

# GOVERNMENT ARTS COLLEGE (AUTONOMOUS)

Rajahmundry, Andhra Pradesh | NAAC Accredited

## DEPARTMENT OF MATHEMATICS

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# BEST PRACTICES

## ACADEMIC YEAR 2024 – 2025

NAAC Criterion II & III | Teaching-Learning, Extension & Outreach

### Five Best Practices Documented in this Report:

1. Lab on Wheels – HI-GLOW Mathematics Outreach Programme
2. PG CET Free Coaching for Aspiring PG Students
3. ICET Free Coaching for Aspiring MBA / MCA Students
4. NET / APSET Free Coaching for M.Sc. Mathematics Students
5. Inclusive Education – World Disabled Day & Louis Braille Birthday Celebrations

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## BEST PRACTICE – 1 LAB ON WHEELS

### HI-GLOW – Mathematics Outreach Programme

Programme Details	
<b>Name</b>	Lab on Wheels – HI-GLOW (Higher Institution's Guidance and Learning for Outstanding Work)
<b>Organizer</b>	Department of Mathematics, Govt. Arts College (Autonomous), Rajahmundry
<b>Target Group</b>	School students of tribal / rural areas, Classes 3 to 10
<b>Frequency</b>	Regular outreach visits (at least twice per semester)
<b>Latest Visit</b>	17th September 2025 – APTW Residential School, Maredumilli
<b>Beneficiaries</b>	622 school students in latest edition; 2000+ students cumulatively
<b>NAAC Criterion</b>	Criterion III – Research, Extension & Outreach   SDG 4 – Quality Education

### Background and Context

Mathematics has long been perceived as a difficult and intimidating subject, particularly by students in rural and tribal areas who lack access to quality teaching resources. The Department of Mathematics at Government Arts College (Autonomous), Rajahmundry identified this gap and conceptualized the 'Lab on Wheels' initiative under the HI-GLOW programme. The programme is rooted in the belief that every child, regardless of geographical location or socio-economic background, deserves access to inspiring, activity-based mathematics education.

### Objectives

- To take quality, activity-based mathematics education to the doorsteps of tribal and rural school students.
- To bridge the gap between collegiate mathematics knowledge and school-level learning in remote areas.
- To demonstrate mathematical concepts such as the Golden Ratio, Fibonacci series, and other models through physical exhibits and demonstrations.
- To identify and nurture mathematical talent in students who may not otherwise receive recognition or opportunity.
- To provide practical teaching experience to college student volunteers, enhancing their communication and leadership skills.
- To celebrate great mathematical minds such as Bernhard Riemann and create awareness of mathematical history.

### Description of the Practice

The 'Lab on Wheels' programme involves the Mathematics Department team – comprising faculty members, the Head of Department, and enthusiastic student volunteers from the Degree programme – physically travelling to remote schools with mathematical models, teaching aids, and demonstration kits. The programme transforms a regular school day into an exciting mathematical experience for students.

In the latest edition conducted on 17th September 2025 at APTW Residential School, Maredumilli (Alluri Sitarama Raju Mandal), the HoD Sri G. Chandrasekhar personally demonstrated the Golden Ratio models to Class 10 students, illustrating how this profound mathematical constant appears in nature, art, architecture, and the human body. Faculty and degree volunteers simultaneously conducted parallel sessions for students from Classes 3 to 9, simplifying difficult mathematical topics using innovative shortcut methods and visual aids.

The visit was timed to coincide with the birth anniversary of Bernhard Riemann, the legendary German mathematician. A Mathematics Talent Hunt Test was conducted for students up to Class 9, with cash prizes awarded to winners – Rs. 500/- for the first prize winner and Rs. 300/- each to four second prize winners – distributed by the School Principal and college faculty.

### Evidence of Success

- 622 school students directly benefited in the 2025 edition alone.
- Student Bachala Kalyan Reddy won the first prize in the Talent Hunt Test, demonstrating the high quality of tribal students when given opportunity.
- The programme was prominently covered by Eenadu newspaper, Thurpu Godavari Edition (18th September 2025, Page 5).
- School Principal Sri G. Venkaiah publicly appreciated the initiative and College Principal Dr. RK Ramachandra.
- Degree student volunteers reported enhanced confidence in teaching and communication.
- The programme has been featured in the college's IQAC reports and will be included in the AQAR 2025-26.

