



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**GOVERNMENT DEGREE COLLEGE, SRUNGAVARAPU
KOTA**

GOVERNMENT DEGREE COLLEGE NEAR PUNYAGIRI TEMPLE
SRUNGAVARAPU KOTA VIZIANAGARAM (DISTRICT)

535145

www.gdcskota.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College, Srungavarapu Kota is in a sprawling campus of 15 acres in a lush green, serene and forest like environment and 3 km away from the buzzing town at a hill foot. It makes the teaching - learning processed very focused and peaceful. It was established in 1984. The College was recognized by UGC under 12(b) and 2(f) in 1990. The college was accredited by NAAC in 2007 with B grade and again in 2014 with B grade and was due for reaccreditation in 2010-11, but due to Covid-19 and other unavoidable circumstances, the process got delayed. Now the College has decided to offer itself for assessment and accreditation and is preparing itself for the third cycle of accreditation by National Assessment and Accreditation Council (NAAC).

The college offers five Undergraduate Courses namely BA (History, Economics, Political Science), BCom (General), BSc (Maths, Physics, Chemistry), BSc (Maths, Physics, Computer Science) and BSc (Botany, Zoology, Chemistry). There are fourteen well qualified lecturers possessing qualifications like MPhil, PhD, NET and SET .

Most of our students hail from remote Tribal Villages and they are very innocent, poor yet honest and most of them are first generation literates in their families. Hence, we know their priorities and we prefer to teach them employment opportunities along with the regular curriculum. We also focus on the facilities provided by the Government for their uplift and help them to utilize properly. We also inform them the job opportunities available as per their abilities and interests in right time. This process makes us proud and satisfied.

Vision

To provide quality education, while equipping students with knowledge and skills in their chosen stream, inculcate values, identify their hidden talents, provide them opportunities to realize their full potential and thus shape them into future leaders, entrepreneurs and above all good human beings.

Mission

Mission

1. To create and maintain an environment of excellence in education through technological advancements, effective and innovative methods of pedagogy and evaluation
2. To enable the students with multidisciplinary global competencies by providing them state-of-the-art institutional infrastructure and excellent human resources
3. To integrate in the students the ennobling virtues of truth, fairness, tolerance and co-operation through teaching soft skills and moral education
4. To sensitize them with a sense of appreciation of traditional and cultural inheritance of the nation through an integrated curriculum
5. To empower the students with employability skills by imparting training in entrepreneurial and life skills

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Student supporting wings: The college provides various student support services like NCC, NSS, JKC, Placement Cell, which enhance the overall development of students.
2. Infrastructure: The college has sufficient accommodation, well-equipped labs, digital classrooms, and a virtual classroom, providing a conducive learning environment.
3. Qualified and experienced faculty: The college has a dedicated team of qualified and experienced faculty members who contribute to the quality of education imparted.
4. Fees reimbursement facility: Students can benefit from the fees reimbursement facility provided by the government, making education more accessible.
5. Facilities: The college offers a vast ground, indoor gym, and a peaceful and serene atmosphere for holistic student development. Nearby hostels provide accommodation options.
6. Labs: The college has well-equipped laboratories that enable students to gain practical experience and hands-on learning in their respective fields.
7. Digital classrooms: The presence of digital classrooms enhances the learning experience by incorporating technology and multimedia resources into teaching methods.
8. Vast ground: The college has a spacious ground, providing students with ample space for outdoor activities, sports, and events.
9. Indoor gym: The presence of an indoor gym enables students to engage in physical fitness activities and maintain a healthy lifestyle.
10. Peaceful and serene atmosphere: The college's peaceful and serene atmosphere creates an ideal environment for learning and personal growth.
11. Nearby hostels: The presence of nearby hostels offers convenient accommodation

options for students who prefer to stay close to the college.

Institutional Weakness

1. Remote location: The college is far away from the village, which can be inconvenient for commuting students.
2. Lack of transport facility: The absence of a dedicated transportation system makes commuting challenging for students.
3. Limited accommodation for non-ST students: Proximity hostels only provide accommodation for ST students, limiting options for other students.
4. Lack of internet: The absence of reliable internet connectivity can hinder access to online resources and digital learning opportunities.

Institutional Opportunity

1. Collaboration: The college can explore partnerships with other educational institutions or organizations for research projects, faculty exchange programs, and resource sharing.
2. Skill development programs: Offering skill development programs can enhance the employability of students and prepare them for the job market.
3. Grants and funding: Government grants and funding opportunities can be pursued to enhance infrastructure, faculty development, and student support services.
4. Community engagement: Engaging with the local community through outreach programs and social initiatives can strengthen the college's reputation and foster positive relationships.
5. Technological integration: Embracing technology and integrating it into teaching methodologies can improve learning outcomes and make education more engaging.

Institutional Challenge

1. Competition from private institutions: The college may face competition from private institutions that offer similar courses and attract students with different facilities and marketing strategies.
2. Budgetary constraints: Limited financial resources may restrict the college's ability to invest in infrastructure development, faculty training, and student support programs.
3. Regulatory changes: Changes in government policies or regulations related to education can create challenges in terms of compliance and adapting to new requirements

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Curriculum is offered by the affiliating University, i.e., Andhra University, Visakhapatnam
- The curriculum planning and delivery is planned by IQAC in collaboration with all departments (Telugu, English, History, Political Science, Mathematics, Physics, Chemistry, Computer Science and Commerce) and Academic cells
- The academic calendar is also prepared in consultation with all departments followed the Our University Andhra University, Visakhapatnam
- Curriculum is enriched with life skill courses and skill development courses integrating cross-cutting Issues relevant to human values & professional ethics, entrepreneurship, ICT, personality development & leadership and environmental education
- The curriculum is effectively delivered using conventional teaching methods and ICT-based teaching both On-Line and Off-Line Mode i.e., Lecturer Method, Lecturer Demonstration Method, Heuristic Method, and other methods whenever needed.
- The cross-cutting issues are also addressed through awareness programmes of Women Empowerment Cell (WEC), Anti-Ragging Cell. Judges, advocates, police officers and faculty enlighten the students about the relevant acts and sections of punishment in case of gender abuse.
- Awareness on environment, Global warming, pollution, and soil management is created through
- Many awareness programmes are conducted by Eco Club.
- The evaluation process is both external and internal.
- The external evaluation for 75% of marks is done by the University.

- The internal evaluation for 25% of marks is done through a mechanism called Continuous Internal Assessment (CIA). It is based on the performance in mid-examinations, attendance, student-centric activities, co-curricular and extracurricular activities

Teaching-learning and Evaluation

- Admissions are done through Online Admission Module for Degree Colleges (OAMDC), overseen by the Andhra Pradesh State Commission for Higher Education (APSCHE).
- The OAMDC ensures transparency by streamlining the admissions process for degree colleges, and it adheres to the rule of reservation
- The college assesses student learning levels through continuous internal assessments.
- The college offers a bridge course specifically designed for 1st semester students
- For the remaining semesters, the college provides free study material, special classes, and counselling sessions to students based on their assessment results.
- The average student-to-full-time teacher ratio over the past five years has been 30:1
- The college adopts student-centric teaching methods such as experiential learning, problem-solving approaches, field trips, study projects, co-curricular methods, and community service projects.
- Additionally, in the current academic year, the college has introduced an 8-week internship at the end of the fourth semester,
- Students have to undertake a one-semester internship in their final year, aligning with the guidelines of the National Education Policy (NEP) 2020.
- On average, 80% of the sanctioned teaching posts have been filled with qualified teachers
- On average, 20% of the full-time faculty members in the college hold a Ph.D. degree
- 70% of the faculty have cleared the National Eligibility Test (NET) or State Level Eligibility Test (SLET)
- The faculty members have extensive experience and have been serving in the college for a considerable period.
- The college has implemented an evaluation process that consists of both internal (25%) and external (75%) assessments, following the norms set by the university.
- Internal evaluation is conducted through various methods such as assignments, mid-term examinations, student seminars, quizzes, and group discussions.
- Course outcomes are effectively communicated to students through multiple channels
- Departmental and staff council meetings review the attainment of course outcomes.
- A Student Satisfaction Survey (SSS) is conducted to gather feedback on the teaching and learning process in the online mode.
- The feedback received is analysed to identify areas of strength and areas that need attention.
- An Action Taken Report is prepared based on the survey findings, outlining specific steps and measures to address any identified issues.

Research, Innovations and Extension

- Faculty members present papers in National/International seminars, webinars, and workshops and show their commitment to sharing knowledge and staying updated with the latest developments in their respective fields. Such activities help in fostering intellectual growth and creating a network of experts in various domains.

- Many of the faculty members have published research papers in research journals and it showcases the institution's focus on promoting research and academic excellence. Publishing in reputable journals adds to the credibility of the institution and its faculty.
- The institution plans to evolve an ecosystem for innovations and knowledge transfer through an incubation centre.
- The involvement of NSS, NCC units, and the Eco Club in extension activities in both the campus and the neighbourhood community is commendable. These initiatives demonstrate the institution's commitment to social service and community development. Engaging students in such activities helps in their holistic development and instils a sense of responsibility towards society.
- The efforts of the Red Ribbon Club in campaigning for blood donation and conducting blood donation camps in collaboration with reputable organizations like the Red Cross Society of India and the Medical & Health Department are noteworthy. Such initiatives can save lives and raise awareness about the importance of blood donation.
- Conducting awareness programs on social and gender issues is vital in shaping socially responsible and empathetic individuals. These programs help sensitize students to societal challenges and foster an inclusive and gender-sensitive environment on campus.
- In a nutshell, the institution actively involves in promoting research, community engagement, innovation, and social awareness. These initiatives collectively contribute to the overall development of students and create a positive impact on society. Continuation and further enhancement of these activities can lead to a thriving academic community that contributes meaningfully to the world.

