



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

## **PITHAPUR RAJAHS GOVERNMENT COLLEGE (AUTONOMOUS)**

**RAJARAMMOHAN ROY ROAD OPPOSITE MC LAURIN SCHOOL KAKINADA  
533001 ANDHRA PRADESH**

**533001**

**[www.prgc.edu.in](http://www.prgc.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Pithapur Rajah's Government College is located in an urban setting in a lush green campus of 28.6 acres in port city of Kakinada ( 16.9582° N , 82.2309° E). It is the District headquarters of Kakinada district, a fertile district of state of Andhra Pradesh. Established in 1884 by Raja Rao Surya Rao Bahadur, the Pithapur Zamindar 139 years ago, it was first affiliated to the Madras University, later to the Andhra University from 1952 and is currently affiliated to Adikavi Nannaya University, Rajamahendravam from 2011-12. A state Government run co-educational institution, it has been conferred autonomous status in the year 2000-2001. Studded with about 3200 students, 130 experienced faculty, 25 UG programmes, 9 post graduate programmes and Ph.D programme in 8 disciplines. In tune with its vision of rolling out holistic human resources, it had embarked upon outcome based education and created policies, systems and practices to equip student students with innovation, logical thinking and entrepreneurial skills. Ninety percent of students hail from rural areas. A hopping 80% of undergraduate programs it offers are job oriented. Women students constitute about 50% of total student strength. The college has embarked upon realizing the goals of NEP-2020 and is offering four year undergraduate programmes from 2020-21. In its previous three cycles of accreditation, it secured grade B++ in its first cycle, B in the second cycle and grade A in the third cycle accreditation of NAAC during the year 2017 and is currently gearing up for fourth cycle of assessment and accreditation during 2023-24. It was conferred the status of College with Potential for Excellence (CPE) from 2010-11 to 2014-15 by UGC. The institution was recognized as a research centre during 2017-18 by the affiliating university and is translating itself into research intensive institution with 27 Ph.D scholars and 17 research supervisors. It was sanctioned Rs.2 crore from Central Government under RUSA1.0 with which the institute had developed academic and ICT infrastructure. It had placed 500 over the past five year period. The institution has been the cynosure of all eyes with its green canopy spread over 30% of its area.its strength is its alumni.

### **Vision**

The vision statement of the institution is “ to contribute its might for holistic and quality human capital formation for modern economy with focus on developing employment opportunity – enhancing skilling ecosystem, through integration of technology, research and value system into teaching – learning process”.

The institution, with an objective to equip the learners with 21st century skills, had framed a 10 year strategic perspective plan with goals, time lines and fund mobilization strategies set for itself . Accordingly, it designed its vision that focuses on providing rich learning experiences to students. It also envisions integration of technology, research culture, skill development, value system, community engagement in teaching-learning process and deployed all its resourcesorganisational structure and infrastructure to realize the goals of its vision.

### **Mission**

The mission of the institution includes

- Shaping wholesome personality of students
- Designing student-centric industry oriented curricula
- Promotion of experiential learning
- Facilitating progression to higher education and employment through knowledge and skill development
- Promotion of outcome based education with focus on realization of graduate attributes
- Quality enhancement in learning through ICT integration into teaching-learning process
- Strengthening research and fostering innovation and collaborations;
- Fostering 21st century skills
- Implementation of recommendations of NEP-2020
- Inculcation of community service

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

### Institutional Strength

The institution, in the process of placing on a growth trajectory, creates a roadmap through analyzing its present strengths, understanding potential risks and seizing new possibilities

- 139 year legacy of providing quality education to the marginalised sections of the society at affordable fees.
- Autonomous status for quality enhancement and assurance strategies
- 100% student enrolment in undergraduate programs.
- Undergraduate, post graduate and doctoral education
- Wide range of internship embedded job-oriented programs and courses- Petrochemicals, Pharmaceutical Chemistry, Actuarial Sciences, Food Technology, Horticulture, Aquaculture with innovative curriculum
- Proactive IQAC
- Motivated students with inquisitiveness to learn, grow and excel
- Committed, qualified and supportive faculty and non-teaching staff
- Inclusive education aimed at women and differently-abled students.
- Learner-centric, outcome based academic and administrative framework centric with experiential learning strategies
- Benchmarking system for evaluating learning outcomes
- Mentoring-mentee system for holistic development of learners
- Well equipped physical infrastructure including laboratories and ICT infrastructure including smart class rooms to enrich students' learning experiences
- Strong placement cell
- Coaching for competitive examinations and skill development through training and training and placement cell, Career Guidance Cell, Centre for 21st century skills and A.P.State Skill Development Centre
- Extended central library facility and requisite books to prepare for competitive examinations.
- Lush green eco-friendly campus of 28.6 acres to provide rich learning experiences.
- Strong, morale boosting and supportive alumni association for infrastructural development.
- ICT enabled, outcome based teaching.
- Infrastructure for competency building trainings for staff and students through Centre of Excellence in teaching learning and evaluation.
- Development of student supporting centres of excellence – centre for innovation and incubation, centre

for entrepreneurial skills, centre for 21st century skills for employability skill development.

- e-Governance Integration into academics and administration.
- Recognised Research centre with 27 Ph.D scholars, 17 research guides and 83 publications in scopus-indexed journals, 2 patents, research collaborations and seed money.
- Excellent sports and games infrastructure with Integrated ground management system for self-reliance and centre for performing arts.
- Well managed student amenities – wash rooms, RO drinking water, canteen, waiting halls, dining halls.
- Institution of 64 endowment prizes worth Rs.29.17 lakhs to encourage the merit among students.
- Student engagement in community through NSS, NCC.

### **Institutional Weakness**

Despite many strengths, the institution experiences some organizational problems too

- Requirement of additional class rooms
- Requirement of regular staff
- Periodical transfer of faculty under the Government policy
- Shortage of supporting staff
- Low enrolment in P.G admissions
- Lack of sanctioned strength in some departments
- Mobilization of government funding for various developmental activities.
- Upgradation of computer laboratories.
- Human resource management(Faculty handling multiple tasks along with regular academic activities)
- Transportation problem to remote rural students.
- Insufficient hostel accommodation for all needy students in the campus
- Poor English language skills of students
- Partial administrative autonomy only, delays developmental activities on site.
- Discontinuation of Autonomous grants (20Lakhs/year) by UGC – strengthening of laboratories and student centric activities looking over for other alternatives.
- Separate space for PG programmes.
- High end research facilities and equipment.

### **Institutional Opportunity**

The institution plans to utilize various geographical, physical, organizational advantages for developing infrastructure and enhancing employment opportunities to place the college on the growth trajectory.

- Scope to upgrade the college into university as the college is located in the district head quarters of the newly carved Kakinada district.
- Available space for construction of new buildings and extension on the existing buildings for accommodating students of P.G.programs
- Strengthening the PG courses with introduction of new market-oriented courses to meet the needs of industries.
- Strengthening research infrastructure through major and minor projects, DBT STAR and other funding options.

- Presence of aquaculture, horticulture, fertilizer, pharmaceutical and petrochemical industries and SEZ in the surrounding areas of the institution for enhanced opportunities for employment and research in the sectors.
- Enhanced employment opportunities in logistic sector due to location of sea-port in Kakinada.
- Scope for collaboration with industries located in Kakinada Special Economic Zone (KSEZ) for apprenticeships, fulfil the needs of the industries with skilled graduates
- Geographical advantage of location of college on coastline provides opportunities to carry out maritime research.
- Opportunity to strengthen sports infrastructure development with Khelo India project, proposals submitted.
- Opportunity for offering professional programs- proposal for starting MBA is under process.
- Opportunity to strengthen coaching in employability skills and garner more number of placements through job drives.

### **Institutional Challenge**

- Stiff competitions from the private institutions, where they are offering attendance exemption and flexible fee payment facilities.
- Improving the enrolment into P.G programs
- Motivating all full time teachers to publish research papers and integrate ICT into TLP
- Realizing the overall pass percentage of outgoing students to 80%
- Motivating the rural students for progression to higher education and research.
- Awareness among the rural parents on the quality education and competencies required among their wards to meet the global needs.
- Impressing upon the students to utilize resources and opportunities for holistic development.
- To impress upon students to use mobile phone for leveraging the academic advantage of out of digital revolution
- Imparting core values among the present generation of stake holders for the sustainability of the age-old Institution.
- Making every student a stakeholder in environmental sustainability initiatives.
- Constraints with the Governing policies on various administrative and academic issues.
- Digitalisation of age-old books of Central Library
- Campus placement to each and every student admitted into the college.
- To get all the sanctioned posts filled up with regular faculty positions with proactive mindset to work in an autonomous college environment for quality enhancement
- To improve percentage of benchmark based outcome attainment levels of students.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The institution, in tune with its vision, is in the front line of offering a wide range of conventional and job-oriented programmes embedded with community service projects, internships, on the job trainings and apprenticeships at undergraduate level. It designs the programs and develops the curricula such that they are skill oriented and their programme outcomes and course outcomes are customized in tune with the industrial needs, job markets at local, regional, national levels and meet global developmental needs so as to brighten

the prospects of employment opportunities. About 76% of undergraduate programmes offered during 2022-23 and 80% programs offered during 2023-24 are skill intensive employability-opportunity rich programmes. They include aquaculture technology, Pharmaceutical Chemistry Internet of Things, Food Science, Biochemistry, Business Administration, Actuarial Science, etc., to mention a few. Further, 336 new courses are introduced during the last five year period that form part of 14 new U.G and 4 new P.G programs introduced to meet the ever changing interests of learners, graduate attributes and industrial needs. Basing on the inputs from employers, alumni, parents and industrialists, the curriculum of existing programs is revised every year. It is updated and is enriched with additional value frame work that promotes environmental consciousness, gender equity, human values, professional ethics, environment education, leadership skills, analytical skills, etc., that are offered through certificate courses, value added courses, life skill and skill development courses. Further the course content is also restructured annually to a maximum of 20% as per ever changing needs of employment markets and graduate attributes. Students are encouraged to pursue certificate courses offered by the institution or online open certificate courses offered on SWAYAM/NPTEL/ COURSERA platforms to get an edge in the employment market. Further, all the programs offered at undergraduate level are skill embedded with integrated internships, apprenticeships and community service projects. Field trips, research projects are also integrated into curriculum to enrich curriculum. Quality assurance strategies in curriculum transaction are put in place through structured feedback and monitoring mechanisms to assure synchronization with teaching plans and time schedules and remedial action is prescribed for gaps, if any.

## **Teaching-learning and Evaluation**

The institution promotes outcome based, learner-centric teaching learning and evaluation system. Strategies are developed and deployed such that quality curriculum is not only framed but also transacted qualitatively through a well devised academic calendar, teaching plans, monitoring and evaluation system.

- The institution ensures that the learning experiences of students are fortified through experiential and participative learning strategies and ICT integration into teaching learning process. Participative learning strategies such as learning through laboratory tools, group discussions, field trips, apprenticeships, project works, seminars, etc., are facilitated.
- About 26% doctorates and 44% NET/ SLET qualified teachers comprise the 130 teachers team. The student- teacher ratio stands at 27:1.
- Teachers are provided wider access to ICT infrastructure and online resources such as e-class rooms, internet resources, e-content of INFLIBNET, LMS, etc., to integrate ICT into teaching-learning process.
- The institution assesses the cognitive levels of students through various assessment tools and devises appropriate teaching-learning strategies. Accordingly, special programmes such as remedial classes, assignments, learning materials, peer teaching, field trips, projects works, debates, special software, etc., are facilitated. Mentor- Mentee system is put in place to provide requisite academic, mental and psychological support to the needy students.
- The program outcomes and course outcomes are framed as per global needs and are integrated into assessment and evaluation system. The COs and POs are mapped. Basing on the CO-PO mapping and Bloom's taxonomy levels, the outcome attainment levels of learners are measured basing on their performance in benchmark based direct and indirect assessment tools. About 62% of students pass out of the institution every year on an average.
- Outcome based assessment tools such as viva-voce, project works, seminars, quiz that bring out the analytical skills are integrated into CIA. Blooms taxonomy based assessment is put in place in SEE. IT has been integrated into examinations management procedures including continuous internal assessment and Semester End Examination. The examination process including issuing hall tickets,

invigilation duty allocations, etc., is automated. The IT integration helped reduce the average period of publication of result to 35 days and examination related grievance redressal time to 1 day.

## **Research, Innovations and Extension**

In tune with its vision of creating research culture, the institution has framed an outcome based research policy and in the take off stage. The college was recognized as the research centre by the affiliating university, Adikavi Nannaya University, Rajamahendravaram in the year 2017. Parishodhana, a Directorate of Research and Development was established during 2021-22. Sub-committees like research fund mobilization committee, IPRs committee, research ethics committee, etc., were constituted. There are 30 doctorate-faculty members actively involved in research. The directorate is teeming with 17 recognized research supervisors with 27 scholars pursuing for their doctoral degree. The average number of publications per faculty member during the past five year period is .21 and the h-index of the college is 16.

Seed money was allocated to the faculty members and students since 2022-23 towards projects, attending conferences. Faculty incentivization policy in research is framed.

Research equipment was strengthened. Central Instrumentation Facility was established with common research equipment. Research infrastructure like UV-spectrophotometer, water analysis equipment, atomic absorption spectrophotometer, nanomaterial synthesis equipment, radioactive counting machine, laminar air flow, furnaces, BOD incubator, etc., is deployed in the research laboratories. Faculty were encouraged to apply for research projects like DBT STAR project, etc.

Faculty and students are provided access to online research content through INFLIBNET, DELNET, Shodhsindhu, Shodhganga and other physical journals.

MoUs were forged with research laboratories such as Boga Research Laboratories, Centre for research on Magnetic Materials, Sasi Engineering College, etc. for collaborative research.

The institution is in the frontline of community outreach programmes through student supporting wings including N.S.S, N.C.C, Red Ribbon Club, Youth Red Cross, College Disaster Response Force, Memu Saitham, community library units, community service projects, etc. N.S.S special camps were organized in adopted villages. A slew of extension activities including rallies on AIDS prevention, awareness programmes on early child marriages, gender equity, water and energy conservation, were organized in five adopted villages. Besides, conduct of blood donation camps, donation of rice to the orphanages, financial assistance to the needy students, etc., are regular phenomena. MoUs and collaborations were forged with International Red Cross Society and Rotary club.

## **Infrastructure and Learning Resources**

The institution possesses sufficient physical and IT infrastructure and is maintained periodically through budget allocation and committees.

- All the existing physical infrastructure including 52 class rooms, 26 laboratories, 4 research laboratories, one conference hall, 2 seminar halls, dining hall, washrooms, R.O water plants, yoga centre, open gymnasium, indoor stadium, open auditorium, ground facilities, cultural infrastructure, etc., is sufficient to student strength and well maintained through in charges. They are well equipped with sufficient infrastructure such as electricity, water and sanitation facilities.
- There are 150 functional computers and are updated with required software and hardware in tune with changing applications. The 18 class rooms equipped with ICT infrastructure facilities such as virtual class rooms, digital classrooms, eight computer laboratories, internet centre, placement cell, English language laboratory, etc., are connected with LAN and provided internet facility. A state of the art multimedia centre with lecture capturing facility is established for e-content development. A seamless 100 Mbps internet is provided to all these facilities through underground fibre optic cable. ICT infrastructure is maintained under AMC and protected by CCTV surveillance system.

The central library of the college is spread over in an area of 19608 S.ft. and houses 88287 physical holdings. It encompasses an internet centre, two reading rooms, one newspaper section and space for reprography. The library works for 16 hours a day from 8:00 AM to 12:00 AM. The library services after 8:00 P.M. are managed by a team of students who prepare for competitive examinations.

About 50 transactions of physical holdings are carried out by students and staff on an average a day. About 2672 new books were added during 2018-2023. Besides domain specific books, books pertaining to various competitive examinations such as Yojana, Pratiyogithadarpan, Civil Services Chronicles, CSR, Banking Services, State Civil Services and Post Graduate Entrance examinations form part of the repository of the library. e-resources are made available to the stakeholders through Infflibnet, Delnet and shodhsindhu subscriptions.

The transactions of the library are fully automated since 2014-15 using SOUL 2.0 ILMS and digitization is in progress. CCTV camera surveillance is provided for enhanced security.

## **Student Support and Progression**

The institution extends unflinching support to all its students to empower them progress to higher education and employment through a slew of platforms and creating new opportunities.

- It sponsors scholarships or freeships to about 90% students through state government or non-government agencies.
- In the pathway to enhance employability opportunities, training is imparted in analytical, technical and soft skills through training by placement cell. Awareness programmes are conducted by career guidance cell on competitive examinations inviting persons who cracked them.
- A dedicated coaching centre for competitive examinations titled “Centre for 21st Century Skills” was established in 2022-23 for imparting exclusive coaching for state and central civil Services, IBPS, SSC, Sub-inspectors and constable recruitments. Coaching for NET/ SLET is offered by post graduate departments. About 18% of outgoing students step into post graduate institutions.



- Life skill courses such as yoga, entrepreneurial skills, self employment courses such as AWS are offered by APSSDC. Placements are provided through job drives. An average of about 200 students undergo training annually in the placement cell and an average of 50% students get placements through job drives per year.
- An integrated approach is in vogue to address the grievances of the students at college level and at state level by the employer. College level grievances pertaining to curriculum transaction, examinations, fees, amenities, admissions, etc., are redressed through SPANDANA program at appropriate levels. At state level, the grievances are redressed online using e- CEGrAM application.
- The sports and games infrastructure that includes indoor stadium, gymnasias, etc., is deployed for optimum utilization by the students. There are 19 state level medalists, 70 university level intercollegiate medalists and 88 student participants at national level tournaments during 2018-23.
- Centre for performing arts imparts training students and promotes cultural performances on district, state, and international level platforms. It bagged two medals at state level and one at international level.
- Student council is involved in policy making and quality enhancement initiatives.
- Alumni Association is involved in academic and administrative committees. It mobilizes contributions and assets not less than worth Rs. 500000 every year.

## **Governance, Leadership and Management**

In order to achieve goals of perspective plan framed in tune with its vision of contributing holistic and quality human capital formation for modern economy, the institution has framed policies, established systems, subsystems and adopted decentralized participative management approach.

