



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**GOVERNMENT DEGREE COLLEGE, RAYACHOTI**

NH-18, CHITTOR ROAD, ANNAMAYYA DIST, A.P.

516269

[www.gdcrayachoty.ac.in](http://www.gdcrayachoty.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Government Degree College, Rayachoti, was established in 1978, initially offering B.A. and B.Com. programs in a shared building with the Government Junior College and High School, with the aim of providing quality, need-based education to diverse social groups, particularly students from backward communities in and around Rayachoti. Later, philanthropist Sri Polepalli Narasimhulu Gupta donated 10.01 acres of land along NH-18, and the college was relocated to this site in 2005.

Under the leadership of its principal and a dedicated staff, the college promotes the all-round development of its students, believing that knowledge is key to prosperity. Following the curriculum prescribed by Yogi Vemana University, Kadapa, the college offers a variety of programmes, including B.A (H.E.P), B.A (H.P.U), B.Sc (B.Z.C), B.Sc (M.P.Cs), and B.Com (Computer Applications). Embracing the National Education Policy (NEP)2020, the college adopted the APSCHE curriculum framework from 2023-24, introducing single-major 4-year Honours degrees in subjects like B.Sc Computers, B.Sc Zoology, B.Com Computer Applications, B.A Special Urdu, and B.A. Economics. This initiative fosters multidisciplinary and interdisciplinary learning.

Complementing its academic curriculum, the college places a strong emphasis on co-curricular, extracurricular, and extension activities, fostering a well-rounded educational experience. The institution firmly believes in the adage, "Working hands are holier than praying lips," exemplified by its active NCC and NSS units. While the NSS unit instils values of social, cultural, economic, and environmental responsibility, the NCC unit promotes discipline, honesty, and truthfulness among students. Recognizing that the crown and glory of life is character, the institution endeavours to instil values like tolerance, compassion, honesty, independence, and common sense in its students. In 1994, the college was granted recognition under sections 2(F) and 12(B) of the UGC Act, 1956. Furthermore, the college has been accredited with C grade by NAAC in 2019 and holds ISO 9001:2015 certification, reflecting its commitment to quality education. With its dynamic management, dedicated staff, and disciplined student body, GDC Rayachoti provides a conducive academic atmosphere that nurtures excellence in education. The institution stands poised to secure a distinguished position in the realm of Higher Education, guided by its core principles of knowledge, character, and holistic development.

### **Vision**

To ignite the young minds of the rural, marginal and downtrodden sections of the society by providing them with quality based, value based, skill based, meaningful and futuristic education for their multi-dimensional development and empowering them as responsible citizens and global leaders by nurturing national values and ethos among them.

### **Mission**

- To nurture and provide a congenial learning environment.
- To foster social dynamism and spirit of leadership.
- To sustain quality in education system.
- To inculcate environmental consciousness.

- To follow learner centric methods of teaching.
- To encourage learner centric activities.
- To inculcate strong morals, secular and social values and ethics to cultivate responsible citizens.
- To assure physical fitness, stress free learning and mental well-being through sports and games and Yoga.
- To encourage teachers to upgrade their capacities from time to time by participating in capacity building programs for the benefit of students.
- To implement the qualitative enhancement initiatives initiated by commissioner of collegiate education.
- To equip the students with employable skills such as communication skills, analytical skills, soft skills, lab skills, life skills, management skills, drafting skills, generic skills like working in teams, time management etc.
- To provide cutting-edge educational programs that foster academic excellence and holistic development.
- To engage in community partnerships to promote social responsibility and Nation building through community service projects.
- To offer diverse opportunities for physical and practical learning experience.
- To prepare work ready graduates by promoting industry skills through internships to industry connect.

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

### Institutional Strength

- The institute is located in semi urban area.
- Nurtures Holistic and futuristic education.
- Well Qualified and Committed staff.
- Community Outreach Programs.
- Virtual and ICT enabled Class Rooms.
- Partially automated and Wi-Fi-enabled library facility with N-LIST subscription for access to e-resources.
- Adequate and well-maintained physical infrastructure.
- Laboratories with adequate equipment.
- Sufficient number of computers with the latest configurations and UPS support in Computer Science Lab and JKC/Placements Cell.
- Eco-friendly environment with trees in and around the campus.
- The two NSS units are rendering selfless service and creating social responsibility among the students.
- The only college with an NCC unit in Rayachoti.
- Offering a B.A. Special Urdu program and Urdu as one of the second language options, as more than 50% of the population in Rayachoti comprises Muslim minorities.
- Wi – Fi connectivity to the staff and students.
- R.O water facility and cool water facility.
- Facial attendance system to staff and students.
- Vidya Deevena and Vasathi Deevena Scholarships to all the eligible students.
- Support from CPDC and Philanthropists.
- Registered Alumni Association to strengthen networking.

### Institutional Weakness

- Meagre Economical Resources.
- Weak economic background of students.
- Limited mobilization of funds and resources.
- Potential for research is yet to be realized.
- Lack of Hostel facility.
- Government funds have not been sanctioned from UGC, RUSA, or PM-USHA.

### **Institutional Opportunity**

- To provide Hostel facility for improvement of admissions.
- To improve college facilities by submitting proposals for government grants
- Choice –Based Credit System (CBCS) and Semester System has made students attendance more regular.
- Innovative internal assessment methods such as Continuous Internal Assessment (CIA) method.
- To submit proposals for PM-USHA grants to strengthen college infrastructure facilities under new construction component and also upgradation of existing facilities and renovation and repair works and purchase of new furniture.
- To impart value-based education by introducing value added supplement courses such as life skill courses.
- To impart skill-based education by implementing skill enhancement courses such as skill Development courses.
- To impart inter disciplinary knowledge by introducing multi-disciplinary courses.
- To involve Alumni in various college development activities,
- To increase the role of CPDC and Philanthropists in the development of the institution.
- To build Alumni Networks for mentorship and internships.
- To explore collaborations and MOUs with other HEI's & Industry for placements.
- To add more vocational courses and certificate courses.
- To promote environmental consciousness through outreach programs.
- To Improve blended teaching facilities.
- To introduce Bachelor of vocational course in Horticulture.

### **Institutional Challenge**

- Change in government policies regarding admissions and fee structure.
- To provide research facilities and infrastructure facilities.
- To balance between academics and research.
- To prepare the students to face the challenges of life.
- To organize national seminars, workshops as a part of research activity to inculcate zest of research and to enrich and creative capabilities among the staff and the students.
- To enhance Skill activity and employability.
- To Strengthen placements.
- To Mobilize funds for research from various funding agencies.
- To balance academics with long term skill-based initiatives.
- To maximize Green Environment efforts.
- Automation of academic and administration.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The college, affiliated with Yogi Vemana University, Kadapa, meticulously follows the curriculum framework and syllabus prescribed by APSCHE and the affiliating university. To ensure effective curriculum delivery, the institution employs a structured three-phase approach involving Curriculum Planning, Implementation, and Evaluation.

Curricular planning includes adherence to the university's Academic Calendar, preparation of a Master Time Table, and submission of Teaching Plans and Synopses by faculty members. Implementation is monitored through Teaching Diaries and the TLP App, ensuring the execution of plans and facilitating ICT-based teaching and learning, even during the COVID-19 lockdown.

Evaluation at the college is conducted through two methods: Continuous Internal Assessment (CIA) and Semester-End Examinations. The evaluation process follows Yogi Vemana University's guidelines, with 25 marks for continuous internal assessments (including exams, seminars, assignments, and attendance) and 75 marks for external semester-end examinations.

During the last five years, the institution has offered 38 certificate and value-added courses to enhance skills. Furthermore, the institution demonstrates a strong commitment to integrating crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum. By introducing life skill courses and specialized offerings like Human values and Professional ethics, Environmental Science, Solar Energy, and Environmental Audit, students receive a holistic education that prepares them for real-world challenges. Courses like Environmental Chemistry, Green Chemistry, Development Economics, Botany, and Political Science emphasize sustainability, environmental conservation, social values, and biodiversity. These courses integrate concepts of ecosystems, resource management, and ethical practices, preparing students for real-world challenges related to sustainability.

Additionally, the college's Women Empowerment Cell plays a pivotal role in promoting gender sensitization and awareness through various programs and observances, fostering a culture of gender equity and inclusivity.

In the academic year 2022-23, a total of 88 students participated in a two-month community service project, while 121 students completed short-term internships of the same duration. Furthermore, 144 students undertook long-term internships lasting six months. IQAC collects feedback on the curriculum from students, lecturers, alumni, and employers, analyzes it, and communicates action taken reports for betterment and improvement, also placing them on the institutional website.

### Teaching-learning and Evaluation

During the latest academic year 2022-23, 101 students were admitted to the institution, with 86 of them from reserved categories, indicating a majority from these groups. To orient incoming students, the institution conducts a comprehensive induction program named "Deeksharambham." This program acquaints students with various facilities, extracurricular clubs, e-learning resources, course outcomes, program outcomes, and other aspects of the academic environment, ensuring a smooth transition into college life.

The student-teacher ratio stood at 18.21:1, ensuring personalized attention and effective learning. The teaching

staff is fully qualified, with no vacant positions, comprising members with Ph.D., NET, and SET qualifications, which enhances the quality of education. Various student-centric teaching methodologies are employed, including experiential learning, participative learning, and problem-solving approaches supported by ICT tools.

Experiential learning is emphasized through practical sessions in science departments, educational field trips, and internships, allowing students to apply theoretical knowledge. Participative learning is promoted via interactive teaching methods, student organizations, and extracurricular activities. Problem-solving skills are developed through role-plays, debates, and student union participation.

ICT tools are integral to the teaching process, featuring ICT-enabled classrooms and a virtual classroom for interactive learning. The CCE LMS portal provides study materials, while access to N-List offers e-books and e-journals. Online classes have been conducted to ensure continuous learning.

The internal assessment mechanism is transparent, with clear criteria communicated to students and a grievance redressal system in place for both internal and external assessments. The institution has revised its internal examination pattern for better assessment and feedback. Continuous internal assessment (CIA) includes mid-term exams, assignments, seminars, attendance, and Clean & Green activities. Programme Outcomes (POs) and Course Outcomes (COs) are clearly defined and communicated through various channels, ensuring transparency and accountability. Evaluation of POs and COs involves a structured process, including continuous internal assessment (CIA) alongside external assessments and surveys among graduates, employers, parents, and alumni.

The Institutional Quality Assurance Cell (IQAC) collects a student satisfaction survey from all students using Google Forms, with the survey link accessible on the institution's website. The collected data is carefully analyzed to identify areas for improvement in the teaching-learning process.

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

The institution emphasizes the Indian Knowledge System (IKS) through co-curricular and extracurricular activities that connect students with India's rich cultural heritage. Events featuring ethnic sports, traditional games, cultural celebrations, and yoga sessions are organized to instill values and wellness, promoting a deeper connection to Indian traditions.

The institution has established a strong research framework led by the Active Research Committee, chaired by Dr. S. Farooq Basha. This committee promotes faculty engagement in research, resulting in the publication of 50 research papers and chapters, and has conducted 9 seminars and workshops to enhance academic and research capabilities. An Intellectual Property Rights (IPR) Cell was established on December 10, 2021, with B. Kiran Kumar as convenor. The cell raises awareness about intellectual property rights and conducts programs on patents and quality, including a national seminar in collaboration with the National Intellectual Property Awareness Mission (NIPAM). The institution actively promotes sustainable agricultural practices, including vermicomposting, the cultivation of Menti (Fenugreek) leaves, and mushroom cultivation. These initiatives not only produce nutrient-rich compost and promote organic farming but also educate students and the local community about the health and economic benefits of sustainable practices.

The institution, its faculty, and students have earned recognition for contributions to literature and community service. In the last five years, they received 128 awards/recognitions from government organizations, reflecting excellence in academics and active community involvement.

The extension activities undertaken by the institution had a significant positive impact on the surrounding communities. Initiatives such as blood donation camps and health awareness programs have improved public health and hygiene. Environmental initiatives, including tree plantation drives and workshops on water conservation, foster environmental consciousness and sustainability. Furthermore, programs focusing on social awareness, such as women's empowerment and child labor campaigns, have empowered vulnerable sections of society.

The institution has 43 functional MoUs with industries, hospitals, and reputed higher educational institutions. These MoUs provide students with valuable opportunities for practical learning and real-world exposure, including short-term and long-term internships, further enhancing their hands-on experience.

### **Infrastructure and Learning Resources**

The institution ensures a well-rounded infrastructure and technology support system to facilitate teaching, learning, sports, cultural activities, and research. Spread across 10.01 acres, it provides 13 classrooms, with 5 ICT-enabled classrooms and a virtual classroom, enhancing the modern teaching process. A well-rounded sports infrastructure includes outdoor and indoor facilities, such as a cricket ground, a gymnasium, and areas for various games like badminton, volleyball, chess, and carroms. Cultural activities are facilitated through an open auditorium, which also doubles as a yoga training space. The campus is equipped with 100 Mbps internet connectivity, supported by 7 Wi-Fi access points. Laboratories are well-equipped, including a Computer Science lab with 37 high-configuration computers and a JKC lab with 30 Computer systems for employability training.