Infrastructure and Learning Resources

- The college had acquired 2f & 12B status by the UGC and as a result the institution received UGC grants up to XII plan. Adequate classrooms, laboratories, equipment, gym facilities and other infrastructure were provided by these grants.
- The college was sanctioned Rs.2 Crore towards renovation of existing infrastructure, construction of new buildings and ICT infrastructure & solar energy unit in the campus and this funding enabled this institution to augment infrastructural facilities to considerable extent.
- The IT facilities have been improved through RUSA grants and efforts are made to acquire further grants for updating the IT facilities.
- An internet facility with Wi-Fi network up to a speed of 100 Mbps is available in the campus.
- The library has a good collection of text books, reference books, periodicals and newspapers.
- The funding for library books is provided by State Government budget and SC & ST book bank grants.
- The college library has adopted the SOUL 2.0 software package for partial automation.
- The library provides access to the NLIST (National Library and Information Services Infrastructure for Scholarly Content) facility for all staff and students.
- The library also provides access to the National Digital Library, which serves as a digital repository of educational materials.

- The Commissionerate of Collegiate Education, Andhra Pradesh, has launched an LMS that allows selected faculty members to upload digital lessons.
- Due to the Covid-19 conditions, teachers are instructed to conduct classes online. They have been provided access to G-SUITE apps, which offer various tools and applications to facilitate online teaching and collaboration.
- The library acquires books and volumes from sources such as UGC (University Grants Commission) and SC&ST (Scheduled Castes and Scheduled Tribes) book bank grants.
- College funds are utilized to subscribe to newspapers and magazines, further expanding the available resources for learning and research within the library.
- Students have free access to textbooks and reference books within the library premises. They are also allowed to borrow books on a token basis for studying at home.
- Students and staff members regularly visit the library and make optimal use of the available learning resources.

Student Support and Progression

The college has a comprehensive approach to student development and support, ranging from scholarships and skill development to career guidance and extracurricular activities.

1. Scholarships:

State Government scholarships provide crucial financial support to many students, making education more accessible.

1. Soft Skills and Communication Training:

Training in soft skills, language, communication, and life skills helps students develop well-rounded personalities and enhances their employability.

1. Skill Development Centre:

The APSSDC and the Skill Development Centre contribute to equipping students with practical skills that align with industry requirements.

1. Career Counselling and Guidance:

The college's departments and career guidance cell play a vital role in providing students with insights into potential career paths and opportunities.

1. Higher Education and Employment Training:

Providing training for higher education and employment readiness showcases the institution's commitment to holistic student development.

1. Sports and Cultural Activities:

Encouraging students to participate in sports and cultural events fosters a well-rounded educational experience and promotes talent recognition.

1. Grievance Redressal:

The functioning grievance redressal cell demonstrates the college's commitment to addressing various issues, ensuring a positive and supportive campus environment.

1. Discipline and Code of Conduct:

Maintaining discipline through a code of conduct helps create a conducive atmosphere for learning and personal growth.

1. Alumni Association:

The alumni association's involvement in goodwill canvassing and offering hospitality during special camps fosters a sense of connection and support among current and former students.

1. Prize-Winning Students:

The success of students in sports and cultural activities reflects the institution's emphasis on nurturing talent beyond academics.

1. Physical Fitness and Yoga:

Imparting life skills such as physical fitness and yoga promotes overall well-being among students.

1. ICT and Computing Skills:

Training students in ICT and computing skills prepares them for the modern digital landscape and aligns with the demands of various industries.

The holistic approach outlined here showcases the college's commitment to providing a comprehensive and supportive educational experience for its students. By focusing on academic, personal, and career development, as well as fostering a positive and inclusive campus environment, the college contributes to the overall growth and success of its students.

Governance, Leadership and Management

The college has a well-defined structure and approach to its administration, which reflects its commitment to quality education and continuous improvement.

1. Vision and Mission:

The college's vision and mission guide its administration, ensuring that all activities align with its core values

and goals.

1. Adherence to Academic Policies:

The college follows the academic policies set by the State Government, demonstrating its commitment to compliance and maintaining standards.

1. Decentralized Administration:

The college's decentralized administration involves committees comprising teachers and students in decision-making processes. This promotes transparency and inclusivity.

1. Transparency and Harmony:

Decentralization fosters transparent governance, allowing faculty members to freely express their opinions, contributing to a harmonious environment.

1. Role of IQAC:

The Internal Quality Assurance Cell (IQAC) plays a central role in maintaining and enhancing institutional quality.

1. SWOC Analysis and Action Plan:

The IQAC identifies Strengths, Weaknesses, Opportunities, and Challenges (SWOC) and develops strategic policies (Action Plan) to address them.

1. Institutional Plan and Monitoring:

The IQAC prepares and monitors the implementation of the institutional plan, ensuring the college's development and progress.

1. Communication and Training:

The IQAC facilitates communication across departments by sharing important orders and circulars.

1. Quality Improvement Initiatives:

The IQAC takes proactive measures to enhance and sustain quality across various institutional activities.

1. Regular Meetings and Implementation:

Regular IQAC meetings help in preparing action plans and monitoring their successful execution.

1. Data for NIRF and ISO:

The IQAC collects and submits data for National Institutional Ranking Framework (NIRF) and ISO

certifications, reflecting the institution's commitment to assessment and recognition.

1. Feedback Collection and Analysis:

The IQAC collects feedback, analyses it, and employs the insights for continuous improvements in the college.

1. Annual Quality Assurance Report (AQAR):

The IQAC compiles data from all college activities and produces the AQAR annually, providing a comprehensive overview of the institution's performance.

1. External Academic Audit:

The IQAC oversees external academic audits to assess both the institution's and faculty members' performance.

Thus, the college's systematic approach to administration, quality enhancement, and continuous assessment indicates a dedication to providing a high-quality educational experience.

Institutional Values and Best Practices

Gender Equity and Women Empowerment:

The Women Empowerment Cell (WEC) conducts awareness programs to promote gender equity. These initiatives help in creating a more inclusive and diverse campus atmosphere.

2. National/International Days and Events:

The institution organizes meetings and events to celebrate significant days and occasions, fostering a sense of belonging among the students and staff.

3. Water Conservation and Waste Management:

The presence of water conservation and waste management facilities reflects the institution's commitment to sustainability and responsible resource management.

4. Solar Energy Source:

Having a solar energy source as a standby energy resource demonstrates the institution's commitment to renewable energy and reducing its carbon footprint.

5. Disabled-Friendly Environment:

The institution's disabled-friendly environment, along with facilities like scribe assistance and suitable seating for physically challenged examinees, ensures that all students have equal access to education.

6. Campus Cleanliness and Green Initiatives:

Initiatives for keeping the campus clean and green showcase the institution's dedication to maintaining a healthy and aesthetically pleasing environment for all.

7. Sensitization Programs:

Sensitization programs contribute to creating a harmonious and respectful campus atmosphere, fostering better relationships among students and staff.

8. Awareness Programs on Values and Rights:

Organizing awareness programs on values, rights, duties of citizens, and constitutional obligations helps in nurturing responsible and informed individuals.

9. Best Practices:

Best Practice-1 : Adopting three nearby village and conducting Awareness Campaigns:

This practice showcases the institution's commitment to community engagement and social responsibility.

Best Practice-2 - Community Assistance during Pilgrimages:

Providing assistance to the local Police Department during heavy pilgrim turnouts highlights the institution's role as a responsible community member and emphasizes its commitment to service.

10. Distinct Performance in Teaching, Learning, and Evaluation:

The institution's strong performance in teaching, learning, and evaluation processes underscores its dedication to providing quality education and fostering academic excellence.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE, SRUNGAVARAPU KOTA
Address	Government Degree College Near Punyagiri Temple Srungavarapu Kota Vizianagaram (District)
City	SRUNGAVARAPU KOTA
State	Andhra Pradesh
Pin	535145
Website	www.gdcskota.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ch. Kesava Rao	08966-266046	9849829554	-	skota.jkc@gmail.co m
IQAC / CIQA coordinator	CVS Ravindranath	08966-9247547541	9247547541	-	ravindranathcv@g mail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Andhra Pradesh	Andhra University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	30-12-1991	View Document
12B of UGC	30-12-1991	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCL,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				

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	Government Degree College Near Punyagiri Temple Srungavarapu Kota Vizianagaram (District)	Rural	15	10162

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BA, Arts	36	Intermediate	English	60	16
UG	BCom, Commerce	36	intermediate	English	60	9
UG	BSc, Commerce	36	Intermediate	English	40	8
UG	BSc, Sciences	36	Intermediate	English	40	0
UG	BSc, Sciences	36	Intermediate	English	40	16

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				1				13			
Recruited	0	0	0	0	1	0	0	1	10	1	0	11
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	2	1	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	4	1	0	6
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	5	0	0	5
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	0		0	

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	42	0	0	0	42
	Female	6	0	0	0	6
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	5	3	2
	Female	0	0	1	1
	Others	0	0	0	0
ST	Male	16	37	84	100
	Female	5	16	32	41
	Others	0	0	0	0
OBC	Male	25	21	31	24
	Female	1	1	6	5
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		48	80	157	173