- Administration is decentralized through constitution of various academic and administrative committees. Participative management approach is followed in Governance.
- e-Governance is integrated into administration to ensure transparency and accountability. The examination system, student admissions, teaching-learning process, student fees management, grievance redressal, scholarships, evaluation system, library management, etc., are managed through software applications. OAMDC, OTLP, CE-GrAM, F-Map, SOUL, etc., are some of the e-Governance softwares.
- Various Government welfare schemes such as provident fund, career advancement scheme, maternity and fraternity leave, etc., are extended to the faculty members as well as non-teaching staff.
- Financial assistance is provided to faculty members to attend conferences, etc., and towards professional body memberships.
- Established co- credit co-operative Society to meet financial needs of staff. Faculty members are permitted to pursue part time Ph.D under FDP. Competency building training programs are organized for staff to upgrade their skills. Faculty members are encouraged to undergo refresher and orientation programs organized by HRD centres.
- The institution secures funds through UGC autonomous grants, corporate companies, philanthropists, RUSA scheme, alumni association, philanthropists, etc., for meeting infrastructural needs. It earns additional income from internal infrastructural resources such as indoor stadium and other sports infrastructure besides regular fund receipts from students' fees to meet developmental goals enshrined in perspective plan. The funds mobilized are optimally utilized through resolutions of finance committee and Governing Body. The expenditure is audited by internal and external audit mechanisms.

- Recommendations of NEP-2020 such as offering Four Year Undergraduate Programme, single major system, multi-disciplinary course system, ABC, digiLocker facility, are put in place. It is envisioned to offer Online and Distance Learning courses by 2026-27.
- IQAC is made proactive and outcome oriented. It is strengthened to institutionalize quality culture at all levels – teaching-learning process, research promotion, assessment and evaluation. It has set itself a mission of securing below 100 NIRF rank by 2027.

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

The institution puts in efforts to foster value frame work enshrined in Sustainable Development Goals of U.N such as promotion of gender equity, environmental sustainability, promotion of alternative energy source, etc., besides integrating constitutional values, social inclusion and community extension into its value system.

- The women staff and students are represented in academics and administration and gender audit is undertaken to assess their representation in various positions. Supporting structure like ICC and Women Empowerment Cell are constituted to devise and implement welfare activities and addressing their grievances. A life skill course titled “Human Values and Professional Ethics” is offered in curriculum highlighting protection of dignity of women and gender equity.
- The institution fosters environmental consciousness among stakeholders. Initiatives to develop greenery are put in place both in the institution and neighborhood. Plastic articles are prohibited and vehicular traffic is restricted in the campus premises. Sensitization programs on global warming, effects of pollution on ozone layer, effects of waste on health and environment, over exploitation of natural resources, energy and water conservation, etc., are organized on corresponding days of observation. Stakeholders are prevailed upon to change their life styles to create eco-friendly world. Sensor based electrical gadgets, a 5 KVA solar power plant, LED bulbs, etc., are installed to conserve energy in the campus. Water conservation strategies including rainwater harvesting pits, waste water recycling are also employed. Campus generated waste is managed effectively using proper disposal methods. Green audit, energy audit and environmental audit are conducted.
- Divyangajans are provided barrier free-environment to pursue their studies. Ramps, railings, grab bars and non-slip floors, signage, etc., are provided at various facilities for free and safe access. Scribe facility in examinations, screen reading software are also provided.
- Constitutional values such as secularism, democracy, religious tolerance, universal brotherhood, unity in diversity, fundamental duties and rights, protecting dignity of women, scientific temper, etc., are promoted.

- The institution promotes blood donation and sustainable development initiatives as its best practices.
- One of the attributes of the institution that makes distinctive from other institutions is Institution-Alumni-Public partnership for the integrated development of the institute

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PITHAPUR RAJAHS GOVERNMENT COLLEGE (AUTONOMOUS)
Address	Rajarammohan Roy Road Opposite Mc Laurin School Kakinada 533001 ANDHRA PRADESH
City	KAKINADA
State	Andhra Pradesh
Pin	533001
Website	<a href="http://www.prgc.edu.in">www.prgc.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	B V Tirupanyam	0884-2379480	9177786215	0884-2379480	principal@prgc.ac.in
IQAC / CIQA coordinator	B ELIA	0884-2387888	9441715670	0884-2387888	eliaprgc@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-01-1884

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	16-05-2000

<b>University to which the college is affiliated</b>		
<b>State</b>	<b>University name</b>	<b>Document</b>
Andhra Pradesh	Adikavi Nannaya 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	01-06-1956	<a href="#">View Document</a>
12B of UGC	01-06-1956	<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)?	Yes
If yes, date of recognition?	15-10-2010
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	AP Commissionerate of Collegiate Education
Date of recognition	05-11-2018

<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	Rajarammohan Roy Road Opposite Mc Laurin School Kakinada 533001 ANDHRA PRADESH	Urban	28.6	16563.59

## 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/Co 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	BVoc,Arts,JOURNALISM AND MASS COMMUNICATION HISTORY POLITICAL SCIENCE	36	INTERMEDIATE	English	30	0
UG	BA,Arts,SPECIAL TELUGU HISTORY POLITICAL SCIENCE	36	INTERMEDIATE	English	30	28
UG	BA,Arts,SPECIAL ENGLISH ECONOMICS POLITICAL SCIENCE	36	INTERMEDIATE	English	30	30
UG	BA,Arts,HISTORY SPECIAL ENGLISH JOURNALISM AND	36	INTERMEDIATE	English	30	12

	MASS COMMUNICATION					
UG	BA,Arts,HISTORY ECONOMICS POLITICAL SCIENCE	36	INTERMEDIATE	English	60	60
UG	BA,Arts,OFFICE MANAGEMENT AND SECRETARIAL PRACTICE ECONOMICS POLITICAL SCIENCE	36	INTERMEDIATE	English	30	22
UG	BA,Arts,HISTORY HINDI LITERATURE JOURNALISM AND MASS COMMUNICATION	36	INTERMEDIATE	English	30	5
UG	BA,Arts,HISTORY ECONOMICS PHILOSOPHY	36	INTERMEDIATE	English	30	30
UG	BSc,Sciences ,BIOTECHNOLOGY ZOOLOGY CHEMISTRY	36	INTERMEDIATE	English	30	30
UG	BSc,Sciences ,MATHEMATICS PHYSICS CHEMISTRY	36	INTERMEDIATE	English	90	90

UG	BVoc,Sciences,FOOD TECHNOLOGY	36	INTERMEDIATE	English	30	10
UG	BSc,Sciences ,MATHEMATICS ELECTRONICS INTERNET OF THINGS	36	INTERMEDIATE	English	30	13
UG	BSc,Sciences ,MATHEMATICS ELECTRONICS COMPUTER SCIENCE	36	INTERMEDIATE	English	30	30
UG	BSc,Sciences ,Aquaculture Technology Zoology Chemistry	36	INTERMEDIATE	English	30	30
UG	BSc,Sciences ,MATHEMATICS STATISTICS ACTUARIAL SCIENCE	36	INTERMEDIATE	English	30	0
UG	BSc,Sciences ,MICROBIOLOGY BOTANY CHEMISTRY	36	INTERMEDIATE	English	30	30
UG	BVoc,Sciences,HORTICULTURE ZOOLOGY CHEMISTRY	36	INTERMEDIATE	English	50	11
UG	BSc,Sciences ,MATHEMATICS	36	INTERMEDIATE	English	30	30



	PHYSICS COMPUTER SCIENCE					
UG	BSc,Sciences ,MATHS CHEMISTR Y ANALYTI CAL CHEMISTR Y	36	INTERMEDI ATE	English	30	0
UG	BSc,Sciences ,HORTICUL TURE BOTANY CHEMISTR Y	36	INTERMEDI ATE	English	30	29
UG	BSc,Sciences ,BIOTECHN OLOGY BOTANY COMPUTER APPLICATI ONS	36	INTERMEDI ATE	English	30	30
UG	BSc,Sciences ,MATHEMA TICS CHEMISTR Y COMPUTER SCIENCE	36	INTERMEDI ATE	English	30	30
UG	BSc,Sciences ,MATHEMA TICS CHEMISTR Y PETROC HEMICALS	36	INTERMEDI ATE	English	30	15
UG	BSc,Sciences ,MATHEMA TICS STATISTIC S COMPUTER SCIENCE	36	INTERMEDI ATE	English	30	30

UG	BVoc,Sciences,COMMERCIAL AQUACULTURE ZOOLOGY CHEMISTRY	36	INTERMEDIATE	English	30	7
UG	BVoc,Sciences,Pharmaceutical Chemistry	36	INTERMEDIATE	English	30	9
UG	BSc,Sciences ,FOOD SCIENCE BIOCHEMISTRY CHEMISTRY	36	INTERMEDIATE	English	30	30
UG	BSc,Sciences ,MATHEMATICS PHYSICS ELECTRONICS	36	INTERMEDIATE	English	30	30
UG	BSc,Sciences ,BOTANY ZOOLOGY CHEMISTRY	36	INTERMEDIATE	English	90	86
UG	BBA,Commerce,DIGITAL MARKETING	36	INTERMEDIATE	English	30	30
UG	BCom,Commerce,COMPUTER APPLICATIONS	36	INTERMEDIATE	English	45	45
UG	BCom,Commerce,COMMERCE ECONOMIC S COMPUTER	36	INTERMEDIATE	English	30	30

	SCIENCE						
UG	BBA,Commerce,HEALTH CARE MANAGEMENT	36	UG	INTERMEDIATE	English	30	17
UG	BCom,Commerce,GENERAL	36	UG	INTERMEDIATE	English	90	90
PG	MA,Arts,ENGLISH	24	UG		English	30	4
PG	MA,Arts,TELUUGU	24	UG		English	30	6
PG	MA,Arts,HINDI	24	UG		English	30	4
PG	MSc,Sciences,ORGANIC CHEMISTRY	24	UG		English	33	32
PG	MSc,Sciences,BOTANY	24	UG		English	30	11
PG	MSc,Sciences,ANALYTICAL CHEMISTRY	24	UG		English	33	31
PG	MSc,Sciences,ZOOLOGY	24	UG		English	30	21
PG	MSc,Sciences,PHYSICS	24	UG		English	30	2
PG	MCom,Commerce,ACCOUNTING AND TAXATION	24	UG		English	30	21
Doctoral (Ph.D)	PhD or DPhil ,Arts,ENGLISH	36	PG		English	12	4
Doctoral (Ph.D)	PhD or DPhil ,Arts,HINDI	36	PG		English	4	4

Doctoral (Ph.D)	PhD or DPhil ,Sciences,PHYSICS	36	PG	English	32	10
Doctoral (Ph.D)	PhD or DPhil ,Sciences,BOTANY	36	PG	English	10	0
Doctoral (Ph.D)	PhD or DPhil ,Sciences,ZOOLOGY	36	PG	English	14	1
Doctoral (Ph.D)	PhD or DPhil ,Sciences,GE OLOGY	36	PG	English	8	0
Doctoral (Ph.D)	PhD or DPhil ,Commerce, COMMERC E	36	PG	English	16	4
Doctoral (Ph.D)	PhD or DPhil ,Physical Edu cation,PHYS ICAL EDUCATIO N	36	PG	English	4	0

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				82			
Recruited	0	0	0	0	0	0	0	0	56	26	0	82
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				48			
Recruited	0	0	0	0	0	0	0	0	16	32	0	48
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				55
Recruited	34	9	0	43
Yet to Recruit				12
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>
	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.	3	0	0	0	0	0	19	8	0	30
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	35	13	0	48
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	2	0	0	2
M.Phil.	0	0	0	0	0	0	14	32	0	46
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>
	<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	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>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>	
	0	0	0	0	0

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	1654	0	0	0	1654
	Female	1249	0	0	0	1249
	Others	0	0	0	0	0
PG	Male	115	0	0	0	115
	Female	126	0	0	0	126
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	23	0	0	0	23
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	257	298	200	383
	Female	226	262	229	314
	Others	0	0	0	0
ST	Male	62	92	76	163
	Female	37	81	95	144
	Others	0	0	0	0
OBC	Male	775	756	440	890
	Female	543	547	390	798
	Others	0	0	0	0
General	Male	423	343	740	430
	Female	350	305	665	354
	Others	0	0	0	0
Others	Male	28	20	17	10
	Female	26	19	13	7
	Others	0	0	0	0
Total		2727	2723	2865	3493

### 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arts	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Physical Education	<a href="#">View Document</a>
Sciences	<a href="#">View Document</a>

#### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	A holistic and multidisciplinary education would aim to develop all capacities of human beings
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-intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. The Institute by virtue of its historical legacy offers number of multidisciplinary and inter disciplinary programmes. To mention such are Actuarial Science programme where the student has to study Mathematics, Statistics, Economics and Commerce courses during the tenure of the programme. Similarly, there are programmes under B Vocation courses which mostly are multidisciplinary. In the new NEP 2020 frame work also college has adopted the curricula framed by the APSCHE under the Multidisciplinary and interdisciplinary courses. These courses are aimed at nurturing holistic development of the individual along with a new out look on the domain subject. These courses are also aimed at balancing the physical, emotional, and moral capacities of the students because the perspective and thought process, pedagogy, of the faculty of various disciplines are quite different, hence the students are subjected to receive varieties of capacities during the course of study of these Multi& Interdisciplinary courses. From 2023-24 onwards in tune with NEP-2020, college offering 18 multidisciplinary courses to the students across the 5 semesters, which includes Introduction to Social Work Principles of Psychology, Indian History, Principles of Biological Sciences, Principles of Chemical Sciences, Principles of Physical Sciences, Introduction to Public Administration, Principles of Management, Principles of Accounting, Basic Electronics, Health and Hygiene, Basic Mathematics, Fundamentals of Economics Indian Philosophy, Performing Arts Introduction to Geography, Basic Statistics, Introduction to Nanotechnology

2. Academic bank of credits (ABC):

Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD), in the sense, NAD is the backbone of ABC, where the students' academic data are held and academic awards/credits are deposited (i.e., storehouse of academic awards/credits). Despite the fact that ABC enables students to register or commence credit transfer, the final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records, are administered by academic institutions via the NAD Platform. To provide academic flexibility across the institutes the

	<p>college has registered under NAD Digi locker facility of the government of India. Digi locker accounts for the students are under enrolment process. Completion of NAD Digi locker registration paves the way for the students to deposit and transfer their credits across the global institutes</p>
<p>3. Skill development:</p>	<p>The college offering Bachelor of vocation courses in Commercial Aquaculture, Horticulture, Pharmaceutical Chemistry, Food Technology and Journalism programmes focusing on imparting the skill component to meet the needs of industries. To impart the skill component long with the general component nearly 10-15 % of the curriculum is framed in such a way that it mostly imparts the skill packages as delineated by the NSQF. Geographically college is located in an area where number of industries are located. To meet the requirements of the industries skill component is incorporated in the curriculum. To mention this Most of the MPC, MCPC students of the college are absorbed into the local NAGRJUNA FERTILIZERS through on campus placements as they are equipped with the required skills of that particular industry. Similarly, pharma students are placed in the local pharma industries. Aquaculture students are absorbed into the state governments fisheries assistant posts in recent times. May be noteworthy to mention that envisaging the need of the skill component along with the general curriculum the college introduced well in advance the skill-based curriculum. Apart from the off line skill courses the students are encouraged to complete the online skill courses offered by various agencies.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college offers Sanskrit as second language, nearly 900 students 450 I year and 450 II-year students opt Sanskrit as Second language. One regular faculty and one temporary faculty are there for curriculum transaction of Sanskrit at the college level. Most of the core courses are delivered in the class room in bilingual mode with an emphasis on the medium of instruction. College provides special core courses exclusively taught in vernacular language which include 1. Special Telugu /Telugu Literature programme (Telugu literature: (Total of VII courses across V semesters), 2. Special Hindi/Hindi Literature (Total of VII courses across V semesters). Apart from these special courses the college offers</p>

	<p>certificate courses also in the Indian languages, also encourage the students for enrolment and completion of online courses in Indian languages. College encourages the students to participate in the competitions held in Indian languages at various places across the state or nation. NSS and NCC students in their national camps are highly preferred due to the knowledge in the Indian languages imparted at the Institute level. It is evident that the college is standing forefront in promoting the Indian languages among the student community. College has a well organised professional Centre for performing arts, students participate in various competitions at local level, district level University level and state level events, the main theme of the centre for performing arts is Folk Song and folk dance highlighting the traditional Indian art. Many a times the team won number of prizes showcasing the Indian art to the audience and the jury. It is evident that the college in line of integration of Indian Knowledge system as per the principles of NEP 2020.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>At the time of curriculum design CO, Pos and Pos are defined and outcome attainment is measured regularly by adopting direct and indirect methods. The institute has owned a tag line of “An outcome based Autonomous Institute Accredited by NAAC”. Bench marks are set for the out come attainment. Outcome based assessment is adopted for SEE, Mid semester examinations, extracurricular activities and co-curricular activities also. Curriculum transaction at all the levels is connected with the out come attainments. The best practice of the college is showcased as measurement of the outcomes of the student, same displayed in the college web site also.</p>
<p>6. Distance education/online education:</p>	<p>College as of now not offering any programmes under distance mode, however college promotes online education. At the juncture of abridged academic schedule 25% of curriculum transaction is delineated for Online mode only. Faculty use G-suite account Google class Rooms for online teaching. One mid semester examination is conducted to the students by the departments. Thus, the college inclined and adopted blended mode of curriculum transaction Faculty members maintain what’s app groups for the notifications on the online transaction. Optimum utilisation of Online mode is now adopted at the college level, it is proposed to enhance the</p>

online education in near future, as the college is equipped with the digital studio for Lecture capture facility, Video recording and editing facilities.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, ELC had been set up in the college with the following members. 1. Sri. P.V. Krishna Rao Lec in English&amp; NSS programme officer - Convener 2. Sri. P.V.V. Satyanarayana Lec in Political Science 3. Sri Suresh Nagesh Rao Kulakarni Lec in Political Science</p>
<p>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?</p>	<p>Yes, ELC functional in the college, the members of the ELC are: 1. Mr.B.Ravi Chandra III B.A 2. Ms.R.N.S. Siri III B Voc Journalism 3. Mr. Abhishek Nageswara Rao II Bsc BZC Faculty coordinator is Sri P V V Krishna Rao, Lecturer in English NSS programme officer. The right to vote is a critical right in any democracy. Every vote matters. Hence, it is moral responsibility of the Government, the Election Commission of India and every educated citizen to create awareness about voting and its importance. In order to reach out to the masses, in 2011, ECI initiated the practice of celebrating the National Voters' Day (NVD) on its Foundation Day i.e., 25th January. Since then, it is being observed every year, with the objective of increasing enrolment of voters to make universal adult suffrage a complete reality. It is celebrated with great enthusiasm across the country along with a series of outreach measures like symposia, cycle rallies, human chain, folk arts programmes, mini-marathon races, competitions and awareness seminars.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Every year on 25 January National Voters' Day is celebrated to create awareness among the students on the significance of Vote &amp; Voter in the democracy rallies and awareness programmes are being organised by the college in collaboration with local government agencies is the activity of ELC. Guest and invited lecturers are arranged by the ELC to create awareness among the students and other stake holders. In 2021 R.D.O Mr. A. G. Chinni Krishna attended as CHIEF GUEST attended the on-campus voter awareness programme held at LCD 1. In 2022</p>

