



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**GOVERNMENT DEGREE COLLEGE, NAIDUPET, SPS
NELLORE DT, A.P**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College, Naidupet, was established in 1983 as a women's college and later converted into a co-educational institution. It is located on the southern periphery of the Nellore District, adjoining the Chittoor District. In the beginning, the college was situated in a private building. Then it was moved to the Panchayat Samiti office, which was donated by one of the Constitutional Drafting Committee members, Sri Alladi Krishna Swamy Iyengar. After the land and buildings were transferred to the college administration on July 6, 2010.

The college started with the conventional **courses**, B.A. and B.Com. Later, BSc was also introduced in 1995, along with a restructured course in BSC (Microbiology, Botany, and Chemistry). The college was recognised by UGC under Sections 2(f) and 12(B) of the UGC Act 1956 in May 2011 and became eligible to receive UGC grants. It received the latest UGC financial assistance in 2015.

The college was accredited by the NAAC in 2016 (2nd cycle) with a "B" grade. It continues its journey of academic excellence in imparting quality higher education by responding to academic and administrative challenges. This assessment would enhance our institution's quality and raise the college's academic profile.

The college is affiliated with Vikrama Simhapuri University, Nellore, and presently offers five UG courses in the disciplines of arts, science, and commerce, both conventional and restructured. The college has a 6.04-acre green campus consisting of four blocks.

The college caters to the needs of backward students with rural backgrounds. Our motto is to serve the rural community by providing them with quality education. The majority of our students come from disadvantaged communities. Through the medium of higher education, we aim to uplift them in all spheres of their lives.

Academic excellence, values-based education, computer-oriented education, the LMS system, the JKC Platform for employability, the inculcation of social spirit among students through the NSS, the Red Ribbon Club, community service programs, and Industrial Institute linkage activities in a rural atmosphere have won the appreciation of all that led to the selection of the college as the center for excellence by the CCE, Vijayawada, Andhra Pradesh.

Vision

To impart value-added quality education to the socially and economically backward sections of society and to transform the institution to the status of higher learning.

Mission

- **To transform students into responsible citizens by inculcating moral principles and cultural values.**

- **To involve students in community development and service to the nation.**
- **To sensitise students to the present socio-economic, political, cultural,cultural and environmental issues for sustainable development**
- **To develop human resources to cater to the ever-changing market requirements.**
- **To educate the students to be adept at acquiring multidimensional skills.**
- **To promote research culture among staff and students.**
- **To inculcate ethical values among students for facing the vicissitudes of life.**
- **To inculcate leadership qualities among students in all aspects of academic, administrative and student affairs.**
- **To promote societal transformation through community service activities.**
- **To provide the required infrastructure and facilities for students.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Governance

The college is a government institution, regular, qualified, and meritorious faculty are recruited through public service examinations in direct recruitment and also through promotion from junior college level. Admission for students strictly follows the merit and reservation policies prescribed by the government.

Faculty Qualification

College faculty with a PhD or M.Phil. and relevant experience passed the national eligibility tests for lectureships and junior research fellowships administered by the UGC and CSIR. Some faculty also qualified for the State Eligibility Test.

Programmes

The college offers five degree programs: BSc (MPCs), BSc (MBC), BSc (MPC) in sciences, B.com (C.A.), and B.A. (H.E.P.). The Andhra Pradesh State Higher Education Council, as part of the implementation of NEP, introduced life skills and skill development courses , community service projects, and student internships and apprenticeships.

Departments

The college has 13 departments offering five undergraduate programs. **The pass percentage of the graduate**

programmes is above 85.29%.

Building and Infrastructure

The institution is on about 6.05 acres of clean and green campus, with a playground of 4 acres for sports and games. It has well-ventilated classrooms, spacious laboratories, a gym, a fully automated library, and a reading room. The college also has an ICT-based virtual seminar hall.

Transparency

The college is fully transparent with respect to student admission, scholarship distribution, fee collection, and solving grievances.

Students' overall development

The college strives to improve the students' overall development. In this aspect, we have the units of the National Service (NSS) and the National Cadet Corps (NCC). These units organise various awareness programmes for the nearby villages as part of the extension services.

Inclusiveness and Diversity

Students and staff come from all communities and areas that are socially, economically, or culturally backward. This helps the institution identify diverse ideas and opinions.

Institutional Weakness

Location

The college is located on the outskirts of town. Un aided private colleges that offer UG courses are in town, and student enrollment is low as a result.

Transfer policy

Frequent transfers of the faculty affect the consistency of teaching, learning, and administrative aspects.

Residential Hostel

Hostel facilities for students are not available on the college campus. But they are accommodated in the hostels managed by the social welfare department, Government of A.P.

Scarcity of funds

The Scarcity of funds which are a hindrance in the progress , and it is difficult to find sufficient revenue sources. We are unable to provide sufficient facilities to the students.

Institutional Opportunity

- Government Owned and Publicly Funded.
- All stakeholders including students feel safe and secure being part of a government institution.
- Offering P.G Courses.
- The college has potential to offer master degrees as faculty members are Phd holders and experienced.
- Employment opportunities.
- It offers the students & faculty members to upgrade their knowledge through online learning platforms.
- The college now introduced apprenticeship and internship . so that students have an opportunity to get employment after completion of their degree. Students are also aware of the entrepreneurship skills.
- ICT based teaching and learning.

Institutional Challenge

- **Placement**

The students of the college who complete programmes in fundamental or core branches of subjects find it difficult to get a placement matching their qualifications.

Drop-out ratio

Reduced dropout rates are difficult to achieve because students are drawn to low-wage jobs before graduating. Because the majority of students come from rural and socially and economically backward communities, they need to strive for a daily livelihood.

Early marriages of girl students

Early marriages among female students result in dropout and also act as a barrier to their progression to higher studies.

Lack of Adequate Funding

Lack of adequate government funding is adversely affecting attempts to continuously raise the quality of research.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government Degree College, Naidupet, is affiliated to Vikrama Simhapuri University, Nellore, and offers five degree courses in BA, B.Com., and BSc. Both the conventional and restructured curriculum of these courses are being followed by the guidelines of APSCHE, Vijayawada, and the affiliated university. Every year, the affiliating university provides the annual academic plan. Based on the fact that faculty members design their own annual curriculum plans, all teachers maintain teaching plans and diaries. Additional inputs relevant to the prescribed curriculum are used and made available to students in order to enhance their learning experience.

The curriculum of the institution aims at the all-round personality development of the students and visualises

providing life skills combined with ethical values. The value orientation is provided through human values and professional ethics. It is implemented in academics with a well-prepared calendar.

The choice-based credit system was introduced in 2014 to provide academic flexibility to choose suitable courses. The curriculum has been expanded to include value-added and certificate courses offered by various departments on topics such as the environment, sustainability, values, and skills. The student participates in various activities to acquire these values.

The internal evaluation system is planned and conducted as proposed in the academic calendar; two internal examinations are conducted in the middle and at the end of a semester. The internal exam assessment marks were submitted to the university exam branch.

For effective curriculum delivery, the teachers are advised to assess the standards of their students in the subject through various ways, such as group discussions, weekly tests, student seminars, and study projects.

The institution has developed a mechanism for obtaining feedback on the curriculum, which is collected, analyzed, and utilised to enhance the teaching and learning process.

Most of the teachers are acting as members of the Board of Studies, question paper setters, evaluators of the answer scripts, etc.

Curriculum enrichment ensures a perfect match between the POs (Program Outcomes), PSOs (Program Specific Outcomes), and COs (Course Outcomes) to equip students with the knowledge and skills required to meet the changing needs of the students. Stated programmes and course outcomes are communicated to the students.

Teaching-learning and Evaluation

The admission process followed by the institution is transparent, and the prescribed rules and regulations are followed scrupulously. Since 2018–2019, online admissions have been implemented.

The college organises an induction programme for freshmen to inform them about the academic structure, curriculum, teaching resources, and all other facilities that are available to them at the college. All departments conduct bridge courses to bridge the knowledge gap among enrolled students.

The institution caters to the diverse needs of the students and ensures that all sections of society are represented in the student profile. An excellent academic atmosphere is created for the teaching and learning process. Almost all teachers adopt student-centered methods in the teaching and learning process, like group discussions, debates, JAM sessions, field trips, assignments, project work, quizzes, role plays, and language activities. Teaching aids like charts, slides, models, and specimens are used to enrich the teaching and learning process. Use of virtual classes, the LMS portal, the LCD projector, and other resources The faculty assesses the students in the form of continuous internal assessment (CIA) during the semester.

The college is a wifi-enabled campus, and during the pandemic, the teaching was done entirely online.

The faculty continuously enriches their quality by attending refresher courses, faculty development programs, workshops, and seminars. Some of the faculty members have completed MOOCs as well. Most of the staff

members are pursuing PhDs.