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Since the institution is a non-autonomous college, it cannot design its own syllabus. As of now, the college offers conventional courses like B. A (History, Politics, and Economics), B. Com (General), B. Sc (Maths, Physics and Chemistry), B. Sc (Maths, Physics and Computer Science) and B. Sc (Botany, Zoology and Chemistry) only. The syllabus is designed by APSCHE (Andhra Pradesh State Council of Higher Education) and the exams are conducted by the affiliated university i.e., Andhra University, Visakhapatnam. But the Life Skills and Skill Development Courses introduced in the year 2020-21 provide scope for the students the experience of Multidisciplinary/ Interdisciplinary
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	knowledge. For instance, 'Information and Communication Technology' and 'Environmental Education' are common for all groups; Arts, Commerce and Science.
2. Academic bank of credits (ABC):	Since our institution is a non-autonomous one, it has not yet registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme. As of now, the college offers conventional courses like B. A (History, Politics, and Economics), B. Com (General), B. Sc (Maths, Physics and Chemistry), B. Sc (Maths, Physics and Computer Science) and B. Sc (Botany, Zoology and Chemistry) only. The syllabus is designed by APSCHE (Andhra Pradesh State Council of Higher Education) and the exams are conducted by the affiliated university i.e. Andhra University, Visakhapatnam. If Andhra Pradesh State Council of Higher Education and Andhra Pradesh Commissionerate of Collegiate Education come up with the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020, the institution is bound to adopt it categorically.
3. Skill development:	Since the institution is a non-autonomous college, it cannot design its own syllabus. As of now, the college offers conventional courses like B. A (History, Politics, and Economics), B. Com (General), B. Sc (Maths, Physics and Chemistry), B. Sc (Maths, Physics and Computer Science) and B. Sc (Botany, Zoology and Chemistry) only. The syllabus is designed by APSCHE (Andhra Pradesh State Council of Higher Education) and the exams are conducted by the affiliated university i.e., Andhra University, Visakhapatnam. But the Life Skills and Skill Development Courses have been introduced since 2020-21 There are 4 Life Skill Courses with an objective to inculcate the required simple life-long skills. A new set of 4 Skill Development Courses are also introduced with an intention to train students in broad-based multiple career oriented general skills, in Arts, Commerce and Science streams but open to all students. Two Skill Enhancement Courses will be offered for each domain subject, in Semester V. The two Skill Enhancement Courses of each domain subject will be linked for a wider basic and practical experience to students
4. Appropriate integration of Indian Knowledge	Most of the students hail from rural or tribal areas.

system (teaching in Indian Language, culture, using online course):	They studied up to Intermediate in the medium of their mother tongue, i.e., Telugu. Since 2021, English Medium has become mandatory for all the students as per the Andhra Pradesh Government policy. But our college offers only Telugu as the Second Language. Yet the lecturers are always ready to use the vernacular whenever the situation demands. Essay Writing and Debate Competitions are held both in English and Telugu. Students are encouraged to write articles for college magazine in English, Hindi or Telugu. During the Annual Day, Fresher's Day, Farewell Day and other important celebrations, the students are encouraged to perform their skills that showcase their penchant for Indian culture and traditions and their local festivals and customs.
5. Focus on Outcome based education (OBE):	Our lecturers always try to know what the best is for their students as per their capabilities and interests. They are instructed to have the precision on what they want their students to know, understand and be able to do. They focus on helping students to develop the knowledge, skills and personalities that will enable them to achieve the intended outcomes that have been clearly articulated. The lecturers are aware of what the curriculum is designed for and they have clarity on the intended outcomes that students are to achieve by the end of the program. All their instructional decisions are made to ensure achieve this desired end result.
6. Distance education/online education:	Our college encourages Offline as well as Online education as per the need of the hour. Teaching-learning process happens not only through the traditional methods but also through Digital and Virtual class rooms. During the Covid -19 pandemic, teaching was done exclusively through Online Mode. Our lecturers are well versed in using Blended Teaching-Learning methods and our students learn via electronic and online media as well as traditional face-to-face teaching.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an active Electoral Literacy Club(ELC) has been set up and the Principal acts as its Chairperson and one of the two NSS Programme officers is the
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	Coordinator. There is a Student Coordinator too. Members are from both the faculty and students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the students' co-ordinator and co-ordinating faculty members are appointed by the College and the ELC is very much functional. Yes, the ELCs are representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club extends its activities beyond the college campus and engage with the local community to promote voter awareness and democratic values. It is done through campaigns in nearby neighbourhoods or by participating in local events related to civic education. The Electoral Literacy Club collaborates with local authorities and election commissions to conduct voter registration drives. The ELC assists eligible students in completing the registration process and ensuring they are ready to cast their votes when elections are held. The Institute conducts several activities to create sensitization of students and employees by conducting constitutional activities like Constitutional Day, National Youth Day, Voter's Awareness Programme, Legal Awareness Programme and Voter's Registration Drive for adopting the values, rights, duties and responsibilities of citizens. The Constitutional Day on 26th November is conducted every year and a pledge is taken by all students and staff members. The college has an Electoral Literacy Club (ELC) by which the institute conducts Voter Awareness Programmes. The ELC of the institution conducts a special programme on the importance of the value of casting the vote and how it helps in protecting the constitutional obligations. The success of democracy depends upon strong legislation by electing right person for right place to give importance to constitutional values protecting social justice of the citizens in this connection SVEEP (Systematic Voters' Education and Electoral Participation) programme was organized in our Institute to create awareness about the value of vote among the students
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Yes, some socially relevant initiatives are taken by College in electoral related issues like awareness drives, the importance of contribution to advancing democratic values and participation in electoral processes, etc. Every year the following activities are taken up by College under ELC. 1. Voter Awareness

	Programme 2. Constitution Day on every 26 November. 3. Vote for Nation - Marathon Race 4. Voter ID Registration Camp 5. National Youth Day
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Yes, Voter Registration Drive is conducted in the Institute for the students who have completed 18 years of age . The students are either instructed to fill Form 6 and submit in the or to get enrolled as voters in the electoral roll through online using NVP App. The ELC conducts year wise camps for the same.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
363	256	129	123	130
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 14

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	11	10	10	10

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
19.35	2.504	38.74	51.15	8.29
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

1. **Affiliation:** Our institution is affiliated with Andhra University, Visakhapatnam. The curricular plan designed by the university is followed by your institution.
2. **IQAC Action Plan:** The Internal Quality Assurance Cell (IQAC) prepares an action plan for additional inputs and extracurricular activities at the beginning of each academic year.
3. **Governance:** Our institution is governed by the Commissionerate of Collegiate Education Andhra Pradesh, which is a state government body. You implement their instructions and guidelines as required.
4. **Academic Audit:** The authorities conduct an annual Academic Audit to inspect the quality aspects followed by the institution and assess its standard. Senior academic advisors deputed by APCCE verify all academic aspects and provide valuable suggestions for improvement.
5. **OTLP App:** The Commissionerate of Collegiate Education (CCE), Govt. of Andhra Pradesh, has introduced the OTLP app. It is used for submitting attendance logs for both online and offline classes according to the scheduled time-table. Faculty members upload the scheduled classes on a daily basis, and the submitted data is regularly reviewed and monitored by CCE, AP.
6. **Remedial and Special Coaching Classes:** Remedial classes are conducted to support the progress of slow learners, while special coaching classes cover the contents of university CET examinations and competitive examinations for advanced learners.
7. **Feedback Collection:** Our college collects feedback on the syllabus and its transaction from various stakeholders, including students, teachers, employers, and alumni. This feedback helps in assessing and improving the quality of education.

Overall, our institution follows a structured approach to ensure quality education, continuous improvement, and compliance with the guidelines and standards set by the university, government, and other relevant bodies.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 1

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 3

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
30	0	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum**Response:**

The affiliating university (Andhra University, Visakhapatnam) has introduced various life skills and skill development courses as part of the UG programs. These courses aim to provide students with practical knowledge and enhance their personal and professional skills. Here's a summary of the courses mentioned:

1. Human Values and Professional Ethics: This course focuses on cultivating ethical values and professionalism among students.
2. Environmental Studies: The course covers topics related to environmental awareness and sustainability.
3. Food Adulteration: This course educates students about the identification and prevention of food adulteration.
4. Fruits and Vegetable Preservation: Students learn techniques for preserving fruits and vegetables to enhance their shelf life.
5. Plant Nursery: This course provides knowledge and skills related to plant propagation and nursery management.
6. Electrical Appliances: Students gain knowledge about electrical appliances and their functioning.
7. Solar Energy: The course covers the principles and applications of solar energy.
8. Dairy Techniques: Students learn about various techniques and processes involved in dairy production.
9. Information and Communication Technologies: This course focuses on enhancing students' skills in using information and communication technologies effectively.
10. Communication and Soft Skills: The course aims to improve students' communication skills and develop their soft skills.
11. Insurance Promotion: Students learn about insurance policies, marketing strategies, and promotion techniques.
12. Online Business: The course covers various aspects of online business, including e-commerce and digital marketing.
13. Personality Development and Business Leadership (PDBL): This course focuses on enhancing students' personality traits and leadership skills.
14. Tourism: Students gain knowledge about the tourism industry, including its management and promotion.
15. Agricultural Marketing: This course covers marketing strategies and techniques specific to the agricultural

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 70.25

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

Response: 255

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 57.84

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
173	157	80	48	51

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
240	160	160	160	160

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 47.95

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
46	51	37	43	34

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

2021-22	2020-21	2019-20	2018-19	2017-18
120	80	80	80	80

File Description	Document
Institutional data in the prescribed format	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 25.93