	<p>vice Principal and other faculty members from the departments of History, Economics Political science were invited for NVD at Kakinada Municipal Corporation. On 25th January, 2022 Department of Economics PRGC(A), Kakinada has actively participated along with other departments in the 12 th National Voter’s Day organized by Municipal Corporation Kakinada. Nearly 40 students of our departments participated in that celebrations and few students were given Voter’s Card in the Programme. East Godavari District Collector and several other dignitaries addressed the event. NVD was also conducted in the year 2023 by the department of political Science.</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>Faculty members from the department of political science, Economics and History acted as resource person for the awareness programme on national voters’ day. Students of ELC acted as volunteers for the same for the successful conduct of the programme. Systematic Voters’ Education and Electoral Participation (SVEEP) Systematic Voters’ Education and Electoral Participation program, better known as SVEEP, is the flagship program of the Election Commission of India for voter education, spreading voter awareness and promoting voter literacy in India. Since 2009, it has been working towards preparing India’s electors and equipping them with basic knowledge related to the electoral process. SVEEP’s primary goal is to build a truly participative democracy in India by encouraging all eligible citizens to vote and make an informed decision during the elections. The programme is based on multiple, general as well as targeted, interventions which are designed according to the socio-economic, cultural and demographic profile of the state as well as the history of electoral participation in previous rounds of elections and learnings thereof.</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>All the students who joined in the I year at the time of Induction programme will be made aware of the ELC. Similarly details of students eligible for voter enrolment are collected there it self. Prior to the conduct of NVD based on the enrolment drive 6A form will be issued to the new voters for enrolment. College gives wide publicity among the students for enrolment as voters.</p>



# Extended Profile

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## 1 Students

### 1.1

#### Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3301	3493	2998	2723	2485
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 1.2

#### Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
956	776	668	712	627
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

#### Number of full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
101	129	106	106	95
File Description		Document		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		

### 2.2



**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 225**

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

### 3 Institution

#### 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
302	221	189	212	7.80

File Description	Document
Provide Links for any other relevant document	<a href="#">View Document</a>

Other Upload Files
1 <a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution**

**Response:**

The institution has put in place a structured system for framing the curriculum in accordance with the global developmental needs and employment opportunities available at local, regional, national and international levels. Further, the curriculum is designed such that it equips students with necessary knowledge, skills and attitudes that make them globally competitive.

The institution has embarked upon Outcome based educational system. Basing on inputs from the stakeholders, the strategy development and deployment committee of the college finalizes type of programs to be offered during the year and along with their Program Outcomes (POs) and program specific outcomes (PSOs). Accordingly, course combinations of programs, curricular structure, titles of the courses, credit structure are also decided. The respective course outcomes (COs), course content transaction strategies are also developed by the departments. The course outcomes are mapped with POs and PSOs. The curriculum is enriched by integrating value added certificate courses, life skill courses and skill development courses into curriculum to provide an edge to the students vis-a-vis employment opportunities.

**Curriculum design process:**

The feedback and inputs are obtained from the industrialist, alumni, parents and faculty members regarding the job opportunities and related skills required for various industries at regional, national and global levels. The rough draft of curriculum is prepared after deliberations in the departmental meetings and is placed in the Board of studies. The approved curriculum is placed in the Academic Council followed by Governing Body. After final approval, it is put to implementation. The COs of each course are framed and mapped to the Programme Outcomes.

The provisions of the autonomous structure in revising the curriculum and course content is utilized by the institution. Both the U.G and P.G course content is revised every year to a maximum of 20% in tune with the interests of learners and ever changing knowledge, skill and attitude requirements of the employers.

The programmes offered till commencement of fourth cycle period (AY 2017-18) are predominantly conventional in nature with 25 undergraduate and 5 post graduate programmes offered by the institution. By the Academic Year 2022-23, the programmes increased to 34 undergraduates, 9 post graduate and seven doctoral programmes. About 76% of them are job-oriented skill-rich programs offered with

specific outcomes needed to meet industrial and job-market requirements and global development. In the past five year period 2018-23, the institution had added 9 new undergraduate programs and 4 P.G programmes besides Ph.D program in one discipline. A hopping 366 new courses were added during the same period. Petrochemicals, Aquaculture, actuarial Science, Computer Applications, Horticulture, Journalism, Biochemistry, Microbiology, Biotechnology, Office Management and Secretarial Practice, Healthcare Management, Retail Marketing, Internet of Things, etc., are some of the courses introduced during the past five year period.

Thus, the institution not only takes into account the global developmental goals but also rolls out potential skilled human resources to meet them by designing adn transacting the quality curriculum.

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

### 1.1.2

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

**Response:**

The institution, since its conferment of autonomy in the year 2000, has been in the forefront of bringing about transformational changes in the programmes offered and revises their core and skill course content to meet the contemporary requirements. The institution has added 9 new undergraduate and 4 post graduate programmes and Ph. D programme in one discipline during the past five-year period (2018-2023). Of the 34 U.G and 9 P.G and 8 Ph. D programmes offered by the institution, 76% programmes are skill-based programmes capable of turning students into potential entrepreneurs and meet the requirements of job markets.

Further, in tune with its vision, the course content of the programmes is designed from the feedback of the stake holders including employers, industrialists, alumni, parents, faculty and students and is revised from time to time in BoS meetings to a maximum of 20% every year to meet ever changing skill requirements and developmental needs at regional, national and global levels.

The region, by virtue of being located in river Godavari and coastal region, has become a potential hub for various industrial parks and Special Economic Zone. The 50-KM radius region has become hub for agricultural industries, fertilizer, chemical aqua, pharma, textile and software, petroleum exploration and plant nursery industries. These industries continue to inspire the college for devising new programmes and courses to roll out students with required skills to meet their needs. Accordingly, skill rich B.Sc (Horticulture - 2018), B.Sc (Actuarial Science - 2017), B.Sc (Electronics, IoT - 2021), etc., were introduced in the recent years to meet the local industrial and job market needs. Biochemistry, Food Science, Analytical Chemistry, Income Tax Practice and procedure, Digital Marketing, Tourism

Guidance and 15 more such employable courses are being offered.

- NSQF based employment centric vocational programmes such as B.Voc programs (Journalism, Pharmaceutical Chemistry, Food Technology, Horticulture and Commercial Aquaculture) and B.B.A (Healthcare management) are being offered from 2017-18 and 2022-23 respectively.
- The course content of all nine PG programmes offered is revised by 5-20% annually to meet the industrial requirements and job markets through BoS meetings to brighten employment opportunities.
- The employment prospects of students are brightened through training imparted in technical courses like Tally, AWS, AMA, Python, etc., in collaboration with Andhra Pradesh State Skill Development Council (APSSDC). A 250-hour training is imparted in employability skills such as entrepreneurial skills, transferable skills, ICT skills, leadership skills, problem solving skills, innovation and creativity, etc., through Jawahar Knowledge centre (JKC) a training and placement cell. Another up-skilling platform - centre for 21st century skills was established during 2021-22 for imparting coaching for competitive examinations like UPSC civil services, State Public Services, S.S.C, IBPS, etc. Nineteen certificate courses having employability potential were offered during 2018-23.

Thus, the institution tracks the changes taking place in the job markets and responds to them through offering required programmes and making relevant changes in the course content to develop skills and brighten the employment opportunities of the students.

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

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 62.03

**1.2.1.1 Number of new courses introduced during the last five years:**

**Response:** 415

**1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

**Response:** 669

<b>File Description</b>	<b>Document</b>
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

#### **Response:**

The institution, in the pathway to offer value and outcome based education, takes concerted efforts for integrating values like fostering human values and professional ethics, promotion of gender equity, promoting concepts of environmental consciousness, sustainable development, etc., into curriculum. Further, it prevails upon students to contribute for the achievement of UN prescribed Sustainable Development Goals such as reduction of inequalities and poverty alleviation, health and hygiene, quality education, peace, Justice, promotion of renewable energy sources, etc., by integrating them into curricular and extra-curricular framework. Further, recommendations of National Education Policy-2020 are being implemented from 2020-21.

- The cross-cutting issues such as Gender Equity, Environmental Education, Human Values and Professional Ethics, Information and Communication technology, Solar Energy, Information and communication technology, etc., are integrated into curriculum and offered through 4 life skill courses and 13 skill development courses under CBCS.

#### **Gender equity**

- The representation of women staff and women students is ensured in decision and policy making in academics and administration. Women self empowerment programmes such as training in tailoring, self defence, sensitization programmes on gender equity, women leadership, health awareness programmes, knowledge on various women related laws, acts and constitutional provisions affecting women, guest lecturers, seminars, etc., are organized. Provision of additional leaves and maternity leaves is extended to women.
- **Fostering Human Values and Development of Professionalism**

- Foundation and life skill courses such as Human values and professional ethics and Business ethics are being offered in II semester with 2 credits and guest lectures on human rights, etc., are organized to roll out honest students with integrity and professionalism.

### **Environmental sustainability and climate action**

- In an effort to foster the culture of environmental protection among students, a course titled environmental education is offered as skill development course in III semester with 2 credits that includes concepts on waste management, green practices, etc.
- Further, in semester V of Chemistry, a course titled environmental chemistry is being offered with topics – Air and Water pollution, pollution arresting measures – Ecosystem, biodiversity and industrial waste management.
- Further, to help achieve sustainable development goals, awareness programmes on energy and water conservation, need for developing to renewable energy sources, disaster management, skill development, entrepreneurial skills etc., are integrated into learning process. Programs like vehicle- free day, plastic free day, etc., are organized under the aegis of eco club, Directorate of Environment, Water Resource Conservation, Energy Efficiency and Hygiene, N.S. S units and N.G.Os.
- The welfare economics course offered in IV semester addresses the economic inequalities, poverty and reduction.

### **Implementation of recommendations of NEP-2020**

The recommendations of NEP-2020 are being implemented and are in the budding stage.

- The Four-Year Undergraduate Programmes, Multiple Entry, Multiple Exit system, single major and minor system and Academic Bank of Credits under Digi Locker system are being implemented from the academic year 2020-21.
- Mandatory Internships, apprenticeships and Community Service Projects are embedded into curriculum.
- Introduced blended learning and MOOCS on SWAYAM, NPTEL, etc., platforms for all students from the academic year 2023-24.

<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>

### **1.3.2**

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response:** 20

<b>File Description</b>	<b>Document</b>
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 (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### **1.3.3**

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 95.74

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

**Response:** 45

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

**Response:** 47

<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1</b></p> <p><b>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</b></p> <p><b>Response:</b> A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>	
<b>File Description</b>	<b>Document</b>
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:** 82.29

##### 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
1209	1412	1253	1115	966

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

2022-23	2021-22	2020-21	2019-20	2018-19
1621	1561	1515	1305	1235

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[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:** 48.16

**2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
782	757	731	622	584

**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
1610	1550	1515	1305	1237

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<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 the letter issued by the 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 Catering to Student Diversity

### 2.2.1

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

The college has carved out a niche in identifying students with varied cognitive competencies and

devises suitable pedagogical strategies and organizes special programs for their overall development. Learning levels are identified through performance assessment in bridge courses, CIA and SEE examinations and participation of students in extra-curricular activities. The bench marking of 60% and 75% are set. Those secure below 60% are identified as slow learners, between 60% and 75% as moderate learners and 75% and above are categorized as advanced learners.

Slow learners with relatively low cognitive and comprehending abilities are subjected to supportive and corrective measures through academic and psychological initiatives. For students with higher learning and comprehending competencies, an integrated approach is adopted involving sharpening and fine tuning the existing skills. Career-growth enhancing innovative programmes are devised and customized for their sake and all student supporting infrastructure and training programs are deployed for their professional betterment. Students with special abilities are provided required academic and infrastructural support to help improve their performance.

- **Programmes organized specially for slow learners:**

- For slow learners, bridge courses, remedial classes, peer learning, group learning and innovative pedagogical and assessment strategies such as example-based and case studies - studied content delivery, assignments, etc. are conducted. Experiential learning methods such as group discussions, educational and industrial tours are organized to help them learn concepts hands down. Handouts, learning material, previous question papers, model questions, Question Banks, ICT based pdfs, YouTube and LMS are supplied to learn at their own pace.
- Parent-teacher meetings are conducted and counseling is offered through college's Maanasa – a psychological counseling centre to improve their performance.
- For visually challenged students, special audio content, required software and psychological support are provided for their constant academic improvement.

- **Measures for advanced learners:**

- Students are encouraged to participate and present papers in state level, national level conferences, seminars, workshops, colloquia and assignment of study projects, research projects, field projects etc., are assigned to sharpen their skills, promote team work and develop research-based learning.
- Foster the culture of innovation through promotion of designing and devising science projects, especially electronic open source-based projects based on Arduino platform, preparation of organic manures, solar energy-based projects etc., to foster inquisitiveness and creativity for sustainable development.
- They are encouraged to secure additional credits through MOOCs offered by SWAYAM, NPTEL. etc., and other institutions such as Microsoft, webex, etc. Further, they are encouraged to participate in discussions and deliberations on current and burning topics on student forum, a platform created for students to air their opinions on the regional, national and global issues.
- Advanced learners of higher classes are encouraged to teach lower class students to improve their preparation, presentation and communication skills.

Thus, the institution not only takes special remedial and supportive measures to make slow learners climb up the academic ladder but also acts as a launch pad for advanced learners to place them in the

higher orbit of academic ecosystem to brighten their prospects of success in professional career.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 2.2.2

#### Student - Full time teacher ratio (Data for the latest completed academic year)

**Response:** 32.68

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

**Response:**

The institution, in tune with its vision of providing quality learning experiences to its students, had devised innovative student centric pedagogical strategies that facilitate quality learning through direct observation and participation of students in teaching learning process. The teaching-learning ecosystem is fortified by promoting usage of IT enabled tools by teachers for enhanced experiential learning.

**Experiential Learning strategies employed:**

- Wider learning experiences are provided to students by employing innovative pedagogical strategies such as laboratory tools, role plays, group discussions, flipped class room strategy, e-content, LMS videos, Library resources, debates, interactive sessions, practical demonstration,

charts, visuals, models, power point presentations, audio-visual equipment, exhibitions, etc., that promote active involvement of students in teaching learning process. Further, participation of students in workshops, conferences, seminars, etc., is promoted for honing their presentation skills, research methodology and analytical skills.

- Hands on Training is provided in technical skills, internships, apprenticeships and community service projects, study projects, field trips, educational and industrial tours, etc., that make students directly witness, observe and understand the hitherto abstract concepts and practical applications. Various departments have organized 50 industrial tours to various facilities such as CCMB, IICT, Hyderabad, Central Fisheries Research Laboratories, etc., during 2018-23. A 10-month experiential learning-rich curriculum involving 2-month internships, six month-apprenticeships and 2-month community service project is embedded in undergraduate programs with rich participative and learning experience components from the year 2020-21.
- Participative learning is promoted through certificate courses, MoUs and start ups. Certificate courses on household electrical wiring, preparation of soap, fabrication of electronic gadgets, fabrication of Arduino based electronic projects, etc., and start ups in mushrooms cultivation, organic manure manufacturing, preparation of medicinal products are promoted. The institution had forged MoUs and collaborations with 28 institutions, laboratories and industries during the past five years to enhance learning experiences of students.
- **Nurturing Problem solving –based learning skills:**
  - Making students understand the curricular concepts and theories lucidly through analysis, logical thinking and problem-solving techniques has been the focus of the institution since its inception. Students are made to gain rich learning experiences through case studies, numerical problem solving, etc., at both undergraduate and post graduate levels.
  - Community Service Projects help students understand societal problems and prescribe tangible solutions for them.
- **Promotion of Usage of ICT- enabled tools by teachers.**
  - An average of 65% faculty members use ICT infrastructure provided through 250 Mbps bandwidth internet, 5 virtual class rooms, 4 digital class rooms, 12 e-class rooms, smart boards and computer systems. A minimum of 50% curriculum is delivered by the faculty using ICT infrastructure. A minimum of 20% curriculum is handled by teachers through blended mode of teaching using online resources.
  - Online resources available through N-LIST, DELNET subscriptions, video lessons of premier institutions like IIT, IIM and IISc, MOOCs offered under SWAYAM, NPTEL etc., platforms; e-journals through Google Scholar platform, Shodhganga, Shodhsindhu resources, online ICT platforms like Google Classroom, zoom platform, Google forms, Virtual Laboratory platforms, etc., are integrated into teaching learning process by teachers for quality teaching.

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

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

The institution rightly understands the role of frequent interactions between the faculty members and students for holistic development of students. Hence, an effective Mentor-Mentee system has been put in place for not only academic and personal development of the students but also to address psychological, emotional and cognitive issues of them.

The lion's share of the student enrolment into programs of this college is from rural areas. They hail from diverse socio-economic and socio-cultural backgrounds. It takes considerable amount of time for them to get acquainted with systems and processes of the higher educational institution. Further, most of them happen to be the first generation students pursuing education in their families. This necessitates an enabling and confidence building atmosphere for overcoming their fears and stigmas. Hence, the institution had devised mentor-mentee system.

The system is designed in such a way that 25-30 mentees (students) are attached to a faculty-mentor under his mentorship and same mentor continues for the group of students till students pass out from the college. Frequent mentor-mentee interactions are facilitated and necessary record is maintained by the mentors. There were 96 mentors during 2022-23.