The institution governs the student's progress through various means like internal tests, assignments, field work, study projects, etc. Students are classified as slow, mediocre, or advanced learners based on their performance. Slow learners are given remedial coaching and suggestions to enhance their performance. The grievances of students about the evaluation system are addressed by the faculty members assessing the achievement of learning outcomes, which mainly depends on the feedback the college gets from various sources like parents, the public, and employing agencies that are prepared to conduct placement drives in the college. The college ensures the completion of the syllabus and transparency in the conduct of examinations and the evaluation process. The student-to-mentor ratio is one to five.

Research, Innovations and Extension

Our faculty members are engaged in the development of LMS in the concerned subjects of APCCE; our parent organisation has a learning management system (LMS) that we use.

During the assessment period, the computer department conducted an add-on certificate programme for P.G. and competitive exams.

- The institution constituted a research committee to monitor the research activities and enable faculty to undertake research projects that are useful to society.
- The Institute encourages faculty members and research scholars to publish their research articles regularly in the journals listed on UGC.
- The institution also encourages faculty to obtain research guidance from the affiliated university with the facilities available in the institution.
- The majority of the staff members have advanced degrees, such as a Ph.D., NET, or AP SLET. Four members of our teaching faculty have been awarded PhDs during the last five years.
- One of our teaching members was acting as a research guide.
- Almost all of our faculty members presented papers on national and international seminars organised by other institutions and universities.
- 35 research articles of faculty members were published in recognized and UGC approved National and International journals and 22 research papers have been published in Seminar Proceedings.
- Research aptitude has been fostered among the students by encouraging them to undertake study projects.
- The District Resources Center of our SPSR Nellore District organises DRC activities like seminars and panel discussions every year at all colleges in the district. It updates our students on the research activities and encourages our students to take part in project-based activities in higher learning.
- Faculty of the institution and the students actively participated in extension activities through NSS, the

Red Ribbon Club, the Eco-Club, the Women Empowerment Cell, and organised activities like blood donation, AIDS awareness programmes, plantations, and community service programs. The faculty and students are involved and have conducted 85 extension activities.

Infrastructure and Learning Resources

The institution has a total area of 6.04 acres of land with a green campus that is constructed for various academic purposes. It offers adequate facilities and learning resources to provide curricular and co-curricular activities and also to develop the intellectual and physical well being of students and staff.

All departments are equipped with the necessary infrastructure to meet the ever-increasing requirements.

The institution has 9 classrooms, 6 laboratories, and 2 class rooms which are equipped with overhead LCD projectors and smart boards for interactive learning experiences.

All laboratories are operational and well maintained.

The institution has a seminar hall with a public address system and an LCD projector.

Wi-Fi connectivity with 100 mbps bandwidth access is provided.

There are separate rooms for IQAC, NCC, and NSS.

The college has moderate computing facilities for staff and students.

The institution has a playground of 4.5 acres and a well-equipped 12-station gymnasium.

The library is automated using the Integrated Library Management System (ILMS). KOHA, open-source library software, has been used. The entire information has been entered into the database.

Few departments have their own libraries, and a separate reading room is also available for students and staff.

A Botanical Garden, R.O. plant exists. The vermicompost pit and the rainwater harvesting pit are also available.

The college has a computer laboratory with internet connectivity. One English language laboratory has developed. The campus has 100 mbps connections to BSNL Broadband and ACT Fibernet. The faculties have been provided with Wi-Fi facilities.

The institute adopts effective mechanisms for regular maintenance and periodic replenishment of infrastructure.

Student Support and Progression

- The Government Degree College, Naidupet, provides necessary support to students to facilitate their holistic development and progression through student centric welfare measures and financial assistance. Over the last five years, approximately 80% of our students have received government scholarships.
- The institution established student support services like Career Guidance Cell, J.K.C., W.E.C., Grievance Redress Cell, Alumni Association, N.S.S., Anti-Ragging Cell, and ELL to cater to the specific needs of students.
- Provision is made for bridge and value-added courses in the concerned areas.
- Several counselling sessions and placement drives were conducted on campus.
- A library with adequate facilities has been provided.
- Value oriented education has been imported through value-added courses like HVPE, leadership education, and environmental studies.
- Certificate courses were introduced to enrich students' learning experiences.
- Meritorious students and toppers of the classes were provided financial support in the form of endowment prizes.
- The slow learners are being given special remedial coaching to enhance their academic standards.
- Environmental awareness is inculcated by frequent "clean and green" programs.
- On campus, disabled accessibility has been ensured.
- The grievances of students were addressed promptly by the grievance redress cell.
- Through the ward system, the teacher counsels the students on personal and academic matters.
- The feedback from the students is collected, and all possible changes are made.
- The students are being motivated to pursue higher education after their graduation by offering special coaching classes to prepare them for competitive examinations. A majority of students have gained admission to postgraduate courses in the past five years.
- Students are encouraged to participate in sports, cultural, and extension activities.
- The institution has a strong alumni association, which plays a vital role in giving constructive and progressive suggestions for the institution's development.

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Governance, Leadership and Management

- The institution has transparent and accountable governance and leadership mechanisms, and it fulfils the objectives and policies in letter and spirit.
- The institution has a well-organized and decentralised administrative system.
- Keeping in view the vision and objectives of the institution, the principal supervises the long-term and short-term plans of the college.
- The institutional committees assist the administrations to coordinate academic and administrative planning and implementation.
- The vision and mission of our college define the institution's distinctive characteristics.
- The academic and administrative units are governed by the principal in a transparent way.
- The principal, in collaboration with the CPDC and IQAC, discusses and approves various administrative issues such as the admissions budget, results, and other related issues. The performance of faculty is assessed annually through internal and external academic audits by the Commissionarate of Collegiate Education.
- The institution encourages faculty to attend orientation, refresher, and short-term courses to enhance their professional competency. Faculty is also encouraged to take an active part in research activities and attend conferences, workshops, seminars, etc.

- All stakeholders, including students, teachers, parents, and alumni, provide feedback, which is analysed and used to improve the teaching and learning process.
- The institution mainly receives funds from the Government of Andhra Pradesh. The college conducts internal and external financial audits on a regular basis.
- The Internal Quality Assurance Cell is extremely important in all aspects of the institution.

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Institutional Values and Best Practices

The institution's goal is to ensure the safety and security of female students and staff at the college. The Women Empowerment Cell organises programmes to promote gender equality and create gender awareness about gender issues. The college security guard is available at the gate; the uniform and ID are strictly maintained for the security of students; and a first aid kit is maintained in all departments.

The institution adopts environmentally friendly practices such as rainwater harvesting, waste recycling, maintenance of the vermicompost pit, keeping campus clean and green, banning the use of plastic, and landscaping with trees and plants.

The institution conducted a Green, Energy, and Environment Audit and got certified. The campus is being made more environmentally friendly. The anti-smoking committee, counselling center, and redress cell are ready to help the girls on a need-basis, and awareness programmes are also conducted for both girls and boys so that they will be cautious of the Women's Empowerment Cell's offering of Karate as a self-defense course.

The institution aims to promote ethical, social, cultural, and environmental consciousness. The foundation courses, like HVPE and Environmental Education, etc., are integral parts of the regular curriculum.

National and international commemorative days and festivals are celebrated to promote all-round development among students. Eco-Club organises plantations and protects green campus. The dynamic website has been regularly updated. The staff came forward to donate and raise funds for the renovation of the old building.

A motivational awareness program, CHAITANYAM, has been implemented in the institute. The placement cell plays a crucial role in locating job opportunities for undergraduate students. Guest lectures by eminent personalities in varying fields are hosted to broaden students' subject knowledge. In addition, all departments conduct field trips and educational tours to provide hands-on experience to students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE, NAIDUPET, SPS NELLORE DT, A.P
Address	L.A SAGARAM, NAIDUPET, SPSR NELLORE, ANDHRA PRADESH
City	Naidupet
State	Andhra Pradesh
Pin	524126
Website	http://gdcnaidupet.co.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	M. Madhusudana Varma	08623-248075	9440079121	-	naidupet.jkc@gmail.com
IQAC / CIQA coordinator	P. Sreehari Reddy	08623-294042	9989016987	-	sreeharireddy8969@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	
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State	University name	Document
Andhra Pradesh	Vikram Simhapuri University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	23-05-2011	View Document
12B of UGC	23-05-2011	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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	L.A SAGARAM, NAIDUPET, SPSR NELLORE, ANDHRA PRADESH	Semi-urban	6.04	7450.266

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,History Economics Political Science	36	Ten plus two with any discipline. Open Inter School and its equivalent. Diploma in one of Electrical Electronics Engineering . Civil Engineering Mechanical Engineering Electronics Communicat i	English	30	24
UG	BCom,Computer Applications	36	Ten plus two with any discipline. Open Inter School and its equivalent. Diploma in one of Electrical Electronics Engineering . Civil Engineering Mechanical Engineering Electronics Communicat i	English	40	35
UG	BSc,Mathem atics Physics Chemistry	36	Ten plus two with discipline of	English	30	10