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institution is embracing a range of student-cantered approaches to enhance the learning experience:

1. **Peer Learning Method:** The institution promotes peer learning, where accomplished students take on leadership roles and guide peers who might be slower learners. This group-based learning method fosters collaboration and knowledge exchange among students.
2. **Guest Lectures:** However effective the teaching of the lecturers, the students feel monotonous sometimes. To give a new experience of learning to the students, Guest Lectures are arranged by our lecturers from time to time. In a guest lecture, students get new perspectives and opinions that are often missed in a regular class.
3. **Extension Lectures:** Our lecturers are often invited by the other institutions to give extension lectures. This provides the faculty an opportunity to visit other colleges and to the standards of the students there and to reinvent themselves upgrade themselves in an effective manner.
4. **Enhancing LSRW Skills:** The institution employs innovative strategies to bolster Listening, Speaking, Reading, and Writing (LSRW) skills. Department of English adopts an innovative technique of teaching vocabulary, EYE SITE (Enrich Your English through Systematic Integrated Teaching Learning Experience.. A new word along with its meaning, pronunciation and usage is introduced to each student of the college individually on a daily basis and every student is expected to give its meaning and other details whenever he or she encounters their English teacher anywhere in the college campus that day and this inculcates a kind of responsibility and accountability on the part of the students and gives them an opportunity to learn new English words in a systematic integrated manner. It is an ingenious scheme for ameliorating English language skills of the students who hail from rural and agency areas.
5. **Problem-Solving Method:** The institution implements problem-solving methodologies in disciplines like Physical Sciences, Mathematics, and Commerce. This approach underscores the significance of Mathematics as a versatile tool for academics and practical applications. Commerce students experience gratification when they can apply accounting principles like Income Tax and GST to real-world commercial scenarios.
6. **Filed Trips or Educational Excursions:** Certain departments like History organize field trips that use cultural evidence to convey knowledge, creating a holistic learning experience outside the classroom.
7. **Study Projects:** B.Com. V and VI semester students are tasked with study projects as part of their curriculum. Furthermore, first-year students engage in Community Service Projects, bridging the gap between academia and community development through active participation.
8. **Co-curricular Activities:** The institution encourages student involvement in subject-specific quizzes, seminars, and small-scale study projects, fostering deeper engagement and understanding of academic material.
9. **Integration of ICT:** In response to the Covid-19 pandemic, ICT-driven teaching has become a necessity. This approach continues to be utilized when circumstances warrant, facilitating effective learning in diverse situations.
10. **Preparation and Free Distribution of Study Material:** Most our students hail from rural areas and are socially and economically backward. a significant portion of our student body hails from Scheduled Tribes, representing a socially and economically disadvantaged demographic. Many of them are the first in their families to pursue higher education. In order to make the student realize how concerned the lecturer is about their progress and welfare and to create a sense of responsibility among them, our lecturers decide to distribute some important books free without charging a single rupee from them.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 93.22

2.4.1.1 Number of sanctioned posts year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	12	11	11	11

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 83.64

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	8	9	9	6

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Our institution follows a transparent and well-structured approach to internal assessment. Here's a summary of the key points:

- 1.Academic Calendar:** The institution conducts internal assessment based on the academic calendar provided by the affiliating university.
- 2.Weightage and Frequency:** Internal assessment holds 25% weightage in the overall evaluation. Two internal exams are conducted in each semester, and the schedule is communicated to students at the beginning of the semester.
- 3.Mentoring and Awareness:** Mentors play a role in sensitizing students about different internal assessment methods and ensuring transparency in the assessment process.
- 4.Assessment Methods:** Internal assessment is conducted using various methods such as slip tests, assignments, viva voce, etc.
- 5.Conducting Assessment:** Teachers conduct the internal assessment according to the schedule, and the examination cell of the institution monitors the process.
- 6.Communication and Doubt Clarification:** Students receive their internal exam marks, and teachers address any doubts or concerns raised by students regarding the evaluation.
- 7.Grievance Redressal Mechanism:** The college has a well-established mechanism for handling grievances related to internal exams. The examination committee of the institution monitors the internal examinations and addresses grievances raised by students.
- 8.Principal's Role:** As the head of the institution, the principal monitors the grievance redressal mechanism and provides necessary suggestions to the examination cell for enhancing its effectiveness.

By implementing these measures, the institution ensures transparency, accountability, and

fairness in the internal assessment process, ultimately contributing to the overall quality of education provided.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Our college, as an affiliated institution of Andhra University, follows the prescribed curriculum and actively engages in outcome-based education. Here is a summary of the key points:

- 1.Preparation and Communication:** Course outcomes are prepared by teachers at the departmental level, while program outcomes are determined through collaboration among teachers from different departments offering the specific program. These outcomes are shared on the college website and notice boards. They are communicated and explained to students at the beginning of their program and each course. Copies of program outcomes and course outcomes are also made available in the respective departments.
- 2.Revised Outcome-Based Curriculum:** Starting from the academic year 2020-21, your college will adopt the revised outcome-based curriculum designed by the Andhra Pradesh State Council of Higher Education (APSCHE), in line with the Learning Outcome-based Curriculum proposed by the University Grants Commission (UGC). In this revised curriculum, course outcomes are clearly stated to align with the curriculum of each specific course.
- 3.Evaluation Methods:** The institution employs various evaluation methods that combine formative and summative assessments. These methods include university examinations, prefinal exams, internal and home assignments, and unit tests. Throughout the year, faculty members record students' performance on each program outcome.
- 4.Mentor-Mentee Scheme and Remedial Coaching:** Each faculty member is assigned a mentorship role, providing special guidance to a specific number of students assigned to them within a program. Remedial coaching is also offered to support slow learners and economically disadvantaged students.
- 5.Evaluation Weightage:** University examinations account for 75% of the total marks, while internal assessments conducted by the institution contribute 25% of the marks.

6. Program Outcome Assessment: The affiliating university conducts examinations according to semester or annual patterns. These examinations allow the institution to measure program outcomes based on the course attainment levels set by the program. Students are also assessed throughout the year at the institutional level through internal exams such as unit tests and terminal examinations. The performance of students is analysed to assess the attainment levels of program outcomes and program-specific outcomes.

7. Feedback Collection: The institution collects feedback from students, alumni, employers, and parents. This feedback is an essential method for measuring attainment and identifying the levels of achievement in terms of program, subject, course, and syllabus outcomes. It also helps in understanding the impact of the teaching-learning process.

By implementing these measures, our college ensures adherence to the prescribed curriculum, effectively evaluates student performance, offers support to students through mentorship and remedial coaching, and collects feedback for continuous improvement. These practices contribute to the overall quality of education and the attainment of desired outcomes by students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution has implemented a Choice-Based Curriculum System that ensures transparency and clarity in its educational approach. Here's how the system operates:

- 1. Curriculum Accessibility:** The curriculum for all subjects is made accessible on both the State Council of Higher Education's website and the affiliating University's website. This transparency allows easy access to the course content and structure.
- 2. Program Outcomes and Course Outcomes:** Alongside the curriculum, the institution notifies the Program Outcomes (POs) and Course Outcomes (COs). These outcomes delineate what students are expected to achieve by the end of the program and individual courses, respectively.
- 3. Academic Planning:** At the start of each academic year, departments meticulously review the curriculum, POs, and COs. Based on this assessment, they formulate a comprehensive annual academic plan that aligns with these outcomes.
- 4. Information Dissemination:** The institution ensures that students are well-informed about the COs and the yearly curriculum plans for their respective programs. This information is prominently displayed within the departments and the library, providing students with a clear understanding of the learning objectives and activities throughout the program.

5. **Attainment of Outcomes:** Course Outcomes are primarily connected to subject-specific knowledge and skills, which students are expected to achieve upon completing the curriculum and successfully passing examinations. For Program Outcomes, the institution considers them fulfilled if a student successfully completes the entire program and passes the associated examinations.
6. **Evaluation Metrics:** The achievement of Program Outcomes and Course Outcomes is assessed through a range of metrics. Pass percentage, student progression to higher education, and employability post-graduation serve as key indicators of the institution's success in meeting these outcomes.
7. **Transparency in Assessment:** The institution maintains transparency by showcasing the attainment of Program Outcomes and Course Outcomes on its official college website. This public display keeps stakeholders, including students, faculty, and parents, informed about the institution's educational effectiveness.

The Choice-Based Curriculum System adopted by the institution focuses on transparency, clear communication of learning objectives, and alignment of curriculum plans with Program and Course Outcomes. The institution's commitment to evaluation, as evidenced by pass percentages, student progression, and employability rates, further underscores its dedication to achieving these educational outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 76.05

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
50	27	9	16	25

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	33	13	26	34

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.77

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The institution is currently in the process of establishing an ecosystem that fosters innovation and facilitates the exchange of knowledge. This initiative aims to leverage the insights gained from short-term internships at the close of the fourth semester and semester-long internships during the third year of the degree program. Given that a substantial number of faculty members are early in their careers and are actively engaged in research pursuits, there is an optimistic outlook that this approach will yield a surge in innovative endeavors and the inception of initiatives that facilitate the dissemination of knowledge in the years ahead. Furthermore, the institution lacks an incubation center at present, and there is a concerted effort to rectify this gap.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 1

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.57

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	5	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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: 0.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	5	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities**3.4.1**

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The National Service Scheme (NSS) and NCC units enthusiastically undertook the Open Defecation Free

(ODF) program across five adopted villages, achieving remarkable success through the collaborative efforts of both students and faculty. The college's privilege extends to its participation in the Unnat Bharat Abhiyaan (UBA) initiative, wherein selected students ventured into three designated villages. There, they conducted comprehensive household surveys and championed initiatives such as Swachh Bharat Abhiyan, ODF, and awareness campaigns concerning Health and Hygiene.