### Challenges and Solutions

The primary challenge was logistics – transporting faculty, students, and mathematical models to remote tribal areas. This was addressed by organizing group transport, pre-planning model packaging, and coordinating with school authorities in advance. Language was occasionally a barrier for tribal school students; this was overcome by engaging Telugu-speaking volunteers who could communicate effectively in the local dialect.

### Impact and Sustainability

The Lab on Wheels programme has become a hallmark outreach activity of the Mathematics Department. Its impact is visible in the increased enthusiasm of school students towards mathematics, the positive feedback from school management, and the widespread media coverage it has received. The programme is sustainable as it requires minimal financial investment but yields significant educational and social returns. The Department plans to expand the programme to cover more schools across East Godavari and West Godavari districts in the coming academic years.

[ Photograph: Lab on Wheels team at APTW Residential School, Maredumilli with HI-GLOW banner, 17.09.2025 ]

[ Photograph: HoD Sri G. Chandrasekhar demonstrating Golden Ratio models to Class 10 students ]

[ Photograph: Prize distribution ceremony – Talent Hunt Test winners receiving cash awards ]

## BEST PRACTICE – 2 PGCET FREE COACHING

Post Graduate Common Entrance Test Preparation Programme

Programme Details	
<b>Name</b>	PGCET Free Coaching – Mathematics
<b>Organizer</b>	Department of Mathematics, Govt. Arts College (Autonomous), Rajahmundry
<b>Target Group</b>	Final year B.Sc. (Mathematics) students aspiring for PG admissions
<b>Mode</b>	Offline classroom coaching within the college premises
<b>Duration</b>	45 days (intensive) before PGCET examination every academic year
<b>Beneficiaries</b>	30–50 students per academic year
<b>NAAC Criterion</b>	Criterion II – Teaching-Learning & Evaluation   Criterion V – Student Support & Progression

### Background and Context

The Post Graduate Common Entrance Test (PGCET) is a competitive examination conducted by Andhra Pradesh State Council of Higher Education (APSCHE) for admission to M.Sc. programmes across universities and colleges in Andhra Pradesh. Many meritorious students from economically weaker sections and rural backgrounds aspire for PG education in Mathematics but cannot afford coaching at private institutes, which charge substantial fees. The Department of Mathematics at Government Arts College (Autonomous), Rajahmundry recognized this disparity and initiated a Free PGCET Coaching programme to ensure that financial constraints never become a barrier to academic aspirations.

### Objectives

- To provide high-quality, structured coaching for PGCET (Mathematics) at no cost to the students.
- To improve the success rate of students from the college in PGCET examinations.
- To ensure that economically disadvantaged but academically capable students get a fair chance at PG admissions.
- To cover the entire PGCET syllabus systematically with previous year question paper analysis.
- To build confidence and exam temperament in aspirants through mock tests and timed practice sessions.

### Description of the Practice

The Department of Mathematics organizes free PGCET coaching classes every academic year, approximately 45 days prior to the examination. Classes are conducted by experienced faculty members of the department on a voluntary basis, over and above their regular teaching duties. The coaching schedule is drawn up carefully to cover all units of the PGCET Mathematics syllabus, including Real Analysis, Abstract Algebra, Linear Algebra, Differential Equations, Complex Analysis, and Numerical Methods.

Each coaching session typically runs for 1.5 to 2 hours in the morning before regular college hours or in the afternoon after regular classes. Study materials, including topic-wise notes, formula sheets, and previous year solved question papers (from 2010 to date), are prepared and distributed free of charge. Regular mock tests are conducted, and individual performance is tracked to provide personalised guidance.

### Salient Features of the Coaching Programme:

- Complete PG CET syllabus coverage with unit-wise daily schedule.
- Free study material – notes, formulae, and question banks.
- Previous year PG CET papers (last 10 years) solved and discussed.
- Weekly mock tests simulating actual PG CET examination conditions.
- One-on-one doubt clearing sessions with faculty members.
- Special motivational sessions by alumni who have excelled in PG CET.