The mentor-mentee interactions are aimed at

- Promotion of Teacher –student relationship.
- Taking learning level based supportive academic measures such as remedial classes, etc., for slow learners and research projects, etc., for advanced learners.
- Promotion of regular attendance of the students to the college.
- Improving students' academic performance and outcome.
- Minimizing student's dropout ratio.
- Effective monitoring of students' discipline and active participation in curricular and extra-curricular activities
- Interaction with parents of students and apprise them of the performance of their wards in the assessment and attendance in the pathway to ensure the effective outcome and regularity to classes
  
- Addressing personal, health and family issues
- Providing guidance, direction and support in Academic issues

- Addressing psychological issues
- Diffusion of Economic issues
- Balancing Emotional issues
- Providing career guidance for academic progress and employability skills

The personal details, details of academic performance in lower grade classes, performance in assessment tools, Strengths, weakness, details of health, interest, expertise and participation in various activities etc., are maintained by mentors in the form of profiles.

Apart from the mentor – mentee system, the college has established a center “ MANASA” for counseling the students who were under emotional, psychological, academic stress.

These activities not only help the students overcome their issues but also help foster a healthy, harmonious, cordial relationship between mentor and mentee. These measures are aimed at providing remedial measures for enhanced performance of the students in all spheres of life leading to holistic development of the student in tune with the vision of the college.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

#### *Preparation and adherence of Academic Calendar and Teaching plans by the institution*

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

**Response:**

The institution devises a structured plan of action for delivery of scheduled curricula through a well devised academic calendar and teaching plans. The academic calendar informs students well in advance the schedules of daily, monthly, semester and annual curricular, co-curricular and extra-curricular activities. The teaching plans contain the details of delivery of prescribed curricula with time lines. A well structured monitoring system is also put in place to ensure adherence of teaching-learning process with them.

- In the beginning of every academic year, the academic calendar is prepared by the Principal, Academic Council, IQAC and controller of examinations basing on timelines issued by the affiliating university and APSCHE. The academic calendar includes detailed time schedules of semester-wise commencement and closure of the academic instruction, CIA and SEE timelines,

number of working and instruction days per semester, holidays, etc. The Institutional academic planner is prepared by IQAC after consolidating the departmental plans that includes dates of conduct of semester – wise and annual curricular, co-curricular and extra-curricular activities, statutory body meetings, parent-teacher meetings and mentor-mentee counseling meetings. It also includes schedules of observation of some days of National and International Importance including Constitution Day, National Science Day, International Women day, International Ozone Day, special days such as vehicle free day, N.S.S special camps, etc.

- Before the commencement of every academic year, the curricula, various courses, course content to be transacted, credit structure, curricular, co-curricular and extra-curricular activities, assessment and evaluation strategies are prepared and approved in statutory body meetings. The teaching plans such as semester curricular plans, daily scheduling, time tables are prepared by respective departments and faculty members as per the academic calendar. The semester curricular plans consist of the details of division of modules to be transacted month-wise, week-wise and number of periods planned for transaction of the module besides details of co-curricular and extra-curricular activities to be conducted. Daily scheduling- another curriculum delivery planner, is supplied to students one month in advance. It contains day-wise topics to be transacted with details of type of pedagogy, outcomes of topic to be transacted and their e-content links, etc. 75% of semester periods are allocated for curricular and co-curricular activities, 15% for extra-curricular activities and remaining 10% for career guidance, projects, certificate courses, mentoring, research and skill-based activities.
- A structured monitoring system consisting of the Commissionerate of Collegiate Education at state level, the Academic Coordinator, IQAC coordinator, Vice Principals, stream-wise Assistant Principals and Heads of the Departments at college level is put in place to ensure adherence to the academic calendar and teaching planners. Review meetings are conducted by the principal with student representatives to elicit information about completion of syllabus as per timelines and teaching plans besides random and monthly verification of teaching diaries of faculty by the principal. In case of unavoidable circumstances, the staff council is authorized to make changes in the time lines. The Commissionerate of Collegiate Education monitors the adherence of the transaction of the curricula as per timetables through online software application OTLM.

File Description	Document
Upload any 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

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 95

#### 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
127	129	108	108	95

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<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 Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

**Response:** 22.22

#### 2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years

Response: 50

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<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>

## 2.4.3

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**Response:** 11.23

**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1134

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## **2.4.4**

**Percentage of full time teachers working in the institution throughout during the last five years**

**Response:** 30.53

**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 29

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<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**

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

**Response:** 28.6

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
17	47	34	24	21

File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5.2

### Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 6.86

#### 2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
66	194	152	66	432

#### 2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3179	2834	2666	2346	2241

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.3

#### **IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution**

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

#### **Response:**

The institution has, since conferment of autonomous status on it during 2000-2001, has a well structured, transparent and robust examination system. IT integration coupled with progressive and systemic reforms in the examination system transformed it into a fool-proof system that helped minimize the examination related grievances.

- An Oracle based automated Examination Management System (EMS) is employed both for CIA and SEE for seamless conduct of examinations and speedy publication of result. Generation of hall tickets with photo and time schedules, photo attendance sheets, payment of fees through online payment gateway, jumbled seating arrangement, marks uploading, generation of course wise provisional certificates, semester grade sheets, consolidated marks memoranda, etc., are facilitated besides automated invigilation duty and room allocation through EMS.
- OMR sheet-based examination system is in practice.
- Semester results are uploaded to the college website directly upon the completion of examinations committee meeting.
- **Reforms in examination system:**
  - Continuous internal assessment (CIA) reforms are progressive. Initially CIA is conducted for 20 Marks till 2010-11, for 25 Marks till 2015-16, for 30 marks till 2018-19 for 40 Marks till 2020-21 and now it is at 50 marks from 2022-23 academic year.
  - Of the prescribed 50 marks of CIA, 25 marks are earmarked for the midterm examination. The split up for another 25 marks includes 10 marks for project, 10 marks for student seminar and 5 marks for Assignments. CIA also includes the attendance and participation in green initiatives of the college. Two midterm examinations are conducted for 20 marks each and the average is taken.

After the evaluation, scripts are issued to the students for discussion and verification. Question paper is set so as to include short answer type question and objective type questions in tune with the competitive examinations structure. The first midterm examination is conducted offline and second midterm examination online. Faculty employ different digital methods such as google forms, google class room, etc., for the conduct of online examination.

- Setting of question paper and its security is managed through a fool-proof system without any room for any leakage. Utmost care and confidentiality are maintained right from receipt of question paper till it reaches students in the examination hall. It is opened in the presence of chief superintendent and faculty members five minutes before the commencement of the examination.
- Sitting squad is placed in each block for monitoring CIA as well as SEE.
- Evaluated answer scripts are subjected to scrutiny by the subject experts for quality of evaluation and making rectification for under evaluation, over evaluation and mistakes in counting.
- The IT integration into Examination System has considerably brought down the duration of publication of result from an average of 40 days to about 24 days and introduction of printed OMR sheets considerably reduced instances of impersonation and filling up hall ticket numbers.

The above reforms, especially that employed through IT integration, not only brought about transparency and made system robust, but also helped in effective outcome assessment with minimal grievances.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

**Response:**

The college, in tune with its objective of making its learners globally competitive, lays focus on equipping them with graduate attributes, which are otherwise stated as learning outcomes that include Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). The institution had clearly stated them and widely published through various means. The attainment of graduate attribute levels is measured basing on benchmarking based CO-PO mapping methodology.

**Programme Outcomes:**

The POs, which are framed are in tune with the vision, mission and objectives of the college, are designed meticulously in such a way that each student is shaped into a wholesome personality by the time he completes the programme. These broad attributes comprise ability to progress to higher

education through domain knowledge, to equip students with entrepreneurial skills and 21st century skills, to empower students render community service, to be environmentally conscious and life long learning. They are drafted by the strategy development and deployment committee constituted with Deans, Heads of the Departments, Academic Cell and IQAC.

### **Programme Specific Outcomes (PSOs):**

These are expected learning objectives from every learning experience (Programme). The available employment avenues in regional, national and international levels motivate the institution to offer specific programmes and hence their outcomes. Hence, these are employment opportunity – dependent programme specific objectives. These are framed in the departmental meetings and get approved by the statutory bodies. They are designed in line with POs and vary from programme to programme basing on the type of courses the programme is composed of.

### **Course Outcomes**

The COs form the basis for the development of course structure which in turn culminates in acquiring domain specific skills such as understanding, analysis, problem solving, application, creativity and innovation. The level of these outcomes is assessed through Blooms Taxonomy based CIA and SEE. They are designed to make the student imbibe the concepts and be capable of applying learned knowledge in various areas specific to the modules of the course by the end of the course work. They are formulated in the BoS meetings and approved by other statutory bodies- academic council and Governing Body. These are designed to be compatible with POs and PSOs.

The COs are mapped with POs and level of mapping is determined.

- **Mechanism for Displaying and Communication of POs, PSOs and COs**
- The stated POs, PSOs and COs are widely publicized through college website, social media groups, notice boards in the college, through student induction programs, display in class rooms and laboratories, through student handbook and respective class teachers.
- **Attainment of POs, PSOs and COs - Mechanism of measurement**

The institution employs bench marking- based direct and indirect approaches to evaluate the learning level attainments.

The performance of students in direct assessment tools (CIA and SEE) and indirect assessment tools (feedback, questionnaires) is assessed. The level of CO-PO mapping and Blooms taxonomy action verb level coupled with benchmark decides the overall attainment level of the student in the programme.

<b>File Description</b>	<b>Document</b>
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6.2

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 76.15

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 728

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.89

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

The institution has created an enabling atmosphere for developing research culture among stakeholders. The new research facilities and systems were developed during 2018-23. A well delineated research policy was framed and is put to execution.

- The Central Instrumentation Facility [IF] was established during 2021-22 that houses common research equipment of all departments. The equipment includes UV spectrophotometer, water analysis equipment, laminar airflow, furnaces, etc.
- The Botany Department houses BOD incubator, UV spectrophotometer, water testing kit, microtome, research image analyser microscope, seed germinator, autoclave, hot plate, research microscopes. The Zoology Department added incubator, spectrophotometer, flame photometer, hot air oven, double distillation equipment, digital balance, centrifuge and trinocular microscope. The Chemistry laboratory is augmented with UV spectrophotometer, high volume air samplers, Atomic Absorption spectrophotometer, BoD incubator, Digital Balance, Radioactive counting machine during the past five years and the Department of Physics procured furnaces, oven, pellet and hydraulic machine, magnetic stirrer, glassware, etc. Autoclave, -20oC freezer, water, bath, single distillation unit, incubator, hot air oven, laminar air flow, colorimeter, centrifuge are procured by the Departments of Biotechnology and Microbiology during the recent past.
- The research workspaces are provided with 250 Mbps bandwidth internet, access to e-journals through N-LIST, DELNET, Shodhganga, Shodhsindhu portals and seed money facility. An amount of Rs. 50000 seed money was awarded during 2019-20 and Rs. 200000 was awarded during 2022-23.
- MoUs with institutions and laboratories such as Bora R pharmaceutical laboratories, Advanced materials research laboratory, Central Institute of Fisheries Technology, etc., are facilitated for collaborative research.

The objective of the research policy of the college is fostering research culture among the stakeholders. This is achieved through

- Encouraging faculty to secure major and minor research projects from research funding agencies
- Encouraging faculty to pursue Ph.D
- Publication of research papers in journals and publishing books
- Conduct of research based seminars, conferences, workshops
- Allocation of seed money for research projects, presentation of papers in conferences and professional body member ships
- Incentivization for research contribution
- Promotion of inter-disciplinary research
- conduct of course work for Ph.D scholars in research methodology



- Promoting application for intellectual property rights on products
- Offering Honours with Research Programmes
- Up gradation and maintenance of research infrastructure
- Communicating research results to community,
- Forging research collaborations,
- To secure research funding through DBT STAR programme,
- Encouraging students and scholars for summer research programs and publication of research papers.

The research policy is uploaded in the institutional website and resolutions of Directorate of Research are updated periodically.

- The Directorate of Research and Development was established in the year 2022-23 and is the implementing authority of the research policy. Subcommittees such as research fund mobilization and infrastructure development, facilitating MoUs, collaborations and consultancy and community development, Intellectual property Rights, Ethics and Legal Matters committee were also constituted with mandate. Review meetings are conducted with stakeholders to assess the progress of the research activities and measures are prescribed that have positive bearing on research.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

#### The institution provides seed money to its teachers for research

Response: 2

##### 3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

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

<b>File Description</b>	<b>Document</b>
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.1.3

**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**Response:** 0.44

**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 1

<b>File Description</b>	<b>Document</b>
List of teachers who have received the awards along with nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of 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>

## 3.2 Resource Mobilization for Research

### 3.2.1

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 00

<b>File Description</b>	<b>Document</b>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.2

**Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years**

**Response:** 0

**3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.**

<b>File Description</b>	<b>Document</b>
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
Copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.3

**Percentage of teachers recognised as research guides as in the latest completed academic year**

**Response:** 16.83

**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 17

<b>File Description</b>	<b>Document</b>
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

#### 3.3.1

**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, in tune with its objective of promoting innovation and start up culture among the students, has taken tangible steps to realize it. Further, IPR cell was established in the Directorate of Research and Development to foster innovation and promote patents. The college initiated measures to promote Indian Knowledge System as enunciated by NEP-2020. Their outcomes were evident in the form of achievements, performance enhancement and product development.

- **Promotion of innovation culture:**

- Centre for innovation and incubation and Directorate of Research were established during 2021-22. They are engaged in promoting innovation culture and transfer of knowledge and technology through projects, exhibitions, field trips, workshops and trainings on innovation, research-oriented critical thinking, new creations, products, research projects, etc. Atal tinkering laboratory was established to promote out of box thinking and to give shape to innovative ideas of students.
- The institution was registered as a member of Institution's Innovation Council (IIC) of Ministry of Education, Government of India to promote inventive attitude and start up culture.
- Awareness programmes on Intellectual Property Rights (IPRs) were conducted by the institution in collaboration with IPR office, Chennai.
- The MoUs and collaborations were forged with various institutions to foster creativity and innovation among students.

- **Promotion of Indian Knowledge System**

The institution, as enshrined in NEP-2020, rightly understands the importance of wealth of knowledge created by Indian ancestors in the fields of basic sciences, Sanskrit, astronomy, metallurgy, yoga and ancient Indian thought that shaped not only its culture and history but also helped them lead balanced lives through development of inquisition, life skills and practical knowledge. The institution, accordingly, has taken initiatives towards fostering them among students.

- Yoga and Wellness Centre (2022) offered a certificate course to help students master the art of Yoga and lead stress-free life. Some students integrated it in their daily lives.
- Sanskrit is being offered as one of the languages at undergraduate programmes and intends to promote Sanskrit speaking among public through certificate course. It is proposed to offer Vedic Mathematics as certificate course during 2023-24.
- The college conducted a conference on cultural and technology exchanges between India and foreign countries to create awareness on transfer of its culture and technology to various countries of the world.
- Centre for Performing Arts (2021-22) offers training in classical art forms including – Kuchipudi, Bharata Natyam and musical instruments- Tabla, Flute.

#### Evidences of Outcome:

- The students of the centre for innovation devised Arduino based solutions for traffic control and IoT based micro irrigation system through live exhibits. Solar tree and variable power supply system were incubated.
- Students trained in Centre for Performing Arts bagged awards at state and international platforms. A post graduate student had given classical dance performance in USA.
- The students of Department of Commerce and Management Studies developed a start up in preparation and sales of cooked food. The students of Departments of Botany and Horticulture prepared herbal-based products for sale and production of organic fertilizer from which they are earning income.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Any other additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

<b>Response:</b> A. All of the above	
<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

<b>3.4.2</b>	
<b>Number of candidates registered for Ph.D per teacher during the last five years</b>	
<b>Response:</b> 0.06	
<b>3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:</b>	
Response: 1	
<b>File Description</b>	<b>Document</b>
Ph.D. registration letters/Joining reports of candidates.	<a href="#">View Document</a>
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

<b>3.4.3</b>
<b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b>
<b>Response:</b> 0.05

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

Response: 11

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

**3.4.4**

**Number of books and chapters in edited volumes published per teacher during the last five years**

**Response:** 0.05

**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 11

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

**3.4.5**

**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

**Response:** 2.61

**3.4.6**

***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution***

<b>Response: 3</b>	
<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

### 3.5 Consultancy

<b>3.5.1</b>  <b>Revenue generated from consultancy and corporate training during the last five years</b>  <b>Response: 0</b>											
<b>3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)</b>											
<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>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19							
0	0	0	0	0							
<b>File Description</b>	<b>Document</b>										
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>										

### 3.6 Extension Activities

<b>3.6.1</b>  <b>Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)</b>  <b>Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words</b>  <b>Response:</b>  The institution makes concerted efforts to involve students in community extension activities to enable them understand the socio-economic realities, adverse effects of climate change, etc., to transform them into a socially responsible holistic personality.  <b>Case study 1: Awareness programs on cross cutting issues:</b>
---



The institution plans and involves students in various community-extension programs to make them feel and take responsibility in ameliorating the lives of underprivileged rural community and take part in reforming process. Students are involved in community extension activities such as awareness programs, rallies, surveys, community service programs, health screening programs for a women and special camps on issues like preventive measures of AIDS, anti-drug abuse, Bhetibachao Bheti Padhao, Awareness on voting, organ donation, UBA, Accident prevention and driving skills, gender equity, child marriages, book reading, human rights, clean and sustainable environment, health and hygiene programs, etc., that are organized in the neighborhood and five adopted villages through NSS, NCC, WEC, etc.

**Impact:** Students understood their role in bringing down socio-economic disparities and transform into responsible leaders.

### **Case Study 2: Blood Donation**

Students are encouraged to donate blood voluntarily to make them understand its need for the community in medical emergency. The blood donation programs sensitize students on the importance of blood and their role as human beings to save the people in distress. The institution, during the last five years arranged three blood donation camps in collaboration with Indian Red Cross Society

**Impact:** Students understood that humanity towards fellow people in need is the noblest characteristics of a person.

- **Awards:** The college bagged Governors trophy from District Red Cross Society.

### **Case study 3: Environmental sustainability initiatives**

The institution makes students understand the underlying potential risks involved with polluted and unhygienic environment and their role in clean environment, conservation of natural resources and biodiversity. Programs such as awareness on limiting usage of fossil-fuelled vehicles, non-usage of plastic articles, beach cleaning, cleaning in railway and bus stations, plantation drives, etc., are taken up in the adopted areas involving students.

