीय अंतरिक्ष अनुसंधान संगठन/ INDIAN SPACE RESEARCH ORGANISATION
अंतरिक्ष विभाग, भारत सरकार/ DEPARTMENT OF SPACE, GOVERNMENT OF INDIA



ऑनलाइन दूरस्थ अधिगम कार्यक्रम
ONLINE DISTANCE LEARNING PROGRAMME


COR20241512303


समन्वय का प्रमाणपत्र
CERTIFICATE OF COORDINATION

यह प्रमाणित किया जाता है कि गवर्नमेंट डिग्री कॉलेज, अवनिगद्धा कार्यरत श्रीमती गौरी ज्योतिस्मई, ने वायु प्रदूषक : निहितार्थ, निगरानी और मॉडलिंग विषय पर इस संस्थान द्वारा दिनांक 2024-11-18 से 2024-11-22 तक संचालित ऑनलाइन प्रशिक्षण पाठ्यक्रम को समन्वित किया।

This is to certify that **MRS. GOWRI JYOTHIRMAI**, working with **Govt. Degree College, Avaniigadda.**, has coordinated the online training course on **Air pollutants: Implications, Monitoring and Modeling** conducted by this institute during November 18, 2024 to November 22, 2024

दिनांक/ Date: 06-12-2024
देहरादून/ Dehradun


प्रमुख,
जियोवेब सर्विसेस, सूचना प्रौद्योगिकी एवं दूरस्थ अधिगम विभाग
Head, Geoweb Services, IT & Distance Learning Department, IIRS


समूह प्रमुख,
भू-स्थानिक प्रौद्योगिकी एवं आउटरीच कार्यक्रम समूह
Group Head, Geospatial Technologies & Outreach Programme Group, IIRS



Compose

- Inbox 178
- Starred
- Snoozed
- Important
- Sent
- Drafts
- Categories
- Social 3
- Updates 8
- Forums
- Promotions 17
- More
- Labels +

Confirmation of paper

info@orientjchem.org
to me

Thu, Jan 2, 12:59 PM

Dear Author.

I thankfully acknowledge the receipt of your valuable research paper entitled Acoustic, Thermodynamic and Viscometric Studies of Dimethyl Carbonate Binary Mixtures with Higher Alkanols(OJC-15338-24)

INITIAL CHECK & ACKNOWLEDGEMENT

Make the initials corrections written as under otherwise the paper may be a delay in the first phase.


- 1) Revise the references according to the format of our Journal (<http://www.orientjchem.org/submission/instructions-to-author/>) (Use our format otherwise not accepted)
- 2) The cross-check report shows 19% Similarity of matter which is not acceptable for the publication in oriental Journal of Chemistry, so revise the article according to the report and bring it to below 5% and send it back to us within five days otherwise, your article will be automatically rejected.
- 3) After getting the initial corrections we will send the article to two subject reviewers.
- 3(ii) The Review Report from both the reviewers will sent to authors for correction.
- 3(iii) The author's corrections will be approved by reviewers and a senior Editorial member of a similar branch of chemistry