### Evidence of Success

- Consistent improvement in PG CET pass percentage of students from the college over the years.
- Multiple students have secured ranks in PG CET and obtained admissions to reputed universities including Andhra University, Sri Venkateswara University, and JNTU Kakinada.
- Students from economically weaker sections (EWS), SC, ST, and OBC categories have significantly benefited and secured PG admissions.
- The coaching programme has motivated students to pursue M.Sc. Mathematics and subsequently appear for NET/APSET, continuing their academic journey.

### Challenges and Solutions

The key challenge was motivating students to attend additional coaching classes while managing their regular academic workload. This was addressed by scheduling classes at convenient times, maintaining an interactive and exam-focused approach, and regularly sharing success stories of previous batches. Faculty members devoted extra time voluntarily, reflecting their deep commitment to student welfare.

### Impact and Sustainability

The PG CET Free Coaching programme has firmly established itself as a defining student welfare initiative of the Mathematics Department. It has directly contributed to upward academic mobility for dozens of students each year. Since the coaching is entirely conducted in-house by dedicated faculty members using self-prepared materials, it requires no external funding and is highly sustainable. The programme will be continued and expanded by increasing the batch size and incorporating online resources.

[ Photograph: PG CET Free Coaching classes in progress at Mathematics Department ]

[ Photograph: Distribution of free study material to PG CET aspirants ]

## BEST PRACTICE – 3 ICET FREE COACHING

Integrated Common Entrance Test Preparation for MBA / MCA Aspirants

Programme Details	
<b>Name</b>	ICET Free Coaching – Quantitative Aptitude & Mathematics
<b>Organizer</b>	Department of Mathematics, Govt. Arts College (Autonomous), Rajahmundry
<b>Target Group</b>	Final year UG students (B.Sc., B.Com., B.A.) aspiring for MBA / MCA admissions
<b>Mode</b>	Offline classroom coaching
<b>Duration</b>	60 days (intensive) before ICET examination every academic year
<b>Beneficiaries</b>	50–80 students per academic year (cross-department)
<b>NAAC Criterion</b>	Criterion II – Teaching-Learning   Criterion V – Student Support & Progression

### Background and Context

The Integrated Common Entrance Test (ICET) is conducted by APSCHE for admission to MBA and MCA programmes in Andhra Pradesh. A significant portion of the ICET syllabus – covering Quantitative Ability, Data Interpretation, and Analytical Ability – falls squarely within the domain of mathematics. Many students, particularly those from B.Com., B.A., and non-mathematics UG backgrounds, find the quantitative sections of ICET extremely challenging due to gaps in their mathematical foundation.

The Department of Mathematics, drawing on its expertise and commitment to holistic student welfare, extended its coaching services beyond its own student body to offer Free ICET Coaching to all UG students of the college. This cross-disciplinary initiative has been widely appreciated and has helped numerous students from non-science backgrounds achieve competitive scores in ICET.

### Objectives

- To provide free, structured coaching for the quantitative and analytical sections of ICET.
- To strengthen the mathematical foundation of students from non-mathematics backgrounds.
- To improve ICET scores and thus enhance career opportunities for students aspiring for MBA / MCA.
- To ensure that students from all streams and economic backgrounds can compete on a level playing field.
- To develop logical reasoning, data interpretation, and problem-solving skills among all UG students.

### Description of the Practice

The ICET Free Coaching programme is announced college-wide every academic year. Students from all UG departments – B.Sc., B.Com., B.A., and BCA – are eligible to join. The coaching covers three main areas: Quantitative Ability (arithmetic, algebra, geometry, mensuration), Data Interpretation (graphs, charts, tables), and Analytical Ability (sequences, data sufficiency, problem solving).

Faculty members from the Mathematics Department conduct the sessions, using specially prepared bilingual (Telugu-English) study materials to cater to students from diverse linguistic backgrounds. The coaching includes topic-wise teaching, extensive practice through worksheets, and timed mock tests modelled on the actual ICET examination pattern.

### Key Features:

- Cross-departmental reach – open to all UG students of the college regardless of their discipline.
- Bilingual (Telugu-English) instruction to maximize accessibility.
- Shortcut techniques and mental math methods for fast-paced ICET problem solving.
- Data Interpretation workshops using real data sets and charts.
- Logical reasoning and analytical ability sessions with pattern-based practice.
- Full-length ICET mock tests with performance analysis and feedback.

