



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

D. S. GOVERNMENT DEGREE COLLEGE FOR WOMEN

**ELEVENTH CROSS ROAD, FOURTH LANE, NEAR RUDSET INSTITUTE
BHAGYA NAGAR
523001
www.dsgdcw.ac.in**

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Damacherla Sakkubayamma Government College for Women came into existence in 1984 as an affiliated institution of Acharya Nagarjuna University with the noble intention of providing quality education to the socially and economically underprivileged girl students hailing from the urban and rural fringes of Prakasam district. The institution owes its name to the generous contribution of a philanthropic donor, Sri Damacherla Anjaneyulu, who graciously endowed a substantial amount of Rs. 5 lakhs to establish the corpus fund in fond memory of his beloved spouse, Damacherla Sakkubayamma.

The initial establishment of the college was in a private edifice situated in Santhapeta, Ongole. However, a nod was accorded by the then District Collector and Special Officer, Zilla Parishad, Dr. N. Jayaprakash Narayana, I.A.S., to relocate the institution to the Zilla Parishad Building on August 1, 1986, in compliance with the directives of the Government of Andhra Pradesh. At present, the college is situated on a verdant campus that spans 6.34 acres, features magnificent edifices, and steadfastly endeavours to enhance its academic and infrastructural entitlements.

Having started with a modest enrollment of twenty-two students in 1984, the college has come a long way in addressing the educational needs of 473 students during the academic year 2021-2022. The initial programme offerings were confined to the conventional B.A and B.Com. (General) programmes. In due course, new restructured programs were introduced in B.Sc. and B.Com., incorporating computer-related courses. The year 2021 witnessed the launch of three novel market-oriented programs. At present, the college provides an array of seven UG programs and one PG program.

In January 2008, the college secured a place on the list compiled under Sections 2f and 12B of the UGC Act of 1956, thus becoming eligible for UGC grants, which it received for the first time in 2014. The NAAC bestowed the college with a 'B+' grade during Cycle 1 in 2007 and a 'B' grade during Cycle 2 in 2014. Additionally, the college obtained ISO certification in 2021, further attesting to its commitment to excellence.

Vision

To become a centre of educational excellence for empowering women in different fields of life by realising their capabilities so that they can take their rightful place in the society.

Mission

- To inculcate the spirit of quality in higher education.
- To trigger skills related to education and life.
- To enhance physical wellbeing.
- To promote social awareness and community service.

- To enlighten women empowerment.
- To inculcate values for betterment of women.
- To train the students for academic competition.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college campus covers an area of 6.34 acres and is surrounded by well-developed greenery.
- The infrastructure is meticulously maintained and fully equipped to cater to the diverse needs of the students.
- The teaching staff is highly qualified and committed to delivering a quality curriculum.
- The college has developed well-planned departmental action plans that are consolidated into an academic calendar for effective implementation.
- The college has formulated strategies for catering to the needs of advanced, moderate, and slow learners.
- The infrastructure is ICT-enabled and supports learning through digital means.
- There is an active internal complaint committee, a grievance redressal committee and anti ragging committee that ensure transparent and timely resolution of student grievances.
- The library is well-equipped with 12,295 volumes and has an N-List subscription.
- There is an uninterrupted internet facility with WIFI.
- The college follows an outcome-based education system and learner-centred teaching methods.
- There is a strong emphasis on sports and cultural activities, and curricular enrichment is provided through certificate courses.
- The college has an effective mentor-mentee system and has achieved a higher pass percentage.
- The student union is actively involved in college activities.
- The college has active MoUs and collaborations with different industries for student internships.
- The college conducts extension activities and outreach programmes to inculcate social responsibility among students through NSS and RRC.
- The college offers hostel facilities for students through social welfare hostels and provides conveyance facilities through college buses.
- The computer lab is equipped with upgraded software and hardware.
- The college has a registered alumni association and a vibrant Women Empowerment Cell.
- The government offers fee reimbursement schemes.
- Placement assistance and career guidance by the Jawahar Knowledge Center.
- APSSDC provides vocational training courses aimed at enhancing the skill sets of individuals.
- The teaching and non-teaching staff are actively involved in professional development and administrative training programs.
- The college has an effective feedback system that ensures continuous improvement in all aspects.