**Impact:** Students understood their proactive role in arresting climate change and sustainable environment.

**Awards:** The college bagged State Green Champion award and ISO certification for green initiatives.

### **Case study 4: Giving back to Society:**

- Students are encouraged to involve in the program titled Memu Saitham that was designed to contribute, collect money and material and donate to the unprivileged thus inculcating the social responsibility and need to lend helping hand to the needy. They are encouraged to collect rice, fruits, books, stationery, etc., and donate them to orphans, people in distress, calamity, etc. The students of Mathematics Department collect fist full of rice and donate to orphanages under the scheme titled Guppedu Biyyam Pathakam (Fistful rice scheme) annually. The students of college provide financial assistance to the poor parents of their fellow students who suffer from serious ailments. The students of the college collected rice, groceries, vegetables, sanitizers, etc., during Covid -19 and donated to the job-less slum-dwelling people.

**Impact:** Students became empathetic and helpful and started contribute in times of calamities and distress.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

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

**Response:** 76

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	19	10	20	17

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 (data template)	<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>

## 3.7 Collaboration

### 3.7.1

**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:** 16

<b>File Description</b>	<b>Document</b>
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 (data template)	<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**

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

#### **Response:**

The institution, over the years, secured sufficient physical, ICT, sports and cultural infrastructure and developed facilities in proportion to student strength through budgeting and deployed it for optimum utilization to enable students excel not only in academics but also in extra-curricular activities.

The institution is located in an area of 28.6 acres. It encompasses four academic blocks and other facilities with a built-up area of 1,78,289 S.ft. It houses 52 class rooms, 26 laboratories, 4 research laboratories, a library, one conference hall, 2 seminar halls, one museum, herbarium and a 200 capacity women's hostel block. The dimensions of them meet the minimum requirements of statutory bodies.

- The class rooms are sufficient to accommodate the student strength of about 3200. They are well ventilated, equipped with sufficient teaching-learning tools and electrical equipment for comfortable teaching-learning process.
- The laboratories are adequate and equipment is commensurate with the student strength. They are augmented annually with an average budget of Rs.6,000,00/-.
- There are 150 functional computers for teaching learning process and student: computer ratio is 22.01:1.
- The utilities include three R.O water plants with 1000-liter capacity each, a canteen, dining hall, one women student waiting hall, 22 rest room blocks and a 5 KVA electrical generator adequate to meet the students' needs.
- The ICT infrastructural facilities include - two smart class rooms with interactive boards, 4 virtual class rooms for online teaching-learning process, 14 class rooms for LCD projector-aided presentations. There are nine computer laboratories for various purposes. Open source and licensed software, campus fiber networking is available. Besides, a multimedia room with lecture capturing equipment (LMS), Class room public address system, CC TV surveillance system, campus Wi-Fi, LAN facilities, Audio-Visual equipment is available. Facilities such as placement cell, ELL, skill development centre, etc., are the other ICT infrastructure available. The ICT enabled facilities are provided with 250 Mbps internet facility.
- The sports and games infrastructure spreads in an area of about 7 acres. It consists of three play grounds with volleyball courts, concrete Basketball court, Badminton courts, Kabaddi courts, etc. On an average, about 900 students and outsiders utilize the ground a day in various forms - Shuttle, Volley ball, basketball, cricket, Kabaddi, etc. There are flagship facilities such as football

field (1 acre area), 1300 m radius walking track, 400 m athletic track, 800 sq. ft sports pavilion, 6818 S. ft indoor stadium with two shuttle courts and kabaddi court. Two gymnasia – one open and another closed gymnasium also form part of the sports infrastructure. An amount of Rs. 2 lakh budget is allocated during 2023-24 to augment its equipment and infrastructure.

- A dedicated yoga centre with dais to facilitate practice for 30 students is available.
- The cultural facilities include two open dais, auditoria and two indoor seminar halls that facilitate the performance of students in dance, plays, skits, etc., for showcasing cultural prowess. Make up equipment, musical instruments - tabla, flutes, etc., form part of the cultural equipment.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

#### Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

**Response:** 2.35

#### 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
3.44	3.03	4.90	3.86	6.68

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<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 Central Learning Resource Facility (Library) is the flagship student learning support centre of the college with a sprawling area of about 19608 Sq. ft. Located in a separate two-storeyed heritage block of about 100 years of legacy, it houses three reference sections, one internet centre, one reading room, one reprographic room and administrative area. Reference sections and reading rooms are designed to provide rich reading experiences to about 100 users each at any point of time. The library operates from 8:00 AM in the morning to 12:00 A.M for the benefit of stakeholders.

- It has a wide range collection of over 88287 physical holdings covering 17th century era to the latest published books. The collection includes text books, reference books and documents pertaining to wide variety of subjects – ranging from ancient English literature to the latest Artificial Intelligence, Genetic Engineering, etc. It also houses research periodicals and journals pertaining to various disciplines. Besides, physical holdings pertaining to various competitive examinations such as Yojana, Pratiyogitha Darpan, Civil Services Chronicles, CSR, Banking Services, State Civil Services and Post Graduate Entrance examinations including Employment News, Science reporter, Vernacular journals- Udyoga Sopaanam, Udyoga Vijayaalu, Vivek etc., form part of the repository of the library.
- Its resources are augmented every year with an average outlay of Rs. 1.5 lakhs. A number of 2672 books were added to the library with an amount of Rs. 6,78,131 during 2018-2023 period.
- Library is fully automated using SOUL 2.0 ILMS during 2017-18. Online public access catalogue service (OPAC) is provided to the users for hassle-free book access. The books are categorized as per Dewey decimal classification and are bar coded. Students are provided bar coded IDs that facilitate hassle – free transactions. Digitization of the physical holdings is in progress. A 200 Mbps bandwidth internet connectivity is provided to the library users. A CCTV system is put in place to safeguard its resources.
- Besides physical resources, e-resources including 42 lakh e- books and 44184 e-journals can also be accessed by the users through consortium of e-Shodhsindhu, INFLIBNET under the N-LIST project. It also provides e-resources of DELNET too.
- About 50 transactions are registered per day and about 500 students utilize the reading room and reference section per day for book reference, newspapers, journals, internet browsing, etc. About 15 students utilize reprographic facilities a day.
- The other services include provision of reprographic facilities, providing semester-wise BoS curricula, previous question papers, newspapers, etc., to the students.
- To serve the neighbourhood community, the central library maintains two sub libraries in the adopted villages with news papers and journals for the community students to help prepare for the competitive examinations. Students of other colleges and public preparing for various competitive examinations such as Central and State Civil Services, Police Recruitment Boards and P.G. Entrance Examinations, are also extended membership to utilize library resources.
- Usage of Library resources is promoted through observation of library week in the month of October every year.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### 4.2.2

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 0.86

**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
.47	1.55	1.04	1.99	2.94

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<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:**

In tune with the ever-increasing demand for accessing e-content, browsing, e-mails, uploading and downloading curricular e-resources and applications, project works and other services, the institution

provides an enabling atmosphere for all its stakeholders and ensures seamless digital flow through a state-of-the-art ICT facilities to integrate them into teaching-learning process. Further, the IT infrastructure is constantly upgraded as per the latest applications and technological changes.

- There are eight dedicated computer laboratories with 150 desktops and 20 lap tops for practical sessions, training purpose and accessing online resources. The training and placement cell employs 20 computing systems for imparting training in technical skills and surfing. The internet centre of the central library also facilitates digital services through 15 computing systems for accessing library resources. All the systems in laboratories and facilities are LAN connected. The computers are equipped with i3-i5 processors, 1GB-4GB RAM and 512GB hard disks purchased during 2016-17.
- Required firewalls, antivirus and malware prevention software were installed in all computer systems for enhanced cyber security. Norton Antivirus, McAfee antivirus software is used for protection of information and data.
- The ICT infrastructure is maintained through Annual maintenance Contract (AMC). The software and hardware of ICT systems are upgraded and updated as per the necessity. About 3 to 4% of annual budget is allocated for ICT infrastructure and its maintenance. A Rs.40 lakh budget is allocated during 2023-24 to procure 100 computing systems with latest configurations compatible for latest applications.
- The campus is wi-fi enabled with 100 and 250 Mbps bandwidth internet of Jio fibre and U Broadband companies to empower stakeholders utilize IT infrastructure seamlessly 24x7 throughout the year for online teaching, resource sharing, communication, etc. The Bandwidth is enhanced to 250 Mbps from 50 Mbps from 1.4.2023 onwards. All the digital class rooms, virtual classrooms, staff rooms, laboratories, research centres, administrative spaces, student support centres are provided internet facility. The IT infrastructure is safeguarded through CCTV camera surveillance system. About 60% of teachers transact curriculum using IT infrastructure.
- The institution provides all its digital services through a dedicated Ethernet registered domain <http://www.prgc.edu.in> and all stakeholders maintain domain specific e-mails for communication. The products and services of the college such as details of programs, admissions, information, curricular aspects, results, etc., are communicated to the stakeholders through the website with above ID.
- Leveraging the technological advances of IT, the college has devised a well-structured IT policy to provide quality learning experiences to students. It envisions improving the computer student ratio to 1:5 in the next five-year period besides upgrading the systems with i7 core processors, increasing memory capacity, installing latest firewall systems and increased bandwidth for enhanced efficiency and security.
- The institution enters into Annual Maintenance Contract every year to maintain and upgrade its IT facilities and infrastructure. An amount of Rs. 820000/- was spent annually towards the maintenance of IT facilities during 2021-22 and 2022-23.

Thus, the institution continually updates and augments its IT infrastructure to enhance quality in Teaching-learning process.



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 4.3.2

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

**Response:** 13.36

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

Response: 247

File Description	Document
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>

### 4.3.3

#### Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

#### Response:

The institution had, as a part of its LMS development policy, devised its e-content development plan keeping in mind the demand for Asynchronous learning system for the students in future. A state-of-the art well equipped 1. Media centre 2. Lecture Capturing System (LCS) 3. Audio-Visual Centre (AVC) and 4. Equipment for mixing and editing are established to cater to the learning needs of the stakeholders.

- The LMS and Media Centers are being established in 600 and 300 Sq. ft areas respectively.
- Equipment like state-of-the art Lecture Capturing System that includes high resolution Sony Video camera system (Camcorder) with sufficient lighting facilities, software for editing video and audio content, interactive boards, soft lights, lap-top, related mixing and editing software, memory storage facilities, tripods, etc., are provided in the facilities.
- The center includes equipment with technical specifications, Panasonic AG-CXBED camcorder, Simplex Tripod, Octova soft lights, Adobe Premiere Pro software, Cam Link 4K Capture Card, Sony Memory Card, HP Wired Headset, AHUJA Wireless Mic Set, Lenovo Think Stations, MAXHUB E Series 65" Interactive Panel, Seagate Hard Disks 2TB. OBS software is used for recording, handbrake for video editing and audacity is used for audio editing.

- All the faculty members are trained up in creating video content in four quarter system that includes video, presentation, questioning pattern and e-content and have produced instrumental role for contributing to the college LMS. The college also contributes development of LMS Videos for the entire global level stakeholders through Commissionerate of Collegiate Education.
- 12 Faculty members produced 42 LMS videos during the last five-year period.

Thus, the institution takes efforts to create LMS and update it for quality enhancement in teaching-learning process

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<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**

**Response:** 4.64

*4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
10.75	10.48	5.09	11.39	5.57

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	<a href="#">View Document</a>

##### 4.4.2

**There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.**

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

**Response:**

- Out of 52 class rooms, 18 class rooms are equipped with IT infrastructure including LCD projectors, smart boards, internet facility and basic teaching-learning infrastructure such as teaching boards, electrical equipment, etc., for quality teaching-learning process. Basic infrastructure is maintained and operated by respective departments and updated under the aegis of class room infrastructure maintenance committee. In the beginning of every semester, the teaching-learning tools, internet connectivity, electrical equipment, etc., are checked, repairs or replacements are carried out as per necessity. IT equipment is maintained through AMC.
- The 26 laboratories of Science Departments and other facilities housing IT infrastructure are monitored by the respective Heads of the Departments who places in charges of clerical cadre for their maintenance. The laboratory equipment and other amenities such as water flow systems, electrical maintenance, hygiene, preventive maintenance, safety systems, etc., are maintained by them. Physical stock verification is carried out every year to check the equipment as per stock registers and remedial measures including repairs and waste disposal are undertaken. Additional equipment required to commensurate with student strength is procured by the central purchase committee. The preventive measures, do's and don'ts, SOP in case of mishaps are displayed in the laboratories. Fire safety system is provided in buildings housing laboratories.
- The resource maintenance of library is overseen by library committee with Librarian as its Convener and Principal as Chairman. It procures new books, e-journals and periodicals as per the new courses, programs and student strength.
- To prevent further damage to the old books and damage from the termites, the Book binding and pest control are carried out respectively. CCTV system, internet facility and reprographic machine are subjected to periodical checking to ensure their continuous services.
- The old news papers, magazines and condemned books are disposed as per stock verification committee recommendations.
- The hardware and software of the computers of laboratories, offices and other facilities are maintained by the AMC vendor. The upgradations and repairs are carried out as per the recommendations of the Heads of the Departments. Annual verification of working of the computers is done and the non-functional computers are segregated and resulting e-waste is disposed. The security software is upgraded as per requirements periodically. IT infrastructure such as internet components, computer peripherals are also maintained through AMC. The IT policy of the college prescribes the purchase policy of the computers.
- The sports infrastructure and facilities including grounds, gymnasias, open auditorium, indoor stadia, yoga centre, sports and games articles are maintained by the Sports and Games promotion committee attached to Department of Physical Education as per its policy document. The Gym equipment is repaired and lubricated for smooth functioning. In the beginning of the academic year, it takes up the repairs of the athletic track, sports articles, levelling of grounds, removal of bushes, etc. It procures new articles annually replacing damaged articles and tools. The Head of the Department maintains the record of sports equipment. Annual stock verification is done and

remedial measures are taken up.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<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:** 85.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
2844	2912	2596	2375	2102

#### 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 (data template)

[View Document](#)

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

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

The core objective of the institution is to provide best careers and enhance opportunities to higher education and employment for all students which is its vision. Accordingly, a slew of measures is undertaken through various systems and sub-systems.

- A dedicated Career Guidance Cell functions with the objective of offering career counseling to students through awareness programmes on career options and preparation strategies for various competitive and post graduate entrance examinations. It provides the information about various employment notifications issued by Government, Non-Government Agencies and universities. An average of 85 students enters into P.G programs annually through coaching offered by career guidance cell.
- Career Guidance Cell conducts awareness programmes on Civil Services and other competitive examinations by inviting civil servants and those who cracked the examinations. An awareness programme was conducted by Sri Sadhu Narasimha Reddy, IRS on 10.8.2023 title “cracking civil services” in the college. Coaching for S.I and constable recruitment were offered by career guidance cell from 10.12.2022 to 5.1.2023 for 40 students.
- MoUs are forged with Civil Services Coaching Centers – Helios IAS and Million Plus IAC center and APITA, an employability skills training academy. Students of the college underwent online coaching in Indian Economy for Civil Services during January – March 2022 through Helios I.A.S.
- Jawahar Knowledge Centre (2005) imparts training in employability skills including analytical skills, technical skills and communication skills required for cracking competitive examinations. There were 489 placements during 2018-23 period. It imparts transferable skills under “Finishing school concept” for outgoing students.
- A dedicated coaching centre for competitive examinations titled “Centre for 21st Century Skills “was established in 2022-23 for imparting exclusive coaching for State and Central Civil Services, IBPS, SSC, Sub-inspectors and constable recruitments, etc. Modules of Indian Polity, Indian Economy, Arithmetic and Reasoning, English language skills are some of the modules transacted under the centre during last two years. It conducts essay writing competitions and objective tests monthly in the lines of CSAT and examinations of State Civil Services and toppers are given away prizes.
- The Central library is equipped books related to competitive examinations such as Indian Polity by Lakshmikanth, Indian Economy by Ramesh Singh, etc., and journals such as Yojana, Competition Success Review, Pratiyogita Darpan, Banking Services chronicle, etc. competitive examinations books worth Rs. 6,78,131 were added during 2018-23 period.
- The career guidance and counseling is offered for all students in mentor-mentee system both on domain subject and competitive examinations. A one-hour career guidance counseling session per month is mandatory for all mentors and offered in seventh hour of the day. The skills required for local industries are imparted and placement drives are conducted.
- Coaching for NET/SLET examinations is imparted for all P.G students every year. A total of 10 students got qualified in such examinations the past five-year period.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.1.3

**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, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

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

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

### 5.1.4

**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:** A. All 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>
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:** 14.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	105	2	1	365

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<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 out of the graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)



**Response:** 0.21

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

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

<b>File Description</b>	<b>Document</b>
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<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 events during the last five years**

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

<b>File Description</b>	<b>Document</b>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

#### **Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.**

#### **Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

#### **Response:**

The institution, with an objective of equipping students with leadership skills, creates ample opportunities for students to voice their opinions in policy and decision making vis-à-vis quality enhancement initiatives, planning and implementation of various academic and administrative initiatives, financial and developmental programmes of the college.

- Student council is constituted every academic year with President, Secretary, Treasurer and other members. The student forum and class representatives are represented in statutory bodies including Boards of Studies, Academic Council, IQAC and all other academic, extra-curricular and administrative committees of the college. Student participation is ensured in Boards of Studies and suggestions are invited for curriculum design and development. The student Council (Student Forum) representation is ensured in choosing cluster courses, electives, Life Skill Courses, Skill Development Course under CBCS. It is also included in the committee that decides courses and activities for which additional credits are to be awarded. The student Council is well represented in management of various amenities including washrooms, canteen, RO plants, sanitation facilities, waiting halls, parking places, etc. It is also encouraged to submit grievances related to students, academic administration and administration of amenities.
- They are represented in Anti-ragging committee, Internal Complaints Committee, Eco- Club, cultural committee, sports and games, library committee, Training and Placement Cell, Campus and Amenities Maintenance Committees, Energy conservation committees, Annual Day celebrations committees, etc., and encouraged to prepare plans of action. Each department involves students while making policy decisions in the departmental meetings. Women students are represented in all committees to ensure gender equity including Women Empowerment Cell to take part in policy making.
- Student representatives are involved in quality circles in eliciting information and feedback on transaction of syllabus, quality enhancement measures to be undertaken. They are involved in organizing proceedings of seminars, workshops, etc., which help them hone their leadership and managerial skills in event management.