The library is partially automated using the NewGenLib software, an Integrated Library Management System (ILMS). With 11,535 books, it offers access to N-LIST and NDL, enabling students and faculty to explore thousands of e-books and journals. The library's automation supports smooth operations, from book circulation to catalog access through OPAC, enhancing the learning experience. With a student-computer ratio of 6.52:1 for the academic year 2022-23, the institution ensures adequate access to technology for all students, promoting academic success and holistic development.

the institution has enhanced its technological infrastructure to support teaching and administration. In 2019-20, it acquired one color printer, one black-and-white printer, and a projector. In 2021-22, 10 high-configuration computers were added through MP LADS WORKS, along with a donated laptop. To improve campus security, 21 CCTV cameras were installed that year. In 2022-23, the institution purchased a desktop and a barcode scanner for library automation and four Wi-Fi routers to enhance connectivity. For Computer Science students, essential software packages were installed and updated, including operating systems and programming languages like C, C++, Java, Oracle, PHP, MySQL, and Microsoft Office, ensuring a high-quality educational experience.

The institution is dedicated to maintaining and updating its facilities, providing a conducive environment for students and staff. With a strong emphasis on infrastructure, IT resources, and library facilities, it ensures all stakeholders have access to essential tools for academic success and development.

### **Student Support and Progression**

Student support and progression are key priorities at Government Degree College, Rayachoti. The Andhra

Pradesh government plays a crucial role by offering fee reimbursement and scholarships to socially and economically disadvantaged students. Over the past five years, 76.76% of students have benefited from these programs.

The college enhances employability through the Jawahar Knowledge Center, providing training in computer, analytical, communication, and soft skills. The Department of Physical Education offers early gym access, while the NCC unit strengthens students' physical and mental fitness. Programs on yoga, health, hygiene, and entrepreneurship are regularly conducted. The Department of Computers also improves ICT skills for both computer and non-computer students.

Over the past five years, 74.14% of students have benefited from various guidance programs on higher education opportunities and competitive exams organized by the institution. The percentage of outgoing students placed in jobs or progressing to higher education over the same period stands at 71.74%, reflecting the institution's commitment to student progression.

The institution has a robust grievance redressal system that resolves student grievances within 1-4 days, depending on the issue. The anti-ragging and sexual harassment prevention committees hold regular meetings to educate students about relevant laws, ensuring a safe campus environment. Anti-ragging posters are prominently displayed, and complaint boxes are available throughout the campus. Both committees have been effective, maintaining a zero-incident record over the past five years. 11 students have received awards or medals for outstanding performance in sports or cultural activities. Over the past five years, the college has conducted 32 programs to promote sports and cultural engagement among students. The Alumni Association of Government Degree College, Rayachoti, has played a crucial role in the institution's growth, both before and after its formal registration.

The Alumni Association of Government Degree College, Rayachoti, has significantly contributed to the institution's growth, both before and after its official registration on 19/04/2023. In 2022-23, they donated Rs. 1,30,749/-, and also donated valuable items like a refrigerator, furniture, and a Samsung LED TV.

The association organizes annual reunions, career guidance sessions, and motivational talks. They also help with admission campaigns, encouraging students to join the college.

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

GDC Rayachoti's governance is led by the principal through a decentralized structure, involving various committees of lecturers, students, and staff for collaborative decision-making. In line with NEP 2020, the college introduced 4-year UG Honours Programs in 2023-24, featuring flexible entry-exit options, skill courses, blended learning, and internships.

Over the past five years, the institution has seen significant growth, with increased student admissions and improved infrastructure, including new computer systems, solar panels, and rainwater harvesting, funded by alumni and external sources. This governance model promotes shared responsibility and accountability, while the Institutional Perspective Plan (2022-2029) outlines strategic goals and annual plans for continuous progression.

The institution has implemented e-governance across its operations, enhancing efficiency and transparency in administration, finance and accounts, student admission and support, and examination processes. The Annual

Self-Appraisal Report (ASAR) evaluates teaching staff in three categories: teaching, activities, and research, while student feedback informs improvements in teaching quality based on IQAC recommendations. Welfare measures include various leave options, medical facilities via health cards, insurance, pension schemes, and loan access.

Over the last five years, 24 teachers received financial support for training programs, and 72.61% of teaching and non-teaching staff participated in Faculty Development Programs (FDP) and Management Development Programs (MDPs).

GDC Rayachoti effectively mobilizes funds from both government and non-government sources. Government funds include Rs. 2.6 lakhs from NCPUL for seminars, Rs. 1.65 lakhs for NSS activities, and Rs. 5 lakhs from MPLADS for computers. Contributions from the ICICI Foundation and philanthropists totaled Rs. 18.92 lakhs for solar panels, rainwater harvesting, and other development initiatives.

The Internal Quality Assurance Cell (IQAC) at GDC Rayachoti enhances academic and administrative quality by reviewing teaching methods and operational processes. It promotes student-centered learning, supports diverse learners, and oversees mentor-mentee activities. During the COVID-19 pandemic, the IQAC facilitated online learning via platforms like Zoom and G Suite and introduced certificate courses to boost employability.

The institution maintains quality assurance through regular IQAC meetings, implementing improvement initiatives, conducting Academic and Administrative Audits (AAA), collaborating with other institutions, participating in NIRF and recognized rankings, and achieving accreditations from agencies like NAAC and ISO certification.

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

Government Degree College, Rayachoti, has implemented several initiatives to promote gender equity over the last five years. A Gender Audit revealed an increase in female enrollment across social categories. The Women Empowerment Cell (WEC) leads efforts to promote gender equity, organizing seminars, rallies, and training on women's rights, health, and legal issues. Gender sensitization is integrated into the curriculum and co-curricular activities, ensuring equal participation of male and female students in academics, sports, and cultural events. Dedicated facilities for women, including separate toilets, a girls' waiting room, CCTV surveillance, and grievance mechanisms, ensure a secure and supportive campus environment for female students and staff.

The institution has adopted several sustainability measures, including solar panels and energy-efficient LED bulbs to conserve energy. Waste management initiatives include vermi-composting for degradable waste, while 760 kg of e-waste was handed over to Earth Science Recycle Pvt. Ltd. during the 2022-23 academic year. The campus has a rainwater harvesting system and soak pits, installed with support from the ICICI Foundation. The college's NCC and NSS units actively contribute to green campus initiatives by organizing tree-planting drives. Furthermore, the institution provides disabled-friendly infrastructure with ramps, walking sticks, and hearing aids.

Regular green and energy audits demonstrate GDC Rayachoti's commitment to sustainability, resulting in ISO certification. The college organizes clean and green campus initiatives and environmental awareness campaigns beyond the institution, furthering its environmental conservation efforts.

The institution fosters an inclusive environment by promoting tolerance and harmony across cultural, regional,

linguistic, and socioeconomic backgrounds. Initiatives include a uniform system to reduce socioeconomic differences, daily assemblies to build community, and the celebration of festivals from all religions. Language days and cultural competitions encourage unity, while curriculum-based courses on human values and ethics, along with national celebrations and essay competitions, sensitize students to their constitutional obligations.

**The two best practices implemented by the institution are:**

- **Share and Care:** This practice emphasizes community service and social responsibility, fostering empathy and support within the surrounding community.
- **Environment and Pollution-Free Campus:** The institution maintains a green, sustainable campus through tree planting, energy conservation, and waste management, contributing to a pollution-free environment.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE, RAYACHOTI
Address	NH-18, Chittor Road, Annamayya Dist, A.P.
City	Rayachoty
State	Andhra Pradesh
Pin	516269
Website	<a href="http://www.gdcrayachoty.ac.in">www.gdcrayachoty.ac.in</a>

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Andhra Pradesh	Yogi Vemana University	<a href="#">View Document</a>
Andhra Pradesh	Yogi Vemana University	<a href="#">View Document</a>

<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	27-01-1994	<a href="#">View Document</a>		
12B of UGC	27-01-1994	<a href="#">View Document</a>		

  

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

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	NH-18, Chittor Road, Annamayya Dist, A.P.	Semi-urban	10.01	1768.874

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Science, Botany Zoology Chemistry EM	36	Intermediate	English	40	12
UG	BSc,Science, Mathematics Physics Computer Science EM	36	Intermediate	English	40	10
UG	BCom,Com merce,Comp uter Applications EM	36	Intermediate	English	60	39
UG	BA,Arts,Hist ory Economics Political Science EM	36	Intermediate	English	40	17
UG	BA,Arts,Hist ory Political Science Special Urdu UM	36	Intermediate	Urdu	40	23

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				21			
Recruited	0	0	0	0	1	2	0	3	18	3	0	21
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	1	0	0	1
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				22
Recruited	8	7	0	15
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	4	0	0	5
M.Phil.	0	0	0	1	1	0	2	1	0	5
PG	0	0	0	0	0	0	13	2	0	15
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	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	326	0	0	0	326
	Female	111	0	0	0	111
	Others	0	0	0	0	0
Certificate / Awareness	Male	261	0	0	0	261
	Female	91	0	0	0	91
	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	25	22	17	3	
	Female	4	8	1	1	
	Others	0	0	0	0	
ST	Male	1	3	6	1	
	Female	1	1	0	0	
	Others	0	0	0	0	
OBC	Male	83	92	87	35	
	Female	22	28	8	6	
	Others	0	0	0	0	
General	Male	15	10	18	9	
	Female	6	26	1	4	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		157	190	138	59	

**Institutional preparedness for NEP**

## 1. Multidisciplinary/interdisciplinary:

GDC Rayachoti has taken significant steps to align with the National Education Policy (NEP) 2020, particularly in the context of multidisciplinary and interdisciplinary learning. The institution has embraced the redesigned Choice Based Credit System (CBCS) curriculum for 4-year UG Honours Programs, introduced by the Government of Andhra Pradesh, to enhance the quality of undergraduate education.

**Curricular Framework:** The institution has introduced a new curriculum and credit framework for 4-year UG Honours with Single Major and one minor, in line with the NEP 2020. This framework allows for multiple entry and exit options after the 1st, 2nd, and 3rd years of study, with a certificate, diploma, and degree awarded after the respective years of study. The Honours Degree is awarded at the end of 4 years of study. GDC Rayachoti offers single major 4-year Honours degree programs in B.Sc Computers, B.Sc Zoology, B.Com Computer Applications, B.A. Economics, and B.A. Special Urdu, providing students with a wide range of options to pursue their interests.

**Credit Requirements:** For UG Honours Degree, students are required to complete 160 credits, along with 20 additional credits assigned for Community Service Project (4 credits), Short Term Internship (4 credits), and Semester Internship (12 credits). These 160 credits are apportioned as follows: 84 for Major Courses, 24 for Minor Courses, 12 for Languages, 6 for Multidisciplinary Courses, 28 for Skill Courses, 4 for Open Online Transdisciplinary Courses, and 2 for Common Value-Added Courses.

**Multidisciplinary Courses:** GDC Rayachoti has incorporated multidisciplinary courses into its curriculum, ensuring that every student must study one multidisciplinary course during the first, third, and fourth semesters. These courses are carefully chosen to provide students with a broad-based education and foster interdisciplinary thinking. The institution offers a variety of multidisciplinary courses, including:

**First Semester:** Introduction to Social Work, Principles of Psychology, Indian History, Principles of Biological Sciences, Principles of Chemical Sciences, Principles of Physical Sciences.

**Third Semester:** Introduction to Public Administration, Principles of Management, Principles of Accounting, Basic Electronics, Health and Hygiene, Basic Mathematics.

**Fourth Semester:**

	<p>Fundamentals of Economics, Indian Philosophy, Performing Arts, Introduction to Geography, Basic Statistics, Introduction to Nanotechnology. In conclusion, GDC Rayachoti is fully prepared to meet the objectives of NEP 2020, providing students with a comprehensive and multidisciplinary education that prepares them for the challenges of the future.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Government Degree College, Rayachoti, is affiliated to Yogi Vemana University, Kadapa. All academic certificates for students are issued by the university, and only university authorities have the authorization to deposit these certificates in the National Academic Depository (NAD). In line with guidelines from the UGC, APSCHE, and APCCE, we have raised awareness about DigiLocker, the National Academic Depository (NAD), and the transfer of academic credits through the Academic Bank of Credits, along with other government-issued ID cards. We have registered students on both the DigiLocker and NAD portals and created APAAR IDs for all students for the academic year 2023-2024, submitting the data to APCCE. These APAAR IDs will be communicated to Yogi Vemana University once we receive the format and submission guidelines from the university, which is committed to issuing digital certificates from the 2023-24 academic year onwards.</p>
<p>3. Skill development:</p>	<p>Our institution has a strong focus on skill development, incorporating it into our curriculum and through the Jawahar Knowledge Center (JKC) to enhance students' employability. Regarding the curriculum, skill development courses were introduced as part of the Choice Based Credit System (CBCS) framework in 2015-16. These courses, each worth two credits, include Information &amp; Communication Technology – I &amp; II, Communication and Soft Skills-I, II &amp; III, Analytical Skills, Entrepreneurship Education, and Leadership Education. In the revised curriculum framework of 2020-21, skill development courses were introduced tailored to the specific needs of Arts, Commerce, and Science students. These courses include Tourism Guidance, Survey &amp; Reporting, Social Work Methods, Financial Markets for Arts students; Insurance Promotion, Advertising, Logistics &amp; Supply Chain, Retailing for Commerce students; and various practical courses like Electrical Appliances, Plant Nursery, Solar Energy, Dairy Techniques,</p>

