



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**GOVERNMENT DEGREE COLLEGE**

**BESIDE NH-216A, GOVERNMENT DEGREE COLLEGE, RAVULAPALEM, EAST  
GODAVARI DISTRICT, ANDHRA PRADESH**

**533238**

**[www.gdcrvpm.ac.in](http://www.gdcrvpm.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Ravulapalem is the entry point for the lushy green Konaseema Delta region, often called the Kerala of Andhra. Ravulapalem is well known for its Banana Market, diverse cuisine, hospitality of its people & numerous trucking services that caters to PAN India. Although it is a tiny town on the banks of the powerful Godavari and along the Chennai–Kolkata National Highway, its heart and mind are primarily rural in nature because agriculture is its main economic sector. Established in 1981(31-08-1981), the college is a government institution situated on a five-acre plot of land bordered by NH on one side and coconut and banana orchards on three sides. The college's motto is "**Vidyadhanam Sarvadhana Pradhanam**", and it intends to strengthen its competitive edge by providing high-quality education as knowledge is the most important wealth among all. The beautiful serene environment amidst the vast green fields is the advantage of our college.

According to provisions 2(f) and 12(B) of the UGC Act 1956, it is affiliated with Adikavi Nannaya University, Rajamahendravaram and recognised by the UGC. 495 students are pursuing their study in the academic year 2022–2023 (current year), and 22 members of the teaching staff are guiding them. The college provides traditional degrees such B.A. (HEP), B. Com (Gen), B.Sc (MPCS, IOT, MPC, BZC, HBC) and B.Com (Computer Applications). The college's energetic and dedicated instructors give their all to the student body while using effective teaching techniques. The Jawahar Knowledge Center, the Center for Capacity Building, the Digital Classrooms, and the Virtual Classrooms are all available to the college.

The majority of the college's students are from the nearby villages, which are dispersed over an area of up to ten kilometres. Most of the students come from economically and socially disadvantaged areas of society and unprepared for college study. These are the difficulties the college must overcome in order to provide the students who need it most with a high-quality education. Yet, the college makes constant and significant efforts to fulfil its vision, mission, and objectives by fervently pursuing novel and student-centered extracurricular, co-curricular, and curricular activities.

### Vision

To develop the college into a multi-faceted educational institution by empowering quality education to the students of mixed sections and grooming them towards holistic excellence.

### Mission

- To train all the students by the application of learner-centric method and quality education
- To explore the creative potential and critical thinking of students through hands-on and experiential learning.
- To foster positive attitude among the learners while encountering challenges of the rapidly changing world
- To strengthen underprivileged students for enabling sustainable livelihood, quality life and healthy environment
- To transform the students in upholding the principles of ethics leading to socially responsible citizens
- To imbibe emotional balance among students while coping with academic and peer pressure
- To empower the younger generation by exposing them to a wide culture of creativity and innovation

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- 5 acres of environment friendly green campus located beside the NH-216 A
- Well-maintained and adequate infrastructure
- Well-equipped Language, Computer and Science Laboratories
- High-speed internet connectivity
- Active membership in N-List
- Virtual, digital & ICT enabled classrooms
- Automated library, seminar hall, waiting hall, rest rooms etc provide adequate support
- The most preferred college in the area
- Motivated, competent, work oriented and quality conscious teaching staff
- Well planned teaching-learning activities
- Strong in community service
- Advantages of a government institution
- Decentralized administration
- Enrichment of curriculum through Certificate courses, Skill-based courses
- 90% of students utilize fee reimbursement schemes offered by the Government
- Effective Mentor-Mentee System for the holistic development of students
- Student sensitization through supporting services like NSS, WEC, Eco Club, RRC
- MOUs/ Collaborations for varied learning experiences.
- Biometric attendance devices for staff and students
- Local flair in the syllabus

### **Institutional Weakness**

- First generation learners from Telugu Medium background
- Lack in higher level employment
- Limited average alumni corpus
- Common syllabus and examination pattern in the affiliation system
- Limited Number of students passing state/ national level exams
- Student progression for higher education is limited

- Infrastructural shortages in certain areas
- Shortage of permanent staff leading to vacancy on account of frequent transfers
- Less number of staff with Ph.D.
- Poor availability of permanent teachers for some subjects
- Low rate of employment for students
- Less interest towards higher education to support family economic constraints
- Inclination towards vernacular language
- Early marriage for girl students of this area - a hindrance

### **Institutional Opportunity**

- Enhancing students' enrolment in all programmes
- Adequate communication skills
- Intense agriculture and horticulture related markets around
- Research in local problems and in collaboration with the local industry and agriculture
- Scope for expansion of infrastructure
- MOU/Collaboration with Educational, Government, and Non-Government agencies for enriched academic experience
- Location of college in a serene and pollution-free environment with academic and support facilities
- Scope for enhancement of employment opportunities through Career Guidance Cell
- Staff enrollment in Ph.D for research temper and exploring more avenues for promotion of research, publications.
- Scope for blended mode of teaching and learning
- Organizing National Seminars / Conferences
- Introduction of new course combinations of local demand

### **Institutional Challenge**

- Students from marginalized sections
- Former education in Telugu medium poses a challenge to the students in pursuing their UG courses offered in English medium
- Tapping of seed money by staff for research promotion and temper
- Need of a spacious library
- Industry linkages and Consultancy need to be strengthened with reputed national bodies
- Poor domestic support and on the other hand economic compulsions forcing dropping out
- Lack of awareness on the requirement of abilities and skills among the students
- Liasoning with reputed firms for campus selections
- Bilingual teaching on the demand of students

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The affiliated university's curriculum, which aims to promote students' overall development, is used by the institution. The curriculum makes ensuring that students have the information and abilities needed to handle new challenges. Every academic year, it is distributed to the faculty and students. Following the academic calendar and syllabus provided by the university, all faculty members create curricula and lesson plans for the corresponding semester. By providing student-centered learning methodologies, lesson plans with ICT mode are created. Review meetings are occasionally held to improve the methods and plans for serving the needs of the students. Departments expose the students to a variety of activities outside the classroom, including field trips, group discussions, debates, tests, classroom lectures, etc. From 2015–16, CBCS has been used to improve students' ability to select elective course combinations in the sixth semester. Students have the option to choose from market-oriented certificate courses provided by different departments to further develop their skills in core-related areas. Additionally, students receive training from the JKC in aptitude, logic, computer proficiency, and soft skills. All disciplines now offer life skill and skill development courses like Human values and Professional ethics, Environmental Studies, Entrepreneurship, Communication and Soft Skills, ICT, and Leadership Education to develop their ethical strength, environmental awareness, and technical proficiency. The faculty is encouraged to participate in workshops, conferences, FDPs, online courses, etc. to ensure effective delivery in the classrooms in accordance with the requirements of the new challenges in teaching. Feedback from the students and lecturers is collected and analysed to improve the teaching learning process. 75marks for external and 25marks for internal exam pattern is followed. The Continuous Internal Assessment System is based on SOP which emphasizes on conducting 2 mid examinations. The weightage for I-Mid exam is 20 marks and for II-Mid it is 15 marks. Assignment, Class room activities, Clean & Green and Attendance carry a weightage of 5 marks each. The total mark is scaled down to 25. From the year 2020-2021, a ten-month mandatory internship/apprenticeship/ on the job training is being introduced of which a two-month community service project is an integral part.

### **Teaching-learning and Evaluation**

The imparting of education is learner-oriented with clearly set outcomes. Teaching learning is participatory such as seminars, group discussions, debates, quizzes, role plays, peer teaching, assignments, project work and aimed at promoting group and independent learning. It is strengthened by supplementary methods and global modes like MANA TV lessons. The teachers most often opt for blended learning using CCE LMS, ICT, Videos and PPTs to impart knowledge in an effective way. Care is taken to conduct bridge course and SIP at the beginning of the year. The teachers update their knowledge continuously through various modes, that include attending refresher courses and FDP. COs, POs, and PSOs are discussed, displayed on the college website. Student feedback is treated as an essential component and being followed. Field trips, and study tours arranged by the departments enable the for practical exposure. The teachers identify slow learners and facilitate them through remedial coaching. The in-house evaluation system of the college is strong with formative and summative assessments that assesses various outcomes. In science labs, charts and models are on display to help with conceptual understanding. The college offers tutoring for PG and Competitive Exams with the aid of the Career Guidance Cell in extra hours. Within a week of the end of the examination period, the results of the mid-internal exams are announced. The mentor-to-student ratio is 26:1. Holistic development of the students is monitored through this system. Many students have finished certificate courses during 2016-2022. While indirect evaluation is based on students' progression to higher education and placements, direct evaluation of the attainment of these outcomes is based on students' performance in end-of-semester exams. The passing rate for graduating students is 71 percent on average. There are additional modes of evaluation like assessing the students through assignments, seminars, group discussions, study projects etc., through CIA (Continuous

Internal Assessment). The results in the examinations are critically reviewed at the beginning of the academic year and suitable steps are taken for improvement in curricular plans in the next year.

### **Research, Innovations and Extension**

Research and consultancy are the areas of challenge in the college. Some faculty members, however, evinced keen interest and have obtained research experience through M.Phil/Ph.D degrees. Research, however, is made an approach for learning. The students are encouraged to take up study projects on the problems in the area often in association with the local agencies. They do attend seminars, workshops and the research- oriented tours. In UGC-approved journals, 9 research papers of faculty members have been published. Faculty participation in national seminars, workshops, and conferences funded by the UGC is a regular practice. Prior to Covid break, the departments of Physics and Chemistry hosted a National Conference on **‘Forays of Nanotechnology Research into Multidisciplines’** during 3-4, March 2020. The department of Commerce conducted a National Seminar titled **‘The Transforming Scenario of Indian Banking in Retrospect and Prospect’** sponsored by ONGC, Rajamahendravaram on 27-02-2020. A Webinar was conducted on **‘Intellectual Property Rights’** on 24.02.2022 by the department of Computer Science & Applications in collaboration with NIPAM. 12 webinars were conducted during 2017-18 to 2021-22 on career guidance, civils awareness, internet of things and other academic issues.

The extension work is given considerable importance. The college has networked neighbourhood and takes up community service projects through CSP, NSS, WEC, Environment Club and Red Ribbon Club as per the needs. In addition, the departments carry out course-related extension programs. Apart from regular community service, the NSS undertakes specific work in the adopted villages. The college has signed into memorandums of understanding with other institutions with the aim of facilitating the creation and transfer of knowledge, pooling academic resources, and broadening the horizons of the learning experience for students. The biology (horticulture) students volunteered to manage the campus's attractive flower garden, medicinal plant garden, and leafy/vegetable garden. This further inspired the students to start the process of establishing a nursery after completion of degree. Vermi-composting is being maintained by students which is utilized for botanical purpose in the campus. The college library offers access to national/international research journals, papers, doctoral dissertations, and other literary e-resources through Infilibnet.

### **Infrastructure and Learning Resources**

The college was established on 31st August, 1981. It currently possesses 5 acres of land. The college is divided into 5 blocks with infrastructural facilities. In total, there are 10 classrooms (Each with a seating capacity of 40 students) and 6 laboratories etc. The college has library, MANA TV hall with LCD and audio-visual equipment, computer labs, Gymnasium, playground, solar power system etc. Other facilities like protected RO water, rest room for girl students etc. are available. Plans are made for procuring more such devices and for creating better facilities. For IQAC and JKC, separate rooms are available. Sports and cultural events can be held in places that are well-maintained. The college has enough funds to maintain and upgrade the campus's current infrastructure. Toilets are kept very clean and hygienic and have running supply of water. The college has installed LED lights as part of its energy conservation efforts. A fence completely encloses the campus.

Canteen and gym have their own rooms. In terms of computing equipment, there are 51 desktop computers (11:1), 6 projectors, 3 Laptops to address the day-to-day requirement of Power Point presentation to students. There is 100 Mbps of available bandwidth over Wi-Fi. Public address systems are effectively connected to every classroom. Regarding the library, the college has a decent collection of books 14,657 for regular use by all departments (both students and the faculty members) with a basic level of textbooks and a few reference books. N-List and INFLIBNET are active in the library. Water points are made available to meet the demand. The college has one Generator with 125 KVA to back up the energy needs of classrooms and other necessities. 10 KW solar system is installed to generate non-conventional alternate energy. 50KV UPS equipment in laboratories and administrative offices sustain the energy needs to avoid breaks. A Virtual classroom and three ICT Digital Rooms enable for audio-visual presentation, which is often more appealing. This makes a far greater impact on the learning abilities of students and ensures better participation.

### **Student Support and Progression**

The institution has all the support services required for students that include infrastructural, educational, co-curricular and extra-curricular, ICT related and career-related. There are many welfare schemes, including government scholarships and fee reimbursement etc. for students. The institution further supports the students by providing bus passes. Career Guidance Cell, WEC, Alumni Association, NSS, and Anti Ragging Cell ensure students' advancement in academic and professional areas and cater to their individual needs. Programs for personality development and career counselling are set up. There is a well-stocked library with online resources available.