			Mathematics Physics Chemistry . Diploma in Electrical Electronics Eng Mechanical Eng Civil Eng Electronics Communicat ion			
UG	BSc, Microbiology Botany Chemistry	36	Ten plus two with discipline of Botany Zoology Physics Chemistry	English	30	27
UG	BSc, Mathematics Physics Computer Science	36	Ten plus two with discipline of Mathematics Physics Chemistry . Diploma in Electrical Electronics Eng Mechanical Eng Civil Eng Electronics Communicat ion	English	40	20

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				25			
Recruited	0	0	0	0	0	0	0	0	16	6	0	22
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				17
Recruited	11	3	0	14
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	8	3	0	11
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	6	1	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	0	1
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	0	0	1
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		Total
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	206	0	0	0	206
	Female	114	0	0	0	114
	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	49	40	40	42
	Female	16	18	15	9
	Others	0	0	0	0
ST	Male	10	8	12	5
	Female	7	4	7	1
	Others	0	0	0	0
OBC	Male	19	26	15	18
	Female	11	12	25	8
	Others	0	0	0	0
General	Male	2	3	7	2
	Female	2	0	2	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		116	111	123	86

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institution shows its readiness for multidisciplinary and Interdisciplinary education. As per the advent of NEP, the institution follows the curriculum designed by the affiliating university. The
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	<p>college encourages students to choose projects in the area of community service and environmental issues. The students are properly guided to choose multidisciplinary and Interdisciplinary courses in life skill courses and skill development courses. The curriculum is made flexible for the students to pursue a four-year graduation or can exit at the end of the third year by obtaining an under graduation degree.</p>
2. Academic bank of credits (ABC):	<p>The institution has been waiting for further instructions from APSCH and Affiliated University to offer more flexible innovative curriculums and ABC.</p>
3. Skill development:	<p>At present it is mandatory for students to study four life skill courses and four skill development courses. Likewise, two internships and one community service project are also mandatory for students. Students are offered suitable environments to nourish their skills in order to meet the growing demands and challenges of life. Through that, they can imbibe skills relevant to academic professional, and personal life. The institution has J.K.C to facilitate certificate courses for employability. The institute encourages students to pursue certificate courses through SWAYAM and MOOCS. Many faculty members offer add-on certificate courses and skill enhancement courses.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>In the context of IKS-based education, Indian Languages play a very crucial role. The IKS is understood with the understating of basic categories. Such basic categories of any Indian Knowledge System are expressed through Indian Language terms. The Indian language that is taught in the institution is Telugu. Indian culture and heritage are encouraged through cultural and literary activities. Every year on 29th August the college celebrates (????? ???? ????????) Telugu Basha Dinotsavam. Yoga and pranamy is being practiced through the physical education department. Most teachers use bilingual methods in the teaching and learning process. Telugu as a language is being offered as an optional course also. The institution organizes various co-curricular and extracurricular activities to promote the Indian cultural heritage. The institution will integrate the Indian knowledge system into the teaching-learning process.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-Based Education (OBE) model is being</p>

	<p>adopted at a fast pace at Universities and affiliated colleges in India. It focuses on measuring students' performance i.e. outcomes at different levels. The members of the Board of Studies focus in designing course content and outcomes. The institution adopts various initiatives for innovative and effective curricular delivery through holistic development of learners like experiential learning, discussion-based learning, art integrated learning, flipped classroom etc., in the day to day teaching-learning process. The mentors periodically monitor the course outcomes and their attainments.</p>
6. Distance education/online education:	<p>During the COVID-19 Pandemic period all the teaching-learning practice is done through online mode and the particulars are available in the college LMS portal. The faculty members have used ICT tools such as Google meet, cisco WebEx and Zoom, etc., for online teaching. The institution provides facilities for the faculty both online and offline classes for the benefit of the students. The library is fully automated. All teaching and non-teaching staff are digitally literate. On our campus, there is the Dr. B.R. Ambedkar Open University center. It offers distance undergraduate courses like B.A., B.Sc., and B. Com., Our college staff is also working as resource persons at Dr. B.R. Ambedkar Open University.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
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?	No
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	Not Applicable

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>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.</p>	<p>*Celebrating Voters Day to make aware of the students about the value of voting. *Registration of voters done by Political science department</p>
<p>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.</p>	<p>Not applicable</p>

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
320	279	282	263	247

2 Teachers

2.1

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

Response: 42

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
22	22	22	19	17

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
5.84220741	4.26998127	4.32482476	11.37117145	6.3853787

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:

- The institution ensures effective curriculum planning and delivery through a well-planned and documented process including an Academic calendar and the conduct of continuous internal Assessment
- The institution prepares its academic calendar which has relevance to the regional/ national/ global needs with well-defined learning objectives and outcomes.
- Curricular aspects of courses are prepared according to the guidelines of APCCE and the affiliating university.
- An Induction Programme is organized for freshers at the beginning of the academic year.
- Every department plans suitable academic activities related to the syllabus
- The Academic Calendars of CCE and the Affiliating University have been followed scrupulously. All teachers maintain teaching plans, annual plans and teaching dairies and are effectively monitored by the respective HODS. At the end of the month, the principal checks the teaching plans and diaries to confirm syllabus completion. The lecturers submit self-assetets syllabus completion certificates at the end. Along with conventional pedagogy teachers often use ICT-based pedagogy like digital classrooms, virtual classrooms and PowerPoint presentations.
- Recorded lessons of teachers are also being presented through virtual classrooms and the LMS system Each program has a well-defined objective that is reflected in the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). The students were appraised on the course outcomes (COs) of the prescribed curriculum and its objectives. The program outcomes in general and Program Specific Outcomes (PSO) in particular for each program offered are carefully designed and adopted. The departments conducted meetings for the allotment of classes and syllabus distribution among the faculty members and to prepare the curricular, co-curricular and extracurricular plan of action at the beginning of each semester.
- The institution besides importing academic knowledge also ensures the application of knowledge, and scientific, innovative thinking through skill development courses.
- It also aims at cross-cutting issues in relevance with human values and professional ethics, and environmental sustainability for those specific credits are awarded. The college imparts training in computer skills, soft skills and analytical skills through the Jawahar knowledge center, which is a training and placement cell. The institution organized some online courses through JKC to promote and support employment skills.
- The choice-based credit system adopted in the institution facilitates the students to learn cross-domain subjects. The continuous internal evaluation process has been implemented perfectly in the institution. The internal and mid exams for both the odd and even semester are planned and conducted as proposed in the calendar two internal exams are conducted in the mid and at the end of the semester.
- Field trips /Guest lecturers/Quizzes/Group discussions etc. or organized by all departments to ensure effective implementation of the prescribed curriculum.

- A student satisfaction survey is carried out to strengthen the teaching-learning process of each department. The institution not only collects feedback from all stakeholders but also analyzes them to identify and draw pertinent pointers to enhance this teaching.
- The institution mainly aims at the holistic derives student learning process.
- Extension activities initiated by WEC, NSS, RRC, YRC and Eco-club impact the student to become responsible and good citizens.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

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

Response: 10

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

Other Upload Files

1

[View Document](#)

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

Response: 15.38

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
151	63	0	0	0

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:

- Institution integrates crosscutting issues relevant to professional Ethics, Gender, Human Values, Environment and sustainability into the curriculum.
- The institution offers various courses like Environmental Studies, Human values and professional ethics as part of life skill courses and Disaster Management, Communication skills and soft skills as foundation courses. The Institution offers many courses prescribed by APSCHE. For students to choose from according to their interests. These values are inculcated in students by involving them in a variety of activities.

HVPE:

- A course on Human Values and Professional Ethics is prescribed by APSCHE for the first semester students to enable them to acquire human values and ethical behavior in their day-to-day personal life and professional life. Activities such as community service and visiting old age homes are conducted. Rallies conducted for promoting social awareness are organized as part of extension activities.

Gender studies:

- A women empowerment cell has been designed in the institute to empower girl students in all aspects. It conducts programs like awareness talks and training self-defense for girl students. WEC every year celebrates "International Women's day" to emphasize gender sensitization. WEC offered karate training to Women students as a self-defense course.

Environmental studies:

- As a part of the curriculum, the EVS course is prescribed for first-semester students to imbibe environmental consciousness for a practical approach. We store rain water with our Rain Harvesting Pit and we have also established a vermicomposting pit to recycle the waste and make nutrient-rich manure. This institute is a home with thick greenery.

Information and Communication Technology:

- A foundation course in ICT is prescribed for the students of the second and third semesters. This course enhances the technical skill of students by providing them with basic fundamental concepts of computers.

Communication Skills and Soft skills:

- Another foundation course in communication and soft skills imports communication skills, soft skills, and employability skills among students through JKC.
- Analytical skill courses enable students to appear in competitive exams. Entrepreneurship and Leadership education prepares students to enhance their leadership qualities and self-confidence.