Poultry Farming for Science students. Aligned with the latest 4-year UG Honours curriculum implemented from 2023-24, our institution has introduced a range of Skill Enhancement Courses for students in Semesters I to IV. These courses aim to enhance students' skills and prepare them for the evolving professional landscape. In Semester-1, students must choose any TWO of the following four courses: Entrepreneurship Development, Leadership Skills, Analytical Skills, and Communication Skills. In Semester-2, students must choose any TWO of the following five courses: Business Writing, Marketing Skills, Investment Planning, Stock Market Operations, and Digital Literacy. In Semester-3, students must choose any ONE of the following four courses: Business Forecasting, Project Management, Information and Communication Technology, and Data Analysis. In Semester-4, students must choose any ONE of the following four courses: Cybersecurity, Digital Marketing, Tourism Guidance, and Design Thinking. These Skill Enhancement Courses are designed to be contemporary and not specific to any major. Students must complete 6 such courses (2 credits each) in Semesters I to IV, totalling 12 credits. This approach allows students to tailor their learning experience by selecting courses that align with their interests and career goals. In addition to curriculum-based initiatives, the college actively improves students' employability skills through the JKC. Training on computer skills, analytical and reasoning skills, and communication soft skills is provided. Furthermore, during the academic year 2022-23, our college students completed the Microsoft upskilling program - Azure AI Fundamentals, in online mode, with 27 students receiving completion certificates. The institution also offers various certificate courses to enhance students' skills. These certificate courses provide additional learning opportunities that complement the regular curriculum, equipping students with specialized knowledge and practical expertise in diverse areas. To complement the classroom experience and align with NEP 2020's vision, our college offers diverse learning opportunities. Students can participate in community service projects, applying their knowledge to real-world problems and fostering social responsibility. Additionally, short-term and long-term internships provide valuable industry

	<p>exposure and practical experience relevant to their chosen fields. Overall, our institution's comprehensive approach to skill development ensures that students are well-equipped with the necessary skills to succeed in their careers and contribute meaningfully to society, in line with the objectives of NEP 2020.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our institution places a strong emphasis on the integration of Indian knowledge systems (IKS) as an integral part of our curriculum and teaching practices. We believe in preserving and promoting the rich cultural heritage and linguistic diversity of India. To achieve this, the college offers Telugu, Hindi, and Urdu as second languages for the first, second, and third semesters, catering to students who prefer learning in their native languages. Additionally, bilingual (both Telugu and English medium) classroom delivery is provided to facilitate students from rural backgrounds, ensuring they can effectively understand and participate in the learning process. A significant initiative in this regard is the B.A. H.P.U program offered in Urdu medium, which is a great advantage for local Muslim minority students, enabling them to pursue higher education in a language they are comfortable with. As part of the revised CBCS curriculum implemented in 2020-21, the institution offers "Indian Science and Culture" as an option for the Life Skill Course during the second semester, aimed at instilling a deeper understanding and appreciation of Indian scientific achievements and cultural heritage among students. Additionally, tourism guidance is offered as one of the skill development courses during the first semester, providing students with the opportunity to explore and understand the nuances of tourism, particularly in the context of India's diverse cultural and heritage sites. Furthermore, Performing Arts is offered as an option for the Skill Development Course during the second semester, providing students with a platform to explore and showcase traditional Indian art forms. In line with the latest 4-year UG Honours curriculum implemented from 2023-24, students are required to complete two courses on Indian Knowledge Systems, one in the VII semester and one in the VIII semester. This ensures that students gain a comprehensive understanding of India's rich knowledge traditions and cultural heritage. Through these initiatives, our</p>

	<p>institution is committed to the appropriate integration of Indian knowledge systems, promoting teaching in Indian languages, culture, and utilizing online courses to preserve and promote our diverse cultural heritage.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Our college prioritizes implementing Outcome-Based Education (OBE) as envisioned by NEP 2020. Here's a breakdown of our commitment and practices: (i) <b>Clearly Defined Learning Outcomes:</b> We develop program-wise and course-wise learning outcomes, encompassing both general and specific skills and knowledge students should acquire. These include not only core academic knowledge but also essential employability skills. These outcomes are clearly communicated to all stakeholders (faculty, students, parents, employers) through various channels: Published on the college website for transparency and accessibility. Shared directly with students during course introductions and program orientations. (ii) <b>Aligning Curriculum and Practices:</b> All our policies, pedagogical strategies, and classroom techniques are designed to ensure students achieve the defined learning outcomes. This means: Curriculum content, learning activities, and assessment methods directly target the intended outcomes, including those related to employability skills. Faculty utilize diverse teaching methods (lectures, discussions, projects, etc.) that cater to various learning styles and promote active engagement with the outcomes. (iii) <b>Continuous Monitoring and Improvement:</b> We employ a robust system for monitoring and evaluating student achievement of learning outcomes. This includes: <b>Continuous Internal Assessment (CIA):</b> Regular assessments like quizzes, assignments, and presentations measure student progress towards the outcomes throughout the semester, with a focus not only on content knowledge but also on skills like communication, problem-solving, and critical thinking. <b>Active Involvement of College Leadership:</b> The college's IQAC, Academic Coordinator, and Principal work collaboratively to: Monitor the effectiveness of assessment methods in measuring learning outcomes. Analyze data and use it to refine curriculum, teaching methods, and assessment practices for continuous improvement. (iv) <b>Enhancing Learning Experiences:</b> To complement the classroom experience and align with</p>

NEP 2020's vision, our college offers diverse learning opportunities. Students can participate in community service projects, applying their knowledge to real-world problems and fostering social responsibility. Additionally, short-term and long-term internships provide valuable industry exposure and practical experience relevant to their chosen fields. Furthermore, the college collaborates with JKC (Jawahar Knowledge Centre) to offer career guidance programs and skill development training classes. These programs empower students to:

- Identify career paths: By aligning their interests and program outcomes, students can make informed career decisions.
- Develop job-ready skills: Through training in computer skills specific to their field, analytical skills for data interpretation, and effective communication skills for professional settings, students gain essential competencies for success.

JKC also focuses on fostering soft skills like teamwork, leadership, and time management, preparing them for a well-rounded professional life.

6. Distance education/online education:

Online education has become an integral part of our teaching-learning process, especially following the COVID-19 pandemic. During the lockdown phase, we effectively delivered all our lessons through various platforms such as Zoom, Webex, Microsoft Teams, Google Meet, and the G Suite-linked Google Meet platform. Despite many faculty members being new to such technology, they received appropriate training that helped them gain command over the tools quickly. Faculty training programs were conducted on the usage of online teaching tools and assessment methods. Science departments are making use of Virtual Labs in teaching, enhancing the practical learning experience for students.

Additionally, one-day awareness programs were conducted on online learning resources such as the AP LMS portal, Swayam, and NPTEL. Teaching and assessment were conducted using a variety of online tools, including Google Forms, Plickers, and Kahoot, ensuring engagement and interaction in the virtual classroom. As per the revised curriculum implemented in 2020-21, our college students are completing short-term and long-term internships through online mode, gaining valuable industry exposure and practical experience. During the academic year 2022-23, our college students

completed the Microsoft upskilling program - Azure AI Fundamentals, in online mode, with 27 students receiving completion certificates. In August 2023, the state government of Andhra Pradesh signed a Memorandum of Understanding (MoU) with edX, a prestigious e-learning platform. EdX offers a wide array of Massive Open Online Courses (MOOCs) from over 170 universities, including some of the world's most prestigious institutions like the Massachusetts Institute of Technology (MIT), Harvard University, and the universities of Oxford and Cambridge. Aligned with the latest 4-year UG Honours curriculum implemented from 2023-24, our institution mandates that students complete one edX course during the second semester and another in the fourth semester. Each course carries two credits, contributing to a holistic and enriched learning experience for our students. This collaboration with edX enhances our educational offerings and provides our students with access to world-class educational resources. Additionally, as part of the curriculum, students are required to complete two mandatory Open Online Transdisciplinary Courses, each worth 2 credits. These courses are scheduled for Semesters VII and VIII, aiming to promote interdisciplinary learning and equip students with skills necessary for the evolving professional landscape. This comprehensive approach to education ensures that our students are well-prepared and adaptable to the challenges of the modern world.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, it was established during the academic year 2022-23.
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?	Electoral Literacy Club (ELC) was established in the institution with the following coordinators and members for the academic year 2023-24. 1. A. Khaja vice Khirini, Lecturer in Political Science, Coordinator 2. S.M.D. Basha, Lecturer in Political Science, member 3. M. Mahesh, III B.A H.E.P, Student coordinator
3. What innovative programmes and initiatives undertaken by the ELCs? These may include	These may include voluntary contribution by the students in electoral processes-participation in voter

<p>voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. National Voter's Day Celebrations: The ELC celebrates National Voter's Day annually to promote electoral literacy. On this occasion, essay writing competitions are organized to emphasize the significance of voting in a democracy. Voter Enrollment Programs: The ELC organizes voter enrollment drives, education, and awareness programs to ensure maximum voter registration. Community Rally: On 20-03-2024, the ELC conducted a large-scale rally in Rayachoti in collaboration with the district collectorate to highlight the importance of voting in the community. Focus on 18+ Students: The ELC consistently works towards enrolling students above 18 years of age as voters, ensuring their active participation in the electoral process.</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>On 20-03-2024, the ELC conducted a large-scale rally in Rayachoti in collaboration with the district collectorate to highlight the importance of voting in the community.</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>The Electoral Literacy Club (ELC), in accordance with the instructions of the Commissionerate of Collegiate Education, successfully organized voter registration drives on campus. In November 2022 and December 2023, these drives enrolled all eligible students above 18 years as voters. As a result, the college has institutionalized mechanisms to ensure that eligible students are registered as voters, contributing to increased electoral participation among the student community.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
437	474	378	230	159

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

### 2 Teachers

#### 2.1

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

Response: 43

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	11	16	15	12

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
45.93373	9.21025	3.75487	27.35737	22.86838

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The college is affiliated with Yogi Vemana University, Kadapa. It follows the curriculum framework and syllabus designed and prescribed by APSCHE and the affiliating university.

The institution employs a three-phase approach to ensure effective curriculum delivery.

1. Curriculum Planning
2. Implementation
3. Evaluation

**Curricular planning:** The following steps were involved in curriculum planning

The college strictly follows the academic calendar issued by the university, which outlines the start and end dates of semesters and tentative examination schedules. Each department submits an action plan detailing curricular and extracurricular activities for the academic year. These departmental plans are consolidated into an institutional action plan, which is made available on the college website for student reference. At the beginning of each semester, faculty members prepare a curricular plan, outlining their strategies for imparting knowledge and skills. This plan is refined based on feedback collected from students, alumni, and faculty through surveys conducted at the end of each semester, focusing on course content, teaching methods, and learning experiences. Faculty members also prepare a detailed synopsis at the start of each semester, specifying the learning objectives, teaching methods, and student activities both inside and outside the classroom. Course outcomes (COs) and program outcomes(POs) are communicated to students and displayed on the website and notice boards.

**Implementation:**

The college ensures proper implementation of plans by preparing the following documents.

**Teaching Dairy**

The teaching dairy reflects a day wise and hour wise curricular and co-curricular activities details. The teaching dairy will be verified by the principal every month. The diary will be reviewed monthly by the departmental incharges and verified by the principal.

**TLP APP**

The faculty reports the daily teaching activity through TLP app. (class monitoring app.), a software application introduced by CCE-AP. When a faculty member is on leave his/her classes are substituted by other lecturer of the same course and the deviated classes of the lecturer are recouped during zero hours or on holidays. From TLP app college wise and faculty wise class reports be generated for review. For effective curriculum delivery ICT based teaching and learning is adopted. Even in the Covid-19 lockdown situation all our faculty adopted online teaching tools and delivered the curriculum effectively by various online teaching platforms.

**Evaluation/Assessment:**

According to Yogi Vemana University's evaluation framework under the CBCS system, 100 marks are distributed with 25 marks allocated for internal assessment by the college and 75 marks for external examinations. Following the CCE SOP, Continuous Internal Assessment (CIA) is conducted using four types of assessments outlined below.

S.No	Assessment	Type of	Marks Weightage
1	Mid-term examinations (Mid-1 + Mid-2)		20+15
2	Assignments		5
3	Project-work/Seminar/ discussion/ Role play/Quizzes	Group	5
4	Clean and green & Attedance		5
Total			50
Scaledown to			25 Marks

The college ensures effective curriculum planning, implementation, and evaluation through detailed teaching plans, student-centric learning methods, ICT-based tools, Continuous Internal Assessment (CIA), and feedback mechanisms. Regular monitoring via the TLP app enhances transparency, fostering both academic and co-curricular growth for holistic student development.

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

**1.2 Academic Flexibility****1.2.1**

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

**Response: 26**

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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: 52.68**

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

2022-23	2021-22	2020-21	2019-20	2018-19
208	250	284	110	32

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

**1.3 Curriculum Enrichment****1.3.1**

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

**Response:**

The institution has integrated crosscutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum through life skill courses such as Human Values and Professional Ethics, Environmental Studies, Environmental Science, Solar Energy, and Environmental Audit, in accordance with APSCHE guidelines. These courses are designed to incorporate the aforementioned crosscutting issues into the curriculum, ensuring that students receive a holistic education that prepares them for real-world challenges.