Institutional Weakness

- Remote location of the college when compared to other colleges in the town.

- The faculty members could not devote sufficient time to research activities due to local conditions such as improving student enrollment and getting involved in continuous interaction with parents regarding their daughter's education.
- Less frequency in the public transport system to the college location.
- Limited student progression to higher education due to their family financial background.

Institutional Opportunity

- Increased enrollment percentage due to the availability of the hostel facility.
- Collaborations and MoUs with industry for successful student internships.
- Increased employability skills among the students with the recently introduced compulsory 6-month internship programme in the last semester at the undergraduate level by the AP Higher Education Department.
- Increased social awareness and responsibility towards society in the students with the two compulsory community service programmes during the first and second years of graduation.
- 100% pass percentage in the semester-end examinations with the remedial and bridge courses.
- Motivating the students to pursue higher education through the ward counselling system and parent counselling.

Institutional Challenge

- Curbing irregularity in students due to frequent home visits by hostel students.
- Improving day scholar admissions by competing with centrally located private colleges.
- Eliminating the dropout rates due to student early marriages as the majority students hail from rural background.
- Achieving student progression to higher education and employment as the majority of the students are first generation students.
- Student adaptation to English-medium studies as they come from vernacular language medium up to Intermediate (+2 level) of their education.
- Encourage faculty indulgence in research activities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows the curricular guidelines set by the Andhra Pradesh State Council for Higher Education and is affiliated with Acharya Nagarjuna University.

The choice-based credit system introduced by the university in 2015-16 is implemented by the college, with a revised curriculum introduced in 2020-21 to align with the National Education Policy 2020.

- The revised curriculum includes **life skill courses, skill development courses, skill enhancement courses, and internships.**
- The college offers four **life skill courses** with two credits each, during the three-year undergraduate programme.

- Students undergo two **short-term internships of eight weeks each with four credits** and a mandatory **internship of four months** in the final semester with **12 credits** to acquire employability skills and make them industry-ready.
- The college offers seven undergraduate programmes and one postgraduate programme.
- **Three new market-oriented courses** were introduced during the assessment period.
- The university revises the syllabus periodically based on industry requirements.
- The major revision took place in 2020-21 to introduce new concepts such as **Skill Enhancement Courses, Community Service Projects, On-the-job training, and Internships.**
- The university has implemented **outcome-based education** in the curriculum since 2015-16.
- The **choice-based credit system** was also introduced in the same year.
- The college offers **31 certificate courses and 67 value-added courses** during the assessment period, which includes **MOOCs**, with **95% of students** enrolled in these courses.
- Cross-cutting issues such as **professional ethics, gender, human values, the environment, and sustainability** are integrated into the curriculum through the introduction of Life Skill Courses and Skill Development Courses, with two credits each.
- In the latest completed academic year, a total of **171 students** out of 473 have undertaken **project work or field work.**
- The college obtains **feedback** from stakeholders and makes an **action taken report** available on the college website.

Teaching-learning and Evaluation

The basic philosophy of the college is to provide the students with the best learning experience. The college adopts the student-centric learning and experiential learning as its cornerstones in the academic process.

Information and Communication Technology: ICT-enabled teaching, widely used in the present scenario, has created a student-centric classroom coupled with a research ambience. We have **three digital classrooms** and a virtual classroom to give students a technology enabled experience.

Student Enrollment and Profile

- The **admission** process is common for all the degree colleges and is done **online** through OAMDC (Online Admission Module for Degree Colleges) and is taken up by the Andhra Pradesh State Council for Higher Education.
- The process of admission is very transparent through web-based counselling as per the guidelines of the government, including the reservation policy.
- During the assessment period, the student enrollment percentage improved from 29.4% to 73%. And the **average enrollment percentage is 42.99.**
- The percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year of admission during the last five years is **83.44**
- **“Deeksharambh“**, a one-week student induction programme by the college, is organised for the freshers to enable a smooth transition to the college environment help them familiarise themselves with the ethos of the college.

Student teacher ratio

- The student teacher ratio for the latest academic year is **19.71**.
- Apart from traditional learning methods, the college adopted **student-centric learning** methods such as experiential learning, participative learning, problem-solving methods, and ICT-enabled learning.