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

Response: 90.31

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

Response: 289

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: C. Feedback collected and analysed

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 39.42

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
116	111	123	86	104

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
170	300	300	300	300

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: 71.68

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
85	108	114	83	101

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
85	150	150	150	150

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

2.2 Student Teacher Ratio**2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)****Response:** 14.55**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process****Response:**

The institution laid much emphasis on Student Centric methods of teaching and learning to cater the diverse needs of students according to their learning ability and pace of learning. Specific measures are taken by the faculty to adopt suitable teaching and learning methods to involve students to facilitate Participative Learning, Experiential Learning and Problem solving methodologies which provide opportunities for strengthening their day to day learning experiences. The institution focussed its attention

more on the use of ICT tools. Language teaching is made skill based with special emphasis on communicative abilities. The faculties of Science mostly involve students in laboratory practical and experimental learning. By creating this type of experimental based learning environment for students, they enable them to understand the nature and extent of problems and possibility of intervention and the change that could be envisaged.

The following student centric methods such as Experiential Learning, Participatory Learning and Problem Solving methodologies are used in the institution for enhancing learning experiences.

Experiential Learning:

- **Community Services Projects**
- **Internship**
- **Laboratory practical**
- **Students Study projects**
- **Field Trip**
- **Botanical Garden**
- **Vermi Compost Pit**
- **Rain Water Harvesting**

Participatory Learning:

- **NSS**
- **J.K.C**
- **Students Seminars**
- **Quiz Programmes**
- **Group Discussion**
- **Roleplay**
- **Elocution and Essay Writing**
- **Cultural Activities**
- **Drawing and Rangoli**
- **Guest lectures and Invited Lectures**
- **Career Counselling**
- **District, State and National Level Seminars**
- **Celebration of National Commemorative days**
- **Social Awareness Programmes**
- **Community Awareness Programmes**
- **Plantation**
- **Camps Clean and Green Activities**
- **Community Services projects**
- **Internship**
- **Problem Solving Learning**
- **Remedial Coaching**
- **Mentor Mentee System**
- **Community Services Projects**
- **Quiz**
- **Puzzles**
- **JAM Sessions**

- Question bank
- Students Assignment
- Slip Test/Unit Test/Class Test/Internal Exams
- Games and Sports

Practical classes conducted in science departments:

The faculties of science mostly involve students in laboratory practical and experimental learning. The institution promotes Social Learning and Participatory Learning through Community Services Projects. The NSS unit organized special camps and activities regularly to promote participatory learning and a social approach to learning.

Almost all departments conducted field trips to have exposure to realistic domains. Industrial visits are also organized. The institute promoted social learning and participative learning through various activities. Students regularly participate in community service through NSS and undertake activities which provide experiential learning along with great contributions to society. They are engaged in participatory learning through classroom discussions, debates, presentations and role plays. Faculty organized student study projects which contributed to independent learning, creative thinking and team spirit. The faculties encouraged students in various service-oriented activities and sensitized them to understand the real-life situations of the community and also helped them to develop as responsible citizens.

Many significant days like National Science Day are celebrated to impart scientific attitude among the students. Puzzles, games and activities inculcate problem-solving abilities in students. Practical classes conducted in science departments also developed a problem solving attitude among students.

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

2.4 Teacher Profile and Quality

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

Response: 81.6

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
25	25	25	25	25

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

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

Response: 65.69

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
15	14	14	13	11

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

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:

The mechanism of internal/ external assessment is transparent and the grievance and redress the system is time-bound and efficient.

The college has a perfect mechanism for the redress of internal examination-related grievances. All academic or examination-related grievances are addressed instantly by the departments. For a transparent and robust internal assessment, the following mechanisms are developed in the institute. The Grievance

Redress mechanism is implemented at two levels namely the Departmental level and University level to deal with any examination grievances.

Departmental Level:

- An Internal Examination Committee is constituted in the college to look after the internal examination mechanism.
- The Examination committee prepares the SOP for internal assessment according to the CCE Guidelines. The Committee also prepared the timetable for mid examinations. Question papers are prepared by the faculty members teaching the same subject. If a student is not able to appear for examination due to unavoidable circumstances, examinations are conducted again for that student.
- The mid-examination scripts are evaluated by the concerned faculty within 10 days after the end of mid-examinations. All the students are allowed to view their evaluated scripts. The students are assessed throughout the semester through various activities. The assessment result of the activities will be informed immediately after the closure of that particular activity by giving proper suggestions.
- The grievances of the students with reference to assessment are made clear by showing his/her performance in the answer sheet. The answer script of such a student is assessed by the faculty once again in the presence of the student. Any corrections in the assessment identified by the students are immediately corrected by the faculties.
- The student can approach the faculties or internal examinations committee or the principal to redress the internal Examination related Grievances based on the intensity of the grievances. Personal guidance shall be given to the poorly performing students after the assessment. The students are not only assessed based on the written Examinations but also on their performance in the classroom activities.
- The Internal Examinations Committee looked after the complaint related to internal assessment. The Internal Examinations Committee and the concerned faculty members interact with students regarding their internal assessment if the situation demands it. For the students who are visually challenged, scribes are arranged.

University Level:

- The college follows university guidelines regarding the mechanism to deal with university examination-related grievances. Students who are not satisfied with their marks in the university exam can apply for revaluation. This is a time-bound program. For students whose marks are entered incorrectly or not entered in the university marks list, the college corresponds with the University for Rectification. All Examination related grievances are addressed by the University Examination Cell in a time-bound and efficient way. Students can obtain a photocopy of the answer sheet from the university on request.

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:

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

Program Outcomes, Programme Specific Outcomes, and Course Outcomes Depend upon the nature of the course and the subject concerned. They are offered by the University and are clearly stated in the syllabus of a particular class and subject. Faculty and students are expected to know them by heart.

The following strategies are followed to communicate the learning outcomes to the teachers and the students:

- The program outcomes mentioned by the affiliating University in the syllabi prescribed to each class are identified, stated, and displayed on the University website, which can be accessed by all the stakeholders namely faculty, students, industry, and alumni.
- Soft copies of the curriculum and learning outcomes of programs and courses are also uploaded to the institutional website for reference.
- The syllabus copy with course outcomes is made available in the department for ready reference for students and faculty, and it is circulated to the students at the beginning of the course.
- The Students are encouraged and guided to learn these outcomes.
- The importance of the learning outcomes has been communicated to the teachers in every IQAC meeting and College Committee meeting.
- The students are made aware of course/program outcomes at the very commencement of the teaching-learning process and in the Induction program for the freshers.
- Thus students are made aware of course and program outcomes at the very commencement of the teaching' and learning process. Thus the college employees' multiple channels to make students and teachers aware of the learning outcomes of courses and programs.

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

- College has clearly stated the Pos and Cos approved by the affiliating university. The outgoing students from the institute are expected to process certain attributes, they are the qualities of designed program outcomes (Pos), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Course Outcomes offer a quantitative measurement for evaluating Program Outcomes. The Program Outcomes are achieved by mapping designed COs to the POs at the end of each program. the attainment of POs is measured from the attainment of COs of all courses in a program
- The teachers created awareness of POs, PSOs, and COs, their prospects and the skill to be acquired to attain the outcomes.
- Every department plans and conducts all activities in light of the learning outcomes
- The feedback obtained from students on the teaching-learning and assessment process helped to understand the expected learning outcomes.

- The program outcomes are evaluated internally by the college at the end of every academic session and by the experts of the academic audit.
- Learning outcomes of the programs and courses are discussed with students at the end of each topic
- The outcomes are systematically measured throughout the six semesters by the concerned faculty members.
- The departments through their faculty formulate teaching learning strategies to achieve the learning outcomes.
- The evaluation of the attainment of Pos and COs is measured by the performance of students in external and internal assessments of the courses.
- For theory external exams for each semester are conducted by the affiliating university at the end of each semester which counts 75% of the assessments in a course. the remaining 25% of the weightage goes for the Internal Assessment of the students.
- CIA is carried out for 50 marks and it is scaled to 25 marks. The CIA has been divided into four categories that are A) Assignment-5 Marks, B) Activity -5 Marks, C) Cleaning –Greening and attendance -5 marks, D) Mid –term –I for 20 Marks and Mid –II for -15 Marks, a total of two mid-examinations -35Marks.
- odd semester practical skills are evaluated internally and even semesters are evaluated by the external examiner appointed by the affiliating university
- The process of continuous internal evaluation includes assignments, group discussions, seminars, presentations, quizzes, jam sessions, role plays, etc. Learning outcomes of the students are constantly monitored by the departments and required remedial measures are taken by concerned teachers and ward mentors for achieving desired course outcomes.
- The main method of evaluating Learning outcomes included internal assessments and semester-end exams.
- The overall attainment of COs is based on the marks set as a target for final attainment.
- The faculty periodically analysed the performance data of students through continuous assessment through different internal tests, projects, and fields in the light of Course Outcomes and took steps to decide upon remedial steps for qualitative improvements.
- The principal periodically analyses the performance data of students in the form of continuous assessment depending upon Course objectives.
- The students' overall performance in curricular and co-curricular activities as well as their behavior on and off the campus helps to judge the program or course outcomes.
- Other parameters are the result analysis of theory subjects offered for evaluation of knowledge acquired and the result analysis of, practical courses for evaluation of skills acquired.
- Another parameter for evaluating P.O and C.O is success in placement and progression.