**Human Values and Professional Ethics**

In this course, students are exposed to a range of concepts, including understanding the significance of values in their personal and professional lives, distinguishing between values and skills, and recognizing the importance of ethical practices in fostering harmony in society and nature.

**Environmental Studies**

In this course, students are provided with knowledge about ecosystems, the importance of biodiversity, the impact of human activities on the environment, and the role of individuals in environmental protection. Students also learn about relevant laws, international agreements, and the citizen's role in safeguarding the environment.

**Solar energy**

This course provides students with a deep understanding of solar radiation principles, various solar energy collection techniques, solar photovoltaic technology, and the working principles of solar appliances. This empowers students to contribute to the sustainable energy sector.

**Environmental Audit**

In this course, students are introduced to concepts of environmental health, industrial pollution, and environmental laws and policies. They learn about the various phases of environmental audits, preparing them for roles in assessing and managing environmental impacts in organizations.

**Chemistry**

The Environmental Chemistry and Green Chemistry courses aim to provide a comprehensive understanding of environmental processes, sustainable resource management, and pollution measurement techniques. Students will engage in topics like energy sustainability, biodiversity ethics, green synthesis, and alternative energy sources. Practical skills include microwave-assisted synthesis, use of green solvents, enzymatic catalysis, and nanomaterial synthesis for environmentally friendly applications.

**Economics**

The Development Economics course covers core values of economic development, focusing on sustainability, self-esteem, and freedom. It emphasizes the relationship between economy and environment, highlighting concepts of sustainable development and inclusive growth within the curriculum.

### Political Science

In the Political Science subject, the concepts of rights, equality, and liberty are crucial in the context of women's issues and have been incorporated into the curriculum.

### Botany

Anatomy and Embryology of Angiosperms, Plant Ecology and Biodiversity course, covers essential ecological concepts such as ecosystem dynamics, energy flow, and the impact of environmental factors on plant life. the course delves into biodiversity, including its value, types, and threats, with a focus on key biodiversity hotspots and conservation strategies to support sustainable environmental practices and preserve biodiversity.

Furthermore, the institution's Women Empowerment Cell plays a vital role in promoting gender sensitization and awareness. Through various programs and observances like International Women's Day, Girl Child Day, and Women Equality Day, the institution fosters an environment that promotes gender equity and inclusivity.

the institution's curriculum and initiatives reflect its commitment to integrating crosscutting issues into its educational framework, preparing students to be socially responsible and ethically conscious individuals.

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

### 1.3.2

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

**Response:** 79.63

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

**Response:** 348

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

## 1.4 Feedback System

### 1.4.1

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

**Response:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 42.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	157	190	138	58

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

2022-23	2021-22	2020-21	2019-20	2018-19
260	260	260	360	360

#### 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:** 52.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	93	90	97	45

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

2022-23	2021-22	2020-21	2019-20	2018-19
130	130	130	180	180

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 19.86

## 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:**

To enhance the learning experience of our students, the faculty at our institution has embraced student-centric methods such as experimental learning, participative learning, and problem-solving methodologies. Additionally, the use of ICT-enabled tools has been integrated into the teaching and learning process.

**Experimental learning:**

In the science departments, a significant workload allocation of two hours per week has been dedicated to practicals, compared to the four-hour workload for theory. This hands-on approach not only reinforces theoretical concepts but also enhances learning through direct experimentation. Furthermore, all departments organize educational field trips and industrial visits relevant to their academic disciplines. These visits provide students with practical exposure to real-world applications of their studies, enriching their understanding and perspective.

**Participative learning:**

In promoting participative learning, the faculty at our institution plays a pivotal role as facilitators and mentors. They design and implement innovative teaching methods and activities that encourage active student engagement. Through their guidance and support, students are encouraged to participate in various activities such as quizzes, group discussions, and seminars, which enhance their learning experience.

Additionally, NCC, NSS, RRC, departmental clubs and student union play a crucial role in promoting participative learning. They organize events such as elocution competitions and essay writing contests, providing students with platforms to showcase their talents and ideas.

**Problem solving Method:**

Our institution emphasizes active student participation in various activities such as role-plays, debates, and mock assemblies. These activities are designed to enhance students' critical thinking skills and provide practical experience in applying theoretical knowledge to real-world situations.

Additionally, our institution's active student union plays a vital role in enhancing students' problem-solving skills. Through their involvement in the student union, students are exposed to governance and decision-making processes, where they can apply their critical thinking and problem-solving skills to address issues within the institution.

**ICT Enabled learning:**

Our institution has 5 ICT-enabled classrooms where lecturers deliver content using e-resources. Additionally, we have a virtual classroom where seminars, talks, and classes are conducted, providing students with opportunities for interactive learning.

Students have access to the CCE LMS portal, which contains semester-wise, topic-wise study materials, including videos, PPTs, and assessment questions. These materials are prepared by eminent subject experts, including our faculty members, and students are encouraged to utilize them for self-study.

Moreover, our institution has access to N-List, where students and staff can access e-books and e-journals. This resource enriches the learning experience and provides access to a vast repository of academic resources.

During the COVID-19 pandemic, our institution conducted online classes using various platforms such as Zoom, Cisco Webex, Google Meet, and G-Suite accounts. Even after the pandemic, faculty continue to conduct online classes outside of college timings, ensuring continuous learning for students. Faculty members regularly use online assessment tools such as Google Forms, Kahoot, and Plickers, which not only assess students' understanding but also make the learning process interactive and engaging. These tools have been instrumental in keeping students excited about learning and ensuring effective teaching practices.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 63.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24

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

### 2.4.2

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

**Response:** 61.84**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**

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	10	8	8

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

**2.5 Evaluation Process and Reforms****2.5.1**

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

**Response:**

Following guidelines from Yogi Vemana University and APSCHE, 25 marks are allocated for internal examinations and 75 marks for semester-end examinations. Internal exams include 5 marks each for seminar, assignment, attendance and 10 marks for mid-term examinations. The criteria for allotment of marks are communicated to students at the beginning of each semester. As per the university academic calendar, the college examination committee will prepare the internal examination schedule and communicate it to the students. The schedule ensures that exams are conducted as per the prescribed timeline, allowing students and faculty to plan accordingly. This practice ensures transparency and efficiency in the examination process.

Two mid-term exams are conducted for each semester, and the better score of the two is considered. Regarding seminars, students can choose any topic from the curriculum and present it in the classroom, earning 5 marks based on subject knowledge and presentation skills. Assignment topics are provided, and 5 marks are awarded based on writing and learning skills. Another 5 marks are awarded based on attendance percentage. After evaluation, consolidated marks are displayed on departmental notice boards.

From the academic year 2022-23, the internal examination pattern has changed to Internal-I (20 marks), Internal-II (15 marks), Assignments (5 marks), Seminar/GD/Field Trip (5 marks), Clean & Green, and Attendance (5 marks), totalling 50 marks, scaled down to 25 marks.

#### **External Assessment:**

External examinations are conducted for 75 marks, and the semester examination timetable and jumbling centers are announced on the university website, communicated to students through websites, college circulars, and social media groups like WhatsApp. Answer scripts are sent to the university for evaluation by subject experts. Results are published immediately after evaluation on the university's official website.

#### **Grievance redressal mechanism:**

For external examinations, the university releases a schedule for re-evaluation, personal verification, and providing a copy of the answer script upon payment of a prescribed fee within one week of the date of announcement of results. This allows students to review their performance and seek clarification on any doubts or discrepancies they may have regarding their results. The re-evaluation results will be announced within three weeks.

For internal examinations, after displaying the consolidated internal marks, students are given the opportunity to verify their answer scripts. They are encouraged to approach the concerned lecturer to discuss any discrepancies. If the student is not satisfied with the resolution, they may appeal to the Examination Grievance Committee of the college by submitting a written complaint. If the committee recommends a re-evaluation, it will be conducted by a senior faculty member of the respective subject in the presence of the student, ensuring transparency and fairness. The marks awarded through this re-evaluation process will be considered final. This reassessment will be completed within 3 days to ensure the timely resolution of grievances.

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

## **2.6 Student Performance and Learning Outcomes**

### **2.6.1**

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

#### **Response:**

**Programme Outcomes (POs) and Course Outcomes (COs) Communication Strategy:**

Programme outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs) are meticulously drafted through collaborative discussions among the concerned faculty members. These outcomes are designed to reflect the cognitive aspects of each course, highlighting the knowledge and competencies students can acquire upon completion.

Each department prepares a comprehensive list of proposed course outcomes for all courses offered over the six semesters, as well as defining the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) for all programs offered by the institution. Once finalized, these outcomes are submitted to the principal for approval, and every lecturer is provided with a copy for reference.

The institution employs various communication methods to ensure that these outcomes are effectively communicated to the students:

**Student Induction Program:** Every academic year, the college conducts a student induction program where students are introduced to the course outcomes and program outcomes, setting the stage for their academic journey.

**Inclusion in Syllabus:** Course outcomes are printed along with the syllabus for each course and are circulated to the students at the beginning of the semester. This ensures that students are aware of the expected outcomes from each course.

**Discussion with Lecturers:** At the beginning of every semester, lecturers discuss the outcomes with the students, emphasizing the importance of each outcome and how it contributes to their overall learning experience.

**Notice Board Display:** COs and POs are prominently displayed on departmental notice boards, making them easily accessible to students for reference and review.

**Website Display:** All Programme Outcomes (POs) and subject-wise Course Outcomes (COs) are displayed on the institution's official website. This provides easy access to these outcomes for students, faculty, and other stakeholders, enhancing transparency and accountability.

By employing these communication strategies, the institution ensures that students are well-informed about the expected outcomes of each course and program, enabling them to align their learning goals and track their progress effectively.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

The evaluation of Program Outcomes (POs) and Course Outcomes (COs) plays a crucial role in the teaching-learning process at our institution, ensuring the effectiveness of programs and courses offered. This process not only helps in tracking the learning progress of students but also serves as a valuable tool to gather feedback from stakeholders. Based on this feedback, necessary improvements can be made to enhance the overall learning experience. It encourages students to develop self-reflection skills essential for continuous learning and helps in identifying gaps in learning outcomes, pedagogical methods, and student support services.

**Direct and Indirect Attainment of COs:**

The evaluation of COs is based on both direct and indirect attainment parameters:

**Direct Attainment:**

The direct attainment is calculated by considering internal and external assessments.

15% of the weightage comes from internal mid-exams, 10% from assignments, clean and green initiatives, and student seminars, while the remaining 75% is derived from semester-end examinations.

The formula for direct attainment is:

CO Direct Attainment =  $[0.15 \times (\text{Average of Internal Marks}) + 0.1 \times (\text{Average of Assignment / Clean and Green / Seminar Marks}) + 0.75 \times (\text{Average of External Marks})]$

**Indirect Attainment:**

Indirect attainment is assessed by collecting feedback from students at the end of each semester regarding their performance in the course.

A five-point grading scale is used where:

5 = Excellent

4 = Very Good

3 = Good

2 = Fair

1 = Poor

The feedback formula is:

CO Indirect Attainment =  $(5 \times A + 4 \times B + 3 \times C + 2 \times D + 1 \times E) / (3 \times (A + B + C + D + E))$

Where A, B, C, D, and E represent the number of students selecting excellent, very good, good, fair, and poor for the course.

**Overall CO Attainment:**

The overall attainment of a course's COs is evaluated using a weighted average:

CO Attainment =  $(80\% \times \text{Direct Attainment}) + (20\% \times \text{Indirect Attainment})$

**Attainment of POs:**

POs are achieved through the successful completion of core courses specific to the program. Each course contributes to a subset of POs at different levels: Low (1), Medium (2), or Strong (3).

The level of attainment is determined by the percentage of classroom hours dedicated to COs that align with the POs:

Level 3: > 40% of classroom sessions address the PO.

Level 2: 25% to 40% of classroom sessions address the PO.

Level 1: < 25% of classroom sessions address the PO.

The attainments of COs are mapped to the POs, and this mapping is normalized to a scale of 1, helping to evaluate the overall attainment of the program's learning objectives.

This evaluation process ensures that our institution consistently monitors and improves the quality of education delivered, enabling students to achieve the desired learning outcomes.

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

### 2.6.3

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

**Response:** 84.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
151	64	26	24	45

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

2022-23	2021-22	2020-21	2019-20	2018-19
155	100	30	27	56

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

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.78</b></p>	
<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 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)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The institution has taken significant steps to foster innovation and promote the Indian Knowledge System.

**Active Research Committee:**

The institution's research committee, led by Dr. S. Farooq Basha, encourages staff to publish research papers and conduct seminars. Over the past five years, 50 research papers and book chapters have been published. With their involvement, the institution has successfully organized 9 national seminars and workshops.

**IPR Cell Establishment:**

An Intellectual Property Rights (IPR) Cell was established on December 10, 2021, with B. Kiran Kumar

as convenor. The cell aims to raise awareness about intellectual property, organizing programs on patents and quality. A national seminar on IPR was conducted on 11-03-2022 in collaboration with the National Intellectual Property Awareness Mission (NIPAM) and the Patent Office Chennai, featuring Mr. Rajasekhar Uppari as a speaker.

**Community Service Projects:**

First-year students engage in community service during holidays, focusing on environmental activities and socio-economic surveys, fostering social responsibility.