- The students are also represented in policy decisions affecting financial issue such as allocation of poor boy’s fund, selection of beneficiaries for endowment prizes.
- Students’ representation is ensured in the library committee constituted to purchase curricular and competitive examination related books for library. Students are involved in managing library affairs between 8:00 P.M and 12:00 A.M.
- The U.G and P.G student representation is ensured in the Research promotion and development committee, to suggest various research projects to be taken up.
- Sports and Games promotion committee prepares its annual action plan duly incorporating the suggestions of the student-sports persons.
- A team of 200-member green champions, N.C.C cadets and NSS volunteers are involved in committees and decision-making bodies to suggest measures affecting neighborhood community vis-a-vis gender equity, sustainable environment, maintaining eco-friendly campus, etc. Green champions team maintains the two thousand newly planted saplings.

Thus, the college leaves no stone unturned for rolling out students with wholesome personality development by involving them in decision making process to hone their leadership skills and promote participative administration.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.3.3

**The institution conducts / organizes following activities:**

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

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

<b>File Description</b>	<b>Document</b>
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 22.77

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
7.4	11.60	0.20	3.4	0.17

<b>File Description</b>	<b>Document</b>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.4.2

**Alumni contributes and engages significantly to the development of institution through academic and other support system**

## **Describe the alumni contributions and engagements within a maximum of 500 words**

### **Response:**

The twin concepts of re-connect and giving back to alma-mater are deeply ingrained in the minds of the 2000-strong alumni of this 139-year-old temple of higher learning who played vital role in growth and development of the institution. A host of illustrious alumni ranging from ministers, vice-chancellors, civil servants, academicians, scientists to cine artists, poets, social reformers, doctors, entrepreneurs, sports personnel, philanthropists, etc., kept the flag of this institution flying high at regional, national and global platforms. The NRI-Alumni spread over 6 countries globally continue to take part in developmental activities of the college since many a decade.

- The alumni owe their growth and present status to the quality education they received from this institution and the then teachers. They take pride in associating themselves with this institution and get-togethers of alumni belonging to batches of 1960's and 1970's in the campus is a regular phenomenon. It is not exaggeration to say that the alumni adopted the college virtually and feel themselves the act of their contribution as an immense opportunity given to defray their indebted to the institution.

### **Alumni engagement and their contribution:**

- Alumni are represented in all decision-making bodies such as Boards of Studies, Governing Body and other academic, administrative and developmental committees including vacant land development committee, conduct of National and International days, seminars, workshops, Independence Day celebrations, green initiatives, etc.
- The contributions and activities of Alumni Association gained momentum and grew by leaps and bounds with its registration in the year 2002 in the name of Pithapur Rajah's Government College Old Students' Association (PRGCOSA), bearing registration number 501/2002. It operates from its separate office provided in the college. Its general body meeting is conducted on every 3rd Sunday of December, an annual fete attended by all its members including NRIs.
- They contribute both in financial and non-financial form. Their contributions range from securing financial donations, donation of books, institution of endowment prizes, carrying out repairs to physical facilities, etc., to the construction of new class rooms, auditoria, etc. In the year 2017-18, it helped construct an open auditorium in the college worth Rs.7100000/- raised through donations. In the year 2012-13, the association developed new class room infrastructure worth Rs. 78 lakhs. It had run a mid-day meal scheme during 2013-15 for poor students of the college. The Kasarbada endowment prize, Ganji Ramarao Endowment prize, etc., are a few endowment prizes to mention. A sum of Rs. 100000 fund is donated by an alumnus Sri pydah Venkateswara Rao towards promoting research culture.
- Developmental activities worth Rs. 22,77,900 were facilitated by the Alumni during the past five-year period 2018-23.
- The PRGCOSA facilitated the donation of 10 sewing machines from SRMT company during 2021-22 for offering certificate courses. It raised a donation of Rs. 400000/- from 1966-69 B. Com batch students during 2022-23 and renovated the existing B. Com block.

Thus, the alumni not only contribute significantly to the institution for its holistic development but also serve as the source of strength to the college.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the 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 vision and mission, objectives set for itself, institution-specific policies, bye-laws, guidelines, rules and regulations set by state Government and academic regulatory bodies such as UGC, APSCHE, etc., form the solid foundation for academic, administrative and financial governance of the college.

The college, is in taking off stage in implementing recommendations of NEP-2020 that include offering multi-disciplinary courses, multi-entry multi-exit options, trans-disciplinary courses, etc. Programmes with single major are being started from the current academic year 2023-24 as per the state Government's directive with provision of multiple entry, multiple exist options. Four Year Under Graduate Honors and Honors with Research programmes (FYUP), the key recommendation of NEP-2020, are being offered from 2020-21 academic year. The Academic Bank of Credits (ABC) is in taking off stage with student registrations. Multi-disciplinary courses are being offered from the academic year 2023-24.

The planning of governance at various levels is instrumental for growth of the institution since its inception. The strategic perspective plan ( Institutional Development Plan) is framed for the next ten year period with short term, medium and long term goals . It includes upgrading the institution into a university, offering ODL programs, offering new job-oriented academic programmes, infrastructure and learning resource development, below 100 NIRF ranking, research promotion, development of physical infrastructure, student progression to higher education and employment, embracing e-Governance, etc. e-Governance is integrated into teaching-learning, financial management, grievance redressal and office management.

The academic administration is overseen by the Principal along with Academic Cell, IQAC and a host of committees. IQAC is engaged in continuous feedback system keeping in mind the quality consciousness. The academic performance of teachers is evaluated through Academic Performance Indicators and feedback from students. Competency building programs are organized for teaching and non-teaching staff for enhanced performance. All the quality standards in academics, administration, research and financial governance are set by IQAC and monitors their implementation.

The Governance is run through the top down process, from policy making Governing Body at top level to the implementing agency at lower level. staff council, central finance and purchase committee, restructured fees committees, etc., are policy implementing agencies at the bottom level. Participative management strategy is the hallmark of the institution. The perspective plan is implemented through the academic, administrative and financial governance initiatives. Various academic and administrative committees consisting of all stakeholders including staff, students, alumni and parents are constituted

with a fixed mandate. The working and outcomes of the committees are reviewed periodically to ensure the realization of the intended outcomes.

Budget is allocated for various academic, administrative, research, training and infrastructure development initiatives. It is ensured that appropriation has sanction in the budget. It is ensured that the spending is transparent and as per laws of financial jurisprudence in vogue. The committees involving staff and students as well alumni are endowed with the responsibility of procuring equipment and infrastructure. Internal audit is carried out to ensure that expenditure is incurred as per the allocated budget and as per rules and regulations in vogue.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc**

**Response:**

The institution, in tune with its vision, devised a multi-pronged bench mark-based institutional perspective plan with short, medium and long term objectives studded with time lines. Accordingly, to realize its objectives, it framed required policies, created necessary systems and subsystems, evolved procedures and created new centres besides restructuring administrative machinery. The plan intends to achieve below 100 NIRF ranking by 2027, upgrading the college into university; implement NEP-2020 recommendations, offering employment rich programs with innovative curricula, equipping students with employment and Entrepreneurial skills, up skilling and competency building of staff, Institutionalizing collaborative research, promotion of Innovation, integration of ICT into teaching-learning process, integrating e-Governance into administration, providing training and facilitating placements; creation of institutional LMS, sustainable environment initiatives, alumni engagement, community extension programs, vacant land development, MOOCs promotion, etc.

Accordingly, various policies such as NEP-2020 implementation policy, IT policy, research promotion policy, Student grievance redressal policy, environment protection policy, faculty recruitment and training policy, infrastructure development and utilization policy, assessment and evaluation policy, fund mobilization policy, training and placement policy, financial resource utilization policy, etc., were framed.

NEP-2020 initiatives such as Four Year Programs, single major system, inter-disciplinary courses, multiple entry-multiple exit facility, digiLocker facility, are undertaken. Initiatives including offering



ODL courses and upgrading college into university are envisioned.

The administrative machinery was restructured on university lines. Schools of various disciplines were created merging departments of same disciplines. School of life sciences, school of mathematical sciences, school of commerce and management studies, school of humanity and linguistics were created and Dean system was established. Academic and administrative committees were restructured in tune with the perspective plan.

The institution has a blend of staff from Government and Non-Government sectors. The teachers and non-teaching staff recruited by the Government are governed by the service rules of the Government. The need based appointments are made in non-sanctioned posts and are governed by the policies of the Government and institution. A committee constituted with students and staff engages the services of the faculty and non-teaching staff duly following Government rules.

Various systems, systems and procedures are evolved and put them into operation to realize the objectives of perspective plan. Various committees such as strategy development and deployment committee, central finance and purchase committee, training and placement cell, fund mobilization committee, research and development promotion committee, etc., were constituted and put into operation. Various facilities such as centre for 21st century skills, centre for innovation and incubation, centre for entrepreneurship, centre for excellence in teaching, learning and evaluation, vacant land development authority, centre for performing arts, directorate of environment, etc., were established. MoUs and collaborations were forged with coaching centres, research laboratories, industries and institutions. IQAC and academic cell were reorganized to be more proactive, vibrant, innovative, outcome based and quality conscious. Financial Administration is managed through budgeting, controlling, internal and external auditing procedures. A directorate was established for promotion of research culture. Systems aimed at competency building among staff are developed. Strategies for green and sustainable development are put in place.

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

## 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

**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:**

The institution has a well-knit performance appraisal system and state-of-the art welfare mechanism for faculty members as well as non-teaching and supporting staff including women.

The academic performance of teachers is assessed semester-wise through feedback from students in the areas of effective curriculum delivery, professionalism, communication skills, research and collaboration, evaluation of learning attainments of students, etc. The feedback thus obtained is analysed, gaps identified and counseling and remedial measures such as trainings, skilling programs, etc., are proposed for circumventing the gaps. Competency building training programmes are organized for non-teaching staff in ministerial procedures, record keeping, financial procedures, operating computers, etc.

The performance of non-teaching staff is assessed on the basis of adherence to citizen charter and meeting mandated timelines in addressing the grievance or the service. Their efficiency in executing the works assigned and supporting the students and staff is assessed through reviews of personal registers and job charts.

There exists Career Advancement Scheme in the college for the regular faculty members for vertical progression to higher levels in professional career from Assistant Professor cadre to Professor cadre on the basis of service, research publications, refresher and orientation courses undergone making them eligible to reach higher pay matrix levels from 10 to 14.

All staff are provided free-wifi for access to information and online resources. Systems such as Staff grievance redressal committee and Internal Complaints Committee are put in place to redress the grievances of the staff. Indoor and out door games facilities are provided for relaxation and refreshing.

Besides, faculty members are encouraged to undergo short term courses, Orientation and Refresher courses, etc., for their professional development. Professional competencies are built up among non-teaching staff through professional development initiatives such as training and orientation programmes. Seed money is made available to the faculty members to carry out research projects, besides financial extending assistance for attending and paper presentations in conferences, seminars and for professional body membership. A three to five compounded increments are merged in the basic and paid to the regular teachers who pursue their doctoral degree while serving in the profession.

The professionalism among the faculty members is promoted through training and skilling programs, encouraging to participate in conferences, workshops, seed money for research, incentivization schemes, code of conduct, development of ethics, providing conducive atmosphere to learn and grow, deployment of required infrastructure, etc.

Welfare schemes extended to teaching and non-teaching staff appointed by the Government include payment of pension, gratuity, provision of encashment of earned leave, medical Leave facility, medical reimbursement facility and employees health scheme. Other welfare schemes include facilitating loans to the staff of the college upto Rs.3 lakh through college co-operative society, providing festival advance to non-teaching staff, facilitating compassionate ground appointments, six month maternity and paternity leave facility and childcare leave.

Thus the institution not only empowers its important stake holders, teaching and non-teaching staff through various welfare schemes but also makes them feel themselves an integral part of the institution and contribute realize its objectives.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the 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:** 0.56

**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	1	0	0	1

File Description	Document
Institutional data in the prescribed format (data template)	<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>

### 6.3.3

#### Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

**Response:** 30.17

##### 6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
87	38	10	15	12

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the certificates of the program attended by 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

#### **Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

#### **Response:**

The institution makes concerted efforts to secure funds from various sources to meet the academic and administrative needs and towards realizing objectives enshrined in the perspective plan. It utilizes the resources optimally and judiciously for enhanced delivery of academic products and services to the stakeholders.

#### **Fund Mobilization Strategies:**

The objectives enshrined in the institutional plan of action form the basis for the fund mobilization strategies. Major chunk of funds mobilized is receipts from restructured fees, self finance fees, college planning and development fees. Other mobilization plans include securing UGC autonomous and RUSA grants, CSR funds, funds mobilized from alumni and philanthropists, grants secured for research projects, funds secured for extending services of sports and games infrastructure to public, rentals from canteen and other facilities.

- The funds mobilized through various sources are allocated among various departments and student support wings for meeting need-based purposes and are utilized through committees after approval by the finance committee and Governing Body

#### **Optimal utilization of resources**

- The funds mobilized from students in the form of restructured fees, special fees, college planning and development council fees, etc., are utilized for payment of salaries to full time faculty working in non-sanctioned posts and contingency non-teaching staff; maintenance of campus amenities, award of seed money, etc. UGC and RUSA grants mobilized are utilized for development of new physical and IT infrastructure; conduct of competency building programs; conducting statutory body meetings, hosting conferences and seminars; library resource development; AMC; carrying out repairs and renovations, etc. The funds received through examination cell are utilized for conduct of examinations, hosting statutory body meetings, conduct of graduation day, automation of examination cell and electrical maintenance in the campus.
- The physical infrastructure such as class rooms and laboratories are utilized during zero hours and holidays also. The class rooms are utilized for conduct of examinations by Government and Non-Government agencies during holidays also. The seminar halls are facilitated to Government and non-Government agencies for training and meeting purposes too. The laboratories are used for handling theory classes during their zero hours. The library resources are optimally utilized by

extending its services even to the public and students of other colleges. It works beyond college hours from 8:00 A.M to 12:00 A.M. The sports and games infrastructure such as open gymnasia, indoor stadium, walking tracks, athletic tracks, foot ball and crickets grounds, etc., are optimally utilized by students beyond regular hours besides their extending their services to public during holidays for yoga practice and for physical fitness by aspirants of Sub-Inspector and constable posts.

- IT resources are put to optimal utilization through time schedulings for teaching-learning purposes, conduct of online examinations, student seminars, etc. The services of human resources are utilized for imparting coaching for competitive examinations, as conveners and members of various committees and support services besides their normal academic work.

Thus the institution, not only takes relentless efforts for mobilizing funds from various funding agencies but also takes meticulous care to spend resources optimally and judiciously.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.4.2

### **Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

**Response:** 130.19

#### **6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.20	3.97	.22142	2.14	121.66

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ non government bodies and philanthropists	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.4.3

#### **Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

#### **Response:**

The institution annually conducts the internal audit of its financial transactions and accounts by the institution's chartered accountant. The internal audit is also conducted by the Commissionerate of the collegiate Education, the government agency that administers the Government Degree Colleges of the state of Andhra Pradesh

The external audit is conducted by the Accountant General on behalf of the Comptroller and Auditor General of India though not regularly. These agencies audit the financial transactions pertaining to fee receipts from students, grants received from Government and Non-government agencies, donors and philanthropists, other contributions, interest accrued from deposits, payments made to staff, external agencies including contractors, students in the form of scholarships and other service providers.

The financial statements pertaining to receipts and payments, utilization of UGC autonomous grants, RUSA grant utilization and examination cell are annually audited by the chartered accountant of the college since 2017-18 till the current year and certified and utilization certificates were issued by the agency under its countersignature.

The audit objections raised by the internal and external audit agencies on the expenditure incurred are communicated to the college. The college, in turn, verifies the objections, deliberated by the finance committee along with the auditor and para wise explanation is submitted to the agency audited.

If irregularities are noticed by the audit agencies during the course of audit of accounts, disciplinary action would be initiated by the employer on the persons responsible for the discrepancy.

The Accountant General (AG) audit was conducted in the year 2007-08. The para-wise explanation was

submitted by the institution in due course of time to the satisfaction of the agency. Neither the internal nor the external audit agency raised serious and gross irregularities in the financial administration of the college.

During the last five year period, two internal audits were conducted by the HoD and no Accountant General audit was conducted.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

The IQAC of the institution had carved out a niche in fostering quality culture and bring about incremental changes in academics and administrative ecosystem. Post accreditation in 2017, it played significant role in improving the perspective levels of stakeholders about the products and services offered by the institution thorough a slew of quality enhancing initiatives. It prescribes policies, benchmarking system and best practices at various levels. It reviews and audits the performance of teaching-learning process through Performance Based Appraisal System and organizes competency building programs on quality enhancement. It evolves methodologies for outcome attainment



measurement, assessment and evaluation standards, environment improvement and other quality assurance strategies.

The following are the major quality assurance practices IQAC had institutionalized.

### **Practice1:**

Feedback and performance based Appraisal System and ICT integration

- The IQAC collects feedback on the quality of teaching learning process with inputs collected on regularity of teacher to the class, domain knowledge, quality of communication skills, preparation to the classes, career guidance and coaching for P.G programmes, conduct of curricular, extra-curricular activities, integration of ICT into teaching learning, transparency in evaluation, etc. The feedback is collected twice from the students twice in each semester session. The first feedback is taken fifteen days after the commencement of the curriculum transaction and the second one fifteen days before the completion of instruction for the semester. Remedial measures are put in place basing on the feedback.
- The IQAC prepares quality manuals, calendars and benchmarking framework at academic, administrative levels. It reviews the teaching-learning process, attainment level measurement of graduate attributes and performance of teachers vis-a-vis benchmarking system. Appropriate remedial measures such as trainings, etc., are taken to improve the quality. This initiative helped the college make incremental change in improving the learning experiences of students and bag ISO certifications ISO14001:2015 and ISO 9001:2015 and ISO 27001:2013
- Further, the IQAC made significant contribution for the increase in ICT based teaching-learning process. The ICT infrastructure added on the recommendations of IQAC during the previous five years including digital classrooms, virtual class rooms and e-class rooms, etc., paved the way for transacting an additional 25% curriculum through ICT infrastructure besides increasing the percentage of faculty members using ICT infrastructure from 30 % to 65%.
- It is IQAC that spearheaded the development of campus wi-fi, establishment of media centre, access to internet for all the stakeholders including students and staff and preparation of quality video content for asynchronous learning.