### Evidence of Success

- Several students coached by the Mathematics Department have cleared ICET and secured admissions to MBA and MCA programmes in top institutions in Andhra Pradesh.
- Students have reported significant improvement in quantitative ability scores after coaching.
- The programme has been consistently appreciated by the Principal and college management as a model inter-departmental welfare initiative.
- Many first-generation college-goers from rural backgrounds have been able to pursue professional PG programmes thanks to this free coaching.

### Impact and Sustainability

The ICET Free Coaching programme stands as a powerful example of how a Mathematics Department can extend its value beyond its own students and contribute to the career development of the entire college community. It has helped bridge socio-economic disparities in competitive exam performance and opened new career pathways for hundreds of students. The programme is fully sustainable as it relies on faculty volunteerism and self-prepared materials.

[ Photograph: ICET Free Coaching session – Quantitative Aptitude class in progress ]

[ Photograph: Students practising mock ICET test under timed conditions ]

## BEST PRACTICE – 4

# NET / APSET FREE COACHING

Research & Lectureship Entrance Coaching for M.Sc. Mathematics Students

Programme Details	
<b>Name</b>	NET / APSET Free Coaching for M.Sc. Mathematics Students
<b>Organizer</b>	Department of Mathematics, Govt. Arts College (Autonomous), Rajahmundry
<b>Target Group</b>	M.Sc. Mathematics students (final year and recently passed out students)
<b>Mode</b>	Offline coaching + online resources
<b>Duration</b>	Ongoing throughout the academic year; intensive batches before exam dates
<b>Beneficiaries</b>	20–30 students per batch
<b>NAAC Criterion</b>	Criterion II – Teaching-Learning   Criterion III – Research & Extension   Criterion V – Student Support

### Background and Context

The National Eligibility Test (NET), conducted by the National Testing Agency (NTA) on behalf of UGC, and the Andhra Pradesh State Eligibility Test (APSET), conducted by Andhra University, are the primary qualifying examinations for appointment as Assistant Professors and for eligibility for Junior Research Fellowships (JRF) in Indian universities and colleges. Qualifying NET/APSET is a prerequisite for a career in academic teaching and higher research in India.

M.Sc. Mathematics students who aspire to become college lecturers or pursue doctoral research must clear these highly competitive examinations. However, the preparation demands deep conceptual understanding, comprehensive syllabus coverage, and significant practice – resources that many students, especially from smaller towns and rural backgrounds, cannot access without financial support.

The Department of Mathematics took the initiative to provide free, structured NET/APSET coaching to M.Sc. Mathematics students, enabling them to compete with students from metropolitan cities on equal footing.

### Objectives

- To prepare M.Sc. Mathematics students thoroughly for UGC-NET and APSET examinations.
- To provide free access to high-quality coaching that is otherwise expensive and inaccessible to rural students.
- To increase the number of NET/APSET qualified candidates from the college and region.
- To build a pipeline of academically qualified Mathematics graduates who can pursue lectureship and research careers.
- To encourage research aptitude by coaching students for the JRF (Junior Research Fellowship) component of NET.

## Description of the Practice

The NET/APSET coaching programme at the Mathematics Department covers the complete Paper-II syllabus (subject-specific) for Mathematics. The syllabus is vast and includes topics from Real Analysis, Complex Analysis, Linear Algebra, Abstract Algebra, Ordinary and Partial Differential Equations, Numerical Analysis, Mathematical Statistics, Topology, and Functional Analysis.

Senior faculty members with specialized domain expertise take responsibility for specific topics, ensuring that students receive the best possible guidance in each area. Study material is prepared in-house and supplemented with standard reference books. Particular attention is given to previous year NET/APSET question paper analysis, which forms the backbone of the coaching strategy.

### Coaching Programme Structure:

- Unit-wise coverage of the complete NET/APSET Mathematics Paper-II syllabus.
- Topic-wise solved examples from previous year question papers (2015 onwards).
- Weekly subject tests with detailed solutions and performance feedback.
- Special sessions on Paper-I (General Aptitude, Research Methodology, Teaching) conducted in collaboration with other departments.
- Guest lectures by NET/APSET qualified alumni and university faculty members.
- Mock full-length tests with OMR-based answer sheets to simulate examination conditions.
- Individual mentoring sessions for students struggling with specific areas.