Job Drives are held to give students the chance to find employment. The college maintains a monthly Newsletter that highlights the different events. Value-based education is delivered through value-added courses including HVPE, Leadership Education, and Environmental Education, as well as other courses that focus on life skills and skill development and certificate programmes. Students are given financial assistance through programmes like "Earn While You Learn", Poor Cum Merit Scholarships and Jagananna Vidya Deevena by government. Grievance Redressal Cell swiftly handles any grievances that arise if any.

An average of 90.11% students utilise government scholarships. Students are encouraged to take part in extracurricular and athletic activities. They have received praise for their outstanding work. The students' physical health is ensured by their participation in yoga. The Eco Club's environmental activities instill responsibility in students. All students who participate in a mentoring programme receive academic, socioeconomic, and psychological counseling. Students participate in regular study sessions and receive additional academic support. For the benefit of the students, there is a Canteen and RO plant.

The placement support given by college is significant in two ways, i.e., through training in computer, communication and soft skills by JKC and by conducting Job Drives. Several career guidance programs are conducted round the year that includes workshops by successful local entrepreneurs. The college provides good support in terms of facilities and encouragement in games and sports and other activities like academic competitions and cultural programs. The progression is promising through mentor:mentee system despite the

low educational aims of students with poor domestic background.

### **Governance, Leadership and Management**

Since this is a government college it has its own managerial structure. Principal as the academic and administrative team leader, works with a decentralised administration. The administration is run by teamwork at various levels through departments and committees that are constituted with the faculty and students. All the matters are discussed in the staff council and collective decisions are taken. For college development, plans are discussed in the College Planning and Development Council (CPDC). The governance, leadership and management of the college is in tune for achieving the institutional objectives. The institution takes care for staff deployment and supports all the staff development and welfare measures. Feedback is collected, analysed and action taken measures are done from time to time from all stakeholders of the college. IQAC of the college is strong and plays a crucial role in the initiation and maintenance of quality at various levels. It helps every department and committee in orienting their work towards a quality perspective. Stock verification committees constituted by the principal verify the records and stock of the departments and laboratories at the end of the academic year. Annual Academic Audit by CCE and Internal Academic Audit by IQAC are carried out to boost and maintain the standard of instruction and administration. Maintaining accurate records is essential for ensuring financial transparency. All administrative tasks including admissions and scholarships use e-governance. Both academics and administrative personnel have access to faculty empowerment techniques and welfare programmes. In order to update global competencies, IQAC has motivated the faculty to advance their professional skills by attending faculty development training and orientation/refresher programmes through ICT. Annual Self-Appraisal Report from the faculty is submitted, reviewed, and uploaded in the CCE website. The score received is taken into account for career advancement programmes. Students' grievances are redressed by the Principal along with Grievance Redressal Committee. All the Government welfare schemes are applicable to the teaching and non-teaching staff of the institution

### **Institutional Values and Best Practices**

Institutional values are the pillars that define the way in which all the entities of the institution such as administrators, faculty, and students behave and engage with each other. The college functions in a decentralized manner by constituting various committees. Various activities are conducted by either the relevant committees or the concerned department. The main objective is to inculcate values and empower the student community. The Women Empowerment Cell does many activities on gender sensitization to empower girl students. Significant National/International commemorative days are celebrated to recall the sacrifices of great leaders and enhance a sense of respect and patriotism towards the nation. Birth Anniversary of great personalities from different walks of life is celebrated to acknowledge the contribution in the concerned fields. Students are encouraged to involve in community service programs that are conducted by NSS to develop a sense of social and civic responsibility. The students' social consciousness has increased with the initiation of **Helping Hands Club** on 17-7-2022 through which they undertake regular social service activities by visiting orphanages, old age homes to do service. The institution believes in "Cleanliness is Godliness". The college campus has natural advantages of greenery and is almost pollution free. The policy of clean and green environment is maintained by the entire team of the college. The ideals upheld are intended to advance moral, social, cultural, and environmental awareness. Developing "Ecological Awareness" among the faculty and students is a regular practice. The college's NSS unit and Eco Club spread information about environmental



issues and raise awareness of the environment within the college population. Energy conservation is encouraged through the use of LED lighting and solar power. As the saying goes “Curiosity is the mother of any invention”, the college encourages students to take part in learning by doing activities. They get a better insight into what they study from subject books and also will know its application. Thus, the best practices are evolved and implemented from time to time for achieving qualitative jumps in the functioning of the college for student holistic development.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |                                                                                                |
|---------------------------------|------------------------------------------------------------------------------------------------|
| Name                            | GOVERNMENT DEGREE COLLEGE                                                                      |
| Address                         | BESIDE NH-216A, GOVERNMENT DEGREE COLLEGE, RAVULAPALEM, EAST GODAVARI DISTRICT, ANDHRA PRADESH |
| City                            | RAVULAPALEM                                                                                    |
| State                           | Andhra Pradesh                                                                                 |
| Pin                             | 533238                                                                                         |
| Website                         | <a href="http://www.gdcrypm.ac.in">www.gdcrypm.ac.in</a>                                       |

| Contacts for Communication |              |                         |            |              |                                |
|----------------------------|--------------|-------------------------|------------|--------------|--------------------------------|
| Designation                | Name         | Telephone with STD Code | Mobile     | Fax          | Email                          |
| Principal(in-charge)       | K.jyothi     | 08855-257061            | 9440301264 | 08855-258427 | jkcrjyec.ravulapalem@gmail.com |
| IQAC / CIQA coordinator    | U.subhashini | 08855-9700507249        | 9700507249 | 08855-258427 | subhau7@gmail.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 | Adikavi Nannaya University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 01-07-1992 | <a href="#">View Document</a> |
| 12B of UGC    | 01-07-1992 | <a href="#">View Document</a> |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---------------------------------------------------------------|--------------------------------|--------------------|---------|
| No contents                    |                                                               |                                |                    |         |

**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 | BESIDE NH-216A,<br>GOVERNMENT DEGREE COLLEGE,<br>RAVULAPALEM, EAST<br>GODAVARI DISTRICT,<br>ANDHRA PRADESH | Rural     | 5                    | 2587                     |

**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                  | 48                 | Ten plus two with any discipline. Open Inter School and its equivalent. Diploma in one of Electrical Electronics Engineering . Civil Engineering Mechanical Engineering Electronics Communication | English               | 60                  | 17                      |
| UG                                                                                 | BCom,Commerce            | 48                 | Ten plus two with any discipline. Open Inter School and its equivalent. Diploma in one of Electrical Electronics Engineering . Civil Engineering Mechanical Engineering Electronics Communication | English               | 60                  | 21                      |
| UG                                                                                 | BCom,Commerce            | 48                 | Ten plus two with any discipline.                                                                                                                                                                 | English               | 40                  | 38                      |

|    |             |    |                                                                                                                                                                   |         |    |    |
|----|-------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----|----|
|    |             |    | Open Inter School and its equivalent. Diploma in one of Electrical Electronics Engineering . Civil Engineering Mechanical Engineering Electronics C ommunicatio n |         |    |    |
| UG | BSc,Science | 48 | Ten plus two with discipline of Botany Zoology Physics Chemistry Diploma in Horticulture                                                                          | English | 30 | 25 |
| UG | BSc,Science | 48 | Ten plus two with discipline of Botany Zoology Physics Chemistry                                                                                                  | English | 40 | 23 |
| UG | BSc,Science | 48 | Ten plus two with discipline of Mathematics Physics Chemistry . Diploma in Electrical Electronics Eng Mechanical Eng Civil Eng Electronics C                      | English | 30 | 15 |

|    |             |    |                                                                                                                                                                                                                                                   |         |    |   |
|----|-------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----|---|
|    |             |    | ommunicatio<br>n vocational<br>inter with<br>bridge course                                                                                                                                                                                        |         |    |   |
| UG | BSc,Science | 48 | Ten plus two<br>with<br>discipline of<br>Mathematics<br>Physics<br>Chemistry .<br>Diploma in<br>Electrical<br>Electronics<br>Eng<br>Mechanical<br>Eng Civil<br>Eng<br>Electronics C<br>ommunicatio<br>n<br>Architechure                           | English | 30 | 0 |
| UG | BSc,Science | 48 | Ten plus two<br>with<br>discipline of<br>Mathematics<br>Physics<br>Chemistry .<br>Diploma in<br>Electrical<br>Electronics<br>Eng<br>Mechanical<br>Eng Civil<br>Eng<br>Electronics C<br>ommunicatio<br>n vocational<br>inter with<br>bridge course | English | 40 | 0 |

### Position Details of Faculty & Staff in the College

| Teaching Faculty                                                |           |        |        |       |                     |        |        |       |                     |        |        |       |
|-----------------------------------------------------------------|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|                                                                 | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|                                                                 | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 1         |        |        |       | 0                   |        |        |       | 21                  |        |        |       |
| Recruited                                                       | 0         | 1      | 0      | 1     | 0                   | 0      | 0      | 0     | 8                   | 8      | 0      | 16    |
| Yet to Recruit                                                  | 0         |        |        |       | 0                   |        |        |       | 5                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0         |        |        |       | 0                   |        |        |       | 7                   |        |        |       |
| Recruited                                                       | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 3                   | 4      | 0      | 7     |
| Yet to Recruit                                                  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| Non-Teaching Staff                                              |      |        |        |       |
|-----------------------------------------------------------------|------|--------|--------|-------|
|                                                                 | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government              |      |        |        | 8     |
| Recruited                                                       | 2    | 3      | 0      | 5     |
| Yet to Recruit                                                  |      |        |        | 3     |
| Sanctioned by the Management/Society or Other Authorized Bodies |      |        |        | 3     |
| Recruited                                                       | 3    | 0      | 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         | 1      | 0      | 0                   | 0      | 0      | 1                   | 1      | 0      | 3     |
| M.Phil.                | 0         | 0      | 0      | 0                   | 0      | 0      | 1                   | 0      | 0      | 1     |
| PG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 2                   | 3      | 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      | 0                   | 0      | 0      | 0     |
| PG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 7                   | 8      | 0      | 15    |
| 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      | 0      | 0     |

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

| Programme |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------|--------|-----------------------------------------------|-------------------------------|--------------|---------------------|-------|
| UG        | Male   | 234                                           | 0                             | 0            | 0                   | 234   |
|           | Female | 261                                           | 0                             | 0            | 0                   | 261   |
|           | 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   | 30     | 42     | 47     | 44     |
|          | Female | 31     | 26     | 60     | 51     |
|          | Others | 0      | 0      | 0      | 0      |
| ST       | Male   | 4      | 2      | 8      | 8      |
|          | Female | 2      | 1      | 6      | 5      |
|          | Others | 0      | 0      | 0      | 0      |
| OBC      | Male   | 27     | 33     | 39     | 37     |
|          | Female | 29     | 48     | 40     | 53     |
|          | Others | 0      | 0      | 0      | 0      |
| General  | Male   | 20     | 23     | 25     | 29     |
|          | Female | 16     | 22     | 13     | 23     |
|          | Others | 0      | 0      | 0      | 0      |
| Others   | Male   | 0      | 0      | 0      | 0      |
|          | Female | 0      | 0      | 0      | 0      |
|          | Others | 0      | 0      | 0      | 0      |
| Total    |        | 159    | 197    | 238    | 250    |

**Institutional preparedness for NEP**

|                                         |                                                                                                                                                                                               |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Multidisciplinary/interdisciplinary: | GDC, Ravulapalem offers 8 UG programmes to ensure that students develop holistically. The affiliating university creates the course outline and syllabus for the instructional transaction in |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                    | <p>accordance with UGC norms and APSCHE model curriculum. The introduction of life skill courses as well as skill development courses is the first step towards enabling our students to build the skills needed in the 21st century through the implementation of multidisciplinary and interdisciplinary education. The Commissioner of Collegiate Education gave the teachers five days training on life skill and skill development courses. This effectively facilitated the teachers' instructional interactions.</p>                                                                                                                                                    |
| 2. Academic bank of credits (ABC):                                                                                 | <p>The institution wants to register the institution in DigiLocker and then students (departing) in the applicable Head Login on the NAD website. The institution shall implement this during the current academic year after receiving approval from the affiliated university. The registration procedure will be finished and the benefits of NAD will be properly utilized. This will ensure that all students are aware of this crucial initiative.</p>                                                                                                                                                                                                                   |
| 3. Skill development:                                                                                              | <p>As required by APSCHE, the institute introduced skill-development courses from which the students must take four courses in skill development that are aligned with the National Skills Qualification Framework as part of the new CBCS curriculum. Information and Communication Technology, Plant Nursery, and Dairy Technology courses are given to provide skill orientation. It is required to complete two internships and community service project. The teaching of value education occurs in life skill classes. For industry-focused career skill courses, the college offers the training through JKC TCSiON Programme and Spoken Tutorials from IIT Bombay.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>In order to understand the value of preserving Indian traditional knowledge in relation to all courses, the institute has developed the Indian Knowledge System, focusing in particular on mother tongue teaching, adhering to cultural norms in dress and speech, commemorating festivals, and remembering national martyrs. In a life skills course that emphasises science and Indian culture, students learn about a variety of dimensions of Indian culture. Also, Student Induction Programme exposes pupils to basic human ideals. On days like International Mother Language Day and Maathrubhasha (Telugu) Dinotsavam, eminent literary experts are invited to</p> |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | give presentations. Events that promote national integrity among students include are cultural festivals, competitions in traditional arts like Rangoli and Mehndi competitions, traditional clothing day, yoga sessions, annual day, and Sports day.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 5. Focus on Outcome based education (OBE): | A paradigm shift occurred in teaching-learning process. To attain high-order learning, the college has laid much stress on Outcome Based Education by creating assessment methods, emphasising more on what is learnt rather than what is taught. The students are informed of the programme outcomes, program-specific outcomes, and course outcomes as outlined in the curriculum during the Student Induction Programme. Each department is involved in explaining the course learning objectives to the students through circulars/website/classroom discussion. The POs, PSOs, and COs are developed by all the departments following extensive consultation with all faculty members and stakeholders. |
| 6. Distance education/online education:    | The college had created a blended approach to student instruction in light of the Covid-19 Pandemic. It was effective in using online learning techniques and training. teaching was done through Cisco Webex, Google Meet / Google Classroom platforms, ZOOM, and Teachmint. and the links are available in college website under Digital Library menu (LMS). The CCE is focusing more on blended learning by hosting FDPs and encouraging teachers to take part in initiatives related to pedagogical methods. Teachers got extensive training through online tools. As a result, the employment of the virtual classroom mode for the benefit of the students was prompted by the pandemic crisis.        |