File Description	Document
Upload Additional information	View Document

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

Response: 85.29

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
61	37	62	63	38

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
83	48	65	70	40

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:**

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

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:

Indian Knowledge System:

National Education Policy 2020 (NEP2020) emphasizes on Indian Knowledge System (IKS) for the holistic development of students. The traditional knowledge of medicine, mindfulness practices (Vipassana), heritage, etc. has to be provided to the students so that an understanding of the importance of IKS fields for excellent well-being is developed, in addition to all-around professional development. The institution organizes Yoga among the staff and students to inculcate yoga.

Research Committee:

A Research Committee has been constituted for the purpose of guiding and monitoring the research programs of the institution. The research committee motivated the faculty to take up research projects, attend seminars and conferences, join Ph.D. programs, and promote a faster philosophy of research among the faculty and students. It also provided guidance for the publication of articles in UGC-recommended journals. Five of the Faculty have been pursuing their doctoral studies in their research areas. Faculty and students are encouraged to take up research and development activities by utilizing existing resources.

Library sources:

The institute has a library with adequate space housing 12270 books including reference books. Being a member of INFLIBNET, it has access to thousands of e-books and journals which are made available on the N-list.

Field trips:

The various departments of the college organized Field Trips to allow students to interact with what they are learning.

Moocs/Swayam courses:

The Faculty of the college successfully completed online swayam courses to gain additional knowledge in the latest developments in their subject fields. They also incorporate these updates during their teaching in their classes.

IPR Awareness:

Outreach and Promotion is the first and foremost objective of the National IPR Policy. There is a need to create IP awareness amongst all sections of society as IP is the creation of the mind. The Policy envisions an India where students in schools and colleges and universities, industry clusters, and citizens across India.

Faculty Participation in IPR programs:

Our college Faculty actively participate in the awareness programs organized by NIPAM and improve their awareness regarding IPRs.

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

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
0	1	0	1	1

3.3 Research Publications and Awards**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

Response: 0.83

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
7	19	1	1	7

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.52

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
6	1	6	2	7

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:

Govt. Degree College , Naidupet has been in the forefront in sensitizing its students pertaining to social issues through its extension activities. Major emphasis is given on student engagement, and service orientation for their concern to the society.

The NSS unit has been organizing various extension programs like Open defecation awareness ,eradication of mosquitoes , importance of hand washing, and health & hygiene . Our College students wholeheartedly and volountarily participated in the blood donation camps organized in the college. The NSS unit also participated in the Clean India campaign by collecting solid waste with the coordination of the local municipal sanitary department. Our students help the elderly people in old age homes by distributing food. These activities create awareness among the youngsters sensitive to their surroundings and practical understanding of concepts of human values.

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

Response:

The NSS Coordinator and the Lecturer in commerce of the Institution **Dr. Poorna Chandra** received the **SIVAJI YOUTH FOUNDATION CHATRAPATHI AWARD 2020**, on 16-07-2020 at Swarna vedika

Nellore by the famous Television actor Suman for his stupendous contribution and excellence in voluntary Blood donation, social service activities and being a tower of motivation to the youngsters of the society.

Name of the activity	Name of the Award/ recognition for Institution	Name of the Awarding government/ government recognised bodies	Year of award
Voluntary Blood Donation and Social service Activities	Sivaaji Youth Foundation, Chatrapathi Award	Sivaji Youth Foundation, Sri Potti Sreeramulu,Nellore District	2020

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: 70

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
21	15	7	16	11

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:

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:

Govt. Degree College, Naidupet, has developed the required physical facilities for the teaching and learning processes. The provision of adequate infrastructural facilities has always been a priority area for the institute. The institute abides by the norms provided by the Govt. of Andhra Pradesh, UGC, and V.S. University, Nellore, to provide and enhance the infrastructure required to facilitate effective teaching and learning. The college has 14 UG departments, which include computer sciences, social sciences, life sciences, physical sciences, and languages. Every department is equipped with its own resources, such as computing facilities and the departmental library.

The college has providing the following physical facilities:

Campus:

The Institute has a total land area of 6.04 acres, which is constructed for various academic purposes. The principal chamber and office are in the main block. It also included one computer lab, a seminar hall, an IQAC room, NCC room and NSS store room.

Classrooms:

The college has 10 class rooms. Each classroom is of adequate size and has enough lighting and ventilation. The institution has well-ventilated, spacious classrooms for conducting theory classes.

Laboratories :

The institute has laboratories for the students to carry out practical courses, projects, and research. All laboratories are operational and well maintained.

The institution provides the following lab facilities to the students:

One physics lab

One chemistry lab

One botany lab

One microbiology lab

One computer science and computer applications lab

JKC English Language Lab.

Seminar Hall:

The institute has a seminar hall with public addressing systems; LCD projectors, etc. are available. Nearly 100 members can be accommodated in the seminar hall.

Library:

Govt. Degree College, Naidupet Library, has a stack area and separate reading room for study purposes. The library has been focusing on automating library operations by using an Integrated Library Management System (ILMS). KOHA, an open-source library software, has been used to computerize the library's operations.

College Gymnasium:

A multi-gymnasium has been set up in the college physical education department to cater to the fitness needs of students and staff. It has been operational since 2013. The multigym comprises various equipment. Since its inception, it has gained popularity among the students of the college. Users may use the facility's various equipment under the supervision of a physical educator.

Divyang Student facilities:

A special parking area and ramp have been provided for the Divyang students just near the main entrance. Wheelchairs and alternative paths have been arranged. Divyang students are entitled to access all programmes, facilities, and services in the college without discrimination. The college has a group of NSS volunteers who are willing to render their services as scribes.

Purified Water Facility:

College has a R.O plant to provide drinking water to the students and staff. The entire college community provided pure reverse osmosis (RO) drinking water to cater to the need for pure and safe drinking water for all.

Additional facilities:

The college has an adequate number of washrooms for boys and girls toilets. The college is focusing on making the campus eco-friendly.

File Description	Document
Provide Link for Additional information	View Document

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

Response: 23.47

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
0.40643	0.27418	0.09445	6.31424	0.46774

File Description	Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

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

Response:

Integrated Library Management System (ILMS)

Library

The Government Degree College Library was established in 1995. Previously, it was a collection of books under the control of various heads of the department. Later, the librarian post was sanctioned, and the books were placed in one place in the college library. The library is functioning to supplement the academic, intellectual, and recreational requirements of academia.

Open access system

The College Library offers an open access system for easy access to collections in the stacks; any student or faculty member can browse collections organised in the stacks using the Dewey Decimal Classification system.

Library Collection

The Government Degree College Library has a moderate collection of over 12000 books. In which the general books of 8024 and the SC/ST book bank books of 4048 The library collection

includes textbooks and reference books like dictionaries, encyclopaedias, yearbooks, biographies, directories, manuals, and other useful collections for normal reading.

SC/ST book bank facility

The Government of Andhra Pradesh has provided the Book Bank Scheme to the SC/ST

student community. The aim of the scheme is to establish book banks in the colleges to provide effective tools to those SC/ST students who cannot afford expensive educational books while pursuing higher education.

Competitive Examination Book Collection

The library purchased books related to career guidance and competitive examinations. It gives support to the students in preparing for various postgraduate entrance tests and other competitive examinations like APPSC, IBPS, police constable, railway recruitment board, Indian Postal Department, Kendriya Vidyalaya recruitments, etc.

Library Automation

The library is fully automated by using Koha, an integrated library management system (ILMS).. Koha is an open source library software, and the latest stable version is 22.05. Automation will be completed in the academic year 2021-22. The barcoding work is going on. All the information related to the library books has been entered into the Koha database. Its state-of-the-art modules facilitate users' searches through the collection as well as their borrowings from the library.

Online Public Access Catalogue (OPAC)

OPAC provides the library users to search all bibliographic details of all the documents. It is a useful tool to the users for getting information whether the required book is available or not

in the library. Users can search by author, title of the document, keyword, accession number and subject.

Library Blog

Govt. Degree College Library, Naidupet, designed a blog to access the information through the web. It contains information about the library and the provision of various e-resources and e-services from the web. The hypertext links on websites are highly useful to undergraduate students preparing for competitive examinations. It can be accessed by clicking the hyperlink <https://gdcnpetlibrary.blogspot.com/>.

INFLIBNET- NLIST facility

Government Degree College, Naidupet library subscribed to N-LIST which provides the faculty and students access to about 6000 e-journals and 31,35,309 e-books through N-List Program of INFLIBNET. The faculty and students registered and provided accounts for accessing these facilities.

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

Govt. Degree College, Naidupet, is committed to providing information technology infrastructure to the students and faculty. Facilities at both the institute and department levels are updated on a regular basis. A description of the same is provided below.

Number of computer systems:

The institution has a total of 77 computers for students and staff. About 10 desktops and 30 laptops were deployed in the computer lab on campus to give computing facilities to the students for hands-on practical sessions.

Printers and scanners

The printers and scanners are with the new additions to the laboratories, library, office, and departments.

LCD Projectors:

The institute has two LCD projectors for teaching and learning purposes.