**Collaborative MoUs with Universities, Industries, and Hospitals:**

The institution has 43 functional MoUs with industries, hospitals, and reputed higher educational institutions. These MoUs provide students with valuable opportunities for practical learning and real-world exposure, including short-term and long-term internships, further enhancing their hands-on experience.

**Faculty Development and Training:**

Staff members undergo various training programs, including FDPs, RCs, OCs and workshops. The IQAC conducts training programs on ICT tools for teaching and evaluation. Departments are encouraged to offer certificate courses to enhance interest and understanding in specific subjects.

**Promotion of Vermicomposting:**

The institution promotes vermicomposting as a sustainable practice, producing nutrient-rich compost for agriculture.

**Promotion of Menti Leaf Cultivation:**

Encouraging the cultivation of Menti (Fenugreek) leaves promotes organic farming and educates students and the community about its health and economic benefits.

**Promotion of Mushroom Cultivation:**

The institution fosters sustainable mushroom cultivation, offering training to students and local farmers, contributing to food security and income generation.

**Other Activities for Knowledge Development and Transmission**

The institution promotes knowledge development and transmission through various activities, including special lectures by prominent academicians, senior visiting faculty, educational field trips, field studies, quizzes, debates, group discussions, seminars, and project work.

**Promotion of Indian Knowledge System (IKS)**

The institution actively promotes the Indian Knowledge System (IKS) through various co-curricular and extracurricular activities that connect students with India's rich heritage and cultural values.

**Ethnic Sports and Traditional Games**

Ethnic sports and traditional games are organized during key events like College Day, Freshers' Day, and Farewell Day. Cultural events showcasing traditional art forms, dance, and music reflect India's diversity.

**Celebration of Festivals**

The institution celebrates National Commemoration Days and State Festivals, raising awareness about their historical significance and promoting cultural values.

**Integration of Indian Traditions**

Students and staff are encouraged to embrace Indian traditions through initiatives such as yoga sessions, promoting ancient wellness practices, and Indian philosophy, and traditional knowledge systems, highlighting India's contributions to global knowledge. These activities foster a deeper connection with India's cultural heritage.

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

**3.2.2**

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

**Response:** 9

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	0	1	2

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

**3.3 Research Publications and Awards****3.3.1**

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

**Response:** 0.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	3	0	4

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

**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.16**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**

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	3	1	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

GDC Rayachoti, actively promotes social responsibility and student development through a robust extension activities program. This report details various initiatives undertaken during the past five academic years that address community needs, sensitize students to social issues, and contribute to their holistic development.

#### **Impact on the Community**

The extension activities had a significant positive impact on the neighbouring communities in several ways:

**Improved Public Health and Hygiene:** Blood donation camps, awareness programs on health and sanitation, and cleanliness drives have promoted public health awareness.

**Environmental Sustainability:** Activities like tree plantation drives, rallies on environmental protection, and workshops on water conservation have fostered environmental consciousness.

**Social Awareness and Empowerment:** Programs on women's rights, child labour, consumer rights, and anti-dowry campaigns have empowered vulnerable sections of society and raised awareness of social issues.

**Educational Development:** Educational field trips, career guidance programs, and awareness campaigns on topics like voter registration and voting rights have contributed to the educational development of the community.

#### **Sensitizing Students to Social Issues**

By actively participating in extension activities, students gain valuable firsthand experience of social realities. This fosters empathy, social responsibility, and a sense of civic duty. Key examples include:

**Community Service Projects:** Students directly engage with community needs through projects like health awareness campaigns and cleanliness drives in nearby villages.

**Awareness Rallies and Events:** Participation in rallies on issues like world AIDS day, world environment day, and international women's day sensitizes students to critical social issues.

**Celebrations with a Social Message:** Events like national integration day and freedom fighter felicitation ceremonies promote social harmony and national pride.

## **Holistic Development of Students**

Extension activities contribute significantly to the holistic development of students by:

**Developing Leadership and Teamwork Skills:** Organizing and participating in activities fosters leadership qualities, communication skills, and the ability to work effectively in teams.

**Inculcating Civic Engagement:** Students develop a sense of civic responsibility and the importance of contributing to society's well-being.

**Enhancing Lifelong Learning:** Exposure to diverse social issues and real-world problems broadens students' perspectives and encourages lifelong learning.

## **Examples of Extension Activities**

The provided list exemplifies the wide range of extension activities undertaken during the past five years. Activities can be categorized as follows:

**Health and Hygiene Awareness:** Blood donation camps, workshops on health and hygiene, rallies on world health day and world AIDS day.

**Environmental Awareness:** Cleanliness drives, tree plantation drives, rallies and workshops on environmental protection, world environment day celebrations.

**Social Awareness and Empowerment:** Women's empowerment programs, awareness campaigns on child labour, dowry, and consumer rights.

**Educational Development:** Field trips, career guidance programs, awareness campaigns on voting rights and national integration day celebrations.

**Cultural and Literary Activities:** Celebrations of national festivals, workshops on traditional arts, essay writing competitions.

**Life Skills Development:** Yoga workshops, self-defence techniques training, communication skills development programs.

GDC Rayachoti's extension activities program plays a vital role in fostering social responsibility, environmental consciousness, and well-rounded student development. The program's diverse range of activities equips students with valuable life skills and a commitment to making a positive impact on society.

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

### 3.4.2

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

##### **Response:**

##### **During the academic year 2018-19:**

Dr. Syed Vasiulla Bakhtiary, Lecturer in Urdu, received the Literary Award from the Andhra Pradesh State Urdu Academy on 11-11-2018 for his contributions to Urdu literature. Students S. Ayisha and S. Asifa (B.A. Urdu medium) were honoured with the State-level Prathibha Award by the Government of Andhra Pradesh on the same day for their academic excellence and outstanding contribution to community engagement. College student K. Annamayya received the Praja Prana Rakshak Award from the Indian Red Cross Society, presented by Governor E. S. L. Narasimhan, on 09-01-2019 for saving a child during a flood. GDC Rayachoti received an appreciation certificate from the Indian Red Cross Society on 13-02-2019 for organizing a Mega Blood Donation Camp, donating 42 units of blood.

##### **During the academic year 2019-20:**

Dr. Syed Vasiulla Bakhtiary received a Certificate of Commendation from the State Teachers Union on 11-11-2019 for his excellence in Urdu literature. Md. Ismail, Lecturer in History (Urdu Medium), was awarded the Best Urdu Calligraphy Bharat Ratna Moulana Abul Kalam Azad Award by the Andhra Pradesh State Urdu Academy, presented by Chief Minister YS Jagan Mohan Reddy. Students M. Afzal Ali Khan and S. Nameera received appreciation certificates from the AP Teachers Union for academic excellence and community engagement. Fifty students from GDC Rayachoti participated in activities including rallies, tree plantation, cleaning, and awareness programs from 31-01-2020 to 06-02-2020, earning appreciation certificates from the NSS, Ministry of Youth Affairs and Sports. Dr. Syed Vasiulla Bakhtiary also received the Citation Award from Sri Venkateswara University for his contributions to Urdu on 14-03-2020.

##### **During the academic year 2021-22:**

Fifty GDC Rayachoti students engaged in various extension activities from 07-03-2022 to 12-03-2022, earning appreciation certificates from the NSS, Ministry of Youth Affairs and Sports. GDC Rayachoty

was recognized by the Indian Red Cross Society on 05-01-2022 for organizing a blood donation camp where 68 units were donated.

#### **During the academic year 2022-23:**

Dr. M. Muniya Naik, Lecturer in Zoology, received the Regional Best Teacher Award from Zillapadishath Kadapa on International Teachers Day. B. Kiran Kumar was awarded the Best Paper Presentation Award at the STAR 2022 Conference. Student S.T. Gouse earned recognition for completing yoga training, while Badulla was appreciated for cycling 120 km to raise awareness about women trafficking in Chhattisgarh. Badulla, Gayathri, and Bilkis Bhanu were further recognized by the District AIDS Prevention and Control Unit, Kadapa, for their efforts in spreading AIDS awareness. GDC Rayachoti also received appreciation certificates from the Indian Red Cross Society on 14-06-2022 and 03-08-2022 for blood donation camps, contributing 15 and 30 units, respectively. Additionally, students S. Rafiquddin and S. Badulla created awareness on AIDS and participated in the AP State Independence Day Parade celebrations in 2022 under the Red Cross contingent, while Praveen Kumar and T. Hari Prasad participated in the AP State Republic Day celebrations in 2023, also under the Red Cross contingent, with both pairs receiving appreciation certificates from the AP DGP.

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

### **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:** 116

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
68	17	11	15	5

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

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 41

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The institution possesses adequate physical infrastructure and facilities to support the teaching-learning process effectively. With a campus spread over 10.01 acres, it offers various amenities that cater to the holistic development of students.

**Classrooms:** The institution has 13 classrooms, out of which 5 are equipped with ICT facilities, including LCD projectors, Wi-Fi, and internet connectivity. Additionally, there is one virtual classroom to facilitate modern teaching methods.

#### ICT-Enabled Facility:

The entire campus is connected with 100 Mbps bandwidth through two connections and has 6 Wi-Fi access points provided by SPEED NET to cater to the needs of both students and staff. The institutional website includes an LMS webpage where videos and e-content, prepared by lecturers, are made available to students. Additionally, students can access the CCE LMS portal, which offers semester-wise and topic-wise study materials, including videos, PowerPoint presentations, and assessment questions. These materials are prepared by subject experts, including faculty members, and are designed to encourage self-study. To ensure campus safety, the institution has installed 21 CCTV cameras throughout the premises.

**Laboratories:** There are 6 well-equipped laboratories to meet the practical requirements of the programs offered. The Computer Science lab, for instance, houses 37 high-configuration computers, while the JKC lab features 30 computer systems for employability training programs.

**Library:** The library is partially automated with 11,535 books and subscribes to N-List, providing students access to a wide range of academic resources.

**Sports and Games Facilities:** The institution offers ample space and facilities for both outdoor and indoor sports. Outdoor facilities include playgrounds for cricket, badminton, volleyball, throw ball, and a 400-meter track, among others. Indoor facilities comprise games like chess, carroms, table tennis and a well-equipped gymnasium with a eight station multi gym setup, weightlifting rods, and dumbbells.

**Cultural Activities:** The institution's open auditorium serves as a hub for cultural activities, including practices for drama, skit, and dance competitions.

**Other Facilities:** The institution also provides facilities like a RO water plant, student canteen, women's waiting hall, NCC, NSS, Women Empowerment Cell, IQAC, ramps for disabled students, and two staff rooms with Wi-Fi facility.

**Yoga Centre:** The NCC unit and department of Telugu conducts annual yoga training programs in the open auditorium on the occasion of International Yoga Day.

Overall, the institution's infrastructure and facilities not only support academic excellence but also promote holistic development, cultural enrichment, and physical well-being among students.

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

#### 4.1.2

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

**Response: 1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.0394	0.919	0.1311

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

The college library serves as a vital hub of knowledge, offering students and faculty a rich collection of resources to enhance their learning experience. With an extensive range of textbooks, reference materials, CDs/DVDs, journals, magazines, and newspapers, the library covers a wide variety of subjects including History, Economics, Political Science, Botany, Zoology, Chemistry, Mathematics, Physics, Computer Science, English, Telugu, Commerce, Urdu, and general competitive exam books. It operates from 9:00 AM to 5:00 PM on all working days.

The library boasts a collection of 11,535 volumes across 5,077 titles, along with back volumes of periodicals. A dedicated reference section includes encyclopedias and general knowledge books, and an interlibrary loan system is in place with other colleges to broaden access.

**Library Automation**

The college library is partially automated using the NewGenLib software package, an Integrated Library Management System (ILMS) equipped with Bar Code Scanners. The system supports all library operations and can be accessed via the Online Public Access Catalogue (OPAC) within the library.

- **ILMS Software:** NewGenLib
- **Automation Status:** Partially Automated
- **Version:** NGL Core Engine version 3.1.1

**N-LIST & NDL Access**

The library provides registered membership to N-LIST and the National Digital Library (NDL), offering access to over 6,293 journals, 1,99,809 e-books, and 6,00,000 e-books via NDL. All staff and students are enrolled and receive individual login credentials to access these resources. A schedule ensures that each class has designated library time for resource use. The library committee meets periodically to recommend improvements for efficient functioning. First-year students undergo a user orientation program to familiarize themselves with the library's services and resources. Additionally, the library offers monthly magazines for competitive exams and daily newspapers.

**Library Facilities**

The library provides a range of services, including:

- Circulation of books (Issue/Return)
- Reference and referral services
- Competitive exam resources
- Old question papers
- Interlibrary loan
- Book Bank for SC/ST students
- Digital Library
- Photocopying

- Wi-Fi
- Access to e-journals and e-books through N-LIST and NDL

The department of Library Science celebrates National Library Week from 14th to 20th November, organizes internal book exhibitions, conducts awareness programs on N-LIST, and celebrates World Book Day on April 23rd.

### **E-Learning Portal**

To further enhance digital access, the college librarian has developed a Google site that categorizes and provides online e-resources. This E-Learning Portal, accessible through the college website, includes resources such as the National Digital Library of India (NDL), SWAYAM, CCE, Swayam Prabha, Shodh Sindhu, N-LIST, ePathshala, MHRD virtual labs, IIT Bombay's Spoken Tutorial, and subject-specific e-books, e-journals, e-dictionaries, e-encyclopedias, competitive exam materials, and e-atlases.