### Institutional Initiatives for Electoral Literacy

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes. The Election Commission of India has launched a programme called the Electoral Literacy to increase the involvement of young people and potential voters in the electoral process. The college ELC serves as a platform for engaging students and educating them about their rights during elections and other activities. For the last two years, the ELC of the |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | college has been functioning well. It educates students about their right to vote, how to register to vote, and how crucial it is to participate in elections. The main objective is to promote democratic electoral participation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 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. Sri.S.Chinababu, lecturer in Economics has been appointed as the Nodal Officer of the college ELC. Sri.S.Rajendra Prasad, lecturer in Political Science as Coordinator and Sri.M.Srinivasa Rao, lecturer in Commerce as member, nominated by the Principal. The Nodal Officer has designated V.Lova Raju (III B.Com) and K.Vamsi (II BA) to serve as the student representatives. For the last two years, the ELC of the college has been functioning well. It educates students about their right to vote, how to register to vote, and how crucial it is to participate in elections. The main objective is to promote democratic electoral participation. Moreover, every year, the college holds National Voter's Day on 25th January to encourage ethical voting among the student body and to raise understanding of the democratic process besides taking voter pledge. |
| 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 creation of the ELC at the college and the awareness campaigns that were run set the ground for the mobilisation of voter registration among the student population. The college students were later assigned to Grama Sachivalayams for the duration of their two-month internship. There, they helped the Secretary with the voter data verification and Aadhar card linkage. The students' exposure to the electoral process and their ability to comprehend the initiatives of the Indian Election Commission were both facilitated by this encounter.                                                                                                                                                                                                                                                                                                                      |
| 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.                                                                                                                                                                                                                               | The ELC was founded to speed up voter registration, raise public understanding of the election process, and address related issues. The members actively participate in educating the target audience, which are the students, about the importance of voting so that they can use their right to vote in a self-assured, relaxed, and moral manner and uphold the principles of "Every vote matters" and "No Voter to be Left Behind." On the occasion of Voting Awareness and Enrolment Program of CCE, in collaboration with Gram Sachivalayam, Ravulapalem, the ELC of the college conducted a sensitization program for all the students in order to help them understand the                                                                                                                                                                                                  |

|                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                               | immense need of voting and understanding social responsibility                                                                                                                                                                                                                                                                                                                                                                                    |
| 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. | The creation of the ELC in college serves as a platform for raising awareness and serving as a manual for new voter registration. The initial target group for the promotion of voter registration is typically students who complete the first year of their degree programme. On Voters' Day, those students who are eligible to register are required to sign an oath promising to register as new voters and to cast their ballots ethically. |

## 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 |
|---------|---------|---------|---------|---------|
| 588     | 481     | 450     | 462     | 507     |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 2 Teachers

#### 2.1

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

Response: 44

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 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 |
|---------|---------|---------|---------|---------|
| 20      | 20      | 20      | 19      | 20      |

### 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 |
|---------|---------|---------|---------|---------|
| 2.34    | 14.08   | 1.29    | 8.93    | 2.21    |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Upload Supporting Document | <a href="#">View Document</a> |



## 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:**

Government Degree College, Ravulapalem is an affiliated College of the Adikavi Nannaya University, Rajamahendravaram. Based on the APSCHE guidelines, Choice Based Credit System is implemented for elective courses in the sixth semester. CBCS is offered for Life Skill and Skill Development Courses also.

In the beginning of the academic year Institutional Plan is drafted and approved by the staff council. It incorporates

- Curricular activities like Seminars, Assignments, Internal Examination etc.,
- Co-Curricular activities like Debates, Quizzes, Group Discussion etc.,
- Extra-Curricular activities like Cultural activities, Celebration of important Days etc.,
- Extension Activities like NSS, Blood Donation, Clean & Green, Tree Plantation etc.,
- Other activities such as Conferences, Workshops etc.,
- Apart from that, a student Induction programme for newly admitted students is planned before the beginning of the academic year.

Each lecturer prepares semester wise curricular plans for the syllabus of the course including curricular, co-curricular and extra curricular activities for the effective teaching learning transaction. PO's, PSO's and CO's are designed, mapped and quantified. These are pasted on the Department notice boards, circulated among the student WhatsApp groups and uploaded on the college website. Month wise Lesson Plan is noted in the Synopsis book which includes thrust areas, additional inputs, student activity planned after the teaching and activity planned outside the class. Day wise teaching diary is maintained.

The lesson is delivered blending both chalk & talk method and ICT. The 3 Digital Classrooms, 1 Virtual Classroom and 2 ICT enabled classrooms come in handy for teaching through Power Point Presentations. Google classroom is often used for conducting assignments, giving handouts and other reference Videos.

The slot for usage of the digital classroom is mentioned in the timetable itself which is followed by the lecturers scrupulously. A log book is maintained in these Digital Classrooms.

The Internal Quality Assurance Cell (IQAC) of the college takes Feedback from the Students, Parents, Alumni and Faculty analyses it and additional inputs, certificate Courses etc are planned accordingly. Periodic internal Academic audits are carried out by the IQAC. All the relevant documents are systematically maintained and evaluated during the external academic audits by CCE.

75 marks for external and 25 marks for internal exam pattern is followed. The continuous internal assessment system is based on SOP which emphasizes on conducting 2 mid examinations. The weightage for I-Mid exam is 20 marks and for II-mid it is 15 marks, Assignment, Class room activities, Clean & Green and attendance carry a weightage of 5 marks each. The total mark thus obtained is further scaled down to 25. Department wise and College wise CIA registers are maintained. These internal examinations are institutionalized and a well documented timetable is followed for the conduct basing on the academic calendar issued by the affiliating University.

10 month Internship/apprenticeship/on the job training is also a part of curriculum of which a 2 month Community Service Project is mandatory. The Two months Community Service Project and Two months Internship are evaluated internally. Six months Internship is evaluated externally.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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:**

| File Description                                                                                              | Document                      |
|---------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs                                    | <a href="#">View Document</a> |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                   | <a href="#">View Document</a> |
| Evidence of course completion, like course completion certificate etc. Apart from the above:                  | <a href="#">View Document</a> |

### Other Upload Files

|   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
|---|-------------------------------|

### 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:**

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 |
|---------|---------|---------|---------|---------|
| 38      | 60      | 111     | 34      | 50      |

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 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 curriculum followed by all programs in Government Degree College, Ravulapalem integrating cross cutting issues related to Professional Ethics, Gender Sensitization, Human Values, Environment Education and Sustainability.

Life Skill courses on Human Values and Professional Ethics, Indian Culture and Science, Personality Development & Leadership Skills are taught in I, II & III Semesters respectively. Environmental Education is a compulsory course for all the students in the III Semester. Human Values and Professional Ethics aims at inculcating values, ethics and responsible qualities resulting in a holistic development in students. Indian Culture and Science focuses on the rich Indian heritage and improves the scientific temperament in the student. Environmental Education gives the broad view of biodiversity, ecosystem balance, environmental acts, methods of sustainability etc. Hands on sessions on water pollution also integrated into the curriculum. Students receive training on how to advocate for environmental protection both on the college campus and in their local communities. To raise awareness about the sustainability of the natural world, the college observes National and International Environment Days. Through these courses on life skills, the students are taught the significance of value education and how to preserve the environment. Personality Development and Leadership Skills imbibes topics on professional ethics and Gender equity.

The Department of Physics is offering a Skill Development course on Solar Energy which aims at alternate energy resources which reduce the carbon foot printing making the planet ecofriendly leading to sustainable environment. The Department of Telugu has introduced themes basing on indiscrimination on the reason on caste, gender, creed. Indian Renaissance Socio religious awakening, nationalism etc. are a part of the curriculum of Department of History. The Department of Commerce while teaching Business Law emphasizes on Intellectual Property Rights.

The curricular, co-curricular and extracurricular activities of the college are all designed to incorporate numerous cross-cutting topics.

The Women Empowerment Cell has organized academic health checkup and social awareness activities aimed at creating a gender sensitized community.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 1.3.2

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

**Response:**

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

Response: 396

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 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:**

| File Description                                                                                                | Document                      |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------|
| Feedback analysis report submitted to appropriate bodies                                                        | <a href="#">View Document</a> |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | <a href="#">View Document</a> |
| Action taken report on the feedback analysis                                                                    | <a href="#">View Document</a> |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted    | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

##### Response:

##### 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 |
|---------|---------|---------|---------|---------|
| 250     | 238     | 197     | 159     | 225     |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 330     | 320     | 260     | 260     | 260     |

##### File Description

##### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[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:

##### 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 |
| 134     | 131     | 105     | 95      | 120     |

### 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 |
| 167     | 165     | 133     | 133     | 133     |

| File Description                                                                                                                                                                                                                  | Document                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format                                                                                                                                                                                       | <a href="#">View Document</a> |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority.                                                                                                                     | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                                                                                                                       | <a href="#">View Document</a> |

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:**

## 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 college has shifted from teacher-centric to student-centric learning, where the student takes an active role in the learning process. Lecture method in ICT mode, participatory and experiential learning strategies make teaching-learning dynamic and effective. The major strategies are:

**1. EXPERIENTIAL LEARNING**

All the students do participate in field trips that emphasise experiential learning as part of their training. Mock parliament sessions, interviews, group discussions, role plays, and JAM sessions are all crucial components of instruction. Live demonstrations in the upkeep of grocery shops, vermi-composting units, drip irrigation, vegetable/leafy cultivation, blood grouping camps, roof top gardening, and nutrition counselling sessions help students learn the subjects more effectively. All the II&III Year students must participate in internship programmes to get real-world experience.

**2. PARTICIPATIVE LEARNING:**

The learning process is interactive as all departments hold guest lectures, group discussions, quizzes, debates, games, and peer group teaching. These exercises promote leadership skills, understanding complex ideas, and develop their curiosity, vitality, and initiative.

**Other activities include,**

- Role Plays
- Impromptu Talks (JAM)
- Interactive/Buzz Sessions
- Paper Presentations & Assignments
- Seminars and Workshops
- Minor / Major Projects
- Field Visits
- Pair work
- Brainstorming
- Webinars
- Brochure preparation
- Preparation of quiz questions
- Case studies
- Surveys
- Community service project
- Awareness campaign, rallies

**3. PROBLEM SOLVING METHODOLOGIES**

Students do participate in problem-based surveys and case studies from their areas of interest. By giving them assignments, imaginative projects, and engaging activities, teachers do help students develop their problem-solving abilities. E-resources are used to assist them in recognising and resolving issues. Through seminars, and other events, students are given a wide range of opportunities to develop their academic talents by active participation. In addition to these, LSC/SDC courses make students as valuable members of society. The college has made it possible for students to sign up for MOOCs in



which teachers serve as mentors for guidance. To support student's personal and professional growth, various certificate courses are conducted with a focus on employability, skill development, and upgrading. Teachers assign study projects to make students get hands on experience in the preparation of charts, posters and exhibits. Teachers help students in developing creation of economic value through Food Fests, Women Expo, selling of compost, organic leafy vegetables, Mehndi stalls, bangles and ear rings made of quilting, woolen dolls, home decors, pickles etc.,

#### 4. ICT ENABLED TOOLS

ICT enabled teaching is popular during the pandemic of COVID-19. IQAC initiated and conducted workshops, FDPs, webinars to train teachers in the usage of online tools for teaching. Virtual and digital classrooms and personal laptops are utilized to make teaching effective through a systematic time table. The application of online assessment in objective and descriptive mode is also in practice. The staff utilized online communicative tools such as zoom, google meet, cisco webex, google classroom, whatsapp, kahoot and testmoz etc., The teachers share video lessons through Learning Management System, You Tube links, prepared materials to the students. The staff uploaded the recorded lessons and online teaching class links in the website of Commissionerate of Collegiate Education, Andhra Pradesh.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:**

**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 |
|---------|---------|---------|---------|---------|
| 20      | 20      | 20      | 20      | 20      |

| File Description                                                                                                          | Document                      |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                               | <a href="#">View Document</a> |

**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:**

**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 |
| 9       | 11      | 12      | 11      | 8       |

| 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. | <a href="#">View Document</a> |
| Institution data in the prescribed format                                                                                                                       | <a href="#">View Document</a> |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities                                                                                    | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                                                     | <a href="#">View Document</a> |

**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:**

GDC, Ravulapalem conducts evaluation transparently. The University's academic schedule is rigorously adhered to for both curriculum delivery and administration of internal exams. Faculty members brief the students on the aspects of assessment at the start of the semester. The schedule for the internal evaluation tests are created and distributed to students well in advance. Two invigilators are allocated to each hall to ensure the correct administration of formative exams. Within a week, the faculty complete the evaluation besides heads scrutiny. The valued answer sheets are distributed and issues are resolved right away. The department notice board displays the students' test scores of internal assessments and are submitted to the university. The student must frequently produce lab records, noting the values in observation and validating the theoretical aspects. For lab courses, the university-appointed external examiners will assign the students' grades/marks. The external examiners administer practical exams and viva voce, do record checks, and assign grades/marks. External examiners chosen by the affiliating university evaluate the projects with subject teachers. A jumbling mechanism for semester-end exams is being implemented to ensure transparency and ethical practices.