Wi-Fi

The institute regularly updates the internet connection every year, and as of now, the available internet bandwidth is 100 MBPS, provided by ACT Fiber Net..A second line from BSNL is provided with a bandwidth of 100 MBPS. WiFi facility is available in conference halls and also extends to offices. Access is provided to the students in the laboratory which is monitored and controlled by the IT department for secure content access.

English Language Lab:

The Department of English provides a Language Lab with audiovisual facilities and software for language teaching and learning. Students from other departments are also taken to the language labs to enhance their communication skills.

G-suite

The college has a subscription to G Suite for online teaching. All the students and faculties are provided with individual G Suite email addresses. During the COVID-19 pandemic online classes were conducted using this email address given to the teachers and students.

File Description	Document
Provide Link for Additional information	View Document

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

Response: 8

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

Response: 40

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: 43.99

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
3.58199	2.67835	2.42832	2.15672	3.31607

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 80.09

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
281	241	216	210	166

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: A. All 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

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

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: B. 3 of the above

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:** 33.33**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
9	11	28	45	9

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

2021-22	2020-21	2019-20	2018-19	2017-18
83	48	65	70	40

File Description**Document**

Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)

[View Document](#)

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

[View Document](#)

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years**Response:** 15.69**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
23	9	0	0	0

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: 15

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	6	8	1

File Description

Document

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

[View Document](#)

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

Response:

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

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:

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The vision:

To impart value-added quality education to the socially and economically backward section of the society and to transform the institution to the status of higher learning.

The Mission:

- To transform students into responsible citizens by inculcating moral principles and cultural values.
- To involve students in community development and services to the nation.
- To develop human resources to cater to the changing market requirements.
- to inculcate ethical values among students for facing the vicissitudes of life.
- To inculcate leadership qualities among students in all aspects of academic, administrative, and student affairs.
- To promote societal transformation through community service activities.
- To provide the required infrastructure and facilities for students.

Through institutional planning and governance, the Government Degree College, Naidupet strives to ensure that academic activities are carried out in accordance with the college's vision and mission.

- The institute caters to the higher educational needs of students who hail from socially and economically backward sections of society. More than 90% of our students came from nearby villages, and most of them are first-generation learners. Our vision is to transform them into responsible citizens with more principles, cultural values, and social responsibility.
- The mission of the institution is to provide higher education to all socially and economically backward sections of the area.
- The institution educates students about current socioeconomic, political, cultural, and environmental issues through value-based education for sustainable development.
- All the resolutions regarding academic matters and administration are taken by the principal, who discusses them in staff council meetings.
- The mission statement reflected the need to inculcate social and moral values, develop leadership qualities, integrate students, and make them responsible citizens of the global community.
- The institution focuses not only on academic quality enhancement but also on the administrative and infrastructure development of the campus, and the governance always tries its best to ensure that the execution of the academic activities is in tune with the vision and mission of the college.
- The policies regarding teaching, learning, budgeting, expenditure, and future plans of action, etc., are reviewed in the meetings. Likewise, the institution adopts participatory governance. These academic and administrative activities are carried out by the internal statutory committees, which

have various responsibilities. These approaches ensure efficiency and transparency in the execution of the policies. The principal, IQAC, staff counsel, office superintendent, and student representative comprise the institutional governance structure.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

The principal has a pivotal role in the administrative structure of the institution. The vice principal and heads of the departments assist the principal in managing academics, ensuring smooth conduct of curricular and co-curricular activities, and dealing with administration related issues, respectively.

At the beginning of the academic year, principals constitute different committees like the academic advisory committee, the examination committee NSS, the CPDC, the IQAC, the JKC grievance redress cell, the women's empowerment cell, etc.

The administration is decentralised among these committees, which participate in supporting academic and administrative activities under the guidance of the principal.

The academic council reviews the academic activities of the college. The NSS committee looks after the extracurricular activities of the students, and the examination committee looks after the internal and external examinations.

- The office's senior assistant performs various administrative activities.
- The annual academic plan is formulated by the academic committee with due consultation with the lecturers-in-charge of the departments and their departmental action plans.
- All faculty members execute those curricular, co-curricular, and extracurricular action plans.
- The ward mentors guide and counsel their wards whenever the situation demands. They obtain feedback regarding the teaching and learning processes of the students.
- Their feedback is discussed and analysed by the IQAC with the help of mentors.
- Students usually approach their mentors for redress. If they are not convinced by them, they approach the Grievance Redress Cell.
- The service rules, procedures, and promotions with respect to staff are in accordance with the rules and regulations of the Government of Andhra Pradesh. Teaching and non-teaching staff ensure timely action on service rules, recruitment of temporary staff, and student grievances.

The college planning and development council is responsible for the preparation of a comprehensive

development plan for the college by making appropriate recommendations.

One CPDC member provided a free uniform worth Rs. 1.05 lakh to the students.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Government Degree College, Naidupet offers a number of welfare measures for teaching and non teaching staff.

The principal sanctions all financial benefits for the staff whenever he receives orders from the government of Andhra Pradesh.

- The annual self appraisal scores are validated by the institution and are considered for seeking transfers to their places of choice and Career advancement.
- The permanent staff are eligible for the Employee Health Scheme under the guidelines of the government of A.P., which not only covers the individual incumbents but also their dependents.
- Separate computers and Wi-Fi facilities have been provided to all departments.

- For disabled students, a ramp has been provided, and a tricycle has also been provided to him.
- The principal sanctions all types of leaves for both teaching and non-teaching staff, such as CLs, special CLs, OHs, half-pay leaves, earned leaves, commuted leaves, and medical leaves.
- The employees who were appointed prior to September 2004 are eligible for pension benefits; the rest of them are covered under a new contributory pension scheme.
- GPF, gratuity, and leave encashment of earned leaves and medical leaves are sanctioned as per government rules by the principal.
- Group insurance schemes were also provided.
- Medical reimbursement facilities for both the teaching and non-teaching staff have also been provided.
- When necessary, the Grievance Redress Cell and the Women Empowerment Cell address the grievances of women teaching and non-teaching staff.
- Festival advance and leave travel concession facilities are also provided for the non-teaching staff.
- Reverse osmosis for purified drinking water has been provided for both staff and students.
- A public address system is also provided for different activities.
- The faculty members are encouraged to attend faculty development programmes offered by HIE and other universities. They are granted academic leave for doing research work on a regular basis, which is permissible under the FIP scheme, with prior approval from the CCE.
- There is a provision for availing Maternity leave for six months for women staff, whereas the male members of staff are entitled to avail themselves of paternity leave for a period of 15 days as per the government rules.

File Description	Document
Upload Additional information	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

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:** 60.87**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
40	31	6	6	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
14	7	5	5	5

File Description	Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization**6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)****Response:**

The institution mainly receives funds from the Government of Andhra Pradesh. The government sanctions funds from various heads. The main source of income is the special fee and the restructured special fee collected for restructured courses. It is used towards the maintenance of infrastructure and the payment of honoraria to contingent staff and teachers engaged on an hourly basis for non-sanctioned posts.

- Most of our students receive funds from the government of A.P in the form of Jagananna Vidyadevena and Vasati Devena. The Indian government also offers national scholarships to students who have passed national-level talent tests.
- Every year Pesala Jaya Raja Gopal, a local philanthropist donated Rs1.05 lacs to provide uniforms for students.
- The parents donated Rs. 150 to the college development council at the beginning of admissions.
- Every year, the college administration prepares a numbers statement and submits it to the AP government.

- Accordingly, the government sanctions budgets for various heads.
- The social welfare department sanctions the scholarship for all categories of students according to their social status.
- The principal is the highest monitoring authority at the institutional level, ensuring the optimal utilisation of financial resources.
- The salaries of the employee and other employees are paid by the principal as per government norms.
- For all of them, the college authority maintains proper records.
- Every financial transaction should be mentioned in the records.
- Financial transactions are made by the institution as per the norms of the Government of Andhra Pradesh and the UGC.

The admission fee and examination fee transactions are being monitored by the special fee committee and the examination committee.