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

## **4.3 IT Infrastructure**

### **4.3.1**

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

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

#### **Response:**

The institution has continuously upgraded its IT facilities to provide better connectivity and services to students and staff. In the campus, internet and Wi-Fi facilities have been upgraded using cable connections and seven routers, including one 5G router, with a speed of 100 Mbps.

The institution has established five ICT enabled classrooms and a virtual classroom, all equipped with Wi-Fi connectivity and essential accessories. The virtual classroom is specifically designed to facilitate efficient e-teaching and learning, enabling students to participate in virtual lectures and video conferences. These sessions include interactions with APCCE, APSCHE, and various expert speakers.

In the academic year 2019-20, the institution purchased one color printer, one black and white printer, and one projector to enhance teaching and administrative activities. Subsequently, in the academic year 2021-22, 10 high-configuration computers were acquired under MP LADS WORKS, along with the donation of one laptop to the college.

To improve campus security, 21 CCTV camera surveillance facilities were installed during the same academic year. Additionally, in the academic year 2022-23, the institution purchased one desktop and a barcode scanner for library automation. Four Wi-Fi routers were also acquired to ensure internet connectivity throughout the campus.

For the academic requirements of computer science students, various software packages were installed and updated, including operating systems, programming languages (such as C, C++, Java, Oracle, PHP, MySQL), and the Microsoft Office package.

Regular maintenance and updates of IT systems and facilities are conducted as needed, with the assistance of local technicians through the Department of Computer Science. These efforts ensure that the institution's IT infrastructure remains up-to-date and functional, providing students and staff with reliable access to essential resources and services.

The institution using the latest apps and tools designed and implemented by APCCE to enable students to manage all academic and administrative tasks.

S.NO	Name of the ICT/APP	purpose
1	APFRS	For attendance of staff & students
2	OAMDC	For admissions through web counselling
3	WhatsApp (Student & Staff) groups	To share academic information to students and staff
4	College website	website domain is <a href="http://www.gdcrayachoty.ac.in">www.gdcrayachoty.ac.in</a>
5	OTLP	To monitor teaching and learning process
6	F MAPP	For fee payments by the students
7	I MAPP	To monitor and evaluate student's internship
8	G App	Grievances Redressal Management App
9	NewGenLib 3.1.1 software	Integrated library Management software
10	G Suite	for online meetings/online classes
11	Edu puzzle	It is a teaching tool
12	CEJP	Collegiate Education job portal
13	E- Office	For college administration
14	Jnana Bhumi	For student attendance

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

**4.3.2****Student – Computer ratio (Data for the latest completed academic year)****Response:** 21.85**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 20

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

**4.4 Maintenance of Campus Infrastructure****4.4.1**

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

**Response:** 0**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)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

  

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 76.76

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
320	345	271	241	111

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** B. 3 of the above

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

### 5.1.3

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

**Response:** 74.14

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
340	448	116	199	141

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

### 5.1.4

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** B. 3 of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 11.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	9	8	8	6

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

2022-23	2021-22	2020-21	2019-20	2018-19
155	100	30	27	56

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

### 5.2.2

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

**Response:** 0.62

**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.)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response: 3**

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	0	0

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

**5.3.2**

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

**Response: 3.2**

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	1	2	3

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

## 5.4 Alumni Engagement

### 5.4.1

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

#### Response:

The Alumni Association of Government Degree College, Rayachoti, has played a pivotal role in the institution's development, both before and after its official registration. The association was formally registered on 19/04/2023 under the Andhra Pradesh Societies Registration Act 2001, bearing registration number 77 of 2023. However, even prior to its registration, the alumni actively contributed to the college's growth through various means.

#### Financial Support:

The alumni's dedication to the college is clearly demonstrated through several notable contributions. In 2022-23, they donated a total of Rs. 1,30,749/-, which was used to enhance campus facilities. This amount facilitated the installation of 21 CCTV cameras, costing Rs. 87,510/-, the purchase of a barcode machine for the library, valued at Rs. 27,789/-, and covered minor electrical repairs costing Rs. 15,450/-. Additionally, the alumni contributed valuable items, including a refrigerator worth Rs. 19,500/-, a revolving chair for the principal's office worth Rs. 12,500/-, two iron sofas valued at Rs. 12,000/-, 12 S-type chairs worth Rs. 30,000/-, a Samsung LED TV priced at Rs. 21,000/-, and a six-foot iron shelf worth Rs. 9,000/-.

#### Non-Financial Contributions:

Furthermore, the alumni's involvement extends beyond financial contributions. S. Khadar Vali, correspondent of Champion School, Rayachoti, has been instrumental in supporting the college in various ways. Notably, he has provided free transportation for students attending job melas, visiting old age homes, and participating in educational field trips for the past four years.

#### Student program initiatives:

The alumni's engagement is not limited to financial assistance; they also actively participate in the college's activities. Yearly, the alumni association organizes two alumni reunions, providing a platform for former students to reconnect with each other and the alma mater. Additionally, the association regularly conducts interaction sessions, motivation lectures, and career guidance programs for current students, leveraging the expertise and experience of alumni to benefit the present student community.

#### Admission Campaigns:

The alumni have played a significant role in admission campaigns to enroll students in the college, motivating individuals from their villages to pursue higher education at Government Degree College, Rayachoti.

Overall, the Alumni Association's contributions to Government Degree College, Rayachoti, have been invaluable, significantly enhancing the institution's development and fostering a strong sense of community among its members.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The institutional governance and leadership at GDC Rayachoti are deeply rooted in the institution's vision and mission. Under the guidance of the principal, the entire college administration, including various committees and councils, functions in alignment with these core principles. The principal appoints conveners and members to various committees, comprising lecturers, students, and non-teaching staff, ensuring a diverse and inclusive representation in decision-making processes.

#### **NEP Implementation**

GDC Rayachoti has made significant strides in aligning with the National Education Policy (NEP) 2020 from the academic year 2023-24, as per APSCHE guidelines. The institution adopted the 4-Year UG Honours Programmes with Single Major, incorporating multiple entry and exit options that allow students to receive certificates, diplomas, or degrees based on their duration of study. This initiative focuses on depth of knowledge, specialization, and flexibility, empowering students to choose courses across disciplines.

Additionally, GDC Rayachoti emphasizes skill enhancement, blended learning, and mandatory internships, integrating community service projects and Indian Knowledge Systems into the curriculum. The implementation of these NEP 2020 reforms is part of the college's commitment to its long-term Institutional Perspective Plan (2022-2029), fostering holistic development, practical learning, and sustained institutional growth.

#### **Institutional Growth:**

Over the past five years, under the leadership of the principal, GDC Rayachoti has experienced remarkable growth. The staff have played a pivotal role, particularly in increasing student admissions through strategic initiatives such as route mapping and door-to-door campaigns, resulting in a significant boost in enrollment. Additionally, they have provided financial and material support for infrastructure development. With no vacant teaching positions, the institution benefits from a strong and dedicated faculty presence.

During this period, various infrastructural improvements have been made, including the installation of new computer systems, solar panels, CCTV cameras, rainwater harvesting systems, organic manure units, dual desks, building paintings, and minor repairs. These achievements were made possible through financial support from alumni, CPDC involvement, and contributions from the ICICI Foundation. These collective efforts underscore the commitment of both the principal and staff in driving sustained

institutional growth and development.

### **Decentralization:**

GDC Rayachoti has implemented a decentralized organizational structure to enhance efficiency and shared responsibility across the institution. Authorities and responsibilities are distributed among various individuals and committees, with roles delegated to the principal, vice-principal, department heads, and coordinators of various committees. Faculty members serve as conveners and members of these committees, contributing significantly to academics, administration, and institutional development. This decentralized approach ensures collaborative decision-making, fostering accountability and empowering faculty in key governance processes.

### **Institutional Perspective Plan**

The institution has a comprehensive Institutional Perspective Plan (IPP) spanning seven years (2022-2029), developed in consultation with various stakeholders. This long-term plan outlines strategic goals, action plans, and timelines for implementation. Aligned with the IPP, yearly Institutional Perspective Plans are developed, ensuring that all stakeholders contribute to achieving the institution's objectives on an annual basis. This participatory approach ensures that the institution remains focused on its long-term vision while making progress towards its goals each year.

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

## **6.2 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 Government Degree College, Rayachoti has proud history and promising future. It is a prominent co-education and constituent college of Yogi Vamena University, Kadapa. The motto of the college is “**KRISHI THO NASTHI DURBHIKSHAM**” which means “**HARD WORK PREVENTS IMPOVERISHMENT**”. In **1994** the college was included under **section 2(F) and 12(B) of U.G.C Act.**

Leadership is the capacity to translate a vision into reality. This institutional governance and leadership are deeply rooted in its Vision and Mission. This college caters to the educational needs of students hailing from down trodden and economically poor sections of the Rayachoti town and 50 peripheral villages.

According to NEP-2020, the college has introduced new programs and courses under single major system from 2023-2024 academic year by adopting the curriculum designed by APSCHE. It is supplemented with co-curricular, extracurricular and extension activities. Under Single Major System the college has introduced a 4-year Honors degree program in Zoology, Computer Science, Advanced Urdu, Economics and Computer Applications.

This institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum to create moral and ethical awareness and environment consciousness. The capacity of the students is enhanced through Participative Learning, Experiential Learning and through Problem Solving Learning methods. Multi-Disciplinary Courses (MDC) and Skill Enhancement Courses (SKC) are introduced in the curriculum. The Institution established MOUs and collaborations with related departments and industries to facilitate students' growth and employment with industries.

The college has implemented student centric activities like internships and Community Service Project (CSP) to develop employability skills of students and to prepare work ready graduates. The staff members are encouraged to organize parent teachers' meetings. The women empowerment cell is conducting awareness programs to encourage girl child education and to encourage Empowerment of Women for augmentation of girl student enrolment. ICT facilities and internet facilities are improved to encourage faculty and students in the blended mode of teaching and learning. The teachers are encouraged to attend Faculty Development Programs (FDP) and Training of Teachers (ToT) programs to enhance the capacity of teaching.

Staff and students are encouraged to engage in research activities and attend conferences, seminars, workshops, and symposiums to present papers. They are actively involved in green initiatives to protect the college environment. Annual budget proposals have been submitted to the State Government, along with a PM-USHA proposal for infrastructure funding. The institution is mobilizing resources from non-government sources, including alumni, philanthropists, and industry through CSR.

The institution provides a congenial learning atmosphere conducive to excellence in education with the **NCC, NSS, Career Guidance Cell, WEC** and **JKC**. facilities. A dynamic IQAC was constituted subsequent to the accreditation. The college under the able leadership of dynamic principal, a team of dedicated teachers and non-teaching staff, striving and thriving hard for social dynamism and spirit of leadership for all-round development of the student.

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

### 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

#### **Performance appraisal system:**

The institution follows a Performance Appraisal System for teaching staff based on the Annual Self-Appraisal Report (ASAR) format by the CCE, A.P. Faculty are evaluated annually in three categories:

- 1. Category I: Teaching**
- 2. Category II: Activities.**
- 3. Category III: Academic/Research**

The principal also submits the AADPI formats to the CCE, AP which serves as an appraisal specifically designed for Principals. For non-teaching staff, the Annual Confidential Reports are prepared by the Principal and used for promotions to higher cadres up to the Senior Assistant cadre and for transfers.

Students are encouraged to provide feedback on their teachers by completing a questionnaire available on

the college website. The responses are reviewed, and discussions are held with the respective teachers. Based on this feedback, the IQAC offers recommendations to further enhance the quality of teaching.

## **Welfare measures for teaching and non-teaching staff:**

### **Leave Facilities:**

Employees are entitled to 15 days of casual leave annually, along with 7 days of special casual leave, and 5 optional holidays each year. They can also take 20 days of medical leave per year, which may be converted to half-pay leave, and women employees are granted 5 days of additional casual leave annually. Maternity leave is available for 180 days, while paternity leave consists of 15 days. Eligible staff may receive up to 2 years of study leave.

### **Medical Facilities - Health Card System:**

- **Cashless Treatment:** Available for identified diseases at all government and selected corporate hospitals through the health card system.
- **Reimbursement:** Available for self-payment in case of emergency.

### **Insurance Facilities:**

- **Andhra Pradesh Group Life Insurance (APGLI):** Government employees between the ages of 21 and 53 are eligible to purchase an APGLI policy.
- **AP State Employees Group Insurance Scheme (GIS):** Introduced on 1st November 1984.

### **Pension Schemes:**

#### **Old Pension Scheme (OPS):**

For employees who joined before 31st August 2004. Provides a lifetime pension of 50% of pay, with 30% family pension after death.

#### **Contributory Pension Scheme (CPS):**

For employees who joined on or after 1st September 2004. It is a contribution-based pension system.

#### **AP General Provident Fund (GPF):**

Permanent employees under AP state government rules are eligible to contribute to the GPF, with funds saved until maturity.

### **Financial Support:**

**Loans Available:** Employees can access educational loans, house loans, vehicle loans, and festival advances.

## **Regarding avenues for career development/progression:**

Staff members are encouraged to participate on-duty in seminars, conferences, workshops, refresher courses, orientation courses, and faculty development programs, including research conferences essential for promotions. In-service lecturers with higher qualifications receive extra increments, while teaching

staff on UGC Pay Scales can access the Career Advancement Scheme, provided they meet UGC requirements. Those on state government scales will advance according to current service regulations. Additionally, lecturers who complete a Ph.D. while in service are awarded three non-compounded increments. Regular IQAC training enhances faculty skills in tools such as Zoom, Webex, G Suite, Google Forms, Kahoot!, Plickers, and e-filing for income tax, while tailored programs for non-teaching staff improve e-office, CFMS and Excel skills for administrative tasks.