### Evidence of Success

- Several students coached by the Department have qualified UGC-NET and APSET examinations in recent years.
- Qualified candidates have secured appointments as Guest Lecturers and are pursuing Ph.D. programmes.
- The programme has created a culture of research orientation and academic ambition among PG students of the college.
- Students from the first generation of their families to pursue academics have qualified NET, opening new horizons for their communities.

### Impact and Sustainability

The NET/APSET Free Coaching programme represents the Department's highest commitment to academic excellence and student futures. By producing NET/APSET qualified graduates, the Department is contributing to the larger goal of strengthening the academic faculty pool in mathematics across Andhra Pradesh. The programme is entirely self-sustaining, driven by faculty expertise and dedication, and will be continued and strengthened with each passing year.

[ Photograph: NET / APSET coaching class – Analysis and Algebra session in progress ]

[ Photograph: Mock test conducted for M.Sc. Mathematics students under NET examination conditions ]

**BEST PRACTICE – 5**  
**INCLUSIVE EDUCATION INITIATIVES**  
 World Disabled Day & Louis Braille Birthday Celebrations

Programme Details	
<b>Name</b>	Inclusive Education – Disability Awareness & Celebration Programme
<b>Nodal Officer / Coordinator</b>	Dr. D.V.N.S. Murthy, Disabled Students Coordinator, Dept. of Mathematics
<b>Organizer</b>	Department of Mathematics in collaboration with the college administration
<b>Key Events</b>	World Disabled Day (3rd December)   Louis Braille Birthday (4th January)
<b>Target Group</b>	Students with disabilities, all students and faculty of the college
<b>Frequency</b>	Annual – every academic year
<b>NAAC Criterion</b>	Criterion V – Student Support & Progression   SDG 4, SDG 10

### Background and Context

Inclusive education is not merely a legal obligation but a moral imperative. Government Arts College (Autonomous), Rajahmundry is committed to creating a campus environment where students with physical, visual, hearing, and other disabilities are not just accommodated but celebrated, empowered, and given equal opportunities to thrive.

The Department of Mathematics has taken a leading role in inclusive education initiatives on campus, primarily through the dedicated efforts of Dr. D.V.N.S. Murthy, who serves as the Disabled Students Coordinator of the college. Dr. Murthy, in his dual role as a Mathematics faculty member and Disability Coordinator, bridges the gap between academic departments and the needs of differently-abled students, organizing awareness programmes, welfare activities, and celebratory events that instil dignity, respect, and pride.

### About Dr. D.V.N.S. Murthy – Disabled Students Coordinator

Dr. D.V.N.S. Murthy, faculty member of the Department of Mathematics, has served as the college's Disabled Students Coordinator with exceptional dedication and empathy. Beyond his academic responsibilities, Dr. Murthy personally oversees the welfare of students with disabilities, facilitates access to government scholarships and concessions, liaises with the university for special examination accommodations, and organizes awareness and celebration events that promote disability rights and inclusion.

### Key Programme 1: World Disabled Day Celebration (3rd December)

World Disabled Day, observed annually on 3rd December, is celebrated at the college under the active coordination of Dr. D.V.N.S. Murthy and the Mathematics Department. The celebrations aim to raise awareness about disability rights, challenge stereotypes, and celebrate the achievements and contributions of persons with disabilities.

### Activities Conducted on World Disabled Day:

- Awareness rally on campus with participation of students and faculty, carrying banners and placards on disability rights and inclusion.
- Special assembly addressing the challenges faced by persons with disabilities and the legal rights available to them under the Rights of Persons with Disabilities Act, 2016.
- Felicitation of differently-abled students of the college who have excelled in academics, sports, or cultural activities.
- Motivational talks by disabled achievers, alumni, and guest speakers who have overcome barriers to succeed.
- Pledge-taking ceremony to build an inclusive and accessible campus community.
- Distribution of assistive aids and study materials to students with visual and physical disabilities.
- Cultural programmes featuring inclusive participation of differently-abled students.

## Key Programme 2: Louis Braille Birthday Celebration (4th January)

Louis Braille (4 January 1809 – 6 January 1852) was a French educator and inventor who, despite losing his eyesight at the age of three, developed the Braille system of reading and writing that has empowered millions of visually impaired people worldwide. His birthday on 4th January is observed as a tribute to his extraordinary contribution to inclusive education.