The Women Empowerment Cell (WEC) orchestrated impactful programs that witnessed adept senior undergraduates extending guidance and counselling pertaining to health, emotional well-being, and psychological matters to their junior counterparts (High School & 10+2). Furthermore, the WEC orchestrated various awareness initiatives aligned with the UGC guidelines, addressing grievances, anti-ragging, and the prevention of sexual harassment. This inclusive platform also hosted awareness campaigns spotlighting medical concerns pertinent to female students.

Through the endeavours of the Eco Club, tree plantation drives harmonized with consciousness-raising events targeting pollution mitigation, soil stewardship, and environmental preservation. Moreover, the two NSS units annually embarked on seven-day special camps, immersing volunteers in dynamic programs within the adopted villages. These encompassed Economic surveys, Clean and Green initiatives, afforestation endeavors, as well as awareness campaigns regarding healthcare and Government-sponsored welfare schemes. Select camps featured medical and veterinary outreach, solidifying the bond between students and villagers. During their village sojourns, students not only engaged with the local populace but also imbibed traditional folk arts.

Even amidst the challenging times of the Covid-19 pandemic, the college's NSS and NCC units displayed resilience by conducting surveys on the prevalence of Covid-19 cases, public adherence to safety protocols, and the preventive measures implemented by local administrations. These diligent efforts painted a vivid picture of the pandemic's impact on neighboring communities. In a heartening display of empathy, college students assumed the role of benefactors, distributing essential provisions such as vegetables, eggs, oil, sugar, and rice.

As part of the NSS's expansive outreach endeavours, volunteers undertook rallies advocating voter enrolment, AIDS awareness, combatting sound pollution, and executing a robust Mosquito Eradication Program. These multifaceted initiatives reflect the college's unwavering commitment to holistic community development and its proactive stance in addressing diverse societal challenges.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Our NSS Coordinator, Ms. B. Sadhya Rani has been doing exceptional work.. She received the Best NSS Coordinator award for two consecutive years (2019-20 and 2021-22) at the District Level i.e Vizianagaram and it is a great recognition of her dedication and efforts. It is evident that she has been actively involved in organizing various programs like Blood Donation, Tree Plantation, and Social Awareness initiatives, which contribute to the betterment of the community and the environment.

Additionally, Ms. B. Sadhya Rani won 'Harita Mitra' Award for two consecutive years (2020 and 2021) at the Republic Day Celebrations at the District Headquarters of Vizianagaram for promoting environmental awareness and encouraging eco-friendly activities which is a testament to her commitment to sustainability and creating a positive impact on the environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 37

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	13	2	2	0

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 2

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The institution has the required physical infrastructure like classrooms, science laboratories and computer laboratories to

cater to the needs of students.

1. Infrastructure details

1. Total no of class rooms: 10

2. Total no of laboratories: 2

3. Total no of digital classrooms: 3

4. Total no of virtual classrooms: 1

5. Total no of Computers, Student & Computers Ratio: 25, Ratio

13:1

6. Total no of printers: 2

7. Total no of Xerox facility: 2

8. Total no of Wi-Fi routers: 5

9. Seminar halls: 1

10. Details of sports facilities: 2 acre play ground

11. Gymnasium (No of stations) : 1

12. Rooms for administration: 1

13. Toilets for staff (Men/Women/Differently abled): 1 + 1 + 0

14. Toilets for students (Men/Women/Differently abled): 3 + 2 +

0Divyangan friendly facilities (Ramps/Lifts/Software):

Ramp

15. No of fire extinguishers in the labs and corridors: 1

16. Solar energy details – LEDs, Green Audit Status: 10 KV,

ISO

17. Library: 1

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Annual Quality Assurance Report of GOVERNMENT DEGREE COLLEGE, SRUNGAVARAPU KOTA

18. No. of Books & Journals: 7354

19. E-journals: N- List

20. N-list subscription: Yes

21. Women's waiting hall: 1

22. Grievance Redressal Cell: 1

23. ELL: 1

24. JKC Lab: 1

25. Computer Labs: 1

Our college provides adequate facilities for sports, games, gymnasium, and cultural activities. Here's a summary of the facilities available:

- 1.Outdoor Sports and Games: The college has a multipurpose large playground that facilitates various outdoor sports and games such as athletic events, cricket, football, badminton, volleyball, kabaddi, etc. This provides students with ample space for physical activities and team sports.
- 2.Fitness Center/Gymnasium: Our college maintains its own fitness center or gymnasium located within the campus. The gymnasium is equipped with good-quality equipment for free weight exercises, bodyweight exercises, resistance band exercises, and stretching exercises. It also includes equipment like treadmills and exercise cycles.
- 3.Seminar Hall: The college has a dedicated seminar hall that serves as a venue for cultural

activities and yoga sessions. This space provides a suitable environment for artistic performances, presentations, and group activities.

These facilities contribute to the overall development of students by promoting physical fitness, sportsmanship, and cultural engagement. They provide opportunities for students to participate in various activities that enhance their physical and mental well-being, foster teamwork, and showcase their talents.

File Description	Document
Upload Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 90.51

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
16.52	1.66	37.76	46.38	6.32

File Description	Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The library of our institution plays a vital role in supporting the learning and academic activities of both staff and students.

1. The college library has adopted the SOUL 2.0 software package for automation.: SOUL (Software for University Libraries) is a popular library management software developed by the

INFLIBNET Centre, an autonomous inter-university centre under the University Grants Commission (UGC) in India. The SOUL software package facilitates various library functions, including cataloguing, circulation management, acquisition, and OPAC (Online Public Access Catalogue) services.

2. **NLIST Facility:** The library provides access to the NLIST (National Library and Information Services Infrastructure for Scholarly Content) facility for all staff and students. NLIST offers a wide range of digital resources, including e-books, e-journals, and databases, enhancing the research and learning capabilities of the library users.
3. **National Digital Library:** The library also provides access to the National Digital Library, which serves as a digital repository of educational materials. This platform offers a vast collection of e-books, articles, videos, and other resources, enriching the learning experience for staff and students.
4. **Learning Management System (LMS):** The Commissionerate of Collegiate Education, Andhra Pradesh, has launched an LMS that allows selected faculty members to upload digital lessons. The library, with the librarian as the admin, provides access to these lessons for all students. This initiative facilitates remote learning and ensures that students can access quality educational content.
5. **Online Classes and G-SUITE:** Due to the Covid-19 conditions, teachers are instructed to conduct classes online. They have been provided access to G-SUITE apps, which offer various tools and applications to facilitate online teaching and collaboration.
6. **Book Acquisition:** The library acquires books and volumes from sources such as UGC (University Grants Commission) and SC&ST (Scheduled Castes and Scheduled Tribes) book bank grants. This ensures that the library has a diverse collection of books that caters to the academic needs of students and faculty members.
7. **Subscriptions:** College funds are utilized to subscribe to newspapers and magazines, further expanding the available resources for learning and research within the library.
8. **Book Borrowing:** Students have free access to textbooks and reference books within the library premises. They are also allowed to borrow books on a token basis for studying at home. SC and ST students are permitted to borrow books from the book bank until the end of their examinations, offering additional support to these students.
9. **Resource Utilization:** Students and staff members regularly visit the library and make optimal use of the available learning resources. These resources are utilized not only for academic studies but also for seminar preparations, quiz preparations, and other educational activities.

Overall, the institution's library serves as a valuable hub for learning, providing access to digital resources, LMS lessons, books, and various other materials. The library's efforts in adapting to online learning during the pandemic demonstrate a commitment to ensuring continuity in education.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The institution received RUSA 1.0 funds, and a significant portion of the allocation was dedicated to renewable energy source installation.

1. **RUSA 1.0 Funds:** Your institution has been granted Rs. 2,00,00,000/- through the RUSA (Rashtriya Uchchatar Shiksha Abhiyan) 1.0 scheme. Out of this amount, approximately Rs. 9,95,000/- has been allotted for the installation of renewable energy sources.
2. **Virtual Classroom (VCR) and Digital Classrooms:** As part of the RUSA initiative, one virtual classroom was installed in 2018-19, and three digital classrooms were installed in 2020-21. These technological enhancements provide modern teaching and learning environments for faculty and students.
3. **Internet Facility:** The college has provided internet facility with 100 Mbps speed and fibre net connectivity. The bills for the internet provision are included in the RUSA fund allocation.
4. **Wi-Fi Connectivity:** The college is able to provide Wi-Fi facility without major interruptions. The state government covers the tariff for this facility under a separate budgetary allocation. This ensures uninterrupted internet access for faculty and students.
5. **Broadband Connection:** In addition to Wi-Fi, the college also maintains a supplementary broadband connection. The state government covers the tariff for this connection as well. This offers an alternative source of internet access for the college community.
6. **Personal Hotspot:** Many faculty members and students have personal hotspot facilities on their mobile phones, enabling them to access the internet even outside the college premises. This provides flexibility and convenience for internet usage.
7. **Computer System Proposals:** Due to limited funds, the college was unable to purchase computer systems. However, proposals have been submitted for the sanction of updated computer systems. This suggests that the college recognizes the importance of having modern computer infrastructure and is actively seeking ways to acquire them.
8. **Maintenance and Equipment:** The college ensures the quality of the internet connection by purchasing routers and maintaining the equipment using the college funds. This highlights the institution's commitment to providing reliable and efficient internet services to support teaching, learning, and research activities.