**Department Level:** All the students receive the internal exam answer scripts to check the marks given in relation to their responses. The relevant faculty member quickly addresses any concerns raised in the internal review. Regarding assignments, faculty members grade them using criteria that is communicated with the students in the classrooms and in WhatsApp groups. The rubric includes factors of content, cognition level, timely submission, clarity, and content presentation. In order to protect the integrity of the marks provided and to address any complaints, the evaluated assignments are returned to the students.

**Institution Level:** The Institute forms an examination committee to ensure the success of affiliated university examinations. Any issues that students may have are handled by an observer, designated by university. In cooperation with the Principal, the concerns raised during the administration of theory exams are taken into consideration for discussion. If the grievance is beyond of their purview, they refer it to the university for resolution.

### **Time- bound and efficient grievance redressal system**

Internal examination-related complaints are investigated by the examination committee, under the direction of the Principal, and necessary action is taken to resolve issues. The college's prospectus, website and main notice board contain the exam code of conduct. The answer sheets are valued and the students are provided response sheets. Any complaints about the evaluation are immediately resolved. Internal exams results are recorded in the departmental and central marks registers. Suggestion box is kept in the office room for students to post questions about the examinations. Circulars, the Public Address System, and WhatsApp groups are used to disseminate information regarding exams. The queries related to results, corrections in mark sheets, other certificates issued by University are handled at AKNU examination section after forwarding from college. Students are allowed to apply for revaluation, recounting and challenged evaluation by paying necessary processing fee to university if they are not satisfied with the university evaluation.

|                                         |                               |
|-----------------------------------------|-------------------------------|
|                                         |                               |
| <b>File Description</b>                 | <b>Document</b>               |
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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:**

All the students are informed of the program outcomes, program-specific outcomes, and course outcomes of all running programs at UG level i.e, B.Sc. (Mathematics,Physics,Computer Science,Mathematics,Physics,Chemistry, Internet of things, Botany,Zoology,Chemistry, Horticulture,Botany,Chemistry), B.A (History,Economics,Political Science), and B.Com (ComputerApplication, General). Graduate attributes are described to the first year students at the commencement of the programme. For the benefit of the students, copies of the prescribed syllabus are kept in each departmental register, departmental display board, oral announcements in the class rooms, and soft copies are made available in the college website. Following a discussion among the concerned teachers, POs, PSOs, and COs are drafted. The intended course outcomes assist the stakeholders in obtaining employability, entrepreneurial, managerial, communication, marketing, technical, and application skills, among others, during the program's training phase. The teachers use the information learned in refresher and orientation programmes to frame the course outcomes in line with the New Education Policy 2020 and current employability trends. The goal of the value-added, life-skills, and skill-based courses is to mould students' personalities and develop the human resources required for a developed society and country. The course outcomes show the information and competencies the students can gain after completing the course, which reflects the cognitive part of the course. Each teacher outlines the course objectives in the very first lesson and records them in the teaching diary as well. Each course's objectives are listed in the learning materials that teachers have prepared. Each unit's outcomes are also discussed during the pre-teaching session, or when introducing each unit, to allow students from a variety of backgrounds and social strata to analyse the outcomes for a deeper comprehension of the course. The teachers share the programme objectives with students from all departments throughout the Student Induction Program, which lasts a minimum of seven days. In departments where the programme outcomes were clearly articulated by the involved staff in their departments, the organisation of orientation programmes for newly recruited students has been a standard practice. Students' Whatsapp groups are also supplied the programme and course outcomes. While delivering the courses, the necessary pedagogical techniques, learning resources, and pertinent extracurricular activities like guest lectures, field trips, etc. are prepared. The importance of the learning

outcomes has been communicated to the teachers in every IQAC Meeting and Staff Meeting.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

#### **Evaluation of Outcomes**

Every programme that the college offers has a clearly defined learning outcome. Beginning with a clear definition and mapping of course outcomes to programme outcomes, evaluation of achievement levels for course outcomes can begin. Throughout the six semesters, the results are rigorously evaluated. The performance of the students on summative (External) and formative (Internal) evaluations in the courses is used to calculate the assessment of attainment of POs and COs. The final exam given by the affiliating university at the end of each semester, which accounts for 75% of the assessment in a course, serves as the summative evaluation for theory during each semester.

The remaining 25% of the grade is based on the student's internal evaluation, which includes home assignments, individual/group projects, seminar presentations, attendance, and involvement in environmentally friendly activities. Internal examiners perform evaluations for practical exams held at the conclusion of the odd semester. An external examiner grades the practical tests that are given at the conclusion of each even Semester. The departments continuously track the students' learning progress, and concerned teachers and mentors take the required action to help students meet their course objectives. The scores earned by the student in their internal and external evaluations serve as the basis for measuring the student's Direct Attainment levels of COs, POs, and PSOs:

The advancement of students into higher education, placements, and analysis of feedback gathered from current students, institution and alumni are all used to measure indirect attainment of COs, POs, and PSOs.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:****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 |
| 114     | 62      | 95      | 81      | 90      |

**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 |
| 130     | 85      | 135     | 133     | 124     |

| File Description                                                                                                                                                                                      | Document                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format                                                                                                                                                           | <a href="#">View Document</a> |
| 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. | <a href="#">View Document</a> |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students                                                                                              | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                                                                                           | <a href="#">View Document</a> |

**2.7 Student Satisfaction Survey****2.7.1**

**Online student satisfaction survey regarding teaching learning process****Response:**

| <b>File Description</b>                                      | <b>Document</b>               |
|--------------------------------------------------------------|-------------------------------|
| Upload database of all students on roll as per data template | <a href="#">View Document</a> |

## 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:**

**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                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 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 has created an Ecosystem for innovation and research, gives incubation for creation and transfer of knowledge. The institution has UG curriculum. To improve the quality of teaching and learning methods, it has taken initiation to adopt the use of technology for transfer of knowledge. Lecturers use innovative teaching methods to deliver lectures for knowledge sharing including PPTs, ICT methods using virtual class rooms. To improve teaching skills, knowledge and for continuing professional development lecturers are encouraged to deliver lectures in neighboring colleges, invited talks, presenting lectures in MANA TV and other faculty forums etc. The department of computer science conducts many Faculty Development programs to improve initiate nowal teaching and learning methodology.

All the departments are encouraged to run certificate courses, apart from regular UG curriculum to create interest and enhance knowledge in the respective subjects. Other initiatives for creation and



transfer of knowledge include educational field trips, Seminars, Project works, Group discussions, cultural activities etc. Lecturers are also encouraged to conduct seminars/conferences in their respective subjects which initiate research temper apart of creating ecosystem for innovation among the students and faculty. The faculty members are encouraged to publish research papers in various journals. The college has collaboration with various institutions through MOUs.

As an initiation towards establishing Incubation Centre, the Departments of Botany and Horticulture, took up an activity in creating nursery beds and cultivating green/leafy vegetables such as amaranth, fenugreek, spinach dock, and coriander in the college campus. This has encouraged the biology students to develop their marketing and horticulture skills as a result, Amount has been generated and used for setting a extra number of nursery beds and knowledge is transferred to other students too.

The department of Zoology has set an example by creating vermicompost from the campus green trash in order to inspire students and manage the college green waste. The activity to turn green waste into compost has drawn the participation of the biology stream students. To create a decomposing mixture, Red Wigglers, White worms, and other worm species are used. Students make use of the created vermicompost in growing the vegetables. The vermi compost helps in increasing soil's physical, chemical, and biological fertility.

Through the certificate course in Photoshop, organized by Computer Science department, students discovered a solid foundation in digital imaging expert-level skills. This gained knowledge has been transferred to application and their future entrepreneurship.

The Physics department encouraged all the science students to demonstrate soil moisture testing by using Arduino boards. This resulted in gaining the knowledge of proper irrigation management and optimal yields. The students also showed how solar energy is produced, thus a scientific mindset is instilled among students

A unique project work done by the department of Telugu has created an ecosystem for innovation. Students are encouraged to give an elaborate report on their family lineage, importance of the village name, history of the temples, heritage and culture, rivers, food habits, transportation, ponds, agriculture etc. This instills the journalist temper in the students leading to research.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 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:**

**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 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 0       |

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

**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:**

**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 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 0       | 0       | 0       |

| File Description                                                                                                        | Document                      |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | <a href="#">View Document</a> |
| Link to re-directing to journal source-cite website in case of digital journals                                         | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                             | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                             | <a href="#">View Document</a> |

**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:**

**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       | 0       | 7       | 0       | 0       |

| File Description                                                                                                                         | Document                      |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of chapter/book along with the links redirecting to the source website                                                              | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                              | <a href="#">View Document</a> |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | <a href="#">View Document</a> |

### 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:**

Several awareness and extension programs are carried out by the institution to sensitize students and the neighbourhood community.

- The Women Empowerment Cell of the college has organized several programs to promote women empowerment. The members visited the nearby communities and created awareness about the importance of education for women. WEC Conducted Programmes in association with the local NGO called PARA such as National Women Teachers day, National Girl Child day, Workshop on Women Related Issues, Domestic Violence and Sexual Exploitation, counseling on Etiquette, World Human Rights Day. An awareness program on Mahila March-100 Days by the Women Empowerment Cell of the college in collaboration with ICDS (Integrated Child Development Service), Kothapeta and Mahila Police, Ravulapalem
- The college NSS unit adopted 2 nearby villages i.e., “ Ravulapadu and Komarraju Lanka” to Organize special camps . Some of the activities conducted in these villages are Plantation, Swatch

Bharath, Rally on plastic free villages. During COVID-19 pandemic lockdown period, NSS units actively participated in the following activities.

1. Distribution of Sanitizer bottles, vegetables, masks to every family in the adopted villages.

2. Creation of awareness on Health and hygiene.

Students' participated in Janmabhoomi, Swatch Bharath and other rallies to raise awareness of medical and social issues is implemented.

- The department of Zoology and Red Ribbon Club conducted Blood Grouping Test, Blood donation programmes, Aids awareness programmes, basic First Aid Training programme. Environmental protection, disaster management, health and nutrition, the value of hygiene, environmental conservation, and community interactions are just a few of the activities that are carried out. All UG programmes include these activities, which encourage students to engage in community service and experiential learning.