Handwritten signature

| Government of Andhra Pradesh Commissionerate of Collegiate Education | | | | | | | | | |
|---|---|--|--|-------------------|---|---|--|--|---|
| Academic & Administrative Audit of Degree Colleges (2023-24) | | | | | | | | | |
| Format - BH A 1 To be filled by Faculty and handed over to Academic Advisor | | | | | | | | | |
| Zone: II | | District: Krishna | | | | | | | Krishna |
| Name of the College and Address | | Govt. Degree College, Avanigadda. | | | | | | | Krishna |
| Name of the Lecturer | | Gowri Jyothirmai | | | | | | | |
| Name of the Subject | | Physics | | | | | | | |
| Date of Joining in Degree College/Date | | 01-09-2008 | | | | | Date of Retirement: | | |
| S.No | Key Indicator | List of files/ documents to be kept ready as a proof of Key Indicator | Information in support of the key Indicator | Key Aspect Scores | Predetermined Weightage (W) for Key Indicator | Key Indicator Grade Points (KIGP) (A =3; B=2; C=1; D=0) | Key Indicator Wise Weighted Grade Points (KIWWGP) = KIGP X W | KIWWGP as per Academic Advisor's grading | Guidelines |
| I-CURRICULAR ASPECTS | | | | | | | | | |
| 1 | Curricular Planning and Implementation (for Autonomous Colleges - Efforts for Curriculum Design and Development to be considered) | Preparation and Implementation of | Course wise/Sem wise Records for the Academic Year | 2x5= 10 | 30 | B | 60 | | 1)All five key indicators =3 Grade points/A 2)Any four key indicators =2 Grade points/B 3)Any two key indicators =1 Grade points/C 4)No Indicator=0/D |
| | | 1. Annual Academic Curriculum Plan | | | | | | | |
| | | 2.Course Objectives & Outcomes | | | | | | | |
| 2 | Curriculum Flexibility/Enrichment | 3. Teaching Diary | Course wise/Sem wise Records for the Academic Year | 2x5= 10 | 20 | B | 40 | | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4)No Indicator=0/D |
| | | 4. Lesson Plans | | | | | | | |
| | | 5. Active Participation in BOS | Invitation Letter & Attendance | 10 | | | | | |
| 3 | Feedback system | 1. Additional inputs related to Curriculum of the courses taught | a)Course wise/Sem wise additional inputs Reports | 10 | 10 | A | 30 | | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4)No Indicator=0/D |
| | | 2.Value added courses offered & completed | b)Report on Certificate/ Diploma | 2x5=10 | | | | | |
| 4 | Catering to Student Diversity | a)Certificate b)Diploma c)Any Online courses like MOOCs | c)Any Online courses like MOOCs | | 20 | A | 60 | | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4)No Indicator=0/D |
| | | Feedback on Curriculum by Students | a)Reports of Feedback b)Analysis Reports c)Action taken Report | 10 | | | | | |
| II-TEACHING, LEARNING & EVALUATION | | | | | | | | | |
| 1 | Report on grouping of students into Slow, Moderate and Advanced learners | 1.Course wise/Sem wise Reports with lists of students (Slow, Moderate and Advanced learners) | | 10 | 20 | A | 60 | | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4)No Indicator=0/D |
| 2 | Course wise activities designed for Slow, Moderate and Advanced learners | 2.Course wise/Sem wise Activities designed for Slow, Moderate and Advanced learners | | | | | | | |

| | | | | | | | | | |
|--|--|--|--|--------------------|----|---|-----|--|--|
| | | 1 Report on Course wise Bridge Courses conducted 2. Report on Course wise Remedial coaching conducted | 1 Course wise/Sem wise Reports on Bridge Courses conducted 2 Course wise/Sem wise Report on Remedial coaching conducted | 2x5=10 | | | | | |
| 5 | Teaching-Learning Process | 1 Report on student centered methods implemented (Course wise) 2 Report on implementation of ICT in teaching and learning (Course wise) or Report on implementation of Computer/Internet assisted learning (Course wise) 3 Report on the Use of LMS tools (Course wise) 4 Contribution for the development of LMS in the concerned subject 5. Report on innovative pedagogical Tools used | Course wise/ Sem wise Reports | 50 | 50 | A | 150 | | 1) All five key indicators =3 Grade points/A 2) Any three key indicators =2 Grade points/B 3) Any two key indicator =1 Grade point/C 4) Below two=0/D |
| 6 | Teacher Profile and Quality | 1 Report on Seminars/Conferences/ Workshops/ Guest Lectures organized 2 Report on Participation in Seminars/Conferences/Workshops/ Guest Lectures/ Invited talks 3 Awards and recognition 4 Participation in Short term/ Orientation /Refresher courses/FDPs 5. E- Content Development /MOOCs (Massive Open Online Courses) 6. Additional Qualifications acquired during the last two years | Reports and Certificates | 30 | 30 | B | 60 | | 1) Any five key indicators =3 Grade points/A 2) Any three key indicators =2 Grade points/B 3) Any two key indicator =1 Grade point/C 4) Below two=0/D |
| 7 | Evaluation: Process and Reforms | 1. Report on Formative Evaluation (CIE) 2. Assignments-Critical, Innovative, text book and Internet based 3 Involvement in Summative evaluation 4. Maintaining Marks Register & Result Analysis register. | Department wise reports regarding 1. Mid exams, Seminar Reports, Assignment books, Projects and any other tools of Internal Assessment 2. Departmental Internal Marks Register for CIA verified by the Principal | 10 10 5 5 | 30 | A | 90 | | 1) All four key indicator Metrics =3 Grade points-A 2) Metrics 1, 2, 4 =2 Grade points B 3) Metrics 1, 2, 3 =1 Grade point C 4) Below two=0/D |
| 8 | Student Performance and Learning Outcomes | 1. Announcement and Attainment of Course Outcomes 2. Report on Student seminars/ Student demonstrations (Course wise) 3 Report on activities like Quiz/ Group discussion/ Poster presentaion (Course wise) 4 Report on Field trips (Course wise) 5. Report on Student Study projects (Course wise) | Course wise Reports | 5x6=30 | 30 | A | 150 | | 1) All five key indicators =3 Grade points-A 2) First KI Metric and any three other =2 Grade points B 3) First KI Metric and any two other =1 Grade point C 4) Below two=0/D |
| III-RESEARCH, INNOVATIONS AND EXTENSION | | | | | | | | | |
| 9 | Funding obtained for Research (Govt/Non-Governmental Bodies) | 1. Minor Research Projects 2 Major Research Projects 3 Consultancy Projects | Letter of intimation and award letters (For Current Year only Either Ongoing OR Completed) | 5 10 5 | 20 | D | 0 | | 1) All three key indicators =3 Grade points/A 2) Any two key indicators =2 Grade points B 3) Any one key indicator =1 Grade point C 4) No Indicator=0/D |