Teacher profile and quality

- **The percentage of full-time teachers** against sanctioned posts during the last five years was **92.5**.
- **The percentage of full time teachers with NET/SET/SLET/ Ph. D.** during the last five years was **67.57**.

Evaluation process and reforms

- Internal assessment is transparent and robust in terms of frequency and variety. There is a complete transparency in the internal assessment. The criterion adopted is as directed by the university.
- Pass percentage of students during last five years was **84.92**.
- **The program outcomes, program-specific outcomes and course outcomes** are well defined and displayed in the departments and also on the website.
- **Attainment of POs and COs** is evaluated by direct and Indirect methods.

Research, Innovations and Extension

The college has been encouraging faculty to participate in article presentations or publications. The institution has created a platform for active interaction between the faculty, students, and eminent personalities through invited lectures.

Almost all teaching staff have completed their orientation and refresher courses. Many faculty members regularly take part in seminars and workshop and publish research papers in peer reviewed journals. 23 papers have been published by the faculty of the college in peer-reviewed journals and nine national seminar book publications in the past five years.

The college plans, implements, and tracks students' involvement in social activities that promote citizenship roles. The extension activities are monitored by the enthusiastic participation of students and faculty co-coordinators of different college level committees. We conduct blood group tests for the students every year. Saplings plantation, cleanliness drive, AIDS awareness, village visits, ODF, and Health awareness lectures are also conducted regularly. In the NSS special camps, a regular feature is health check-ups, and eye care for senior citizens, along with other communal activities. The **Red Ribbon Club** activities of the college have been continuously recognised by the **District AIDS Prevention and Control Unit**.

The institution has established an ecosystem that fosters innovation, knowledge creation, and transfer. The ecosystem is supported by dedicated centres for research, entrepreneurship, community orientation, incubation, and more through Azolla pond, Aquatic Pond, Organic Farming, Vermi Compost and by offering courses like tailoring, candle making, etc.

21 Seminars, Conferences, and Workshops were conducted aiming at enhancing research skills, ethics, and scientific temper.

During the assessment period more than **120 extension activities** in the neighbourhood community were organised to sensitise the students to social issues for their holistic development.

The college was recognised by the District AIDS Prevention and Control Unit **for the contribution rendered by the Red Ribbon Club coordinator to HIV/AIDS prevention and control programmes during the years 2018 and 2021.**

The college has signed more than **26 functional MOUs/linkages** with institutions/ industries for internships, on-the-job training, and project work, during the last five years.

Infrastructure and Learning Resources

The college has adequate infrastructural facilities, including classrooms, laboratories, a library, sports facilities, and administrative buildings, to support the academic and administrative needs of the students and faculty.

The **classrooms** are spacious, well-ventilated, and equipped with modern teaching aids, such as audio-visual aids, projectors, and smart boards.

The college has **well-equipped laboratories** for different departments, including Physics, Chemistry, Biology, and Computer Science.

The **library** is well-stocked with a wide range of books, journals, and other reading material, both in print and electronic formats, to support the academic and research needs of the students and faculty.

The college also has a well-equipped **gymnasium** that caters to the fitness needs of its students and has a full time Physical Director. The gym is equipped with modern equipment and facilities for both aerobic and anaerobic exercises.

The college also has excellent **sports facilities** that provide ample opportunities for students to participate in various sports and games. The sports facilities include a playground for outdoor games such as volleyball, Kabaddi, Handball, Ball Badminton, Kho-Kho and 200mtrs track for athletics. The college regularly conducts sports events and tournaments to encourage students to participate in sports and games.

The physical facility comprises the following:

- **6.34 acres of campus** area having four academic blocks with total built-up area of 1965 Sqm.
- **Four ICT-enabled classrooms out of 14 classrooms.**
- **One ICT-enabled Seminar Hall.**
- **Library** accommodating 30 persons simultaneously.
- **Rs. 1.575 lakhs** was spent on **library resources** and **1,053** books added during the assessment period.

Laboratories

- Two Computer Labs.
- One JKC cum English Language Lab.
- Four basic science laboratories.