Community service projects done by the Students under the Mentorship of faculty on various Social Issues like,, Women Empowerment, Water pollution, Digital transactions, Aquaculture, Village Demography, Village Governance, Tribal studies, Domestic violence, Environment protection ect,

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.4.2

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

##### **Response:**

The institution takes part in Swachh Bharat to promote cleanliness and a ban on plastic waste throughout the community. By concentrating on the growth of the rural population in the college's immediate neighborhood, the NSS unit of the college encourages students to participate in a variety of community service activities. The team has been working tirelessly to develop the two adopted villages, Komarraju Lanka and Ravulapadu in terms of health, cleanliness and hygiene. From 26th March, 2022 to 1st April, 2022, a special camp was being held with the involvement of 50 NSS volunteers of the college. As a consequence, the local grama panchayat awarded the college with a certificate of gratitude/appreciation. In addition to this, the Indian Red Cross Society, Andhra Pradesh, State Branch recognized the college for donating blood to the needy.

| Name of the activity    | Name of the Award/ recognition for the Institution | Name of the Awarding government/government recognised bodies   | Year of award |
|-------------------------|----------------------------------------------------|----------------------------------------------------------------|---------------|
| Voluntary Swachh Bharat | Certificate of Appreciation                        | GRAMPANCHAYAT, KOMARRAJULANKA, RAVULAPALEM MANDAL              | 2021-22       |
| Blood Donation          | Certificate of Appreciation                        | BUDDALA NAGARATNAM MEMORIAL VOLUNTARY BLOOD CENTER, AMALAPURAM | 2021-22       |
| Blood Donation          | Certificate of Appreciation                        | INDIAN RED CROSS SOCIETY                                       | 2017-18       |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 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:

**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 |
|---------|---------|---------|---------|---------|
| 3       | 3       | 5       | 2       | 3       |

| File Description                                                                                                                                                                   | Document                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates.                                                                                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                                                                        | <a href="#">View Document</a> |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | <a href="#">View Document</a> |

### 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:

| File Description                                                                                                   | Document                      |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | <a href="#">View Document</a> |
| List of year wise activities and exchange should be provided                                                       | <a href="#">View Document</a> |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise     | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                        | <a href="#">View Document</a> |

## 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 college has adequate teaching-learning resources. To meet the need of the growing number of students, a new building has been constructed with UGC funding in addition to the existing one. In total, there are **10** classrooms (a seating capacity of **60** students), **3** Digital classrooms and 6 laboratories. All the staff and students utilize these resources by following a weekly routine for all courses.

There are **61** desktop computers, **6** projectors, **3** Laptops to address the day-to-day requirement of Power Point presentation and providing lecture handouts to students. One RO plant is installed to serve the drinking water to the students & staff.

**Safety Generator:** The college has one Generator with **125 KVA** to back up the energy needs of classrooms and other necessities. **10 KW** solar system is installed to generate non-conventional alternative energy. **50KV UPS** equipment in laboratories and administrative offices sustain the energy needed to avoid breaks.

**Seminar Hall/Mana TV Room:** The college has one seminar hall of **100 seating** capacity and a stage with lectern. This is being utilized to watch **live telecast** of online and recorded video lessons on different topics given by faculty across the state as per the schedule released by the **Commissionerate of Collegiate Education, AP, Vijayawada**. A few of our faculty members also presented lessons on MANA TV platform. The college has one Virtual classroom and three **ICT Digital Rooms** enabled for audio-visual presentation, which is often more appealing.

#### Sports Activities

The college has the basic facilities for sports. It has ample area where the students engage in outdoor sporting activities like Shuttle Badminton, Kabaddi, Volleyball, Throwball, Cricket, etc. There are common rest rooms for boys and girls. The college is striving hard to arrange for a better ground where students can be entertained more. The following facilities are used by the students for sports and games activities.

- **Fitness centre** - where students do exercises for fitness and practice Yoga in the college regularly.
- **Ground-** an approximate area of 2 acres which is utilised by an approximate of 50 students and

above. The ground has facilities for outdoor games such as Football, Volleyball, and Cricket, etc.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

#### 4.1.2

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

**Response:**

**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 |
| 1.12    | 11.14   | 1.00    | 7.68    | 1.15    |

| File Description                                                                                                                                                                                                              | Document                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format                                                                                                                                                                                   | <a href="#">View Document</a> |
| 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 infrastructure augmentation should be clearly highlighted) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                                                                                                                   | <a href="#">View Document</a> |

## 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:**

As Learning Resource Centre of the college, the library has a total of 14,657 books and 12 journals. Its prompt and effective services are in synchronization with the changing needs of the academic community, which is moving towards electronic resources such as e-books, e-journals, and databases. The library is enriched with the subscription to e-resources of N-list. The faculty and the students have remote access to 6000+ journals and 1,99,500+ e-books through N-List, and 6,00,000 e-books through National Digital Library.

The library also has 30 CDs & Videos related to various subjects for e-learning. An e-learning centre in the library with three computer systems helps the students to access these and other e-resources. The library is fully Wi-Fi enabled for this purpose. In addition to the various resources, Library as Learning Resource Centre hosts a magazine lounge. The library has subscriptions to 4 newspapers in Telugu and English. There are separate reading rooms for students and the staff, where they can meet and discuss to enrich their knowledge.

The Commissioner of College Education, A.P initiated the process of automation of Libraries of Government Degree Colleges in collaboration with INFLIBNET, Gujarat in 2005. In this connection, SOUL (Software for University Library) version 1.0 was issued to this college with which Library was partially updated in 2010. This software provides UNICODE based multilingual support for Indian and foreign languages. Later it was replaced by the SOUL-2.0 version in 2023.

The college library portal is a gateway to its resources and services. It helps users to discover high-quality, relevant web-based information quickly and effectively. The portal provides direct links to e-resources of N-List, INFLIBNET SHODHGANGA, Integrated e-content Portal, SWAYAM, Swayam Prabha TV and National Digital Library.

Readership: Library membership is free to all Staff and Students of the college. The library is kept open on all working days between 9:30 a.m. to 05:30 p.m. Currently, the Library is catering to the needs of more than 70 readers, including students, teaching, and non-teaching staff on a daily basis. Apart from this, the college has 419 active N-list users.

An average annual amount of Rs 54,000/- was spent on the purchase of books, subscriptions to journals/e-resources and newspapers, etc. during the last five years.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**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 Principal, IQAC Coordinator and Library Committee periodically check the internet services. Software upgrades and maintenance are carried out when required and the department of Computer Science/Applications monitors the internet facilities of the college.

- Periodic system maintenance and software and programme updates are performed.
- All of the lecturers receive computer awareness training (FDP) from the college through IQAC.
- The college provides faculty with sufficient access to computers & LCD projectors.
- LED screens are utilised for IT teaching and MANA TV programmes.
- Programmes and lectures of Commissioner of Collegiate Education, A.P, Vijayawada are viewed regularly online through MANA TV and digital classroom.
- Both instructors and students have access to a Wi-Fi facility bandwidth of 100 Mbps for the purpose of educational materials and online classes.
- The faculty is given audio-visual aids to help in multimedia instruction.
- Resources for ICT are used by JKC.
- The college is student-centric by employing IT resources and has always put the student at the centre of the teaching-learning process.
- A virtual classroom is available at the college to encourage more IT-based education.
- The lecturers occasionally receive orientation training to keep their understanding of ICT usage by Computer Science faculty and CCE training programmes.
- Lecturers incorporate ICT based teaching into their respective timetables.
- The use of IT resources is encouraged when attending seminars and workshops held by various departments at the institution and at other colleges.
- Faculty in computer science and computer applications, as well as a JKC mentor, are always on hand to help with any ICT-related needs.
- The college also has a public address system for announcing academic information.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:****4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 51

| File Description                                                                                          | Document                      |
|-----------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased                                     | <a href="#">View Document</a> |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                               | <a href="#">View Document</a> |

**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:****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 |
| 1.22    | 2.93    | 0.29    | 1.25    | 1.05    |

| File Description                                                                                                                                                                                                                | Document                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Institutional data in the prescribed format                                                                                                                                                                                     | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                                                                                                                     | <a href="#">View Document</a> |

## 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:**

**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 |
|---------|---------|---------|---------|---------|
| 537     | 448     | 394     | 397     | 442     |

| File Description                                                                                                            | Document                      |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority.                               | <a href="#">View Document</a> |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | <a href="#">View Document</a> |
| Upload policy document of the HEI for award of scholarship and freeships.                                                   | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                 | <a href="#">View Document</a> |

#### 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:**

| 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) | <a href="#">View Document</a> |
| Report with photographs on ICT/computing skills enhancement programs                                                                                                                                                            | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                                                                                                                     | <a href="#">View Document</a> |

### 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:**

**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 |
| 27      | 32      | 33      | 39      | 34      |

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 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:**

| File Description                                                                                                                       | Document                      |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance                                               | <a href="#">View Document</a> |
| Proof related to Mechanisms for submission of online/offline students' grievances                                                      | <a href="#">View Document</a> |
| Proof for Implementation of guidelines of statutory/regulatory bodies                                                                  | <a href="#">View Document</a> |
| Details of statutory/regulatory Committees (to be notified in institutional website also)                                              | <a href="#">View Document</a> |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | <a href="#">View Document</a> |

## 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:**

**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 |
|---------|---------|---------|---------|---------|
| 0       | 17      | 23      | 16      | 20      |

**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 |
|---------|---------|---------|---------|---------|
| 130     | 85      | 135     | 133     | 124     |

| 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)                                           | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                                                                                                                                        | <a href="#">View Document</a> |

### 5.2.2

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

**Response:**

**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 |
|---------|---------|---------|---------|---------|
| 3       | 5       | 1       | 2       | 0       |

| File Description                                                                                                                     | Document                      |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                          | <a href="#">View Document</a> |

## 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:**

**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 |
|---------|---------|---------|---------|---------|
| 5       | 2       | 1       | 0       | 1       |

| File Description                                             | Document                      |
|--------------------------------------------------------------|-------------------------------|
| Upload supporting document                                   | <a href="#">View Document</a> |
| list and links to e-copies of award letters and certificates | <a href="#">View Document</a> |
| Institutional data in the prescribed format                  | <a href="#">View Document</a> |

**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:**

**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 |
|---------|---------|---------|---------|---------|
| 14      | 9       | 10      | 9       | 11      |

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

**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:**

The Government Degree College Alumni has established the "Gautami Godavari Government Degree College Alumni Association" (Register No: 130 of 2022). Membership requires an annual fee of Rs. 150, deposited in the association's bank account. These funds are utilized for programs like infrastructure development, and other initiatives benefiting the college and its students. The association possesses a bank account and PAN card with No: AAETG4087F. Additionally, the Alumni Association convenes biannually. The alumni committee consists of 11 members, with key positions held by the following individuals:

Sri M.V.Bhasakar Reddy - President, Sri R.Nageswara Rao - Vice-President, Sri PVSN Reddy - General Secretary, Sri D.Somaraju - Treasurer

**Objectives**

1. To include all alumni in the association
2. To provide friendly support to students studying in the college
3. To take social responsibility towards college and other social issues
4. To provide help and assistance for the development of the college.
5. To support games, sports, athletics etc. in the college
6. To assist the students of the college in pursuing higher studies and to excel in competitive exams.

**Activities of the association**

Alumini extends its services to:

1. **Academics:** The association provides books and study material to students.
2. **Development of playground:** The college's alumni association contributes to the development of the playground by maintaining a walking track. Additionally, in collaboration with the walker club, the association takes responsibility for spraying weed killer on the premises once a year.
3. **College beautification and cleanliness:** The association assists in various maintenance projects within the college, including the construction of internal roads, establishing a garden nursery, organizing clean and green activities, creating a College Profile Board, and conducting repairs for the main gate and inner walls of the buildings. Alumini is responsible for maintaining the fountain in the center of the college campus.
4. **Financial support to athletes:** Alumni provide financial support for training talented athletes and also offer financial assistance to coach students for Constable Training. For instance, Alumnus Sri P.V.S.N Reddy, a Physics Lecturer, has generously provided all the necessary financial assistance for P. Nagaraju, a B.A student in the college, to participate in an athletic meet

held in Kurnool city.

**5. Students' Internships:** Help in securing internships and community service projects.

### **Alumini Driven College Canteen**

The college canteen is operated and maintained by alumni on a rental basis, aiming to promote the entrepreneurial ventures of the college's alumni. The rental amount collected for the canteen is deposited into the CPDC (College Placement and Development Cell) account of the college.

Several alumni from our college have pursued higher education and chose the teaching profession. Some notable alumni in this regard who have extended their services in this college include: Sri PVSN Reddy- Lecturer in Physics, holds a Ph.D in Physics, Smt. K.Sridevi- Lecturer in Computer Applications, Sri D.Anil Kumar- Lecturer in Commerce, Sri A. Venkatesh- Lecturer in Political Science.

These alumni are a testament to the academic excellence and commitment to education fostered by our college.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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:

#### Vision

To develop the college into a multi-faceted educational institution by empowering quality education to the students of mixed sections and grooming them towards holistic excellence.

#### Mission

- To train all the students by the application of learner-centric method and quality education
- To explore the creative potential and critical thinking of students through hands-on and experiential learning.
- To foster positive attitude among the learners while encountering challenges of the rapidly changing world
- To strengthen underprivileged students for enabling sustainable livelihood, quality life and healthy environment
- To transform the students in upholding the principles of ethics leading to socially responsible citizens
- To imbibe emotional balance among students while coping with academic and peer pressure
- To empower the younger generation by exposing them to a wide culture of creativity and innovation

**NEP-Implementation:** Multi-disciplinary programmes such as HBC and MEIoT have been introduced as a first step towards NEP preparedness. Skill development courses such as Plant Nursery, Survey and Reporting, Tourism Guidance, Solar Energy, Poultry Farming have been introduced. The teaching learning process is student centric and activity based so that the POs, PSOs and COs achievement is maximized. Blended mode of teaching is followed using various online tools and all these strategies are in line with the NEP.