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

### 6.3.2

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

**Response:** 1.32

##### 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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

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

**Response:** 0

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	9	9	11

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

**6.4 Financial Management and Resource Mobilization****6.4.1**

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

**regularly (internal and external)**

**Response:**

The institution has implemented several strategies for the mobilization and optimal utilization of resources and funds from various sources, including government and non-government organizations. These strategies ensure the effective management of finances and resources to support the institution's goals and activities.

**Government Sources:**

**State Government:** Before the commencement of every financial year, the college sends budget estimations to meet the expenditure of salaries of employees, stationery, electricity and internet bills, and postage charges to the government. Funds are allocated accordingly for every financial year.

**National Council for Promotion of Urdu Language (NCPUL):** The Department of Urdu has received an amount of Rs.2,60,000/- (Two lakh sixty thousand only) from NCPUL for conducting 03 National seminars in the last five years.

**University Funds for NSS Units:** The NSS units of the college received Rs.1,65,000/- in the last five years to support regular activities and special camps as part of the extension programs.

**Red Ribbon Club:** The Red Ribbon Club received Rs. 20,000/- in the last five years to conduct awareness and outreach activities.

**MPLADS Grant:** The institution received a grant of 5 lakhs under MPLADS to purchase computers.

**Internal Resources:**

**Fees:** The institution collects special fees from all students and restricted fees from Computer Science and Computer Application students.

**Non-Government Sources:**

**ICICI Foundation:** ICICI Foundation donated a 6 KV solar panel costing 5 lakhs and also installed a rainwater harvesting system. They also donated plants to the institution.

**Donations from Philanthropists:** Over the last five years, the institution raised Rs.13,92,436/- through donations from various philanthropists for institutional development.

**Optimal Utilization of Resources and Funds from Various Sources:**

The institution ensures transparent and optimal utilization of funds through committees such as the Special Fee Committee, Purchase and Repairs Committee, Restructure Fee Committee, and CPDC Committees. These committees oversee the utilization of funds and resources, ensuring that they are used effectively and efficiently to support the institution's objectives. The principal, as the head of the institution, monitors these committees to ensure that resources are being used optimally.

**Financial Audits:**

All funds received and utilized through government and non-government organizations will be audited by internal and external audit teams including the A.G. Audit Team, RJDCE office and Chartered Accountants. The Government of Andhra Pradesh has established an audit mechanism for all government educational institutions with the AG Audit team or Audit team of the RJDCE conducting periodic external audits. The institute is also vigilant in overseeing each financial transaction using institutional resources and carries out internal audits and inspections by forming various committees with faculty members. If any deviation in utilization of funds is noticed, it is brought to the notice of the Principal as Audit objections. The Principal and the committee concerned will be held responsible to clear and fix these lapses in a specified time.

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

**6.5 Internal Quality Assurance System****6.5.1**

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

**Response:**

The Internal Quality Assurance Cell (IQAC) has been instrumental in institutionalizing quality assurance strategies, significantly enhancing academic and administrative excellence. It regularly reviews teaching-learning processes, operational structures, and methodologies, recording improvements over time.

**Key Contributions of the IQAC:**

**Teaching and Learning Process:** The IQAC regularly reviews and advises on innovative, student-centric teaching methods, including experiential and problem-solving approaches. It ensures inclusivity by adopting differentiated strategies to support slow, moderate, and advanced learners. Additionally, the IQAC monitors mentor-mentee activities to foster effective student mentorship and academic support.

**Adaptation to Challenges:** During the COVID-19 pandemic, the IQAC facilitated the transition to online teaching using tools such as Zoom, Webex, and G Suite, ensuring continuity and effectiveness through regular reviews and adjustments

**Certificate Courses:** It promotes the introduction of certificate courses to boost students' skills and employability.

**Training Programs:** The IQAC conducts regular training programs for both teaching and non-teaching staff. For teaching staff, it organizes workshops on NAAC assessment, a one-day workshop on Course Outcomes (COs) and Program Outcomes (POs) attainment evaluation, and training on online assessment tools such as Google Forms, Kahoot!, and Plickers. For non-teaching staff, the IQAC offers training programs on Excel, e-Office, and CFMS to improve their administrative efficiency.

**Student Feedback and Assessment:** At the end of every academic year, the IQAC collects student feedback on the curriculum and conducts a Student Satisfaction Survey (SSS). The feedback is analyzed, and action-taken reports are submitted to the principal, ensuring that teaching and learning processes are continually improved.

**Academic Audit:** The IQAC conducts regular internal academic audits to monitor teaching practices, lesson plans, teacher’s diaries, and mentor-mentee registers. Additionally, an external academic audit is conducted annually by a team appointed by the Commissionerate of Collegiate Education, A.P., and the report is used for quality improvement measures.

**Organizing Programs:** The IQAC organizes a various of programs for students, including career guidance, student induction programs, and training sessions on women's self-defense and gender sensitization. These programs aim to provide holistic support to students in their academic and personal development.

**Seminar on Intellectual Property Rights (IPR):** A national seminar on Intellectual Property Rights (IPR) was organized in collaboration with the National Intellectual Property Awareness Mission (NIPAM) and Patent Office Chennai, covering patent, copyright, and trademark topics.

**AQAR Preparation and Data Submission:** IQAC prepares and submits Annual Quality Assurance Reports (AQARs) to NAAC and handles data submissions for ISO, AISHE, and NIRF rankings.

**Institutional Planning:** At the start of each academic year, the IQAC collects action plans from all departments and prepares a comprehensive Institutional Plan. It ensures that academic activities are conducted according to this plan and guides departments in independently planning and reporting their activities.

**Performance Appraisal of Staff:** IQAC oversees the performance appraisal of staff, guiding the preparation of Annual Self-Assessment Reports (ASARs) and uploading them to the CCE portal for career progression.

Through these initiatives, the IQAC has successfully institutionalized a culture of continuous quality improvement, enhancing the academic and administrative performance of the institution.

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

**6.5.2****Quality assurance initiatives of the institution include:**

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

**Response:** C. Any 2 of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Government Degree College, Rayachoti, has made significant strides over the past five years to promote gender equity and create a gender-sensitive campus environment. Through a combination of curricular, co-curricular, and infrastructural interventions, the institution is committed to fostering gender equality, empowering women, and ensuring a safe and inclusive academic atmosphere.

#### **Gender Audit & Initiatives for Gender Equity:**

The college conducted a Gender Audit to assess gender-sensitive policies and facilities. It identified strengths in promoting inclusivity and noted a consistent rise in female enrollment across social categories, though further encouragement is needed for SC/ST female students.

#### **Annual Gender Sensitization Action Plan:**

Each academic year, the Women Empowerment Cell (WEC) develops a Gender Sensitization Action Plan, which includes seminars, rallies, and training programs on important topics such as legal awareness on women's rights, women's health, anti-dowry campaigns, and child marriage prevention. These initiatives aim to create a gender-responsive environment on campus, sensitizing students and staff to key gender issues.

#### **Skill Development Programs:**

The WEC also conducts skill development programs to empower female students, encouraging self-sufficiency and confidence. Workshops on handicrafts, flower design, herbal oil preparation, tailoring, and thread bangle making not only enhance practical skills but also foster self-respect and entrepreneurial opportunities for women.

#### **Gender Sensitization in Curricular and Co-curricular Activities:**

The college integrates gender sensitization into both its curricular and co-curricular activities through regular workshops, seminars, and counseling sessions for students and staff, promoting gender equality and inclusivity. Equal participation in academic, cultural, and sports activities is encouraged, with female students actively involved in NCC and NSS, reflecting the institution's commitment to gender parity. Additionally, the college observes commemorative days like Savitribai Phule's birth anniversary, National and International Women's Day to raise awareness of women's contributions. Eminent women

from various sectors are invited for guest talks, inspiring students with lessons on values, emotional intelligence, and goal-setting.

### Facilities for Women on Campus:

The institution ensures that the campus environment is supportive and secure for female students and staff through the following measures:

- **Separate Toilets and a Girls' Waiting Room:** The college provides separate restroom facilities and a designated waiting hall for girls, ensuring privacy and convenience.
- **CCTV Surveillance:** 21 CCTV cameras are installed throughout the campus to ensure the safety and security of all students, particularly women.
- **First Aid Facilities:** The campus offers first aid services for immediate medical attention.
- **Grievance Redressal Mechanism:** The college has an active Grievance Redressal Cell, Internal Complaints Committee (ICC), and Anti-Ragging Committee, which address any gender-based grievances promptly and ensure a harassment-free campus.
- **Sanitary Napkin Wending Machine Machine and Incinerator:** These facilities ensure proper access to and disposal of sanitary products for female students.

### Representation & Counseling for Women:

The WEC ensures female representation in the student union, allowing women to voice their concerns effectively. The WEC also organizes counseling sessions, providing emotional support and guidance for female students facing challenges.

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

### 7.1.2

The Institution has facilities and initiatives for

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

**Response:** A. 4 or All of the above

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:** B. Any 3 of the above

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

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance**

**and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

At GDC Rayachoti, inclusive environment is a key focus, promoting tolerance and harmony among students from diverse cultural, regional, linguistic, communal, and socioeconomic backgrounds. Several initiatives contribute to this inclusive ethos:

**Uniform System:** The college implements a uniform system, eliminating differences in clothing styles and fashion preferences among students. This fosters a sense of equality and unity, irrespective of students' socioeconomic backgrounds.

**Assembly System:** The daily assembly serves as a platform for students to start their day with positivity, motivation, and discipline. It cultivates a sense of community and shared values among students, enhancing social harmony.

**Celebration of Festivals:** The college celebrates festivals of all religions, promoting respect and understanding among students. This practice showcases unity in diversity and helps in minimizing intolerance and disharmony.

**Language Days:** Departments celebrate language days to create awareness about different cultures and traditions. This initiative highlights the richness of linguistic diversity and promotes cultural understanding.

**NCC Activities:** NCC cadets participate in camps and events across different districts and states, exposing them to diverse cultures and fostering respect and understanding towards them.

**Cultural Competitions:** The institution conducts cultural competitions on the occasion of festivals, showcasing the diverse cultural heritage of India. These competitions promote cultural exchange and understanding among students, fostering a sense of unity and harmony.

**Sensitization to Constitutional Obligations:**

The college undertakes various activities to sensitize students and employees to their constitutional obligations regarding values, rights, duties, and responsibilities:

**Curriculum Integration:** The first semester curriculum includes a Foundational Course on Human Values and Professional Ethics, providing in-depth exploration of constitutional values and obligations.

**National Celebrations:** The college commemorates national events such as Independence Day, Republic Day, and Indian Constitution Day to raise awareness about constitutional values, rights, and duties among students and staff.

**Competitions:** Essay writing and elocution competitions are organized to encourage students to express their understanding of constitutional values and responsibilities.

**Special Programs:** Annual programs focusing on the values, rights, duties, and responsibilities of citizens are conducted to reinforce the importance of constitutional obligations.

These efforts collectively contribute to creating a harmonious and inclusive environment at GDC Rayachoti, fostering a culture of respect, understanding, and adherence to constitutional principles among its stakeholders.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE-I**

**Title of the Practice:**

**Share and Care: Cultivating Social Responsibility and Empathy**

**Objectives of the Practice:**

To foster a culture of care and compassion within the institution and the surrounding community.  
 To provide support to underprivileged groups, such as the elderly and those affected by poverty.  
 To promote active participation in addressing social issues, enhancing the moral and ethical development of students.

**The Context:**

Rayachoti, a semi-urban area, faces challenges such as poverty, lack of resources, and limited social support for vulnerable populations. Many elderly individuals and slum dwellers struggle to meet basic needs. The institution recognized the pressing need to encourage students to contribute to social welfare by engaging directly with these communities. The Share and Care initiative was designed to address these challenges by integrating community service into the educational experience, fostering a sense of civic duty and empathy.

**The Practice:**

The Share and Care initiative focuses on various community-oriented activities aimed at helping those in need. The practice emphasizes direct engagement with marginalized groups to promote social welfare. Activities include:

Donating life skill course books and distributing rice, vegetables, and clothes to underprivileged individuals and families.

Conducting food distribution and sanitization efforts during the COVID-19 pandemic, supporting those affected by the lockdown.

Organizing medical camps and tree plantation drives to raise awareness about environmental conservation and public health.

Distributing fruits and bread to patients at local hospitals, demonstrating compassion and care for the sick.

These activities provide students with practical exposure to real-world social issues, fostering a deep sense of responsibility. The uniqueness of this practice lies in its focus on consistent, hands-on involvement in community welfare, where students learn the importance of empathy, leadership, and civic engagement.

**Evidence of Success:**

The Share and Care initiative has significantly impacted both the community and the students. There has been an increase in student participation in these activities, demonstrating growing awareness and commitment to social causes. Feedback from beneficiaries, such as residents of old age homes and hospital patients, has been overwhelmingly positive. Students involved in these community activities report personal growth, with many stating that the experience helped them develop compassion and a deeper understanding of societal issues. This practice has strengthened the connection between the institution and the local community, and the consistent support offered by the college has been widely appreciated.