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|--|--|--|---|----------------------|----|-----|-----|---|
| 10 | Research Publications and Awards | 1. Papers Published in Journals / Chapters published in edited volumes 2. Books published as single author 3. Books published as Co-Author 4. Papers/ Chapters published as Co-Author (Note: A maximum of 3 publications in Scopus/Web of Science/ICI or UGC -CARE Listed journals/Any book with ISBN shall be considered) | 10 15 10 5 | 60 | B | 120 | | 1)Any three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4) No Indicator=0/D |
| | | 5.Research Guideship of research work 6.Awards in recognition | 10 10 | | | | | |
| 11 | Extension Activities | Academic Extension activities through DRC/ Faculty Outreach (Curriculum/ Skill/Domain related) | Reports in the NAAC format | 10 | 20 | C | 20 | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4)No Indicator=0/D |
| | | Involvement in activities related to community service a. Sensitising the students about the value of Community Service b.Organising the activity (A maximum of 5 Programmes resulting in Community Service like ODF/Swachh Bharat/UBA etc) | Reports in the NAAC format | 5+5 | | | | |
| 12 | Functional MoUs /Collaborations with Govt and Non Governmental Organisations | 1.Collaboration with University/ Industry/NGO/ Any other Agency 2. Consultancy offered 3. Amount generated through Consultancy. | MoUs - 5 points Consultancy offered -10 Amount generated through Consultancy - 5 points | 20 | 20 | A | 60 | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point/C 4)No Indicator=0/D |
| IV - USE OF INFRASTRUCTURE & LEARNING RESOURCES | | | | | | | | |
| 13 | Physical facilities | Infrastructural facilities in the Department/Colleges a. Use of Digital Classrooms b. Use of Virtual Classroom c. Use of Labs d.Use of Library e. Nlist usage. f. Maintenance of Departmental Library | Log books related to usage | 20 | 20 | A | 60 | 1) Any four key indicators =3 Grade points/A 2)Any three key indicators =2 Grade points/B 3)Any two key indicators =1 Grade point/C 4) Below two Indicators=0/D |
| V- ROLE IN STUDENT SUPPORT AND PROGRESSION | | | | | | | | |
| 14 | Student Support | 1. Counseling of students as Mentor/ Class teacher a. Student Profile Collection b. Semester wise updation and maintenance. 2. Any other Study Material /Guidance a)Academic guidance for the advanced learner (offering suggestions/reference books) b)Handholding the slow learners (offering study material/ question banks) 3. Guiding/Monitoring Students for CSP/Internship 4. Organizing/Participation in Parent Teacher Meetings | Reports in the NAAC format | 20 10 10 10 | 50 | A | 150 | 1)All Four key indicators =3 Grade points/A 2)Any Three key indicators =2 Grade points/B 3)Any Two key indicator =1 Grade point/C 4)Below two=0/D |