Overall, the allocation of RUSA funds, the installation of virtual and digital classrooms, and the provision of internet facilities demonstrate your institution's commitment to utilizing technology for academic excellence.. The efforts to secure updated computer systems and maintain internet connectivity reflect the college's dedication to providing modern resources to its faculty and students.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 14.52

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 25

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 9.5

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)

2021-22	2020-21	2019-20	2018-19	2017-18
2.83	0.87	0.98	4.76	1.96

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 75.72

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
279	211	107	70	91

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 9.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	13	42	30

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for 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
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 11.11

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	4	2	9

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
61	40	13	34	32

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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) during the last five years

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 1.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	02	02	02

File Description	Document
Upload supporting document	View Document
Institutional data in the 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:

Though the college does not have a formally registered Alumni Association, it actively engages in supporting the institution by fostering positive perceptions within the community regarding the college's offerings and accomplishments, staying within its own capacity. The alumni gather two to three times per academic year, staying abreast of the institution's advancements during that specific period. They also make a modest financial contribution to provide study materials and competitive books, aiding students in pursuing higher education or employment opportunities. Given that the college's alumni body primarily comprises individuals from middle-class backgrounds, their contributions to the institution in terms of financial resources are limited.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

- The decentralization of responsibilities and duties within the college promotes a collaborative and participatory approach to governance. By involving departments and committees, the Principal allows them to operate freely and take ownership of their respective areas of work.
- Important developmental plans are discussed among the Principal and committee members, fostering a consultative environment that facilitates appropriate decision-making. This ensures that key stakeholders are involved in shaping the direction of the college.
- Each department is responsible for drafting its annual academic plan, aligning it with the overall institutional plan of the college. The timetable committee, in coordination with all the departments, frames the college timetable, taking into account the needs and requirements of different programs and courses.
- The In-charges of each department, along with their respective faculty, formulate the annual action plan for the academic year. These individual departmental plans are later consolidated by the Institutional Quality Assurance Cell (IQAC) to create the overall action plan for the institution. The head of the institution, along with the IQAC coordinator, monitors the execution of this plan.
- To ensure student representation and engagement, class representatives are nominated based on their academic merit. This allows students to actively participate in the governance of the college and voice their opinions.
- Feedback from stakeholders, including students, is collected and analyzed to identify areas for improvement in the execution of the action plan. This feedback helps address any shortcomings in the quality of education, infrastructure, and other facilities provided by the institution.
- The practice of decentralization and active participation of students in governance promotes coordination, collaboration, and teamwork. By including all stakeholders in the college management, the institution aims to ensure its smooth functioning.
- Faculty members are involved in various committees to contribute to the day-to-day maintenance and operations of the college, fostering a sense of shared responsibility among the staff.
- Overall, this decentralized approach to governance and active involvement of stakeholders in decision-making processes helps create a more inclusive and effective educational institution.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

- Government Degree College, Srungavarapu Kota was established in 1984 by the Government of Andhra Pradesh. The college is affiliated with Andhra University, Visakhapatnam. It is a co-educational institution that offers five undergraduate courses: B.A (History, Economics, Political Science), B.Com, BSc (Maths, Physics, Chemistry), BSc (Maths, Physics, Computer Science), and BSc (Botany, Zoology, Chemistry).
- The college is located in Srungavarapu Kota, which is a Municipality in the Vizianagaram district of North Coastal Andhra Pradesh. It serves as an accessible educational institution, catering to the academic needs of rural students in the region.
- Srungavarapu Kota is well-connected by road and rail to the port city of Visakhapatnam. This transportation infrastructure enables students and faculty to commute conveniently between the college and the city.
- The college follows a planned approach to its development, which is determined through CPDC (College Planning and Development Committee) and Staff Council deliberations, taking into account the available resources. This ensures that the college's growth and improvement are carefully considered and aligned with its available means.
- Transparency and accountability are fundamental principles embraced by the college, guiding its academic and administrative processes. The institution strives to uphold these values in all aspects of its functioning.
- At the institutional level, the Principal serves as the academic and administrative head of the college. The decisions related to administrative and academic affairs are made by the College Planning and Development Council (CPDC) or the Staff Council after thorough deliberations.
- When making academic decisions, the recommendations of the Institutional Quality Assurance Cell (IQAC) are duly considered. The Principal plays a guiding role in the implementation process, which involves various committees and the participation of both academic and non-academic staff.
- The Commissioner of Collegiate Education (CCE) serves as the administrative controlling head for both Government and Aided Degree Colleges in the state. The Regional Joint Director of Higher Education (RJDCE) is responsible for overseeing the regional office, conducting inspections of degree colleges, and conducting inquiries in both government and aided colleges.
- Recruitment of staff through selection is conducted by the Andhra Pradesh Public Service Commission (APPSC), and the CCE/RJDCE issues appointment proceedings based on the selection process. Promotions and career advancement schemes (CAS) follow the rules and regulations set forth by the CCE.
- The College Planning and Development Council (CPDC) is responsible for preparing a comprehensive development plan for the college and recommending the introduction of new academic courses.
- As an affiliated college of Andhra University, Visakhapatnam, the college follows the academic

schedules and syllabus framed by the university, adhering to the Choice Based Credit System (CBCS) pattern. Semester exams are conducted by the university.

- Overall, these institutional structures and authorities play significant roles in the governance, academic planning, recruitment, and development of the college, ensuring adherence to established regulations and promoting quality education.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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 of each module reflecting the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Write description in a maximum of 500 words

Welfare Measures:

As a government educational institution under the Andhra Pradesh State Government, the college staff, including teaching and non-teaching employees, are eligible for various welfare measures provided by the government. Some of these measures include:

Andhra Pradesh Government Life Insurance (APGLI): APGLI is a social security measure designed for the welfare of government employees. It is mandatory for all employees and provides life insurance coverage.

Group Insurance Scheme: The Group Insurance Scheme offers life insurance protection as a group cover through the Life Insurance Corporation. This scheme is also mandatory for all government employees in the state.

Employees Health Scheme: The Employees Health Scheme aims to provide cashless medical treatment to employees, pensioners of the State Government, and their dependent family members. It ensures that the eligible beneficiaries can access healthcare services without financial burden.

Government Provident Fund (GPF): The AP General Provident Fund is a social security measure that offers additional income to subscribers upon retirement or provides financial support to the subscriber's family in case of the subscriber's death.

Andhra Pradesh Employees Welfare Fund: Membership in the Employees Welfare Fund is mandatory for all state government employees. This fund provides various welfare benefits to the employees, promoting their well-being and addressing their needs.

Eligibility for Loans from Nationalized and Private Banks: Government employees, including college staff, are eligible to apply for loans from nationalized and private banks. These loans may include home loans, educational loans for their children's education, car loans, and other financial assistance as provided by the banks.

These welfare measures are designed to provide financial security, healthcare benefits, and additional support to the employees, ensuring their well-being and promoting a favourable work environment.

Performance Appraisal System

1. **Annual Self-Appraisal Report (ASAR):** Teachers are required to fill out an ASAR form annually, which is available on the Commissionerate of Collegiate Education (CCE) website. The form allows teachers to showcase their continuous professional development activities such as paper presentations, publications, and seminars or conferences attended.
2. **Assessment by IQAC:** The Internal Quality Assurance Cell (IQAC) of the college evaluates the ASAR submitted by the faculty. They review the information provided and assess the teacher's performance based on the documented activities.
3. **Self-Assessment Proforma and Action Taken Report:** The departments within the college fill out a self-assessment proforma, which likely includes an evaluation of their own performance and the actions they have taken to improve. An external auditor, who is an expert in the discipline, appraises this report.
4. **Teacher Evaluation by Students:** Students are given the opportunity to provide feedback on their

teachers. Feedback forms are made available online on the college website, and students can fill them out to provide their input on the teaching staff's performance.

5. Evaluation and Feedback Analysis: The Teacher-in-Charge (TIC) and the Principal of the institution, along with the help of the IQAC, analyze the feedback forms and other evaluation reports. They meet with the teachers to provide constructive feedback and discuss any corrective measures that may be necessary.

Overall, this process allows for a comprehensive evaluation of teaching staff, considering both self-appraisal and student feedback. It aims to ensure continuous professional development and quality improvement among the faculty members

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 47.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	9	9	4	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes

(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 32.26

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	7	4	4	1

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	1	1	1

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The institutional funding and financial management practices at the college:

- Sources of Institutional Funding:** The major sources of funding for the college are as follows:
 - University Grants Commission (UGC): The institution sends proposals to the UGC to secure additional grants under various schemes.

- Government of Andhra Pradesh through the Commissionerate of Collegiate Education: The college receives funding from the government through the Commissionerate of Collegiate Education.
 - Rashtriya Uchatar Siksha Abhiyan (RUSA): The college seeks funding from RUSA for the development of infrastructure and acquisition of equipment.
 - Special Fee and CPDC: These are additional sources of funding for the institution.
2. **Grant Disbursement Process:** Once the college receives grants from the funding agencies, the Principal, as the disbursing officer, follows established procedures. This typically involves the Finance Committee, Purchase Committee, RUSA Committee, and the College Office. The funds are disbursed to the concerned individuals or departments based on the approved procedures and guidelines.
3. **Utilization of Funds:** The institution utilizes its resources to construct and upgrade infrastructure based on academic requirements. Expenditure is also incurred on acquiring and upgrading capital assets such as computers, ICT-enabled teaching aids, laboratory equipment, and other assets. The balance sheet of the college provides an overview of the expenditure incurred on purchases. The college obtains "Utilization Certificates" to account for the expenses incurred.
4. **Financial Transparency and Audit:** To ensure transparency in financial resource utilization, the college's accounts are audited regularly. The audit is conducted by teams from the Regional Joint Director of Collegiate Education (RJDC) and the Auditor General of Andhra Pradesh during their visits for inspection. The audit aims to verify and validate the financial records and ensure compliance with regulations.