The institution adopts decentralized administrative practices to develop the college into a multi-faceted educational institution that provides quality education to the students, shaping them into skilled, self-reliant, morally upright and socially committed citizens. All the staff and students are involved in committees and all activities ensure transparency. The college accords operational freedom to various functionaries in academic, administrative and financial matters. Staff Council, IQAC, Academic Cell, Purchase Committee, CPDC, Accumulated Special Fee Committee, Restructured Special Fee Committee are the major committees involved in decision making. Students are also members in all these committees and thus trained in governance, leadership, and management.

Departments are given autonomy to plan their activities. Records and Registers are maintained at all levels. The IQAC works with the objective of sustenance, promotion and enhancement of quality in the institution. It also monitors data maintenance, submission of AQAR, Internal Audit and preparation for NAAC.

Academic Coordinator monitors academic affairs.

Women Empowerment Cell and Internal Complaints Committee ensure the safety and security of the women students.

The Purchase Committee deals with all the purchases of equipment.

RUSA Committee monitors the construction and renovation works

The Special Fee Committee suggests the proper utilization and diversification of the fee collected for definite purposes to enhance the quality of education and institutional development.

Grievance Redressal Committee records the grievance of the students and takes necessary measures for their redressal.

JKC monitors Job Drives, skill orientation, placement and student progression.

Examinations committee is authorized to conduct examinations as per university norms.

The college NSS unit promotes service and social responsibility among the students.

The Website Committee uploads the institution's daily activities to function in a dynamic way.

Alumni Association carries out a number of activities in the college like beautification, internal roads and running track etc.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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:**

Through action plans, academic and administrative activities, and periodic reviews of the relevant results, perspective plans are developed and implemented each year.

The following are included in the development perspective plan:

- To nurture and facilitate student-centric growth while achieving excellence in academics, teaching, and learning.
- To offer improved infrastructure facilities.
- To increase the institution's social relevance to locate funding sources.
- To provide students with the knowledge, direction, instruction, and support they need.
- To improve the students' soft skills and domain knowledge through the Jawahar Knowledge Centre (JKC).

The departments created their own strategic plans with these objectives in mind. Academic members from each department or unit visit premier institutions to identify best practices. This not only strengthens the college but also highlights areas for improvement. This planning programme helped the college in obtaining ISO certification.

**Administrative set up:** The Commissionerate of Collegiate Education (CCE), A.P., is the apex body regarding governance, administration, and service matters for all the government degree colleges in the state. The college is administered by the principal. The Vice-Principal assists the principal in administration. Several committees are framed with Teaching/Non-teaching staff and students to ensure decentralization and effective management. The non-teaching staff supports the principal in administration. The examination and admissions are monitored by the Academic Coordinator. The IQAC is responsible for sustaining the Quality culture of the Institution.

**Internal Quality Assurance Cell (IQAC):**

The development and application of quality benchmarks and parameters for various academic and administrative activities of the institution have been done by the college IQAC.

**Functions of IQAC**

- Facilitating the creation of a learner- centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback response from students, parents, and other stakeholders on quality-related institutional processes.
- Dissemination of information on various quality parameters of higher education.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/ activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality- related activities, including adoption and dissemination of best practices.
- Development and maintenance of institutional databases through MIS for the purpose of maintaining / enhancing the Institutional quality.

- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

#### CPDC FUNCTIONS:

- Generates funds through donations/contributions and utilizes them to the college development.
- Ensures communication between the academic community and business/industry.
- Assists the college administration in creating plans for strategic development.

#### Appointment and service rules, procedures

The institution adopts government policies for administrative setup and appointment of staff. It follows AP Subordinate Service Rules for service matters. It adopts the procedures laid down by the Government of Andhra Pradesh, the Commissionerate of Collegiate Education, Andhra Pradesh State Council of Higher Education, and the Affiliating University (AKNU), Rajamahendravaram.

| File Description                                                       | Document                      |
|------------------------------------------------------------------------|-------------------------------|
| Upload Additional information                                          | <a href="#">View Document</a> |
| Institutional perspective Plan and deployment documents on the website | <a href="#">View Document</a> |
| Provide Link for Additional information                                | <a href="#">View Document</a> |

#### 6.2.2

##### *Institution implements e-governance in its operations*

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

#### Response:

| File Description                                                                                      | Document                      |
|-------------------------------------------------------------------------------------------------------|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI                         | <a href="#">View Document</a> |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | <a href="#">View Document</a> |

## 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:**

#### **Performance Appraisal of the Teachers:**

The performance appraisal of the teaching staff is made by the Annual Self-Appraisal Report (ASAR)

The ASAR comprises two categories.

Category I: Teaching: It is to be put into practise for each lecturer to participate in the practical, tutorials, and other teaching related activities as much as possible.

Category II: Activities: All the teachers are actively involved in the activities of the college related to the students or research. On the basis of documentary evidence, IQAC scrutinises it and forwards it to the principal for awarding scores, which are later uploaded to the Commissionerate website. API scores will be considered in teacher awards, transfers, and career advancement schemes.

**Non-teaching staff:** The principal has the authority to maintain confidential reports of both teaching and non-teaching staff of the institution and produce them at the time of their promotions and transfers.

#### **Welfare measures**

The institution provides various welfare schemes to all the teaching and non-teaching staff according to government rules. It creates healthy, loyal, and satisfied employees for the organisation and enhances work efficiency.

The following welfare schemes are available for teaching and non-teaching staff:

1. Leave Facilities: 15 days of casual leave per year.
2. 7 days of special casual leave for the year
3. 5 days of optional holidays for the year
4. 20 days of medical leave for the year (commutable to half-pay leave)
5. 180 days of after-maternity leave
6. 15 days of paternity
7. Childcare leave is sanctioned to both Teaching and Non- Teaching staff as per Government norms.
8. Compensatory Leave is sanctioned to both Teaching and Non- Teaching staff as per Government norms. When an employee is required to work for half a day or less, two such half days should be taken equivalent to one full day for the purpose of grant of compensatory leave. Where necessary half a day's compensatory leave may be given.

#### **Provident Fund**



The institution extends the facility of the Employer Provident Fund to the members of both teaching and non-teaching staff.

### **Andhra Pradesh Group Life Insurance (APGLI)**

APGLI is mandatory for all eligible state government employees and for other local body employees for whom the state government notifies this scheme as mandatory. Premiums are fixed according to pay scales.

### **Earned Leave**

Earned leave is sanctioned to both Teaching and Non- Teaching staff as per Government norms.

### **Health Cards**

Health cards are sanctioned to both teaching and non-teaching staff as per government norms.

### **Welfare Measures for Only Non-Teaching Staff:**

Festival Advance

| <b>File Description</b>                 | <b>Document</b>               |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### **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:**

**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 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                            | Document                      |
|---------------------------------------------|-------------------------------|
| Institutional data in the prescribed format | <a href="#">View Document</a> |

**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:**

**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 |
| 8       | 14      | 6       | 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 |
| 8       | 8       | 8       | 8       | 8       |

| File Description                                                                                                                     | Document                      |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | <a href="#">View Document</a> |
| Institutional data in the prescribed format                                                                                          | <a href="#">View Document</a> |
| Copy of the certificates of the program attended by teachers.                                                                        | <a href="#">View Document</a> |
| Annual reports highlighting the programmes undertaken by the teachers                                                                | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                          | <a href="#">View Document</a> |

**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:**

Government Degree College, Ravulapalem, develops a strategic plan for resource mobilization in addition to the income from self-financed programmes, which goes beyond the salary grant obtained from the Government of Andhra Pradesh. As a non-profit organization that serves the needs of many societal groups, the college is concerned with maintaining a reasonable tuition fee for its students. With the help of IQAC, the college has strived hard to get RUSA funds worth Rs. 2.00 crore under RUSA 1.0. Out of this total sanction of Rs. 2.0Crore, Rs.70.00 lakh was earmarked for the construction of new buildings, Rs.70.00 Lakh for the renovation / upgrade of existing facilities, and Rs.60.00 Lakh for the purchase of equipment. The institution makes every effort to raise money and use it wisely, with the goal of achieving quality and excellence.

**The funds were received from the following internal sources:**

To cover the increased costs incurred to run the courses, a special fee, a fee for restructured courses, a fee for self-financed courses, and a fee for skill development courses are determined.

The government of Andhra Pradesh has framed the audit mechanism for all government educational institutions. The Accountant General, A.P., is the external auditor for the government institutions, and the audit team of the Commissionerate of Collegiate Education or Regional Joint Director of Collegiate Education shall perform the internal audits [inspections] periodically.

However, the accounts and treasury figures will be added up each month. If there are any errors or deviations, they will be fixed right away. The amount spent on salaries, student enrolment, admissions, leave-on-duty, special fee usage, and other expenses will be scrutinized. The local auditor verifies the annual financial statements and performs routine account audits.

In addition to the process, the principal annually performs an internal audit to ensure the accuracy of the various internal departments, sections, and accounts. Strategies for resource mobilization from alumni, philanthropists, and faculty have worked well. Under the classroom adoption scheme, the III B.Com.room was adapted and renovated for an amount of Rs. 76,000 by Mr. and Mrs. Sudhakar Venturi, nephrologists in the UK. Sri.TYHAG Gandhi, former lecturer in Physics of the college, spent an amount of Rs. 45,000 to establish Sir. C.V. Raman Statue in the campus, and a RO water plant worth Rs. 2.5 lakh has been donated by Christian Missionary. Rs. 3000/- has been donated by Dr.VVSSN Reddy, lecturer in Physics towards students sports event expenses.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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:

Every year, the IQAC undertakes a periodical review of teaching-learning activities such as department activities, annual academic plans, teaching diaries, teaching notes, bridge courses, remedial coaching, implementation of ICT-based pedagogical methods, etc. To make the teaching and learning process more effective, the IQAC has taken many initiatives.

The following are some of the IQAC quality initiatives:

- The IQAC reviews and reforms the teaching-learning process based on feedback from stakeholders.
- To facilitate student-centric methods in teaching and learning, the Curricular Plans are designed to outline the pedagogy methods combined with curricular, co-curricular, and extracurricular activities.
- In addition to the lecture method, the IQAC suggests a number of student-centric pedagogy tools such as PPTs, AV aids, group discussions, projects, classroom seminars, role plays, surveys, etc. to strengthen the teaching-learning scenario.
- To enhance the quality of learning, three digital classrooms, one ICT classroom, and two virtual classrooms were established.
- Hands-on experience is provided to students through internships, project work, and field trips.
- Seminars and workshops were organized to supplement the teaching and learning activities.
- The faculty is deputed on duty to participate in orientation and refresher courses, seminars, workshops, or any skill development programme.
- Teaching and learning are also strengthened by the introduction of certificate courses, foundation courses, and skill development courses.
- The IQAC conducts a post-result review wherein the faculty of the course in which students have performed poorly is requested to come up with reasons and remedial measures.
- JKC was established as an IQAC initiative that facilitated pre-placement training, career guidance, and skill development programmes organized by academic bodies and placement cells.

#### Review of the Teaching and Learning Process

The IQAC prepares and monitors the timetable with the help of a timetable committee. Any deviation

from this is brought to the notice of the individual teacher and the head of the department. At regular intervals, student feedback is collected and analyzed to evaluate the teaching, learning, and evaluation processes, and the outcome is discussed with concerned lecturers. Result analysis is also an integral part of the review. Internal and external academic audits augment the review of the teaching, learning, and evaluation processes. The IQAC reviews the teaching methods followed by the teachers as reflected in self-assessment forms. To keep up with emerging trends, IQAC has proposed modern ways to improve teaching and learning processes.

### **Institutional Calendar:**

At the beginning of each academic year, IQAC frames the institutional calendar, based on all departments action plans by incorporating curricular, co-curricular, and extracurricular activities and implementing them meticulously. The implementation is reviewed through staff council meetings, departmental meetings, circulars, and even informal interactions by IQAC. Any lapses are addressed immediately. Apart from this, any quality assured initiatives conducted by any department, committee, or cell of the institution are monitored, mentored, and implemented through participative management and internal coordination by IQAC. All these strategies and processes help take the institution to a higher level.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### **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:**

| File Description                                                                                                                      | Document                      |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period.                                                  | <a href="#">View Document</a> |
| NIRF report, AAA report and details on follow up actions                                                                              | <a href="#">View Document</a> |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                                           | <a href="#">View Document</a> |
| Link to Minute of IQAC meetings, hosted on HEI website                                                                                | <a href="#">View Document</a> |

## 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:**

- As a Government college, our vision rests on creating a safe space for our students and providing a gender-sensitive empowering education. The college firmly believes in gender equity and sensitization. Hence, curricular and co-curricular activities are included to promote inclusivity, equality, and respect for all genders. The college has organized a good number of awareness events related to gender equity each year: 2017-18(10); 2018-19(13); 2019-20(12); 2020-21(16); 2021-22(8).

#### **Gender Equity & Sensitization in Curricular Activities**

The college encourages gender equity in curricular activities by creating a learning environment where students of all genders have equal opportunities, representation, and access to educational resources. It aims to challenge and overcome gender biases and stereotypes by integrating gender perspectives across different subjects and disciplines. Key considerations include:

- **Inclusive Curriculum:** The college has incorporated various aspects of human ethics and values such as personal values, social values, and moral values to promote value education among the student community. The curriculum includes topics like Professional Integrity, ensuring respect & equality among the genders, protecting privacy, and building trusting relationships. Thus, a conducive environment for promoting gender equality is accomplished.