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|---|--|---|----------------------------|--|-----|---|------|---|
| 15 | Student Progression | Report on Programme/Course wise students' progression to a)Higher Education b)Employment c)Entrepreneurship | Reports in the NAAC format | 10 10 10 | 30 | B | 60 | 1)All three key indicators =3 Grade points/A 2)Any two key indicators =2 Grade points/B 3)Any one key indicator =1 Grade point C 4)No Indicator=0/D |
| VI- ROLE IN INSTITUTIONAL GOVERNANCE | | | | | | | | |
| 16 | Participation in Institutional Governance and Leadership | a)Contribution to Departmental Vision & Mission and Departmental Action Plan b)Participation in different institutional committees and preparation of committee reports c)Participation in different institutional activities that focus on value based education d)Contribution to IQAC/quality initiatives | Reports in the NAAC format | 4x10 | 40 | A | 120 | 1)All Four key indicators =3 Grade points/A 2)Any Three key indicators =2 Grade points/B 3)Any Two key indicator =1 Grade point/C 4)Below two=0/D |
| VII - BEST PRACTICES | | | | | | | | |
| 17 | Best Practices | Identification and Contribution to a)The Departmental Best practices b)Institutional Best practices | Reports in the NAAC format | 20 | 20 | A | 60 | 1)All Two key indicators =3 Grade points/A 2)Any one key indicator =2 Grade points/B 3)No Indicator=0/D |
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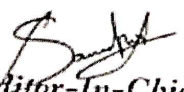
Acoustic Studies in the Binary Mixtures of Dimethyl Carbonate with Salicylates at Different Temperature

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Acoustic Studies in the Binary Mixtures of Dimethyl Carbonate with Salicylates at Different Temperatures

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Abstract

For the binary mixtures of Di Methyl Carbonate (DMC)+Methyl Salicylate (MS), + Ethyl Salicylate (ES) and +Benzyl Salicylate (BS), ultrasonic velocity(U), density(ρ) and viscosity (η) were measured over the entire composition range at four different temperatures 303.15, 308.15, 313.15 and 318.15K. From the experimental data, excess values of molar volume and inter molecular free length and deviation in adiabatic compressibility and viscosity were computed. The values of V^E , $\Delta\beta_{ad}$ and L_f^E have been fitted to Redlich – Kister polynomial equation to estimate binary coefficients and standard deviation between the experimental and computed values.

Keywords: Di methyl carbonate, densities, speed of sound, viscosity, adiabatic compressibilities, molar volumes, inter molecular free lengths.

1.Introduction

The molecular interactions and physico-chemical behavior of mixtures of binary liquids are best understood through an appreciation of their acoustic properties. The study of molecular structure requires knowledge of how molecules interact in solutions. The form and internal structure of molecules can be altered by their interactions with one another. A variety of size-dependent connections, molecule packing, mobility, physicochemical behavior, and the types and intensities of intermolecular interactions can be gleaned from measurements of acoustical parameters¹⁻⁵.

Ubangara Mary and P. Neeraja⁶ examined and studied the ultrasonic speed (U), density (ρ), and viscosity (η) of binary liquid solutions of isobutyl methyl ketone, cyclohexanone, and methyl salicylate.

They were able to extrapolate some acoustical properties from these readings. The full concentration range, including the extremes, is considered in the analysis of these parameters. data. Over the whole concentration range, with the excess values of these parameters are also examined.

The acoustic characteristics of a binary liquid mixture of methyl salicylate and benzene were determined by Chandra Bhan Singh et al.⁷ at three distinct temperatures. The obtained ultrasonic velocity, density, and viscosity measurements are used to derive the acoustic parameters.

Volumetric and viscometric data have been employed in various cresol binary combination studies⁸⁻¹⁰. These researchers discovered not only hydrogen bonding, but also robust intermolecular interactions. The combination of dimethyl carbonate and salicylates is a binary system that has not been studied extensively.

2. Experimental Techniques

a) Velocity Measurements

The formula $U=f\lambda$ can be used to calculate the ultrasonic velocity. The research makes use of a generator with a frequency of 2 MHz. Adjusting the high frequency generator's anode current meter to its highest reading was a painstaking process that required a micrometer screw.