**Problems Encountered and Resources Required:**

Logistical challenges in transporting materials (food, clothes, etc.) to various locations.

Ensuring consistent student participation due to academic commitments and scheduling conflicts.

The need for resources such as donations (clothes, food items, etc.) and support from local businesses or NGOs to sustain these activities.

Financial constraints in organizing large-scale activities, requiring external funding or donations.

Despite these challenges, the college has successfully implemented the practice with available resources, relying on contributions from staff and students, as well as occasional support from local organizations.

## **BEST PRACTICE-II**

**Title of the Practice:**

### **Pollution and Plastic-Free Campus: Promoting Sustainability and Environmental Responsibility**

**Objectives of the Practice:**

To promote a cleaner and healthier campus environment by reducing pollution and plastic usage.

To engage students in tree plantation drives and other eco-friendly activities, fostering a sense of responsibility toward nature.

To educate the college community about the importance of sustainability and the adverse effects of pollution.

**The Context:**

In recent years, environmental degradation and pollution have become critical issues, particularly in urban and semi-urban areas like Rayachoti. The institution recognized the urgent need to address these challenges, promoting awareness and active participation in sustainability initiatives among students. The context also includes navigating the restrictions and challenges posed by the COVID-19 pandemic, which necessitated a focus on sanitation and pollution control measures on campus. This practice was designed to foster an environmentally conscious mindset, emphasizing collective action and responsibility.

**The Practice:**

The Pollution and Plastic-Free Campus initiative encompasses a range of activities that engage students, staff, and the broader community in promoting sustainability. Key activities include:

**Tree Plantation Drives:** Organized by staff and NCC students, these drives involve planting trees on campus to enhance greenery and improve air quality.

**Clean and Green Campaigns:** All student groups participate in regular clean-up drives, promoting a culture of cleanliness and environmental stewardship within the college.

**Pollution Control Measures:** During the COVID-19 pandemic, the focus shifted towards maintaining a sanitized and pollution-free environment, with measures implemented to keep the campus clean.

**Promotion of Eco-Friendly Transportation:** Encouraging the use of bicycles and eco-scooties as sustainable modes of transport to reduce vehicular pollution on campus.

**Awareness Programs:** Initiatives include distributing jute bags to students to discourage plastic usage and conducting programs on Ozone Day with poster presentations highlighting the importance of ozone protection.

**Eco-Club Activities:** The Eco-Club engages students in creating eco-friendly Vinayaka idols using clay and educating them about the medicinal values of various plants.

**Evidence of Success:**

The Pollution and Plastic-Free Campus initiative has shown significant positive outcomes. Increased student involvement in plantation drives and clean-up campaigns indicates a growing commitment to environmental issues. Feedback from participants reveals that awareness programs have effectively educated students on the dangers of pollution and plastic waste. The distribution of jute bags has reduced reliance on plastic among students, contributing to a cleaner campus environment. Moreover, the involvement of local authorities, such as the Commissioner, in planting trees signifies community support for the initiative. Overall, these efforts have resulted in a more sustainable and environmentally friendly campus.

**Problems Encountered and Resources Required:**

**Logistical Challenges:** Coordinating tree plantation and clean-up events requires careful planning and allocation of resources, including tools and materials.

**Resource Availability:** Funding for materials, such as jute bags and planting supplies, is essential for sustaining the initiatives.

**Awareness Reach:** Ensuring that awareness programs effectively reach all students and staff can be challenging, necessitating innovative strategies to engage diverse groups.

Despite these challenges, the institution has successfully implemented the practice through collaborative efforts, resource mobilization, and active participation from both students and staff. The commitment to creating a sustainable and pollution-free campus continues to grow.

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

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

Government degree college, Rayachoti envisages to provide quality based and value based higher education to the neighbourhood of this rural, economically and socially underprivileged area. “Leaders are not born, they are made. Its goal is “To prepare students to be leaders in all walks of life with competence, conscience and compassionate commitment”. It is committed to the human values of:

- Honesty and Responsibility
- Mutual Respect
- Co-operation and Communication
- Service to the Nation
- Community Service and Leadership

The thrust of this institution is to prepare leaders who can bring in societal transformation. Our motto is “**Krishi tho Nasthi Durbhiksham**”. Hard work prevents impoverishment. Moulding the youth with good character remains the hallmark of this institution.

To prepare a leader with “Competence, Conscience and Compassionate Commitment” requires “all round development of the student”. From the day, the student enters in to the college s/he is treated as a “Growing Adult”, s/he is trained to own responsibility. Recommendations are discouraged and parent supporting or being ‘mouth-piece’ of student’s behaviour is not entertained. If s/he is absent or commits any mistake, s/he has to own the responsibility and give assurance that it would not be repeated. “Learning from mistakes and owning responsibility” and give assurance that it would not be repeated. “Learning from mistakes and owning responsibility” is the training given to them.

“To prepare a Leader” means ‘training them in leadership qualities’ such as planning, execution, evaluation, team work.... etc. In that sense, on this campus, most of the activities are done by the student’s team with guidance from their teachers.

We are very much aware of our responsibility to our students and do our very best to provide a most friendly and growth-oriented ambience for them. We do everything in our capacity to ensure excellent standards that would secure them leadership in tomorrow’s challenging world.

The vision behind the establishment of this college is to spread the light of knowledge and wisdom to

kindle the ardour of faith does justice by forming men and women for others who are:

- Academically accomplished
- Emotionally balanced
- Morally upright
- Socially Responsible
- Ecologically sensitive
- Personally dedicated

**Integral Formation:**

- National awareness is fostered through talks and seminars related to the building up of the nation and national days are observed.
- NCC Unit
- Extension Activities and Outreach programs are focussed on the integral formation of the students.

**Strive for Truth and Service:**

- We provide quality education to our students
- Integrity and transparency are reflected in all the endeavours of the college from the admission process up to the conformant of degree.
- The college stands for humanity, for tolerance, for reason, for the adventure of ideas and for the search for truth. For this we create an environment that fosters teamwork, cooperation and mutual support.
- The college believes in the policy of inclusion and promotes the nation building qualities of equality justice and fraternity.

Various college committees were constituted with lecturers as conveners and members for smooth functioning of the institution:

- The “**Women Empowerment Cell**” (WEC), in association with the Police Department, organized an awareness program on “**DISHA App**” for women students. All the women staff and students downloaded the DISHA App.
- The “**Woman Empowerment Cell**” (WEC), along with “**Red Ribbon Club**” (RRC) of the institution also conduct various awareness programs on gender issues like **Human Trafficking and Health and Hygiene**.
- The **NCC, NSS** and **RRC** conducted blood donation camps, **AIDS awareness programs**, Rallies and clean and green programs and awareness on cybercrimes etc.
- The cultural committee encourages students to participate in various cultural activities like singing, painting, rangoli competitions to bring the hidden talents of the students.

- ” **Open Day**” is celebrated by inviting neighbouring junior college students to show case the opportunities, facilities and resources available in this college to motivate and encourage them to take admission in this college.
- ” **Admission campaigning**” is conducted every year in around Rayachoti to improve admissions of the college.
- ”**Diksharambh**” is conducted for newly admitted student for setting the pace of fruitful teaching learning experience.
- ”**Biometric attendance**” is taken on hour basis to monitor the attendance of the students and punctuality.
- In Rayachoti, more than 50% population are Muslim Minorities, however, this college is not Muslim Minority College. This college teaches to its student’s ”**communal harmony**”, ”**tolerance**” for other religions and faiths by celebrating all religious festivals along with ”**National festivals**” in the college, to show case the rich heritage and culture of India ”**Unity in Diversity**”.

Thus, the college is striving hard and committed to prepare students as responsible citizens and global leaders by nurturing national values and ethos among the students.

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

## 5. CONCLUSION

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### Additional Information :

Government Degree College, Rayachoti has consistently demonstrated a commitment to providing high-quality education and fostering holistic development among its students. The institution's adoption of the Choice Based Credit System (CBCS) curriculum for the 4-year UG Honours Programs aligns with the National Education Policy (NEP) 2020, offering a diverse range of single major programs and enhancing the academic framework. Additionally, the college has implemented numerous initiatives aimed at promoting inclusivity, gender equity, environmental sustainability, and community engagement.

#### Key initiatives include:

**Inclusive Environment:** Celebrations of various cultural and religious festivals, uniform system implementation, daily assemblies, and language days contribute to promoting tolerance and harmony among students from diverse backgrounds.

**Gender Equity:** The institution's Women Empowerment Cell (WEC) actively works to promote gender sensitization through various curricular and co-curricular activities, ensuring a supportive environment for female students.

**Environmental Sustainability:** Installation of solar panels, rainwater harvesting systems, CCTV cameras and vermicompost units demonstrate the college's commitment to energy conservation and sustainability.

**Community Engagement:** Extension activities such as blood donation camps, tree plantation drives, and awareness programs on health and hygiene have had a significant positive impact on the local community and fostered social responsibility among students.

### Concluding Remarks :

In conclusion, Government Degree College, Rayachoti, has shown remarkable progress in various domains, reinforcing its commitment to academic excellence, community engagement, and environmental sustainability. The collaborative efforts of the principal, staff, students, and CPDC members have significantly contributed to the institution's development and growth over the years.

The implementation of decentralization in governance, coupled with the active involvement of various committees, has led to efficient management and the successful execution of numerous initiatives. The college's focus on inclusivity, gender equity, and the provision of a disabled-friendly environment highlights its dedication to creating a supportive and equitable educational setting for all students.

As the institution continues to advance, it remains steadfast in its mission to provide quality education and foster holistic development. The strategic plans and initiatives undertaken are a testament to the college's unwavering commitment to achieving its long-term goals and sustaining its legacy of excellence.

With a clear vision for the future and a robust framework in place, Government Degree College, Rayachoti, is well-positioned to navigate the evolving educational landscape and continue making significant contributions to

the academic community and society at large.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :26</p> <p>Remark : DVV has excluded the irrelevant courses.</p>																				
1.2.2	<p><b><i>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</i></b></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>352</td> <td>340</td> <td>298</td> <td>110</td> <td>90</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>208</td> <td>250</td> <td>284</td> <td>110</td> <td>32</td> </tr> </tbody> </table> <p>Remark : DVV has excluded the irrelevant courses.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	352	340	298	110	90	2022-23	2021-22	2020-21	2019-20	2018-19	208	250	284	110	32
2022-23	2021-22	2020-21	2019-20	2018-19																	
352	340	298	110	90																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
208	250	284	110	32																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 353</p> <p>Answer after DVV Verification: 348</p> <p>Remark : DVV has excluded the repetitive students.</p>																				
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p>																				

and communicated to the relevant bodies

Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
86	136	154	119	45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	93	90	97	45

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
130	130	130	180	180

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
130	130	130	180	180

Remark : DVV has considered the excess students in reserved category under general merit.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	16	10	9	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	10	8	8

Remark : DVV has excluded the teachers having less than 10 months of experience in the institution.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	2	4	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	3	0	4

Remark : DVV has considered the research papers notified in UGC CARE List as per the calendar year Jan-Dec 2018-2022.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	4	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	3	1	0

Remark : DVV has considered the books and chapters published along with ISBN number as per the calendar year Jan-Dec 2018-2022.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

2022-23	2021-22	2020-21	2019-20	2018-19
169	70	25	33	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
68	17	11	15	5

Remark : DVV has excluded the celebrations days and only considered the programs which are benefit for the community.

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

Answer before DVV Verification :

Answer After DVV Verification :41

Remark : DVV has considered the supporting document and has taken only functional Programs as on 2024.

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

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

Answer before DVV Verification : 67

Answer after DVV Verification: 20

Remark : DVV has considered the given input as per the supporting document provided by HEI.

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

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45.93373	9.21025	3.71547	26.43837	22.73728

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has considered the input as "0" as none of the claims comes under expenditure

incurred on maintenance of infrastructure (physical facilities and academic support facilities).

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has considered the given input as per the supporting document provided by HEI.

5.1.4 ***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has considered the given input as per the supporting document provided by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
122	58	31	19	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	9	8	8	6

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
155	100	30	27	56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
155	100	30	27	56

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

**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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	2	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	0	0

Remark : DVV has considered the given input as per the supporting document provided by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	2	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	0	0

Remark : DVV has excluded the participation and district level awards.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	6	2	4	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	1	2	3

Remark : DVV has considered the sports and cultural activities conducted on relatively closer dates under one single event.

**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****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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

Remark : DVV has excluded the teachers who are provided with financial support of less than Rs. 2000.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	35	10	12	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	9	9	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	9	9	11

Remark : DVV has considered the input as "0" as HEI has not provided appropriate documents.

6.5.2	<p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</b></li> <li>2. <b>Academic and Administrative Audit (AAA) and follow-up action taken</b></li> <li>3. <b>Collaborative quality initiatives with other institution(s)</b></li> <li>4. <b>Participation in NIRF and other recognized rankings</b></li> <li>5. <b>Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : DVV has considered the given input as per the supporting document provided by HEI.</p>
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7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit / Environment audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Clean and green campus initiatives</b></li> <li>4. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : DVV has considered the given input as per the supporting document provided by HEI.</p>
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## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>

Answer before DVV Verification : 44

Answer after DVV Verification : 43

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	23	19	18	16

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	11	16	15	12