#### **Gender Equity & Sensitization in Co-curricular Activities**

The college ensures the safety and well-being of both genders without any kind of discrimination. The practices followed by the college to achieve gender equality include:

- **Gender-Inclusive Clubs and Organizations:** The college's Women Empowerment Cell, actively works towards empowering women on campus with an objective to eradicate gender discrimination. The WEC organizes events, webinars, and awareness campaigns on topics such as "Gender Discrimination", and gender-related issues. It also focuses on issues like "Human Rights", and "Anti-human trafficking" to empower the girl students to protect themselves from such antisocial acts. The Discipline and Anti-Ragging Committee is constituted to observe gender equity along with general discipline on the campus.

- **Sports and Physical Activities:** Students are given equal opportunities to participate in sports events without any gender discrimination. The college encourages both boys and girls to take part in various sports events like Kabadi, Boxing, and weight-lifting to name a few. The gymnasium on the campus is accessible to all students and staff members, both men and women of the college, without any gender disparity to keep them fit and healthy. Self-defense training sessions are exclusively arranged for girl students to make them self-reliant.
- **Arts, Culture, and Creative Expression:** The college ensures to encourage students to express themselves creatively through arts, drama, and music programs. Cultural programs such as singing, dance, mehandi, and rangoli competitions are conducted on days like Republic Day, Women's Day and College Annual Day. Such programs provide a platform for both boy and girl students to explore and challenge gender norms, and gain understanding through their creative work.
- The Proctor System is followed so that the students can have direct access with the faculty.
- Separate ladies room is provided to ensure girl students' privacy.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 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:**



| File Description                                                                      | Document                      |
|---------------------------------------------------------------------------------------|-------------------------------|
| Policy document on the green campus/plastic free campus.                              | <a href="#">View Document</a> |
| Geo-tagged photographs/videos of the facilities.                                      | <a href="#">View Document</a> |
| Circulars and report of activities for the implementation of the initiatives document | <a href="#">View Document</a> |
| Bills for the purchase of equipment's for the facilities created under this metric    | <a href="#">View Document</a> |

**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:**

| File Description                                                                                                             | Document                      |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | <a href="#">View Document</a> |
| Policy document on environment and energy usage Certificate from the auditing agency                                         | <a href="#">View Document</a> |
| Green audit/environmental audit report from recognized bodies                                                                | <a href="#">View Document</a> |
| Certificates of the awards received from recognized agency (if any).                                                         | <a href="#">View Document</a> |

**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 conducts a Cultural Fest in the month of January every year. Activities promoting culture and tradition are encouraged.

### **Cultural & Regional Diversity**

The institution is paired with Government College, Punjab as a part of “Ek Bharath Sreshth Bharath Programme (EBSB)”. The students of the college interact with the students of Punjab through EBSB club. Several activities are organized by this club for promoting mutual cultures.

### **Linguistic Diversity:**

It is scientifically proven that learning mother tongue improves the learning ability of an individual drastically and hence the college organizes programs such as “Telugu Bhasha Dinostavam”. Erudite personalities in the field of Telugu literature are invited to address the students and staff.

Newspapers and Magazines in Telugu and English are kept available in the college Library.

### **Communal Diversity:**

The college being located in a rural place of the state, the students and staff of the college are from different communities and from different strata of society with diverse socioeconomic backgrounds.

This helps students to learn, accept and respect all cultures, thus creating communal harmony in the college.

The college takes up programs such as “AIDS AWARENESS RALLY” with the intention to create awareness among the students and also the public about the symptoms and causes of HIV/AIDS.

“Swatch Pakhwada” is also conducted in the institution.

### **Sensitization of students**

The Center for capacity building of the college has conducted classes on constitutional values for students.

The college has an active National Service Scheme (NSS) unit where students engage in community service programs.

The Red Ribbon Club organizes BLOOD DONATION CAMP to inculcate the service motto in students and extend a helping hand to the needy by donating blood.

The Department of Political Science celebrates Constitution Day and thus creates awareness among students about the constitutional values, rights, duties, and responsibilities of every citizen. It is celebrated in view of teaching the students not just their rights but also about their duties as responsible citizens of the country.

National Constitution Day literary competitions are held on topics related to the constitution to promote knowledge about the Indian Constitution.

The Political Science department also celebrates Voter's Day to help the students understand more about democracy.

The college celebrates the Birth Anniversary & Death Anniversary of great leaders and freedom fighters of our Nation to make the students aware of the sacrifices of great people and thus imbibe good values in them.

Every year on National day (Independence Day and Republic Day), the National Flag is hoisted and National Song is sung on this occasion which instills the feeling of patriotism in the students.

Swatch Bharat is strictly followed in the college. Students and staff actively participate in cleaning the premises of the college.

The college believes that cleanliness and sanitation is one of the most important aspects that should be taught to students to make this globe a good and healthy place to live.

The college timetable has weekly classes on Human values and Professional Ethics.

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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-1**

**1. Title of the Practice:** Community-Centered Experiential Learning

**2. Objectives of the Practice**

- To cultivate empathy and social awareness
- To help the students acquire new skills and knowledge.
- To promote ICT use by students in delivering class seminars.
- To focus on the learning process rather than the outcome.

- To enable students to see and experience science in action.

### 3. The Context

Experiential education for social welfare involves students actively participating in service projects that address social issues or meet community needs, while also reflecting on their experiences and connecting them to the curriculum. Involving students in such activities will inspire them to take up social welfare as a vocation. Learning by doing is action-oriented. It helps the learners to acquire new skills and knowledge. It is the process whereby students make sense of their experiences, especially those experiences in which they actively engage in making things and exploring the world. There is more focus on Outcome Based Education, which eventually changes the perception of earlier learning methodologies.

### 4. The Practice

**Community Service Project:** “*Generosity of a few is hope for a million*”. Hence, students are involved in Community Service Projects. Qualities such as empathy and responsibility are increased by participating in such programs. It also increases social awareness and thus will help in having a harmonious community.

**Field Trips:** All the departments organize field trips/study tours in accordance with the syllabus prescribed by the university in order to offer the students a first-hand learning experience of the topic. Experiential learning at formal and informal field trips increases student interest and knowledge and thus gets motivated. Students engaged in such programs will have an edge over others.

**Class Seminars:** Students of all programs should give seminars on the topic assigned by the concerned teacher individually. By doing so, a student will overcome stage fear to improve communication skills. This practice helps the student gain additional knowledge and a better understanding of the subject.

**Certificate Courses:** Departments offer certificate courses for students. The market-oriented certificate courses help the students to acquire new skill sets apart from the prescribed syllabus.

**Preparing Exhibits:** Students of the Science group prepare working models and display them to the staff and students. Students from the humanities arrange food fairs/stalls which help them to improve their marketing skills. By participating in such programs, students learn to collaborate and work as a team.

**Internship:** Students are encouraged to do internships. Skills, such as communication, leadership, problem-solving, and teamwork can all be learned through an internship and utilized beyond that experience. Inter-personal skills of students are developed which boosts their self-confidence. A hands-on experience in a real-time working environment motivates and gives a direction to choose their career.

**Practical Experience:** The well-maintained laboratories enable the students to gain practical experience and also promote a research attitude.

**5. Evidence of Success:** Taking into account the student's rural background, this practice has helped them to gain self-confidence. Involving students in such programs will give them a platform to explore and learn.

## 6. Problems Encountered and Resources Required

- Finding slots with industries for student internships is a challenging task.
- Students being economically poor cannot afford to buy resources such as laptops and smartphones which have become essential these days in the path of learning.
- The Majority of the parents are not well-educated which gives the faculty a tough time, counseling them to let their children pursue higher studies.
- The majority of the students are from Telugu medium. Therefore extra efforts have to be put in by the faculty to combat the fear of communicating in English by them.

## BEST PRACTICE-2

### 1. Title of the Practice: Bilingual Bulletin via Public Addressing System

### 2. Objectives of the Practice

- To inculcate the habit of reading newspapers daily in students.
- To help them to improve their language skills and vocabulary.
- To strengthen their reading and writing abilities.
- To create a news-reading community in the college.
- To help the students overcome the fear of public speaking.
- To get an insight into the events happening locally and globally.

### 3. The Context

The intention of this practice is to make them equipped with the three E's namely Exposure, Excellence, and Experience. Due to less exposure and having been brought up in conservative families, students are extremely shy to make a public appearance.

### 4. The Practice

The College has made it an exercise for the students to read out daily news headlines in both regional language (Telugu) and in English at lunchtime. News from all corners is covered without any redundancy. By adopting this habit, students will be well-informed about current events happening in society. The college has incorporated a 'reading room period' in the college timetable. Students assemble in the reading room and discuss the various aspects of society. This helps them to voice their opinions. It gives scope for healthy discussions.

### 5. Evidence of Success

This practice has a very positive effect on students. Students are being well-informed about the events happening in society. Pupils are showing interest in reading newspaper daily, and are visiting the library frequently. This practice has provided a great sense of educational value. Their general knowledge is getting better day by day. They are showing interest to participate in the competitions like essay writing, elocution, and group discussions. It is evident that students have shown a remarkable improvement in public speaking and are using their discretion to opine on any issue. It is apparent that this habit separates

the Best from the Rest. Youth with rational thinking is a positive sign of a healthy, harmonious society.

## 6. Problems Encountered and Resources Required

The Majority of the students have obtained their school education in Telugu medium. It is a challenge to help them combat the fear of learning English. It is a time taking task to transform this practice into a habit. The power backup is limited to only one part of the college. Therefore, the college should take measures to arrange for alternative power resources in such eventualities.

| File Description                                      | Document                      |
|-------------------------------------------------------|-------------------------------|
| Best practices as hosted on the Institutional website | <a href="#">View Document</a> |
| Any other relevant information                        | <a href="#">View Document</a> |

## 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 distinctiveness of Government Degree College, Ravulapalem lies in the exceptional academic experience that it offers to its students through various curricular, co-curricular, and extra-curricular platforms. The institution strives to bring holistic development to every student. The college is located in a rural area and has students from socially and economically backward classes. Most of the parents suffer from low educational attainment. Thus it poses a big challenge for the college to empower the students.

The various activities to attain the vision and mission of the college are as follows:

**Academic activities:** The college has made a significant drift from teacher-centric methods to student-centric methods. The ICT classes have been made mandatory and thus eventually students have become familiar and comfortable with the digital mode of teaching. The use of ICT enhanced the learning experience of the student. The students can access the video lessons taught by experts anytime, anywhere that are available as a part of the Learning Management System.

#### Women Empowerment Cell:

**Activities conducted:**

The college conducts numerous activities under the umbrella of WEC. Continuous efforts are made to organize various events throughout the year that help to educate the girls' students. A need of the hour in this modern world is to be aware of different kinds of cybercrime. WEC ensures to conduct awareness programs by inviting police personnel, reputed lawyers, and social service activists to educate the students about life hacks. In addition to them, special programmes like Save Girl Child, Beti Padavo, etc., are conducted for the promotion of gender equity. Days of importance like Girl Child's Day, Savithri Bai Phule's Birthday, and International Women's Day are celebrated in a befitting manner.

Programs like Counseling and etiquette are also conducted. It is believed that **strong personalities build a strong nation**. The importance of Etiquette in this generation, the need of rising to the occasion as the values and etiquettes diminishing in the present generation are addressed. Classroom etiquettes, meeting etiquettes, eating etiquettes, and behavioral etiquettes are extensively imparted to the students through such programs.

WEC ensures that it reaches the girl students of other schools and colleges by observing Girl Child's Day at their campus. They are enlightened about how to protect themselves in times of crisis by using toll-free numbers 1098, 181,100,112. Slogans like "Balika ante kaadu bharam-bharathi ki bangaru haram" are made the theme of the day.

**Self-defense program:**

Self-defense training programs for girls are also organized to make them self-reliant. The women students of the college are given training in self-defense by qualified trainers. Masters N.GiriVenkata Ramana and M.Ganesh trained our students with many self-defense techniques. The institution deploys all its machinery towards the overall development of the women students including encouragement of students to participate in sports and games, yoga etc., WEC staff and student members supervised the classes. The outcome is visible in their success in academics and extra-curricular activities. Ms B. Vijaya Naga Lakshmi student of B.A won the National level Bronze medal in Kickboxing competitions held at Andhra University, Visakhapatnam. She fought against a woman student from Punjab University.

**STREE HITHA:**

StreeHitha embarked on molding the women students who enter its portals into powerful tools of social change by making the women students knowledgeable, strong, confident, and courageous. They are also made aware of their rights and privileges. They participate actively in rallies organized by NGOs on women's issues. The women empowerment cell also hosts a parenting awareness program for the parents of women students to make them aware of the importance of women's education in the wake of early marriages and the increased dropout rate of women students at the higher education level. Guest lectures on health & hygiene by eminent professionals, and Motivation Lectures by women achievers are some of the flagship programs organized by the WEC for STREEHITHA.