While adjusting the micrometer screw for n peaks, we should keep track of how many times the anode current was at its maximum.

$$d = n\lambda/2$$

The speed in meters per second can be easily determined by multiplying the distance the reflector is moved by 20 peaks by 100. Since the distance 'd' may be measured to an accuracy of 0.01 mm or better using a micrometer, the precision of the velocity is mostly dependent on the precision of the distance measurement. The precision of the acceleration measurement was +0.02%.

b) Density Measurements

In the current study, a specific gravity bottle of 5ml volume is utilised to determine of pure liquids' density (ρ) and all mixtures of the liquids at various temperatures from 303.15K, to 318.15K with an interval of 5K. One of the standards for the liquids' purity was their density. For achieving thermal equilibrium, the specific gravity bottle was kept for 15



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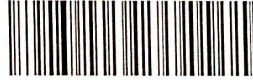
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Chapter-33

Challenges Faced by a Researcher in India

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Abstract

Research process involves finding existing information and reframing it for the current situation. However, lack of supervisor and subject knowledge can hinder research direction, leading to confusion and frustration. In India, challenges like resource allocation, scheduling, and financial issues can limit research initiatives. To succeed, strong investigative skills, procurement guidelines, communication, and critical thinking are essential. Choosing a contact person depends on background, reachability, and communication style.

I. INTRODUCTION

Finding an answer to a question that already has one might be considered research. Reading an article to learn the reason behind the blue sky is one example [1]. Because the researcher could not be knowledgeable about statistical techniques and how to utilize them with the data, some studies may be unpredictable. If neither of the two approaches is required, techniques such as case studies and observations can be employed. The difficulties in doing research emphasize how crucial it is to look into the problems that Indian analysts encounter in depth. These difficulties include a wide range of topics, including budgetary, infrastructure, legal, and sociocultural issues.

It is common for researchers to work with restricted resources, including money and technological platforms, in order to carry out meaningful research. India provides support in the areas of complexity, impact requirements, cooperative design, and interpretation of empirical results in the sociocultural fabric. Furthermore, India has a variety of difficulties due to its wide range of study topics, which include the social sciences, humanities, and sciences. These difficulties include unequal access to survey platforms, resources, and consultancy opportunities, all of which have the potential to negatively impact analysts in particular domains. Furthermore, shifting geopolitical and global health circumstances might impact the design of investigations, necessitating a prompt and adaptable response to problems like health emergencies and climate change. The purpose of this study is to investigate the intricacy of problems encountered by Indian analysts and to offer a thorough comprehension of every facet. By drawing attention to these issues, we hope to further the conversation on how to strengthen the investigative atmosphere and encourage initiatives that assist analysts in overcoming barriers and advancing their careers [2,3]. Setting national and regional challenges and problems in order of importance is crucial. Social scientists must identify the issues that local residents confront and offer viable solutions for their research to be valuable and significant.

II. THE COMMON PROBLEMS FACED BY A RESEARCHER

1. Lack of Familiarity with the Research Supervisor

Many people find it difficult to apply to Ph.D. programs because they are unaware of the rules and requirements. Doing extensive study about the policies and procedures of the organization is crucial before enrolling in a research program that will be supervised by someone. This includes evaluating the subject's suitability for the study, learning about their past, and figuring out whether the research was finished on schedule.

Researchers will find that everyone puts on a pleasant front for the application and joining procedure after joining. But when they come out as themselves, they could become nervous and forget why they joined in the first place. For some, more than for others, this worry may result in a discontent with their research environment.

Before going to research, might be aware about institutional norms and regulations, joining process specifically guidelines and also about the research field of the supervisor. Getting the required permissions and approvals for research initiatives through the bureaucratic procedure can be difficult and time-consuming.

2. Publication Issues

When it comes to publishing their work, researchers have two basic challenges. The first issue is the misunderstanding of what an article and a review are. A written composition known as an article is published in a variety of publications, including newspapers, magazines, and journals. A journal, on the other hand, is a venue where articles pertaining to a certain academic or professional topic are routinely published. The choice of the right publishing platform presents the second issue. Some researchers

ask agents for help without taking the length of time needed for publication into account. The procedures that follow offer a thorough description of publishing problems and their fixes in order to address these concerns.