- All financial transactions conducted by the institution will be audited by RJDCE, Guntur, and the Accounts General of AP.
- At the end of every academic year, stock verification committees nominated by the principal will submit a report on the maintenance of stock by the department.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

- **The Internal Quality Assurance Cell (IQAC) is the planning body of the college. It contributes to the institution in all aspects. At the beginning of every academic year, the IQAC frames a schedule for academic and co-curricular activities and monitors them scrupulously.**
- **All newly admitted students attend the induction programme conducted by IQAC, in which they learn about the teaching and learning process, continuous evaluation, various co-curricular activities, the disciplines, and various facilities available.**
- **IQAC also undertakes regular training programmes for teaching and non-teaching staff.**
- **A research committee has been constituted in the college to promote research aptitude among the faculty using the framework developed by IQAC.**

- The IQAC encourages the faculty members to attend national and international seminars and workshops and collects the papers presented.
- The IQAC encourages the staff members to do research and also provides relevant documents to them.
- Every month, IQAC conducts staff meetings and reviews the teaching and learning process. It gives valuable suggestions to the staff members.
- The IQAC encourages the students as well as the faculty to be aware of the importance of co-curricular activities.
- These initiatives instill environmental consciousness among students. Installation Rain of – Water Harvesting Pit to Collect and conserves water, initiatives of Vermi compost use, Swachh Bharat, growing botanical garden plantation drive are initiatives in the campus
- The IQAC also initiates literary activities like elocution, essay writing, painting, and rangoli to create awareness among students.
- The IQAC has developed an effective feedback mechanism for the teaching-learning process, the curriculum, and other aspects of the college. Feedback has been collected through a well structured questionnaire.
- The IQAC reviews and reforms the teaching and learning programme based on the feedback obtained from all stakeholders of the institute. Data that is collected from stakeholders is analysed and used to improve the quality of the institution. After feedback analysis, necessary inputs and recommendations are provided to the respective departments through the staff council for the improvement of the quality of the teaching and learning process.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Gender Sensitization refers to the modification of behavior by raising awareness of Gender equality concerns. It helps people in examining their personal attitude and beliefs and questioning the realities of both sexes. Government Degree College, Naidupeta takes steps in renewing its commitment to fully realize girls' right to education and calls for a focus on and for resources to be invested into challenging, undoing and transforming the social, economic and cultural barriers that prop up gender inequality and undermine the universal right to education. The prime motto of our college is the provision of safety and security to the girl students and staff at college premises . Through the initiative of our faculty, we can assure parents about their children's security. We incorporated Human Values and Professional Ethics in Curriculum so that students can learn their values and responsibilities. As ours is a co – education College, We have a Powerful Women Empowerment cell and Discipline Committee, members to monitor DISHA App, Anti - ragging committee, Anti-Smoking, Counseling Centre and Redressal Cell. We conduct awareness programmes, Quiz, Essay writing, Elocution, Poster presentation, Guest lectures, Seminars about gender equality. NSS Volunteers of our college gave a warning call and created awareness to the local people on preventing the rising cases of molestation of women and children. As part of NSS activities, in neighboring villages, which help transform rural women in building awareness about health, hygiene, and the importance of child education.

Career Counseling, Village Counseling are the major programmes being conducted by various departments regularly. The Career guidance cell displays details of different competitive examinations for placements, mostly for girl children. The JKC provides training in skills and arranges campus Drives and Job fairs with the CCE's support for the motivation of girls.

Self Employability:

Women Empowerment Cell plays the key role in encouraging women students and faculty to start their start ups like Hand Embroidery, upcycling of doormats and table mats, cultivation of leafy vegetables and thus promote Women's entrepreneurship.

Guidance and Counseling;

Guidance and counseling by the faculty, Alumni and Women Intellectuals help students and their parents to familiarize them with social etiquette, peer group interaction, attitudinal changes which can help them to overcome emotional problems.

Anti-Ragging Cell:

Our college creates and ensures a friendly environment still we have a committee for the cell

and regularly monitor the students regarding the above.

Grievance Redressal cell:

The cell acts in a transparent manner so that the girl students' grievances are cleared and makes them feel secure. It also helps the other girls be confident enough to be in the institution.

Self defense training:

Women empowerment Cell organized a self defense training program for 50 girl students.

This program highlights the positive aspects of the girls to be strong and healthier in their future life.

Our girls have the convenience of Indoor and Outdoor games and also a yoga center for their physical fitness.

CONCLUSION:

- By participating in all the above activities, girls got Positive attitude, confidence and they become the warriors of the society.
- Gender sensitization can induce restructuring of gender roles based on efficiency and can help realize higher productivity of men and women through rational and effective use of resources.

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The

institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

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

Response:

The initiative of our institute is to provide better education, economy and uplift of students who are in need. The tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and sensitization of students are the major duties of our institute and we proudly announce that we can see a friendly environment among students. To maintain harmony, we conduct the programmes and festivals of all cultures. We teach them the Human Values, professional ethics, rights, duties and responsibilities of citizens not only as a part of curriculum but also for their wellbeing. The programs conducted are yearly and a few of them are: Human Rights Day, Constitution Day, Independence Day, Republic Day, Gidugu Venkata ramana murthy Jayanthi, Potti Sri Ramulu Jayanthi, Ambedkar Jayanthi, Savithri Bhai Phule Jayanthi, Gandhi Jayanthi, Ugadi Celebrations, Sankranthi Celebrations, National Voters Day, Mother Language Day, National Literacy Day and so

CONSTITUTION DAY

Also know as National Law day, it is celebrated on 26 November every year to commemorate the adoption of the constitution of India. The importance of constitution, rights and responsibilities, directive principles and laws, legislations and the efforts of Dr. B.R. Ambedkar was appreciated and remembered for their services and sacrifices. On the day, the preamble of the constitution was read and the department of Political science conduct mock parliamentary debates, Essay writing and

Quiz in our college,

HUMAN RIGHTS DAY

Human Rights day is celebrated on 10 December every day of the year. Human Rights are moral principles or norms for certain standards of human behavior and are regularly protected in municipal and international law. Through these celebrations students understand human rights and basic needs, how to respect human beings and how to respect human rights. On this day the department of Political science conducted quiz, essay writing and elocution competitions.

REPUBLIC DAY

Republic day is celebrated on 26 January every year. On this day a meeting was conducted and some of the speakers gave good speeches on the importance of republic day. We became a sovereign, secular, socialist, democratic republic. Students got awareness on liberty and helped India accomplish its freedom fighters and also students got encouraged to display their patriotism and pride.

INDEPENDENCE DAY

Independence Day is celebrated annually on 15 August in India commemorating the nation's Independence from the United Kingdom on 15 August 1947, the day when the provisions of the Indian Independence Act, which transferred legislative sovereignty to the Indian Constituent Assembly.

Women's Day, National Voters , National Literacy Day, Ambedkar Jayanthi, Gandhi Jayanthi Linguistic Days like Gidugu, Mother Language Day, Festivals like Ugadi, Pongal

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

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

Response:

CHAITHANYAM - A motivational program by students for community eco-friendly.

Objective of the Practice:

CHAITHANYAM is one of the best practices which motivates the students to make the community eco-friendly. It also helps the student to improve their confidence, their interpersonal skill, good communication to society and also understand social responsibility. The objective of the practice

includes

Plastic free day on Monday - Awareness of plastic pollution in common people

Health and Hygiene on Wednesday – inculcate good habits regarding Health and Hygiene in slum areas nearby Naidupet

Clean and Green of campus and Outside campus on Saturday – Create awareness about cleanliness nearby localities

The Context:

As a Higher education institution, it forms the responsibility of engaging the student folk in uplifting the community for inclusive growth. This context explains the students about the challenges faced in the present scenario and how to solve the problems in the future generations.

Practice:

The Department of Physics initiated the remaining departments to make every Monday as a Plastic free day on the College campus. On Monday all the staff and students should come without any plastic in their hands. Instead of that, they may come with Jute bags. The students distributed pamphlets to the nearby communities and explained to them about the consequences of plastic pollution.

The Women Empowerment Cell along with Science Departments has conducted every Wednesday as Health and Hygiene day giving guidance and counseling on personal Health and hygiene for our students. The WEC also motivated them to meet the slum areas and to explain to them about the importance of their cleanliness.

As per the instructions from CCE our college (MBC-Students) participated in Community Service Projects based on Health and Hygiene. The Students motivated the areas where the health and hygiene should be explained in different manners using easy techniques like stories and skits. And also create awareness on problems of smoking and drinking for the young and the old.

The NSS unit of our college has conducted Clean and Green on every Saturday where our students clean both the college campus and outside the campus. They clean the labs, classrooms, staff rooms, open areas and garden. The solid waste was posted into the vermicompost pit and kept for preparing compost which is later used for plants in our college garden, making it full of greenery. The students clean the roadside waste and dump it in one area making it easy for the municipality. The green approach helps in the plantation and useful plants that helps pleasant atmosphere and also creates the awareness for the community.

Evidence of Success:

CHAITANYAM practice has created a positive impact on part of the institution and also the community. A strong linkage between the community and the college has been formed. The activities held improved the students' confidence and personality making them more participative in various activities.

The plastic free day, health and hygiene and clean green practice are strictly followed on their respective days by all the staff and students. This becomes so adapted if no one has to remain their duties.

Problems encountered and resources:

- Credits should be assigned to the activities taken up in the community.
- Financial allocations for such programs are limited.
- Consistent motivation to students has been a hurdle – however once the service spirit is ignited among them the organization has become fairly easy.
- Community support has been hard to attain in some areas.
- Interest on the programme should be got by themselves without any hesitation and frustration.
- The programme should be friendly based rather than mandatory.
- Many outsiders and the community object to these programmes in different manners.
- CHEYUTHA - A Helping Hand for students by students.

Objective of the Practice:

CHEYUTHA is another initiative where the faculty raised a Helping Hand for students who can't afford funds for higher education for girl student who get married and have a zeal to achieve a goal in their life. The objective of cheyutha includes

EARN WHILE LEARN – Self employability by students – Upcycling Work of Doormats

FREE COACHING –free coaching for PG Entrance and Competitive examinations

The Context:

The context of the practice of cheyutha is to face any challenges in this competitive world with a minimum or free finance that can help them.