### **Practice II:**

Benchmarking and Outcome attainment measurement:

Another significant contribution of IQAC for quality enhancement is the standard procedure developed by it for measuring the outcome attainment levels of the students.

- The Programme Outcomes (POs) and Specific Programme Outcomes (SPOs) are specified by the IQAC for all the programmes.
- The Bloom's Taxonomy based rubrics for CO assessment and CO-PO mappings are prescribed through direct and indirect assessment methodologies.
- The benchmarks are set and percent of student scoring more than the prescribed benchmarks are calculated basing on which, the outcome attainment levels are measured.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5.2

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

### **Response:**

IQAC is the nodal agency for institutionalizing quality culture. It devised policies, sets benchmarks and develop processes to deliver the curriculum qualitatively and measure learning outcomes. Accordingly, it had initiated many a reform in the pathway to realize its vision of rolling out quality human resources to the nation through quality enrichment initiatives. It reviews the processes such as quality transaction of curricula as per teaching plans and time schedules; adoption of student-centric pedagogy, quality of students' attendance, performance of students in the assessment, evaluation reforms, procedures to measure graduate attributes and learning levels, etc., periodically with stakeholders and improvements are suggested for their effective deployment. It strongly believes that experiential learning strategies and ICT integration into teaching learning process are the potential for making students equip with graduate attributes by providing rich learning experiences which is the objective of the institution.

### **Example1: Reform in teaching –learning process: Facilitating Experiential Learning:**

The IQAC integrated participative and experiential learning strategies into teaching learning process. It institutionalized reformistic learning strategies such as flipped class room approach, making students more interactive and reflective in the classroom, involving students in active experimentation in the laboratories, facilitating field visit based learning, facilitating learning through group discussions and project works; facilitating apprenticeships, internships and hands on training for practical knowledge. It ensures that such practices are put in implementation through reviews. The students learning outcomes resulted out of these approaches are reviewed by IQAC in terms of improvement in knowledge, skills and attitudes and remedial course of action is taken there upon. The IQAC reviews the competencies of teachers in ICT infrastructure usage periodically such as delivery of content using IT tools, e-content generation, etc., and training programs are organized for up skilling.

### **Example 2: Reform in teaching –learning process: ICT integration into teaching learning process**

**The IQAC had transformed teaching learning process by integrating ICT tools into it and made it more enjoyable, experiential and dynamic. It helps student learn complex theoretical concepts through videos, animations and simulations and prove to be more impactful and catches attention of learners vis-à-vis traditional class room teaching. It prescribed mandatory delivery of 50% curriculum using ICT infrastructure. It also mandated the presentation of student seminars, project works using ICT tools only. The institution, basing on the recommendation of IQAC, facilitates access to the e-resources available**

such as LMS videos, e-journals, e-books, MOOCS etc., through ICT infrastructure such as INFLIBNET, DELNET, etc. The outcomes of this reformistic teaching learning process is periodically reviewed by IQAC and measures are initiated to make it more effective and outcome based.

Thus the institution, through its dynamic reforms enunciated by IQAC, constantly devises, implements and reviews various systems and procedures for facilitating rich learning experiences by learners.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.3

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	<a href="#">View Document</a>
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

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### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

The institution leaves no stone unturned to ensure that equal opportunities are extended to all its stakeholders and facilities are provided to women staff and ensuring gender equity.

- **Gender Audit**

- The institution checks the gender equality in decision and policy making statutory bodies such as Governing Body, Academic Council, Financial and Boards of study and other academic and administrative committees. Accordingly, it institutionalizes gender equality culture in all its processes, policies and systems.
- It assesses the gender equality in admitted strength of students in various programs and ensures that at least 33% of women students are admitted.
  
- It carries out assessment of gender equality in various student supporting wings such as N.S.S, N.C.C, sports and games, cultural activities, utilization of library resources, etc., besides checking the same in various co-curricular and extra-curricular activities such as field trips, seminars, project works, sports and games and cultural activities, etc., and ensures a fair blend of male and female representation.
- An enabling atmosphere is created for women empowerment and mechanisms are evolved for redressing the grievances of women staff and students. Women Empowerment Cell offered a certificate course in tailoring. The ICC is constituted to address issue like sexual harassment at workplace.

**[B]Promotion of Gender Equity**

- Inclusive curriculum is offered to promote gender equity. A life course titled “Human Values and Professional Ethics” containing gender sensitization topics highlighting respect for women, gender equity and equality, etc., is offered.
- Gender equality is ensured in physical and ICT infrastructure utilization, employment generating certificate courses, training and skill development courses, career guidance and coaching programs aimed at students.
- Both women and men staff members are paid same salary for equal work and same service conditions are applied for same cadre. Further, academic works are shared male and female staff

equally.

- Discrimination and bias on the lines of gender are prevented in the institution. Equal opportunities are created for both men and women in professional development, resource utilization, etc.
- Sensitization and motivational activities for men students such as role of women in the society, need for gender equity, provisions of laws and acts on women are conducted.
- Women students are encouraged to don the role of administrators of the college on occasions such as International women's day to sensitize them on their abilities as administrators.

**[C] Facilities provided for women faculty members and students:**

- Well equipped waiting hall with napkin vending and disposal machines
- Separate washrooms
- CCTV surveillance for the security of the women
- Awareness programs such as health screening and promotion are conducted by doctors and provided medical advice and consultancy.
- Six month maternity leave, child care leave facility
- Membership in college thrift society.
- Disable-friendly women washrooms with railings for easy access.
- counseling by Women Empowerment Cell to address the academic, personal, cognitive and emotional problems

Thus the institution assesses the gender equity in academic and administrative initiatives and promotes the same.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**7.1.2**

*The Institution has facilities for alternate sources of energy and energy conservation measures*

- 1. Solar energy**
- 2. Biogas plant**
- 3. Wheeling to the Grid**
- 4. Sensor-based energy conservation**
- 5. Use of LED bulbs/ power efficient equipment**
- 6. Wind mill or any other clean green energy**

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

File Description	Document
Geo-tagged photographs of the facilities.	<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

**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

The institution had undertaken the following waste disposal strategies to address environmental concerns and prevent loss of biodiversity. It bagged Green Champion Award from Government of India during 2020-21 for its green initiatives.

- A start up is promoted by the Botany Department in organic vermi compost manufacturing from degradable paper waste, fallen leaves and waste food generated in the campus. The back issues of newspapers are sold out.
- In college office and departments, the one-side printed paper is used for rough drafting before preparation of final draft, notes or memos.
- The biodegradable wood generated from fallen and degenerated trees is auctioned.
- The rubbish generated through construction and renovations and repairs is used up in landscaping of the college premises.

B] The college adopts zero waste water policy. The storm sewage collected from surface run off and rain water collected from building roof tops are sent through large percolation tanks dug in the campus, and water harvesting soak pits.

- The chemical containing liquid waste generated from laboratories is diluted with water and recycled and is used up for watering plants.
- The sanitary sewage i.e., liquid waste generated from washrooms and laboratory sinks, staff rooms, drinking water sinks, etc., is channeled into sanitary pits dug for the purpose.
- Liquid waste with offensive smell generated in laboratories, washrooms, etc., is disposed.
- It is ensured that no water leakages in the water pipelines, taps, etc.

C] The college, being a conventional Higher Educational Institution, doesn't generate biomedical waste in large volume. However, the biomedical waste generated such as disposable syringes, plastic wastes, blood stained cotton, equipment used for diagnosis, etc., during conduct of medical camps, blood

donation camps, blood grouping or hemoglobin amount detection camps, etc., are collected and handed over to the municipal waste disposal team for the treatment at their end.

D] The e-waste such as computers, peripheral devices such as key boards, mouses, modems, printers, televisions, telephones, etc., are disposed off through special means as they contain hazardous heavy metals such as Mercury, Cadmium, Lead, etc. It is disposed using Government rules in vogue for disposal of e-Waste.

E] The institution has taken steps to collect the waste paper generated, segregate and recycle it. Efforts are underway to use waste paper for making book pads or rough books and paper plates.

The waste plastic bags and articles littered in the campus are handed over for recycling.

F] There is very little scope to generate hazardous chemicals and radioactive waste. The chemical, toxic and corrosive waste generated during the science practical sessions in the laboratories is diluted before being drained out. Radioactive waste is not generated in the institution.

File Description	Document
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.4

##### Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

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

File Description	Document
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



### 7.1.5

#### **Green campus initiatives include**

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

#### **Response:**

Promotion of environmental sustainability initiatives, one of the SDGs enunciated by UN, has been one of the objectives set by institution for itself. Accordingly, it has put in concerted efforts to inculcate environmental consciousness among its stakeholders. The strenuous efforts of the institution over the past few decades transformed this institution into a unique eco-friendly institution with green cover spreading over 40% of area with rich biodiversity. The campus proves to be the cynosure of all eyes with enriched green canopy studded with lush green plants, trees, grass patches, fruit orchards, etc..

#### **A] Restricted entry of automobiles,Use of Bicycles/ Battery powered vehicles Pedestrian Friendly pathways**

- A slew of carbon-foot print reducing programmes such as plantation drives, promotion of renewal energy, landscaping and beautification, awareness programs on fossil-fuelled vehicle usage, life style changes, conservation of natural resources, etc., were undertaken both in the campus and in the community.
- A separate Directorate of environment, energy efficiency and hygiene and was established for sustainable development initiative besides constitution of eco club.
- Vacant land development authority is constituted with the objective of bringing vacant land into usage and develop green belt at a rate of one acre per annum on an average.
- Automobile vehicles of students, staff and public are prevented from entering core academic instruction area but only bicycles and pedestrians.
- Students and staff are encourage to take public transport system to commute to college. Vehicle-free day is organized on two days a month.
- The campus area is made pedestrian friendly with well laid arterial roads. A green walking track exists in the campus.
- Usage of energy efficient electrical and electronic gadgets is promoted in the campus among all stakeholders. Green, environment and energy audits are conducted. A 5 KVA solar power plant meets part of energy needs of the institution.
- Incentivization schemes are put in place for eco-friendly staff and students.

#### **B] Ban on usage of Plastic:**

- The institution has set itself the target of transforming into plastic free campus and plastic and usage of plastic articles was banned in the campus by all stakeholders including outsiders, ground users, etc.

#### **C] Landscaping with trees:**

- The landscaping is the unique to this institution. Canopied pathways, well designed botanical gardens with medicinal plantations, well grown decoration plants, Mango and sapota gardens, water distribution channels, plant-studded front elevation of the central library, surface run off water storage tanks, canopy on either side of walking track, etc., not only enrich the ambience of the campus but enhance the academic experiences of students as well.
- About 2000 saplings were planted during 2022-23 in improve greenery and aesthetic view and landscaping.
- Green champions, a team of 500 students of N.S.S and life sciences, is promoted to conserve greenery in the campus.
- The college was awarded “Green Champion Award” for maintaining lush greenery and cleanliness by Mahatma Gandhi National Council of Rural Education, New Delhi in 2021, bagged “Swatchathe Seva” award from state Government in 2019 and ISO 14001:2015 for its green initiatives.

<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>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.6

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

**Response:** D. Any 1 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	<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>

### 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

#### **Response:**

The four core recommendations of NEP-2020 - access, equity, inclusiveness and providing rich learning experiences to all stakeholders continue to motivate this 139 year old institution. The Divyangjans are no exception. Accordingly, this institution takes no stones leave unturned to provide conducive atmosphere by providing barrier-free access to Divyangjans to all facilities and resources.

The following are the measures implemented by the institution for differently-abled students and staff.

- A 3% Reservation in admission is extended to differently-abled students to include them in the stream of education and to provide access to higher education. State Government scholarships are also extended to them
- Active participation of students is encouraged in co-curricular and extra-curricular activities.

- Disabled-friendly teaching and assessment strategies are put in place and are hallmarks of the institution. They are exempted from examination fees and appearing for foundation course examinations. They are extended 10% relaxation in pass marks under HEPSN and scribe or amanuensis facility.
- Class rooms are provided in ground floor. Ramps and railings, grab bars and non-slip floors in the entrances of administrative, academic blocks and washrooms are provided for free and safe access. Ramps are provided in womens' hostel. Seating allotment is arranged in ground floor halls during all types of examination
- Tactile sign boards are provided on the staircases to aid visually challenged students.
- A host of measures are undertaken for visually challenged students. Audio books and books in Braille script are made available for them. Computers in the computer laboratory are installed screen reading KURZVAL/JAWS /NVDA software for visually challenged students and faculty. The website is designed visually impaired student-friendly. The provision of U.G.C's special financial assistance (Reader Allowance) is provided for the visually challenged faculty members.
- Confidence building and sensitization programmes are arranged during Deeksharambh, a Student induction programme.

Thus the institution provides seamless conducive atmosphere and barrier free environment for the differently-abled students and staff.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.8

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**

**Response:**

The institution is strongly believes in promoting twin concepts of peaceful co-existence and unity in diversity among all the students and staff despite regional, religious, communal, linguistic and socio-cultural disparities. Accordingly, it intends to promote inclusive environment and ingrain concepts like religious tolerance, gender equity, human values, linguistic diversities, need for promotion and respect of various languages and culture, etc., in the minds of students and staff.

- The inclusive environment is promoted through curriculum. Concepts like gender equity and equality, socio-economic justice, promotion of dignity of women, religious harmony, promotion of languages, etc., are included in the curriculum of political science in the form of topics liberty, equality and fraternity, communal harmony, unity, patriotism, etc. The concepts are also ingrained into minds of students through offering a foundation and skill development course title Human Values and Professional ethics.

- Programs such as role-plays in state-specific traditional dress, traditional/ fancy dress competitions are organized for students during independence day celebrations and Azadi ka Amrut Mahotsav celebrations to promote socio-cultural inclusiveness.
- Inclusive programmes such as Deeksharambh (Student Induction Programme), freshers' parties, farewell parties, annual days, etc, aiming at social-cultural harmony are organized regularly.
- The field trips are organized to tribal and agency areas to make students understand their cultural diversity and need to sustain their practices
- Lectures are delivered during national festivals like independence day, etc., with emphasis on respecting cultural diversities, secularism, justice, liberty, equality and fraternity, unity, patriotism, communal harmony, etc., and competitions are conducted with themes aimed at inclusive environment.
- The college organizes awareness programmes, conferences on social harmony, human values and religious harmony aiming at promotion of tolerance and social harmony.
- The institution organizes cultural programmes like youth festival, Sankranthi Sambaraalu for socio-cultural harmony.
- The inclusiveness and tolerance concepts are preached to students in constitution day celebrations, festivals, social gatherings, etc.
- The institution sensitizes students on social economic issues like inequalities in food and nutrition, health and suggests to address them through education and augmentation of income levels.

Thus, the institution takes relentless efforts to promote universal brotherhood among student by providing inclusive environment for all stakeholders.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.9

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

Rolling out values and ethics studied holistic students from the portals of this institution has been the

prime objective of this value based educational institution of higher learning since its inception. The institution takes pride in shaping students' career through nurturing moral values, constitutional values, environmental values and principles of responsible citizenry in the students through a host of curricular, co-curricular and extra-curricular activities.

It sensitizes students on core principles of the constitution of India, democracy, justice, liberty, equality and fraternity, fundamental rights, fundamental duties, respecting constitutional organs, human values, etc.

- The Indian Polity subject that includes constitutional rights, duties and responsibilities of citizens is offered by the Department of Political Science in the second semester.
- Programmes like offering Certificate course on Indian Polity, Observation of Constitutional day, mock parliament, celebration of National voters day, awareness programmes on voting were conducted every year to inculcate the values of constitution and its institutions in the pathway to mould students into responsible citizens.
- A host of competitions and programmes such as painting, essay writing competitions are conducted with focus on students' role in respecting national flag and freedom fighters, universal brotherhood, safeguarding public property, protecting heritage and environment, patriotism, respecting dignity of women, respecting socio-economic, socio-cultural plurality, etc., on the eve of independence and republic days.
- The value system and ethics are imparted in students through the course human values and professional ethics.
- Its the endeavour of the institution to foster scientific temper among student community. National science day celebrations, scientific exhibitions, scientific projects, etc., are facilitated to promote the same.
- The institution promotes constitutional obligation of active participation of students and staff in democracy through casting vote and electoral literacy is promoted through SVEEP of Election commission of India. A student council is constituted every year and is involved in policy decisions and deliberations of the institution to strengthen democratic values and decentralization, the twin values enshrined in the constitution. Participative approach and decentralization, equality, fraternity, etc., are also promoted among staff in the academic and administrative structure of the college.
- Programs professing duties of responsible citizens such as protection of environment, community service, conservation of natural resources, protection of biodiversity, etc., are organized through observation of International environment day, International Ozone day, etc.
- Students and staff are sensitized on the potential threats of psychotropic drugs and drug abuse.
- The institution fosters constitutional obligations such as secular outlook, dignity of labor, honesty, team spirit, selfless service through N.S.S and N.C.C activities.

Thus the institution takes tangible steps to promote constitutional values and obligations among students and staff to mould them into a complete personality.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.10

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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

File Description	Document
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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**

**1. Project title:**

**Green practices for sustainable development**

**2. Objectives:**

- To transform institution into an eco-friendly campus with relatively reduced temperatures and carbon-footprint levels to provide rich learning experiences.
- To foster habit of green living among stakeholders through lifestyle changes by reducing usage of plastic, promotion of public transportation, waste management, promotion of alternative sources of energy-solar energy, promoting diversity, etc.,

**3. The Context**

- Global warming and its effects on environment,
- Degradation of soil and biodiversity,
- Effect of anthropogenic pollution on health, etc., set the stage for implementation of the practice.