These issues may be faced at different phases.

Phase I - The procedure for publishing an article or journal in the right format and on the right platform must be understood by the researcher. There are moments when publishing agents and paid platforms overwhelm researchers. Confusion over clone platforms and the appropriate release platform could also exist. In order to avoid duplication or expiration, it is crucial to submit the dissertation or journal abstract on time and to make sure the piece is always on the same platform.

Phase II - Seeking the appropriate publication platform requires many visits to the official websites. For example, you can go straight to UGC-CARE's official website if you want to publish a journal or article from them. They offer a directory of platforms arranged according to disciplines and organizations. You may quickly get a list of platforms exclusive to a given discipline by selecting Group I or Group II and then the discipline. You can also find out if the platform welcomes general subjects or requests for publication. If not, they might turn them down.

Phase III - We must decide whether the platform is appropriate for our publishing, when it is best to publish, and whether it is free or requires money before we post. It's also important to confirm whether the magazine is online or offline, quarterly or annual. When an article is published online, it can be accessed online and a soft copy can be obtained via email or official websites. Only a select few platforms, though, might send our post via email and offer email notifications while the publication process is ongoing. When we publish an item offline, it implies we can email it and have a hard copy delivered to the address we provide. We shall be able to determine whether we will receive our article or journal in hard copy or soft copy in this method.

Phase IV - For better publication outcomes, choose a multidisciplinary platform if you haven't specified the discipline of your article or are unsure of it.

III. THE WAY TO IMPROVE RESEARCHER SCHOLARS

Depending on their requirements and degree of expertise, researchers need specialized training. When choosing a mentor, take into account these attributes since a reliable mentor can greatly enhance research project outcomes.

a) Identification of Guide

Asking faculty members or research advisors at your university for recommendations can be helpful when selecting a guide for your research project. Consider the guide's background, accessibility, ability to communicate, and mentoring style as well.

b) Practicing Research Proposal

By getting comments and making changes, rewriting a research proposal can help it become better and more impressive. This entails distributing the idea to reviewers, mentors, or peers and getting their feedback on its advantages and disadvantages. The researcher modifies the proposal in light of this input in order to improve its quality and raise the possibility of success.

c. Strong Subject Knowledge

To support ongoing learning and development, researchers need to be well-versed in their field, persistent in their efforts to advance, and patient.

d. Strong Knowledge in Research methodology

A proficient comprehension of research technique enables a researcher to produce comprehensive and dependable investigations. They are also proficient in successfully interpreting and communicating their findings. They can also identify any biases or limits in their research and take steps to reduce them.

e. Attending Data analysis workshops

Workshops on data analysis provide scholars with practical experience with a range of statistical software applications and methodologies, fostering networking among researchers. Choosing a workshop is influenced by factors such as certification, cost, duration, specialized software, and competence level. Look for workshops on the internet, contact associations for professionals, or ask mentors or coworkers for recommendations.

f. Ethics in training

Depending on the needs of the institution or the funding agency, ethics training delivered through workshops or online courses guarantees that researchers respect participant rights and maintain research integrity.

g. Publication knowledge

Researchers should know publishing guidelines, including clear writing, selecting a journal that aligns with their research, adhering to journal guidelines for formatting, references, and citation, undergoing peer review to evaluate the quality and relevance of their work, and adhering to ethical principles like avoiding plagiarism.

IV. CONCLUSIONS

According to the article's conclusion, the issues include the investigator's lack of knowledge, their limited understanding of the study field, their interactions with other investigators and colleagues, their inability to manage their time, their lack of resources, their financial troubles, and their difficult circumstances. It is imperative that these issues be resolved in order to develop a robust research community and advance scientific understanding. We can get through these obstacles and promote an innovative and

discovery-oriented culture by giving researchers the tools and assistance they need. An effective research leader should be well-versed in the field of study, able to offer guidance and assistance when needed, possess excellent communication skills, and be able to offer insightful and concise feedback on the direction of the project. This should also be consistent with the research objectives and perspective of the researcher, and be able to help with any obstacles or challenges that may arise during the research. When choosing a mentor, it may be helpful to seek recommendations from faculty or research advisors at your university and consider their previous experience, availability, communication skills, and type of instruction.

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