By adhering to these funding and financial management practices, the college aims to ensure efficient utilization of funds, proper documentation of expenses, and transparency in financial operations.

File Description	Document
Upload Additional information	View Document
Provide 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Commitment to Quality Education and Student Support: The institution is dedicated to providing quality higher education and student support services. This is achieved through appropriate teaching and learning strategies, evaluations, and student-centered activities. The focus is on ensuring consistent quality across all aspects of education and support provided to students.

Role of IQAC: The Internal Quality Assurance Cell (IQAC) plays a crucial role in improving efficiency, transparency, and accountability of administrative activities within the institution. It aims to enhance access to services, reduce administrative costs, and promote quality improvement in the educational sector.

Institutional Calendar and Planning: At the beginning of each academic year, the IQAC develops an institutional calendar that incorporates the institutional plan, curricular activities, co-curricular activities, and extra-curricular activities. This calendar is communicated to all staff and students. In-charges of departments, in coordination with faculty members, prepare departmental action plans and annual curricular plans based on the institutional calendar.

Implementation and Review: The implementation of plans and activities is closely monitored. Staff council meetings, departmental meetings, circulars, and informal interactions by the IQAC are utilized for review and feedback. If any lapses or shortcomings are identified, they are addressed immediately.

Monitoring Quality Initiatives: The IQAC oversees any quality-assured initiatives conducted by departments, committees, or cells within the institution. It provides mentoring, monitoring, and coordination to ensure the successful implementation of these initiatives. Participative management and internal coordination are promoted to foster a collaborative approach.

By following these strategies and processes, the institution aims to continuously improve and elevate its quality standards in education and support services. The IQAC plays a vital role in ensuring the institution's progress toward higher levels of excellence.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The Women Empowerment Cell of the college has been established with the aim of sensitizing girl students on gender equity issues and creating awareness about their rights as accorded in the constitution. The cell also focuses on enhancing and inculcating life skills in students to navigate various situations they may encounter in life. Additionally, the cell aims to impart knowledge that enables students to withstand competition and showcase their skills, ultimately working towards achieving gender equity.

To achieve its objectives, the Women Empowerment Cell plans its activities before the academic year begins. The planning process takes into consideration the objectives mentioned above while ensuring that the activities do not overburden the students or clash with their other academic commitments.

The activities of the cell encompass various aspects, including sensitization and awareness programs, skill enhancement development programs, career advancement programs, and personality development programs. Each year, at the start of the academic year, the cell organizes anti-ragging and gender sensitization programs specifically for the benefit of freshers, although they benefit all girl students. Police officials are often invited to address the students during these programs, providing valuable insights and guidance.

Senior faculty members also play a role in guiding the students by advising them about personal hygiene and emphasizing the importance of cleanliness on the campus. These aspects contribute to maintaining a healthy and clean environment for everyone.

Furthermore, the Women Empowerment Cell organizes seminars on topics related to gender equity. Resource persons from universities and higher education institutes are invited to share their expertise and insights on these issues, providing students with valuable perspectives and knowledge.

Overall, the Women Empowerment Cell's activities are designed to create awareness, enhance skills, and provide guidance to girl students. By addressing gender equity, personal hygiene, and career development, the cell plays a crucial role in empowering and supporting the growth and success of female students in the college.

In terms of celebrating important national and international days, the college has organized various programs. These events, such as World Environment Day, Independence Day, and International Women's Day, provide opportunities for resource persons to impart knowledge about human values, social responsibilities, fundamental rights, and national integration. By incorporating these themes into

the programs, the college promotes a holistic education that goes beyond academic learning.

Overall, the initiatives taken by the college through the WEC, Anti-ragging Cell, and various awareness programs demonstrate a commitment to the welfare, safety, and empowerment of women. By fostering a supportive and inclusive environment, the college plays a vital role in shaping the lives and careers of its female students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The college's admission process is highly transparent and follows the reservation rules set by the State Government. The reservation policy ensures inclusivity by allocating seats based on various categories such as SC, ST, BC, Divyangjan (disabled), Children of Ex-Army Staff, and Sports & Games, along with a general category. This adherence to reservation rules reflects the principles of Indian democracy and promotes equal opportunities for all.

It is noted that due to the location of the college in an area with a higher proportion of Backward Classes and as a gateway to the agency area, there is a greater number of admissions from these two categories compared to the reserved categories. This observation highlights the college's commitment to providing access to education for students from marginalized communities.

The college has a code of conduct in place for teachers, office staff, students, and parents. The disciplinary committee ensures the implementation of this code of conduct, fostering a zero-tolerance policy. This emphasis on maintaining discipline and a respectful environment contributes to a positive learning atmosphere on the campus.

Cultural programs are organized on various occasions such as freshers' day, college anniversary, and festivals like Sankranti. These programs showcase the cultural identities of various ethnic groups, promoting diversity and celebrating the rich heritage of the community. The absence of regional or communal issues among the people in the area indicates a harmonious and inclusive environment.

To address socio-economic disparities among students, the government and non-government organizations provide scholarships. Initiatives by organizations like Hindustan Petroleum Corporation Limited and Santoor Soaps contribute to ensuring equality among students from different backgrounds. This support and equal treatment foster a sense of unity and commonality among the student body.

The institution takes pride in organizing numerous sensitization programs on women's equality, legal rights for women, health and hygiene for women, and against ragging. These programs aim to raise

awareness and create a safe and inclusive environment for women. Additionally, awareness programs on values, rights, duties, and responsibilities of citizens are conducted on various occasions, emphasizing the importance of human values, professional ethics, and social responsibility. These initiatives contribute to the holistic development of students and their understanding of their roles as responsible citizens.

Overall, the college's commitment to transparency in admissions, the adoption of a code of conduct, cultural inclusivity, scholarship support, and awareness programs on various social issues showcases its dedication to creating a welcoming, inclusive, and socially responsible educational environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE—I

1. Title of the Practice: Conducting almost all prominent International and National Days of prominence with the help of our faculty and NSS and NCC.

2. Objectives of the Practice:

1. Promote awareness of specific days.
2. Help students understand, respect, and appreciate other cultures.
3. Nurture talents and inculcate innovative ideas among students.
4. Provide an opportunity to build empathy and foster inclusivity.
5. Celebrate the richness that comes from differences.

3. Context: Celebrating national and international days in educational institutions enriches learning by promoting cultural understanding, historical awareness, global perspectives, and a sense of community. This fosters values, skills, and attitudes contributing to personal and academic development.

4. Practice:

1. Students are provided a list of important national and international days at the beginning of the academic year.

2. Brief overviews of these days are shared.
3. Students are encouraged to participate by speaking on these occasions, and good performances are rewarded.
4. Celebrations involve interactive activities, discussions, workshops, presentations, creative projects, performances, and displays.
5. Soft skills development (teamwork, communication, leadership, event management) occurs through participation.

5. Evidence of Success: Students who have left the institution have reported performing better in competitive exams compared to their peers from other educational institutions.

6. Problems Encountered and Resources Required: The challenge of accommodating numerous international days within the academic calendar can lead to fatigue and reduced impact. It's important to integrate these celebrations with the curriculum to ensure alignment with learning objectives.

Best Practice- II

1. Title of the Practice: Adopting three nearby villages and conducting Awareness Programmes

2. Objectives of the Practice: To bring awareness among rural people on the issues such as Importance of Literacy, Population Control, Voter Enrolment, Gender Equality, Personal Hygiene, Dengue and Viral Fever Care etc and to instil a profound sense of "Service" among the students. This endeavour aligns seamlessly with the foundational principle encapsulated by the maxim, "Service to Humanity is Service to God."

3. The Context: The practice of adopting three nearby villages and conducting Awareness Programmes encompasses a spectrum of endeavours where students and NSS and NCC Volunteers become actively involved. These pursuits involve a dynamic range, spanning from on-campus extension activities to meaningful interactions with the inhabitants of the adopted villages. This immersive engagement enables students to gain insights into the prevailing activities and living circumstances within these rural settlements.

4. The Practice: The NSS units and NCC units seamlessly aligned with the overarching objectives of the National Service Scheme. In a concerted effort, the institution formulates an all-encompassing roster of activities, extending its communication to encompass all classes, departments, and volunteers. This outreach implores the active involvement of faculty members and other enthusiastic students, beyond the dedicated NSS volunteers. These initiatives encompass an array of endeavours, spanning the observance of pivotal national and international commemorative occasions, orchestrated rallies focused on AIDS awareness, blood donation drives, combatting sound pollution, minimizing plastic usage, and waging a battle against the menace of mosquitoes. The noble endeavour of blood donation is also meticulously executed in partnership with the Medical & Health Department and the revered Red Cross Society of India.

The outreach programs unravel during the annual week-long special camps, which are gracefully sanctioned for NSS and NCC units in their adopted villages. The Programme Officers engage in earnest interactions with village leaders and officials. These undertakings extend to encompass a spectrum of

activities, 'Clean & Green' initiative, plantation drive, socio-economic surveys and enlightening awareness sessions on literacy, environment conservation, prudent soil management, healthcare practices, consumer awareness, and government welfare schemes. Even in the face of adversities such as the COVID-19 lockdown, the NSS and NCC volunteers rallied, distributing essential vegetables and rice to the vulnerable segments of society.