**4. The Practice**

Various green practices promoted by the institution include

- Plantation drives are conducted in the college premises for enriched learning eco-system and in the adopted habitations to develop greenery and environmental consciousness among neighborhood community.
- Promotion of plantation drives by Public, N.G.Os, Alumni Association in the campus
- Vehicle free day is conducted twice in the month and motor vehicles are restricted in the core academic area by students and staff.
- Plastic free day is conducted once in a week and campus is declared plastic-free campus.
- sensitization programmes are conducted on the eve of International Environment Day, International Ozone Day, International Oceans Day. – Rallies, beach-cleaning programmes, clean and green programmes, etc., are organized
- Organic manure is manufactured from the biomass generated from the dried fallen leaves
- Five star electric and sensor based electric gadgets, LED bulbs, DC-based fans are fitted in major facilities for energy conservation.
- Renewable energy resources are promoted. A 5-KVA grid connected solar power plant is put into operation in the campus.
- A practice of developing a minimum of 1 acre vacant land into orchards annually is in implementation from 2022-23 to improve greenery and floral biodiversity



- Various waste management practices to segregate solid, liquid, e-waste and hazardous waste and strategies to dispose them are placed.
- Promotion of Practice of greeting officials and guests with bouquets and encouraging students and staff to plant sapling on the occasions of their Birthdays

## 5. Evidence of Success

- There exists around 2-3oC less temperature in the campus compared to the premises outside
- Around 2100 saplings were planted during 2021-22
- The floral biodiversity in the campus now increased to around 200 plant species.
- Around 30% vacant land is spread with greenery enriching academic ambience.
- The number of walkers tremendously improved from around 400 during 201-22 to around 600 during 202-23 for its green conducive atmosphere

## 6. Problems Encountered and Resources Required

- Conservation of plants during summer
- Preventing students and other stakeholders from using plastic articles
- Lack of financial support for installing 100% renewable energy
- Constraints in prevailing upon students to make a transition to e-vehicles, using natural energy and water resources consciously and responsibly.
- Difficulty in mobilizing financial resources to the tune of Rs.30000000/- construction of drainage system, construction of water percolation tanks, waste recycling plants, etc., in the campus.

## Best Practice-II

### 1. Project title

Saving lives through Blood Donation

### 2. Objectives:

- Sensitizing students that blood donations is a humane community service and is the act of socially responsible citizens.
- Removing myths associated with blood donation among students;
- Promotion of constitutional values-social harmony, equality and fraternity;
- Giving a lease of life and solace to the needy and marginalized people who are in need of blood
- To motivate students to take pledge to donate blood at least once a year
- To protect from the cardio vascular disease and improve health

### 3. The Context

- 1.Location of the college just beside the District Government General Hospital makes it to be frequented by the kith and kin of the patients undergoing treatment for blood.
- 2.To help donate blood to the tribal population living in the Kakinada district who frequently suffer from Malaria and Sickle cell anemia due to their location and living conditions.
- 3.To provide blood free of cost to the poor people and preventing from the exploitation of the private blood banks for procurement of blood in need.

4. The unavailability of rare blood group donors such as A- proves to be a challenging issue

#### 4. The Practice

- Voluntary Blood donation camps are organized at least once a year in the college under the aegis of Health club, Red Ribbon Club, NSS and NCC wings of the college and in collaboration with the District Red Cross Society of India.
- Around 100 Units of blood are collected in each camp and are handed over to the Red Cross Society of India for helping the poor in need of blood.
- Besides organizing regular voluntary blood donation camps in the campus, the college also facilitates voluntary blood donation by the students and staff to the patients, who approach the college for it.

#### 5. Evidence of Success

Date	Target (units)	No Units Donated
14.12.2018	150	112
03.1.2021	100	89
03.8.2022	150	107
17.9.2022	100	33

The success of the practice was evident from the fact that 76 patients got benefitted from the blood donation camps during 2019-20.

The review of statistical data reveals that only small percentage of eligible students are donating blood and most of them staying away from the noble act due to myths associated with it necessitating the need for the sensitizing them on potential and multiple uses of blood donation. Further, it is felt that more number of faculty and public are also need to be roped in to donate blood. It is understood from the review of results that the college fell short of the target it has set each time. An average 25% of units of blood couldn't be collected against the target set.

#### 6. Problems Encountered and Resources Required

The problems encountered include

- Mobilizing all the eligible students for voluntary blood donation
- Clearing the myths on blood donation
- Malnutrition, underweight prevents youth from blood donation.
- Peer pressure and acceptance of the parents for donation

### 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:**

#### **Institutional Distinctiveness**

#### **Alumni -Institution-Public Partnership for growth and development of the institution**

Pithapur Rajah's Government college (Autonomous), with a brilliant history of 139 years, has created a niche for itself as a pioneer in promoting Institution -Alumni-Public partnership for the integrated development of it. Since the Institute is a Government run Institute, alumni contributions and public funding are mobilized roped in for providing physical infrastructure, amenities, etc., in the campus.

The contributions and activities of Alumni Association gained momentum and grew by leaps and bounds with its registration in the year 2002 in the name of Pithapur Rajah's Government College Old Students' Association (PRGCOSA), bearing registration number 501/2002. It operates from the separate office provided in the college

Alumni Association is the greatest source of strength of this prestigious institution and played instrumental role garnering funds for integrated development of the college.

Activities promoted under this association during the past five year period were

- Construction of Administrative Block worth Rs. 40 lakhs in the year 2015-16.
- Construction of BVR Mohan Reddy Open Air Auditorium worth of 30 lakhs by the Alumni in the year 2017-18.
- Providing 120 Bunker Beds to the Women's Hostel in the year 2018-19
- Providing 125 Duel Desks for the college worth of 7 lakhs in the year 2022
- Renovation of dilapidated B.Com Block by the Alumni Association worth of 5 lakhs during the year 2022-23.
- Laying 1.4 km walking track worth of 28 lakhs In the year 2017-18.
- Facilitating installation of two open gymnasias in the campus with the collaboration of Smart City Corporation in the year 2018-19.
- Renovation of college entrance Gate by the Alumni in the year 2017-18.
- Apart from the alumni, public also make use of the college ground facilities and walking path for daily activities like morning/evening walk, yoga, meditation, fitness training for Police examinations and cricket coaching, foot ball coaching, marshal arts coaching, Basket Ball coaching etc..

The institution has devised an innovative developmental plan keeping in view the development of the ground and its facilities with the help of public utilizing its premises.

- **Establishment of Pithapur Rajah's Ground Users' Association: An Institution-Public Partnership:**

The institution has floated an unique organization in the name “ Pithapur Rajah’s Government College Ground Users’ Association” in 2022 with a membership of around 500 people utilizing the college ground and various facilities including walking track, gymnasium, sports and games infrastructure, playing courts, varandahs, etc., for walking, drilling, physical exercises, yoga practice, etc. The Association was registered under Andhrapradesh societies Act with registered number 229/2022. All the users are registered in the Association with membership and are issued identity cards. It is ensured that only the members do enter into campus for availing various facilities available in the campus. The members are motivated to contribute to develop new facilities and maintain the existing facilities. A unique contribution of the Ground Users’ Association is construction of sports pavilion with 2000 Sq.ft area with the contributions of Rs.3.5 lakhs raised from Ground users. The walking track is periodically repaired and maintained by the Association like clearing wild bushes, etc. A soft ware application iGMIS is developed and placed in the website for the online registration of new users of the ground and fund mobilization for the development of the college ground and facilities in it.

- **Vacant land development plan:**

- The institution has constituted a unique vacant land development authority with alumni and Ground Users’ Association with a view to bring the hitherto vacant land available in the college into utilization. The plan envisages developing and landscaping at least 1 acre area of vacant land with fruit plantations with mango, sapota, pomegranate, plantations, etc. A 1.5 acre vacant land was developed into mango, sapota and pomegranate orchard during 2022-23 and another 1 acre during 2023-24. One crop of Sapota was harvested during July 2023 With about 80 fruits.
- Another example for Institution-Public partnership is development of about half-an acre vacant area into foot-ball field during 2023-24 with the help of alumnus who is foot-ball coach too.

Moving forward, the Institution had created a platform for the public for their generous contribution by the optimum utilization of various facilities available in the campus.

- The facilities in the indoor stadium such as wooden shuttle courts and sports and games infrastructure of Department of Physical Education are being extended to the public for utilization with a prescribed fees and thus earning income. The fee collected is deposited in the college CPDC account and the same is utilized for the improvement of sports infrastructure in the campus. It is offering consultancy services for the students of a coaching centre in providing drilling and fitness services. Another public agency M/s Hareesh Sports contributed immensely for the development of amenities and sports infrastructure development in the institution. It funded projects worth Rs. 4 lakhs during the past two year period. Further, the entrance area of the central library was recently face lifted with landscaping and dome construction in collaboration with an education promoting agency titled “Saraswathi-Bhagavan Educational Foundation”. A one acre vacant marshy land was developed into football field by alumnus Sri J. Sreenivasa Reddy with Rs.500000 to train up students in football sport. The funds generated through such institution-public engagement are utilized for developing campus infrastructure.

Thus, the distinctiveness of the college is very much evident in creating an enabling structure for forging alumni-institution-public partnership for the growth and development of this institution with 139 years of glorious past.

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

## 5. CONCLUSION

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### **Additional Information :**

The stakeholders of this institution rightly understood the role of HEI in national development and in reducing rural poverty of about 20% . Hence, the institution attaches top priority to transform the lives of learners who hail from rural areas so as to light up bright smiles on the faces of their parents who have very poor income levels . The strategic perspective plan, though it appears to be containing goals pertaining to infrastructure development, NIRF ranking, plans to be financially self reliant, etc., the underlying objective is to see this country as a developed nation by empowering rural students to be more employable and work ready. Hence, the strong contingent of 3200 students, 185 member staff, parents, alumni association, the Government and employers joined hands to realize the mission of ameliorating lives of rural students. Hence, new framework encompassing skill development and employment ecosystem was designed and deployed. The existing capacity building framework is strengthened by floating new platforms -Centre for 21st century skills, Skill Development Centre. Internship and apprenticeships are embedded into all UG programs. The idea is to roll out work ready graduates. Though there are financial constraints and limited autonomy, the existing resources and infrastructure are being optimally deployed for their betterment.

This HEI knows that innovation, entrepreneurship and research are the potential drivers of employment. However, it is observed that the major chunk of rural students is found to be lacking in entrepreneurial skills, innovation competencies. Hence, the institution has devised an entrepreneurship and innovation framework under which two enabling centres- Centre for Entrepreneurship and Centre for Innovation and Incubation were newly created recently. They are in budding stage. We assure stakeholders that entrepreneurial and innovation ecosystem will be strengthened and the frame work starts yielding its intended results from the year 2026.

When it comes to the case of role of HEI in research and development, there was positive response from us, though not very encouraging. There is need to secure research projects, mobilize funds, strengthen research infrastructure, create new knowledge through research publications, etc., besides motivating learners to be part of research ecosystem.

### **Concluding Remarks :**

The institution had contributed a lot for quality enhancement over the past five year period.

- Quality frame work was designed in tune with the vision and perspective plans of the institution
- New curriculum and programs were designed, revised and made employment and outcomes oriented
- Teaching-learning was made more student-centric, experiential and participative through innovative pedagogies
- Teaching-learning system was fortified with ICT integration
- Learning resources were augmented and deployed for optimal utilization of students
- OBE ecosystem was put in place and effective outcome attainment evaluation systems are evolved and put into execution

- Research ecosystem was strengthened
- Various policies, systems, sub-systems and innovative practices were put to implementation along with effective monitoring system,
- The Governance and organizational machinery was restructured with decentralized participative management approach.
- Value system prescribing constitutional values, environmental sustainability, gender equity, etc., was integrated into curriculum
- Students were engaged in community to understand glaring socio-economic, socio-cultural realities, address societal problems besides making them a part of realizing SDGs in their journey to become leaders.
- A unique system Alumni-Institution-Public partnership is forged for mutual benefit
- Many a distinctive and best practices aimed at sustainable development are framed and implemented.

However, the HEI feels that it is en route to becoming a competitive player at the global level. It understands its strengths, weakness, opportunities and potential risks too. It realizes that it needs to upgrade curricula, strengthen experiential learning and outcome assessment, make students work ready, drive innovation and entrepreneurship, foster more research culture and develop value system among students.

The HEI assures all stakeholders that it walks that extra mile to roll out holistic and quality human capital required from its portals for modern economy, which is the vision of this HEI. It exudes confidence that it would prove to be successful in that endeavor.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.2.1	<p><b>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</b></p> <p>1.2.1.1. <b>Number of new courses introduced during the last five years:</b> Answer before DVV Verification : 336 Answer after DVV Verification: 415</p> <p>1.2.1.2. <b>Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</b> Answer before DVV Verification : 669 Answer after DVV Verification: 669</p> <p>Remark : Input is edited from clarification documents.</p>										
1.3.2	<p><b>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</b></p> <p>Answer before DVV Verification : Answer After DVV Verification :20</p> <p>Remark : Input is edited from clarification documents. counting the repeated course as one.</p>										
1.3.3	<p><b>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</b></p> <p>1.3.3.1. <b>Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years</b> Answer before DVV Verification : 46 Answer after DVV Verification: 45</p> <p>1.3.3.2. <b>Total Number of programmes offered (without repeat count) during the last five years</b> Answer before DVV Verification : 48 Answer after DVV Verification: 47</p>										
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b> Answer before DVV Verification:</p> <table border="1"><tbody><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1209</td><td>1412</td><td>1244</td><td>1121</td><td>968</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	1209	1412	1244	1121	968
2022-23	2021-22	2020-21	2019-20	2018-19							
1209	1412	1244	1121	968							



Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1209	1412	1253	1115	966

**2.1.1.2. Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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**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 in the first year of the programme year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1587	1532	1488	1274	1201

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
782	757	731	622	584

**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
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**2.4.1 Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
130	132	111	111	98

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
127	129	108	108	95

**2.4.3 Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year**

Answer before DVV Verification : 1136

Answer after DVV Verification: 1134

Remark : Input is edited excluding the physical educator.

**2.5.2 Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**2.5.2.1. Number of complaints/grievances about evaluation year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
207	774	270	1170	1056

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
66	194	152	66	432

**2.5.2.2. Number of students appeared in the examination conducted by the institution year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3179	2834	2666	2346	2241

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3179	2834	2666	2346	2241

Remark : Input is edited from clarification documents.

**2.6.2 Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**2.6.2.1. Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Answer before DVV Verification : 554

Answer after DVV Verification: 728

Remark : Input is edited from clarification documents,

**3.1.3 Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**3.1.3.1. Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

	<p>Answer before DVV Verification : 1 Answer after DVV Verification: 1</p>
3.2.1	<p><b>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification : Answer After DVV Verification :00</p>
3.2.2	<p><b>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</b></p> <p>3.2.2.1. <b>Number of research projects funded by government and non-government agencies during the last five years.</b> Answer before DVV Verification : 1 Answer after DVV Verification: 0</p>
3.4.2	<p><b>Number of candidates registered for Ph.D per teacher during the last five years</b></p> <p>3.4.2.1. <b>Number of candidates registered for Ph.D during the last 5 years:</b> Answer before DVV Verification : 27 Answer after DVV Verification: 1</p> <p>Remark : input is edited from clarification documents as only one link of certificate is working</p>
3.4.3	<p><b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b></p> <p>3.4.3.1. <b>Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b> Answer before DVV Verification : 100 Answer after DVV Verification: 11</p> <p>Remark : Input is edited from the documents .</p>
3.4.4	<p><b>Number of books and chapters in edited volumes published per teacher during the last five years</b></p> <p>3.4.4.1. <b>Total Number of books and chapters in edited volumes published during the last five years</b> Answer before DVV Verification : 21 Answer after DVV Verification: 11</p> <p>Remark : Input is edited as per sop and documents provided by HEI.</p>
3.7.1	<p><b>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</b></p>

Answer before DVV Verification :  
 Answer After DVV Verification :16  
 Remark : The MoUs signed during the assessment are considered only.

**4.2.2 Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**4.2.2.1. Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.01	1.55	1.04	1.99	2.94

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
.47	1.55	1.04	1.99	2.94

Remark : Input is edited from clarification documners.

**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 : 150

Answer after DVV Verification: 247

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

**4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32.27	13.51	13.34	12.55	6.90

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10.75	10.48	5.09	11.39	5.57

Remark : Input is edited from consumption of electric equipments and electric bill.

**5.2.2 Percentage of students qualifying in state/ national/ international level examinations out of the**

**graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	2	1	0

Answer After DVV Verification :

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

Remark : Input is edited from clarification documents as two of the certificates are of 23-24 .

**5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61	59	11	11	76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Remark : HEI has provided the inter collegiate awards which are not considered ,input is edited according to it.

**5.4.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**5.4.1.1. Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7.4	11	0.20	3.4	0.17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.4	11.60	0.20	3.4	0.17

6.4.2 **Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

6.4.2.1. **Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.44	71000	0	2.14	121

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.20	3.97	.22142	2.14	121.66

7.1.2 ***The Institution has facilities for alternate sources of energy and energy conservation measures***

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

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

Answer After DVV Verification: C. Any 2 of the above

7.1.4 **Water conservation facilities available in the Institution:**

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

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

Answer After DVV Verification: C. Any 2 of the above

7.1.6 **Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

1. **Green audit / Environmental audit**
2. **Energy audit**

3. **Clean and green campus recognitions/awards**  
 4. **Beyond the campus environmental promotion and sustainability activities**

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

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students on rolls year wise during last five years</b></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>3301</td> <td>3493</td> <td>2865</td> <td>2723</td> <td>2485</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>3301</td> <td>3493</td> <td>2998</td> <td>2723</td> <td>2485</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	3301	3493	2865	2723	2485	2022-23	2021-22	2020-21	2019-20	2018-19	3301	3493	2998	2723	2485
2022-23	2021-22	2020-21	2019-20	2018-19																	
3301	3493	2865	2723	2485																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3301	3493	2998	2723	2485																	
2.1	<p><b>Number of full time teachers year wise during the last five years</b></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>130</td> <td>132</td> <td>111</td> <td>111</td> <td>98</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>101</td> <td>129</td> <td>106</td> <td>106</td> <td>95</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	130	132	111	111	98	2022-23	2021-22	2020-21	2019-20	2018-19	101	129	106	106	95
2022-23	2021-22	2020-21	2019-20	2018-19																	
130	132	111	111	98																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
101	129	106	106	95																	
2.2	<p><b>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</b></p> <p>Answer before DVV Verification : 251          Answer after DVV Verification : 225</p>																				
3.1	<p><b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</b></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>164</td> <td>77.04</td> <td>51.78</td> <td>86.27</td> <td>97.69</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>302</td> <td>221</td> <td>189</td> <td>212</td> <td>7.80</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	164	77.04	51.78	86.27	97.69	2022-23	2021-22	2020-21	2019-20	2018-19	302	221	189	212	7.80
2022-23	2021-22	2020-21	2019-20	2018-19																	
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