Earn while learn is a practice where the students can acquire skills like

- . Dignity of labor
- Co operation
- Chard work

- **Leadership**
- **Qualities**
- **Money management.**
- **All the faculty motivated students for higher studies and competitive spirit by giving them free coaching. Few students learnt computers like ms word, ppt, Excel which can help them in their later studies. This practice makes them highly confident so that they can stand forward against any challenge. Coaching was given in extra time either in the morning or in the evening by the faculty.**

Evidence of Success:

CHEYUTHA is a practice which helps the economically backward students and Naidupeta is a remote area where they cant reach their aim easily. We can develop a positive vibes in students who stop their studies and also who like to become Entrepreneurs.

Problems encountered and resources:

- **Credits should be assigned to the activities.**
- **Financial allocations for such programs are limited.**
- **Consistent motivation to students has been a hurdle**
- **Covid conditions disturbed the practice a lot.**
- **If the students have holidays, the garden may be damaged.**
- **Sponsors are very less and so may the practices are few**
- **The programme is completely student oriented. The ideas and the management are both done by students only.**

Practice:

Women Empowerment Cell as a best practice initiated the program, Earn while learning. The unused clothes were collected from students and using them they prepared Doormats and Table cloths. With a minimal amount they bought wool and prepared Door Hangings. This Upscaling craft work will help them in future as self employability. Few Students themselves sow seeds, water and grow the leafy vegetables and medicinal plants. Our students sell them to the faculty and earn some income. Some amount was used to buy new seeds and some amount was used to buy tapes sketchpens and scissors and staplers and used for project work. The work is completely student centric. Our college campus provides a place for practice.

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

7.3 Institutional Distinctiveness

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

Response:

Blood Donation is a very important activity; It is a divine donation The role of blood in a living creature is unique. Blood donation is harmless and safe in the body, rather it is social responsibility. The donor is donating for it as it will be used in saving the lives of his fellow beings. Nothing is comparable to the preciousness of human blood. This is the greatest gift one can give to fellow beings. Voluntary blood donors are saviors of mankind. If someone really loves oneself and other fellow beings, the only way to express it is to donate blood voluntarily.

To make a marked change in the students as dutiful and balanced citizens and engross them in public service, the institute has formulated a data of blood donors. A committee was formed to supervise its activities of it. The committee functions in coordination with NSS and the Red Ribbon club of the college.

Naidupet is a small town in 2.4 kilometers radius and has many private hospitals along with Community Health Center. People from different villages come to Naidupet for medical emergencies. The need for blood is one of the most required needs for many patients in hospitals. So the availability of the data of donors is very essential. We can't say that we can satisfy this requirement for every patient who needs blood but try our level best to keep our word (promises).

Blood Donation Camp in our college

Our college conducted a Blood Donation camp in collaboration with Area hospital Gudur and Nova Blood Bank, a voluntary social service organization in Nellore. Most of the NSS volunteers and students in our college have participated actively. In this divine program Principal, NSS coordinator Rotary Club members, Nova Blood Bank staff, and Medical staff from Govt Area hospital, Gudur also participated.

Rotary Club members extended their financial support and also distributed Fruits and drinks for those who donated blood in this blood donation camp. The principal and medical officer give motivational speeches about the noble task of blood donation and distributed appreciation certificates for those who donated blood in this blood donation camp.

Blood Donation camp

We have MOUs for the smooth and perfect execution of this practice with the government as well as NGOs of the city to assist, to carry out this task. We have MOUs with Rotary Club. With the support of Red Ribbon or Rotary Club or the institute organize a camp for testing blood grouping for blood donors in the college with the students of our college. Our Red ribbon club, faculty of Microbiology, and NSS wings

do the blood grouping with the assistance of the paramedical staff. After taking the blood sample and testing it for grouping. The red ribbon club and NSS wings prepare blood donors list along with the details of blood groups.

Blood Donors Information.

Later these donors are classified into groups based on the blood group. All this data is displayed on the college website <https://gdcnaidupet.co.in>. The coordinator of the red ribbon club is kept in charge and given access to this information. We give information to the hospitals stating that our college has this service. If a patient is not able to find a donor from his family, friends in proximity and attendance of the patient are informed to contact us either by mail or phone, or in person.

How did it function?

If any person needs this help concerned person people can approach the college with a request letter along with a hospital prescription for want of blood with the name of the patient and with the name of the group of the blood. They can post or mail their request online on our website. If this is to be arranged in advance the in charge of donor data forward this request to the donors of respective blood groups. If it is urgent and needed immediate response the charge can contact the donors then and there and give the details of the donor to the attendant of the patient as this data is prepared at the college level with these students' donors, we respond immediately and send the donors to the patient.

Sometimes students respond to the request at first. Then one of the willing or responding donors will be picked. The contact details of donors will be shared with the required persons. These persons may arrange the transport to the donor otherwise the donor will attend on his or her own transport.

If we are unable to provide we will guide them and give them the information they need, about donors from Government Hospitals.

Blood donation camp

On the 14th of June Blood Donor Day, the Red Ribbon Club and NSS units conduct donation camps in the college with the help of the paramedical staff of the Rotary Club. This activity is done by the NSS unit.

MOUS

We have used for smooth and perfect execution of the practice with the government as well as the NGO of the city to support to carry out of this task. We have MOU with Rotary Club whenever we arrange a blood grouping camp in our college, these agencies send their paramedical staff to this college. Red Ribbon Club faculty of microbiology and NSS wings do this blood grouping with the support of paramedical staff. After making the blood sample and blood testing, the red ribbon club and NSS wings prepare blood donors list along with the details of the blood groups.

Monetary Aid

We have a workforce from the medical side as well as from the staff members, NSS, red ribbon club, and college put up with the expenditure. Sometimes we got collaborations from outside for providing tents, chairs, and drinking water at camps. we offer ORS drinks, Fruits, and biscuits to the donors at blood

donation camps.

This is an institution with the reasonability of public service which is absolutely distinctive to the primacy and thrust of the institution. After getting inspiration from this entire blood donation process our students joined in various hospitals for internships in Naidupet.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Custodian of the University Question Papers

The Govt. Degree College, Naidupet, kept the university question papers that were distributed to the other private colleges during the examination date. The college appointed one senior member as custodian of the question papers. The custodians play the most responsible and important role in the smooth distribution of the question papers. A daily account is to be maintained regarding the number of question papers distributed. After the completion of the examination, the answer script bundles were also collected and kept in a safe room.

Help line centre for online admissions

The institution acted as Helpline centre for the online admissions. In the years 2018-19 and 2019-20 we have provided services to the students of nearby villages and towns, who are applying for degree programs online.

Faculty Contributions

Our college faculty was appointed and acted as observers to the other centers during the university examination. They are also involved in the question paper setting, syllabus framing as Board of study members and Chairman, and evaluation. They also serve on the university's High Power Committee as members and coordinators.

Organizing Inter University Tournaments for Men

Govt. Degree College, Naidupet, hosts the Vikrama Simhapuri University Intercollegiate Tournaments for the third year in a row, in 2017–18, 2018–19, and 2019–20. Various college students participated in the tournament. The events are in Kabaddi, Kho-kho, ball badminton, volleyball, softball, etc.

NCC Unit:

Our college allotted recently (AY 2022-23) to start a NCC 24 Battalion (Army). The college provides training to students in N.C.C. Arrangements for training are also made. Enrollment of cadets is made soon after admission to the college. The enrollment is open on a voluntary basis. All items of N.C.C. kit and uniform issued.

Captain: I. Siva Reddy, M.Tech

Ambedkar Open University:

Our college has a unit of B.R .Ambedkar Open University, Study centre. The aim of the centre is to provide equality of educational opportunities for higher education for a large segment of the population including those in employment, women including housewives and adults, who wish to upgrade their education or acquire knowledge and studies in various fields through distance education. The Center works on weekends and holidays. The Study Center offers Academic Guidance, Counseling and also admissions to various Programs by following admission procedures.

Concluding Remarks :

Government Degree College, Naidupet, was established with an aim to serve as an educational hub and to help the rural, socially, and economically backward classes of the community.

At present, the institution is working towards the implementation of NEP 2020. We are focusing on improving the gross enrollment ratio, which is not at its optimal level. The government of A.P. and the Commissionarate of Collegiate Education introduced skill-based courses in the curriculum and implemented apprenticeship training for the benefit of getting jobs after the completion of the program.

The college always focuses on improving the quality of teaching and learning. The faculty is highly qualified and trying to enhance their skills by completing MOOCS courses offered by Swayam and Ramanjan College's e-learning platforms.

We have been organizing various activities like AIDS awareness, ODF, blood donation camps, health awareness programs, tree planting, anti-ragging campaigns, voter registration drives, cashless transactions, health and hygiene education, etc. to serve the nearby community.

The future aspiration is to incorporate multidisciplinary programs and others in tune with the National Education Policy.