Outreach programs such as round table discussions on burning topics like Domestic Violence and Sexual Exploitation are also conducted. Women from nearby villages are also allowed to participate in such events. This gives a platform for the victims to share their experiences with domestic violence. Students are encouraged to put forward their opinions and suggestions on such issues.

Programs like anti-human trafficking are also conducted to build a society with human ethics which are fading out these days.

#### **MOUs:**

The institution has MOU with a local NGO called PARA - People's Action for Rural Awakening (PARA). The WEC organizes community outreach programs in collaboration with the local NGO called PARA - People's Action for Rural Awakening (PARA). WEC is devoted to Health and Hygiene. As the most common saying goes "Health is Wealth", it is believed that a strong body makes a sound mind. Thus, community-based health programs like Mega Health Camp are also arranged. In connection with promoting physical health awareness and maintaining dental hygiene, health, and eyesight, the Women Empowerment Cell of the college arranged a Mega Free Medical Camp ( Dental & Eye ), in collaboration with PARA-NGO, Ravulapalem.

A two-day workshop on women's issues in collaboration with PARA-NGO, and the college is also conducted. A direct interaction with the police personnel of the SI cadre is made available. The police officers shared some important directions on how to protect themselves from becoming victims of various social evils. Rescue methods and techniques are extensively discussed through various modes such as poster presentations, group discussions, etc.,

Our college is committed to empowering students in all aspects of life. It strives to change the conservative mindset to more radical and socialist thinking. Our motto is to see that students get equipped with all the necessary skills to become good individuals and thus a healthy society.

| <b>File Description</b>                      | <b>Document</b>               |
|----------------------------------------------|-------------------------------|
| Appropriate web in the Institutional website | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |



## 5. CONCLUSION

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### Additional Information :

In addition to providing high-quality instruction, the college aims to inspire the academic community on a daily basis. The college is renowned for its efficient examination procedures, is approved by the university, and is chosen as a centre to administer a variety of university exams. During the pandemic, faculty have taught students online. The College has donated blood and is a frequent contributor. All of the students are invited to a health camp. For female students, restrooms are being built. The staff has offered the community assistance during the pandemic by contributing service voluntarily. The mentor system is playing a vital role in grooming the students as responsible citizens through ward counseling at regular intervals. The College follows the green protocol through effective methods for waste management and water conservation. Blood Donation Camps and Health Camps are organized for all the students by Red Ribbon Club and NSS with the support of CPDC. Teachers are encouraged to participate in a number of online Faculty Development Programmes, seminars, conferences and workshops. Additionally, the college provides training in learning management systems (LMS) and content development for staff members. It is planned to ensure a good number of placements to our students in reputed companies through JKC and APSSDC by nurturing the skills. A full-fledged e-governance will be incorporated into administration in the coming years. The College oversees the Face Recognition System (FRS) of all the students and staff. All complaints regarding registration, payment, and the college selection process are handled through the Online Admissions Module for Degree Colleges (OAMDC).

### Concluding Remarks :

The slogan of Government Degree College, Ravulapalem is "**Vidyadhanam Sarvadhana Pradhanam**," as it intends to strengthen its competitive edge by providing high-quality education as knowledge is the most important wealth among all. The institution consistently works to realise this goal by upholding its vision and mission. By providing value-added and skill-based education, it aims to promote the students' overall development and help them become patriotic, environmentally sensitive, moral, socially responsible, accountable, and independent people. The college has grown significantly since its founding in 1981. Together with traditional programmes and certificate courses, the college provides a unique B.Sc. programme with Horticulture. From 2015, a choice-based credit system has been in place. In 1992, the college has received UGC 2(f) and 12(b). In 2018, the International Organization for Standardization (ISO) granted it certification for its Quality Management Standards. After a second round of surveillance, the certification was renewed. Experiential learning has been prioritized. Stakeholder feedback is gathered, analysed and actions are taken by IQAC. The college has the necessary infrastructure. A significant number of books and electronic materials have been added to the library. Modern teaching and learning processes are supported by adequate ICT infrastructure. Nine papers by faculty are published in different peer-reviewed journals. Students take part in charitable activities through NSS, Red Ribbon Club and Community Service Projects. 90.11% of students receive government scholarships. The College Planning and Development Council (CPDC), which is made up of many societal stakeholders, keeps tabs on the collection and application of donations from general public. The laws and regulations of the State government, the UGC, and the Commissionerate of Collegiate Education are followed with regard to the service norms, procedures, recruiting, and promotion of staff members. The college promotes facilities for gender equity and gender sensitization through WEC. The Women Empowerment Cell of the college in association with PARA, an NGO gives capacity building training to ST

community students of the college. These students are trained not just in the classrooms but also in formal and non-formal spaces such as campaigns, volunteer work, arts, sports, recreation etc. The institute utilises solar power and performs Environmental, Green and Energy Audits as well as water conservation measures. Infrastructure that is friendly to Divyangans is provided. Blood donation and community service camps are held and mentor-ward system is strong.

We submit the SSR of our college in an effort to improve our standards, which will allow us to transform the college into a skill-centered, research-oriented organisation to accommodate the wide range of student preferences.

## 6.ANNEXURE

### 1.Metrics Level Deviations

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| Metric ID | Sub Questions and Answers before and after DVV Verification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.2.1     | <p><b>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)</b></p> <p>Answer before DVV Verification : 11<br/>Answer After DVV Verification :7</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.4.1     | <p><b><i>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</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website<br/>Answer After DVV Verification: A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>                                                                                                    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2.4.1     | <p><b>Percentage of full-time teachers against sanctioned posts during the last five years</b></p> <p><b>2.4.1.1. Number of sanctioned posts year wise during the last five years</b><br/>Answer before DVV Verification:</p> <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>22</td><td>22</td><td>22</td><td>22</td><td>22</td></tr></table> <p>Answer After DVV Verification :</p> <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>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr></table>                                                                                                                       | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 22 | 22 | 22 | 22 | 22 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 20 | 20 | 20 | 20 | 20 |
| 2021-22   | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 22        | 22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 22      | 22      | 22      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2021-22   | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 20        | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20      | 20      | 20      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2.4.2     | <p><b><i>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)</i></b></p> <p><b>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</b><br/>Answer before DVV Verification:</p> <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>9</td><td>11</td><td>12</td><td>11</td><td>8</td></tr></table> <p>Answer After DVV Verification :</p> <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>9</td><td>11</td><td>12</td><td>11</td><td>8</td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 9  | 11 | 12 | 11 | 8  | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 9  | 11 | 12 | 11 | 8  |
| 2021-22   | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 9         | 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 12      | 11      | 8       |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2021-22   | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 9         | 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 12      | 11      | 8       |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |         |         |         |         |   |      |   |   |   |         |         |         |         |         |   |   |   |   |   |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|---|------|---|---|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 3.1.1   | <p><b>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</b></p> <p><b>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)</b></p> <p>Answer before DVV Verification:</p> <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>0</td><td>3.26</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <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>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : Claims made by the HEI are not for research grants, value has been updated accordingly</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 0 | 3.26 | 0 | 0 | 0 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 0 | 0 | 0 | 0 | 0 |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2019-20 | 2018-19 | 2017-18 |         |         |   |      |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 0       | 3.26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 0       | 0       | 0       |         |         |   |      |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2019-20 | 2018-19 | 2017-18 |         |         |   |      |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 0       | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 0       | 0       | 0       |         |         |   |      |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 3.2.2   | <p><b>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <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>1</td><td>8</td><td>5</td><td>1</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <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>1</td><td>1</td><td>1</td><td>1</td><td>0</td></tr></table>                                                             | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1 | 8    | 5 | 1 | 0 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1 | 1 | 1 | 1 | 0 |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2019-20 | 2018-19 | 2017-18 |         |         |   |      |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 1       | 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 5       | 1       | 0       |         |         |   |      |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2019-20 | 2018-19 | 2017-18 |         |         |   |      |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 1       | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1       | 1       | 0       |         |         |   |      |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 3.3.1   | <p><b>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</b></p> <p><b>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <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</td><td>4</td><td>0</td><td>2</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <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></td><td></td><td></td><td></td><td></td></tr></table>                                                                                                                                                                                                           | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2 | 4    | 0 | 2 | 1 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |   |   |   |   |   |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2019-20 | 2018-19 | 2017-18 |         |         |   |      |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 2       | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 0       | 2       | 1       |         |         |   |      |   |   |   |         |         |         |         |         |   |   |   |   |   |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2019-20 | 2018-19 | 2017-18 |         |         |   |      |   |   |   |         |         |         |         |         |   |   |   |   |   |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |         |         |         |         |   |      |   |   |   |         |         |         |         |         |   |   |   |   |   |

|   |   |   |   |   |
|---|---|---|---|---|
| 2 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|

Remark : Input for 2020-21 has been modified to 0 as the institutional affiliation is different in the article.

**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**

**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**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 7       | 0       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 7       | 0       | 0       |

**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 |
|---------|---------|---------|---------|---------|
| 5       | 5       | 12      | 4       | 3       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3       | 3       | 5       | 2       | 3       |

**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.**

Answer before DVV Verification : 13

Answer After DVV Verification : 3

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

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

Answer before DVV Verification : 51

Answer after DVV Verification: 51

**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*

**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**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 543     | 448     | 394     | 399     | 444     |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 537     | 448     | 394     | 397     | 442     |

**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: B. 3 of the above

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

**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**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 27      | 32      | 33      | 39      | 34      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 27      | 32      | 33      | 39      | 34      |

**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

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 45      | 32      | 45      | 31      | 40      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 17      | 23      | 16      | 20      |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 130     | 85      | 135     | 133     | 124     |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 130     | 85      | 135     | 133     | 124     |

Remark : Values updated on pro rata basis , considering HEI clarification response

**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**

**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**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14      | 6       | 2       | 2       | 2       |

Answer After DVV Verification :

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

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 |
|---------|---------|---------|---------|---------|
| 36      | 32      | 25      | 25      | 32      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14      | 9       | 10      | 9       | 11      |

6.2.2

***Institution implements e-governance in its operations***

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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 |
|---------|---------|---------|---------|---------|
| 22      | 14      | 7       | 6       | 3       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8       | 14      | 6       | 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 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 0       | 0       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8       | 8       | 8       | 8       | 8       |

Remark : Values for 6.3.3.2 has been updated as per data available in related attachments /IIQA

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

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**

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

Answer After DVV Verification: B. 3 of the above

Remark : S.No. 1,3 and 4 has been considered as per supporting documents

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Value has been updated as Audits done by the applicant institution must not be

considered. Also, claims made in extension activities / outreach programs cannot be considered in this metric.

## 2.Extended Profile Deviations

Extended Form Deviations

| ID      | Extended Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |         |         |      |       |      |      |      |         |         |         |         |         |      |       |      |      |      |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|------|-------|------|------|------|---------|---------|---------|---------|---------|------|-------|------|------|------|
| 1.1     | <b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b><br>Answer before DVV Verification : 51<br>Answer after DVV Verification : 44                                                                                                                                                                                                                                                                                                                                                                   |         |         |         |         |         |      |       |      |      |      |         |         |         |         |         |      |       |      |      |      |
| 1.2     | <b>Number of teaching staff / full time teachers year wise during the last five years</b><br><br>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>22</td><td>22</td><td>22</td><td>21</td><td>22</td></tr></table><br><br>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>20</td><td>20</td><td>20</td><td>19</td><td>20</td></tr></table>                               | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 22   | 22    | 22   | 21   | 22   | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 20   | 20    | 20   | 19   | 20   |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2019-20 | 2018-19 | 2017-18 |         |         |      |       |      |      |      |         |         |         |         |         |      |       |      |      |      |
| 22      | 22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 22      | 21      | 22      |         |         |      |       |      |      |      |         |         |         |         |         |      |       |      |      |      |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2019-20 | 2018-19 | 2017-18 |         |         |      |       |      |      |      |         |         |         |         |         |      |       |      |      |      |
| 20      | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20      | 19      | 20      |         |         |      |       |      |      |      |         |         |         |         |         |      |       |      |      |      |
| 2.1     | <b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b><br><br>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>2.34</td><td>14.08</td><td>1.29</td><td>8.93</td><td>2.21</td></tr></table><br><br>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>2.34</td><td>14.08</td><td>1.29</td><td>8.93</td><td>2.21</td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2.34 | 14.08 | 1.29 | 8.93 | 2.21 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2.34 | 14.08 | 1.29 | 8.93 | 2.21 |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2019-20 | 2018-19 | 2017-18 |         |         |      |       |      |      |      |         |         |         |         |         |      |       |      |      |      |
| 2.34    | 14.08                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1.29    | 8.93    | 2.21    |         |         |      |       |      |      |      |         |         |         |         |         |      |       |      |      |      |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2019-20 | 2018-19 | 2017-18 |         |         |      |       |      |      |      |         |         |         |         |         |      |       |      |      |      |
| 2.34    | 14.08                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1.29    | 8.93    | 2.21    |         |         |      |       |      |      |      |         |         |         |         |         |      |       |      |      |      |