Computing equipment and facilities:

- **96** Computers with a student-computer ratio of **1: 4.93**, are fully WIFI-enabled with a leased line connections from BSNL (100 MBPS).
- The College has a **bus** for student conveyance .
- Expenditure during the assessment period, excluding salary was **Rs. 162.16672**.
- **Rs. 107.33692 lakhs for infrastructure augmentation.**
- **Rs. 54.8298 lakhs for maintenance** of physical facilities and academic support facilities.

In conclusion, the College has a robust infrastructure that caters to the academic and co-curricular needs of its students. The laboratories, gym, and sports facilities are well-equipped and maintained to ensure students have access to the best resources and facilities. These facilities not only aid in academic growth but also help in the overall development of the students.

Student Support and Progression

The college is committed to providing holistic support to its students, with a range of services designed to help them achieve their academic and professional goals.

The Jawahar Knowledge Centre of the college is a dedicated **placement cell** that works closely with organisations to provide students with ample job opportunities. The placement cell conducts campus interviews, job fairs, and other events to help students get placed in reputed companies.

The college also has a strong **alumni** network that provides a platform for former students to stay connected with the college and contribute to its development. The alumni association conducts regular meetings and events to facilitate interaction and networking among alumni and current students. The association also provides mentorship and career guidance to current students.

During the assessment period:

- **86.96%** of students have benefited from **Scholarships/Freeships** offered by the Government during the assessment period.
- To facilitate capacity development and skill enhancement, **58 programmes** based on soft skills, language and communication skills, life skills, and technology were organised.
- **71.18%** of students benefited from **career counselling** and guidance for competitive examinations offered by the institution.
- **An effective grievance redressal mechanism** is in place to ensure timely redressal of student grievances, including sexual and ragging instances.
- The Number of cases of ragging/sexual harassment reported during the assesment period is **0**.
- **60.79%** of outgoing students **placed** and/or **progressed to higher education** year-wise during the last five years.
- The college has a vibrant **Student Union**, with elected representatives, entrusted with significant responsibilities.
- The student union is actively involved in conducting National/Cultural Festivals, college annual day, blood donation camps, and coordinates **participation in cultural and sports activities at the state and national level.**
- Nearly 100 students were awarded for outstanding performance in

sports/cultural activities during the assessment period.

- Students play a significant role in academic and administrative bodies.
- Student life at college has been dynamic with more than **100 sports/cultural events** organised on campus.
- Alumni of the college are active and contribute significantly to the development of the institution through financial and non-financial means.
- The Alumni contributed nearly Rs. 2,00,000 during the assessment period.

Governance, Leadership and Management

A clear vision and plan serve as the college's compass, focusing on delivering high-quality instruction and fostering a supportive learning environment for student success. The leadership plan outlines the roles and responsibilities of all staff members, promoting effective communication and decision-making to achieve the institution's mission. A comprehensive strategic plan for 2020–2030 prioritizes areas for development and deployment of resources and is regularly reviewed to ensure alignment with the institution's overall mission.

Efficient communication, decision-making, and accountability are ensured at all levels through a transparent and collaborative work culture. The institution has implemented e-governance systems that streamline administrative processes, including finance, admission, attendance, fee payment, and examination, enhancing governance and management effectiveness.

The college places significant emphasis on faculty development and empowerment, promoting professional development, research, and innovation. In the last five years, a considerable percentage of teaching and non-teaching staff have participated in faculty and management development programs. The college's sound financial management and resource mobilization strategies ensure effective and efficient use of financial resources, including budget planning and allocation, revenue generation, and partnerships and collaborations for resource mobilization.

The institution has an internal quality assurance system that ensures the highest academic and administrative standards. The system includes regular audits, reviews, and assessments to identify areas for improvement and corrective actions. Faculty development programs and administrative training, with 68.15% staff participation, are also held regularly. The college conducted 21 professional development programs during the assessment period for teaching and non-teaching staff.

The college's efforts in providing quality education and fostering a conducive learning environment are recognized through funding received from non-government bodies, philanthropists, and individuals, totalling Rs. 43,48,643. This funding serves as a testament to the institution's commitment to its mission.