The Department of Mathematics, under the coordination of Dr. D.V.N.S. Murthy, celebrates Louis Braille's birthday with special programmes that honour his legacy, raise awareness about the Braille system, and demonstrate sensitivity towards visually impaired individuals.

### Activities Conducted on Louis Braille Birthday:

- Special programme on the life, achievements, and legacy of Louis Braille – the man who gave sight to the world through touch.
- Demonstration of the Braille script to sighted students, building empathy and awareness.
- Interaction sessions between sighted students and visually impaired students or community members.
- Essay and poster competitions on themes of disability inclusion and the history of Braille.
- Felicitation of visually impaired students pursuing higher education at the college.
- Awareness on digital accessibility tools, screen readers, and assistive technology available for visually impaired students.

## Role of the Mathematics Department in Inclusive Education

The involvement of the Mathematics Department in inclusive education is deeply meaningful. Mathematics, with its universal language and logical structure, is inherently accessible to all – and the department has consistently worked to make this universality a reality for its differently-abled students through adapted teaching methods, extra coaching, and personalized support.

- Differently-abled students in Mathematics classes receive additional coaching and doubt-clearing sessions.
- Examination papers and study materials are provided in accessible formats as required.
- Dr. Murthy personally ensures that all disabled students are registered for government scholarships and welfare schemes.
- The department advocates within the college for better physical accessibility, including ramps, accessible seating, and barrier-free examination halls.

## Evidence of Success and Impact

- World Disabled Day and Louis Braille Birthday events have been consistently well-attended and appreciated by the college community.
- Differently-abled students have reported feeling more valued, supported, and included due to these initiatives.
- Several disabled students, inspired and supported by Dr. Murthy's mentorship, have successfully completed their degrees and gone on to pursue further education and employment.
- The college has received positive recognition from the university and NAAC evaluators for its disability-inclusive practices.
- Awareness generated through these programmes has led to greater sensitivity and inclusivity among the general student body.

"Every student, regardless of ability, has the right to dream, to learn, and to achieve. Our role as educators is to remove every barrier that stands between a student and their potential."

— Dr. D.V.N.S. Murthy, Disabled Students Coordinator & Faculty, Dept. of Mathematics

## Sustainability and Future Plans

The inclusive education initiatives of the Mathematics Department will continue to grow in scope and impact. Plans include establishing a dedicated 'Disability Resource Centre' within the department, forging partnerships with NGOs working in the disability sector, conducting training workshops for faculty on inclusive teaching practices, and expanding Louis Braille Day celebrations to include school outreach in nearby schools that have visually impaired students.

[ Photograph: World Disabled Day celebration – awareness rally on campus with students and faculty ]

[ Photograph: Louis Braille Birthday programme – felicitation of visually impaired students ]

[ Photograph: Dr. D.V.N.S. Murthy addressing students during the disability awareness programme ]

## SUMMARY OF BEST PRACTICES – AT A GLANCE

#	Best Practice	Target Group	Beneficiaries	NAAC Criterion
1	<b>Lab on Wheels – HI-GLOW</b>	Tribal/rural school students Cl. 3–10	622+ per visit	Criterion II, III
2	<b>PGCET Free Coaching</b>	Final year B.Sc. students	30–50/year	Criterion II, V
3	<b>ICET Free Coaching</b>	All UG students (cross-dept.)	50–80/year	Criterion II, V
4	<b>NET/APSET Coaching</b>	M.Sc. Mathematics students	20–30/batch	Criterion II, III, V
5	<b>Inclusive Education – Disabled Day &amp; Braille Birthday</b>	Differently-abled students & all students	Entire college	Criterion V, SDG 10

### Overall Impact Statement

The five Best Practices of the Department of Mathematics collectively demonstrate a department that is not merely concerned with classroom instruction but with the holistic development of students, the welfare of the community, and the advancement of an inclusive and equitable educational ecosystem. From taking mathematics to remote tribal schools through Lab on Wheels, to empowering students with competitive exam coaching, to championing the rights of differently-abled students – the Department of Mathematics at Government Arts College (Autonomous), Rajahmundry exemplifies the vision of NAAC and the National Education Policy 2020.

**These practices, driven by faculty who go beyond their duty, have touched thousands of lives and will continue to inspire, enable, and transform.**