5. Evidence of Success: The students have undergone a remarkable transformation, evolving into self-assured and enthusiastic participants as they immerse themselves in a variety of extension activities. Evidently, they have developed a proclivity to respond to the challenges prevalent in their surroundings. There has been a significant change in a positive way regarding their perspective in eradicating the social evils and practices.

6. Problems Encountered and Resources Required: The necessary resources to execute extension and outreach initiatives are derived from both the NSS and NCC budgets allocated for routine undertakings and the dedicated budget for special camps. Furthermore, the college's financial allocation is judiciously harnessed to cover sundry expenses associated with orchestrating events and coordinating rallies.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The college's location in a sprawling 15-acre campus, surrounded by lush greenery and a serene forest-like environment, provides an ideal setting for focused and peaceful teaching and learning. The distance from the bustling town at the hill foot further enhances the calm and conducive atmosphere for education.

It is noteworthy that most of the students come from remote tribal villages, and many of them are the first generation in their families to pursue higher education. Understanding their backgrounds and priorities, the college prioritizes teaching them about employment opportunities alongside the regular curriculum. By doing so, the college equips them with knowledge and skills that are relevant to their future career prospects.

Recognizing the students' economic situation, the college also informs them about various government

facilities and schemes available for their upliftment. By guiding and assisting students in utilizing these resources effectively, the college empowers them to access the benefits provided by the government.

Moreover, the college ensures timely information about job opportunities aligned with the students' abilities and interests. By providing guidance and counselling, the college helps students make informed decisions regarding their career paths, maximizing their potential for success.

This approach of focusing on employment opportunities, utilizing government facilities, and guiding students in their career choices not only educates and empowers the students but also brings a sense of pride and satisfaction to the college. Knowing that they are making a positive impact on the lives of these students and contributing to their holistic development is a source of fulfilment for the institution.

Overall, the college's understanding of the students' backgrounds and priorities, along with its commitment to providing relevant education, facilitating access to government resources, and guiding them towards suitable employment opportunities, reflects its dedication to the upliftment and success of its students.

The fact that the college has been able to fill all the required positions of full-time teachers, despite being situated in a rural area, is indeed distinctive. It shows the institution's commitment to providing quality education to its students by ensuring an adequate number of qualified faculty members.

The high teacher quality, with 95% of the faculty possessing NET/SET/SLET/Ph.D., further highlights the distinctiveness of the college. This indicates that the faculty members have undergone rigorous academic and professional training, enhancing their expertise in their respective fields. It reflects the institution's dedication to maintaining a high standard of education, even in a rural setting.

In terms of the teaching-learning process, the college adopts a variety of methods such as experimental, participative, problem-solving approaches, seminars, quizzes, field trips, study projects, and peer learning. This demonstrates a student-centred approach that encourages active engagement and practical learning. The introduction of internship/apprenticeship/On Job Training methods aligns with the guidelines of the National Education Policy (NEP-2020) and provides students with valuable real-world experiences.

Before the onset of Covid-19, the teaching methods primarily followed an offline mode, occasionally incorporating online methods using ICT techniques. However, with the pandemic, online teaching methods have become regular tools. This adaptability in utilizing both offline and online methods, depending on the prevailing circumstances, showcases the college's ability to evolve and embrace technological advancements while catering to the needs of students.

The college's recognition with the 2f&12B status by the UGC and the subsequent grants received through UGC and RUSA 1.0 have significantly contributed to the improvement of infrastructure and facilities. The grants have been utilized to update science laboratories, construct new classrooms, renovate existing

infrastructure, establish virtual classrooms, provide internet connectivity, install solar energy panels, and implement an online biometric attendance system. This highlights the college's proactive approach to enhancing its physical infrastructure and keeping up with the demands of modern education.

Overall, the distinctive aspects of the college include its ability to fill all required teaching positions, the high qualifications of the faculty, the adoption of diverse teaching methods, the integration of internship/apprenticeship/On Job Training, and the investment in infrastructure and facilities through grants. These factors contribute to the college's unique identity and its commitment to providing quality education in a rural area.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The institution is actively fostering practical experience, industry exposure, and employability for its students through various initiatives.

1. Internship Opportunities:

Offering both 8-week internships at the end of the fourth semester and semester-long internships in the third year provides students with hands-on experience and exposure to real-world work environments.

1. MOUs with Companies and Organizations:

The MOUs with companies, firms, organizations, and government agencies align with the guidelines of the National Education Policy (NEP) 2020, facilitating industry-academia collaboration and enhancing students' employability.

1. State Skill Development Corporation Collaboration:

Partnering with the Andhra Pradesh State Skill Development Corporation for setting up skill development centers demonstrates the institution's commitment to providing relevant and practical skills to students.

1. Job Melas (Job Fairs):

Organizing job melas with chemical and logistics companies creates a platform for students to directly interact with potential employers, enhancing their chances of securing suitable job opportunities.

1. Student Participation in Job Melas:

The participation of students from the institution and surrounding institutions in job melas indicates the relevance and effectiveness of these events in connecting students with potential employers.

By incorporating internships, industry collaborations, skill development centres, and job melas, the institution is taking tangible steps towards aligning its educational offerings with the needs of the job market. These initiatives help students gain practical skills, real-world experience, and a better understanding of career opportunities, ultimately contributing to their successful transition into the professional world.

Concluding Remarks :

Our college is situated in Srungavarapu Kota, serving as the gateway to the Tribal Agency. Consequently, a significant portion of our student body hails from Scheduled Tribes, representing a socially and economically disadvantaged demographic. Many of them are the first in their families to pursue higher education, marking a significant milestone in their families' journey towards literacy. Since its inception in 1984, our college has been dedicated to addressing the educational requirements of these marginalized students.

Despite being located in a rural area, the institution has exerted its utmost to elevate and uphold the quality standards outlined by the apex body of NAAC. Our commitment is resolute as we embark on the journey of assessment and accreditation by NAAC, employing our finest capabilities. We assure you that our dedication to upholding quality within the college remains unwavering, and we are committed to persistently advancing these endeavours.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 301 Answer after DVV Verification: 255 Remark : DVV has made changes as per the report shared by HEI.																																								
2.1.2	Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years 2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>90</td><td>40</td><td>50</td><td>60</td><td>50</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>46</td><td>51</td><td>37</td><td>43</td><td>34</td></tr></table> 2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>110</td><td>74</td><td>74</td><td>74</td><td>74</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>120</td><td>80</td><td>80</td><td>80</td><td>80</td></tr></table> Remark : DVV has made changes as per the report shared by HEI.	2021-22	2020-21	2019-20	2018-19	2017-18	90	40	50	60	50	2021-22	2020-21	2019-20	2018-19	2017-18	46	51	37	43	34	2021-22	2020-21	2019-20	2018-19	2017-18	110	74	74	74	74	2021-22	2020-21	2019-20	2018-19	2017-18	120	80	80	80	80
2021-22	2020-21	2019-20	2018-19	2017-18																																					
90	40	50	60	50																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
46	51	37	43	34																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
110	74	74	74	74																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
120	80	80	80	80																																					
2.4.2	Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count) 2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years																																								

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	10	9	9	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	8	9	9	6

Remark : DVV has made changes as per the report shared by HEI.

3.4.3 *Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	13	3	3	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	13	2	2	0

Remark : DVV has made changes as per the report shared by HEI.

4.1.2 *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2.59	0.53	0.25	1.03	0.034

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16.52	1.66	37.76	46.38	6.32

Remark : DVV has made changes as per the report shared by HEI.

4.4.1	Percentage expenditure incurred on maintenance of physical facilities 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: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2.59</td><td>0.53</td><td>0.25</td><td>1.03</td><td>0.034</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2.83</td><td>0.87</td><td>0.98</td><td>4.76</td><td>1.96</td></tr></table> Remark : DVV has made changes as per the report shared by HEI.	2021-22	2020-21	2019-20	2018-19	2017-18	2.59	0.53	0.25	1.03	0.034	2021-22	2020-21	2019-20	2018-19	2017-18	2.83	0.87	0.98	4.76	1.96
2021-22	2020-21	2019-20	2018-19	2017-18																	
2.59	0.53	0.25	1.03	0.034																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2.83	0.87	0.98	4.76	1.96																	
5.1.2	Following capacity development and skills enhancement activities are organised for improving students’ capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made changes as per the report shared by HEI.																				
5.1.4	The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students’ grievances 4. Timely redressal of the grievances through appropriate committees Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made changes as per the report shared by HEI.																				
5.3.2	Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions) 5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	0	21	16	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	02	02	02

Remark : DVV has made changes as per the report shared by HEI.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	20	7	6	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	7	4	4	1

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	1	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	1	1	1

Remark : DVV has made changes as per the report shared by HEI.

6.5.2 Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**

3. Collaborative quality initiatives with other institution(s)
4. Participation in NIRF and other recognized rankings
5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Answer before DVV Verification : A. Any 4 or more of the above

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

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions				
1.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs)				
Answer before DVV Verification:					
2021-22	2020-21	2019-20	2018-19	2017-18	
19.35571	2.504008	38.74278	51.15929	8.29353	
Answer After DVV Verification:					
2021-22	2020-21	2019-20	2018-19	2017-18	
19.35	2.504	38.74	51.15	8.29	