In conclusion, the college's clear vision and plan, comprehensive strategic plan, efficient communication, and sound financial management have resulted in a supportive learning environment for student success. The institution's emphasis on faculty development and internal quality assurance system further reinforces its commitment to providing high-quality education. The funding received from various sources serves as recognition of the college's efforts in achieving its mission.

Institutional Values and Best Practices

The D. S. Government College for Women has a strong focus on institutional values and social responsibilities. The college promotes values such as integrity, accountability, social responsibility, and respect for diversity. The college actively participates in social and community development activities, including community outreach programs, disaster management, and social welfare initiatives.

The college is committed to promoting **gender equity and sensitization** in both curricular and co-curricular activities. The college offers a range of academic programs that promote gender equity and encourages students to engage in co-curricular activities that promote gender sensitivity. The college has also established facilities for women on campus, including a women's hostel, women's counselling centre, women empowerment cell and grievance redressal cell.

The college has implemented **initiatives for alternate sources** of energy and energy conservation measures. The college has installed solar panels to generate electricity, implemented measures to reduce energy consumption by installing LED bulbs and promoted the use of energy-efficient appliances.

The college has implemented effective **waste management and water conservation practices** to promote sustainability and reduce the institution's environmental impact. The institution has established systems for segregating and disposing of degradable and nondegradable waste.

The college has implemented water conservation measures, including rainwater harvesting and water recycling. The college has also initiated **green campus initiatives** such as planting trees, promoting sustainable transportation options, and implementing sustainable building practices.

The institution has also implemented various green campus initiatives, such as promoting the use of renewable energy, implementing energy-efficient practices, and promoting sustainable transportation. The college has also taken steps to create a disabled-friendly, barrier-free environment to ensure that students with disabilities can access all facilities and services on campus.

The college conducts regular **quality audits** on environment and energy to identify areas for improvement and implement corrective actions. The institution also takes initiatives to provide an inclusive environment for all students, including those from marginalized communities and with disabilities. The institution provides financial assistance, counselling services, and mentorship programs to ensure that all students have equal opportunities to succeed.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	D. S. GOVERNMENT DEGREE COLLEGE FOR WOMEN
Address	Eleventh Cross Road, Fourth Lane, Near RUDSET Institute Bhagya nagar
City	BHAGYA NAGAR, ONGOLE
State	Andhra Pradesh
Pin	523001
Website	www.dsgdcw.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	D Kalyani	08592-235033	9948121719	08592-235033	ongole.jkc@gmail.com
IQAC / CIQA coordinator	P Kusuma Kumari	08592-235033	9912328736	08592-235033	dsiqac@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Andhra Pradesh	Acharya Nagarjuna University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	31-01-2008	View Document
12B of UGC	31-01-2008	View Document

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Eleventh Cross Road, Fourth Lane, Near RUDSET Institute Bhagya nagar	Urban	6.34	600

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce	36	Plus Two	English	30	23
UG	BCom,Commerce	36	Plus Two	English	30	30
UG	BSc,Mathematics	36	Plus Two	English	30	30
UG	BSc,Botany	36	Plus Two	English	30	30
UG	BSc,Computer Science	36	Plus Two	English	30	28
UG	BA,History	36	Plus Two	English	40	31
UG	BSc,Aquaculture	36	Plus Two	English	30	18
PG	MA,Telugu	36	Plus Two	English	40	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				24			
Recruited	0	0	0	0	0	0	0	0	8	16	0	24
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	1	11	0	12
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	5	0	7
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	6	10	0	16
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	473	0	0	0	473
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	0	0	0	0
	Female	92	70	103	114
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	4	5	7	9
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	6	10	16	33
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	1	2	3	10
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		103	87	129	166

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The curricular aspects of the college are governed by the Andhra Pradesh State Council for Higher Education and the affiliated university, Acharya Nagarjuna University. The college has been implementing a choice based credit system introduced by the university in the academic year 2015 -16. The curriculum was revised in the year 2020-21 in line with NEP 2020, bringing substantial changes to the course structure. A four-year honours degree is introduced by leaving the choice to the students to exit at the end of their third year with an UG degree. The revised curriculum incorporates life skill courses, skill development courses, skill enhancement courses, and internships, providing</p>
--	--

	<p>opportunities for the students to pursue multidisciplinary or interdisciplinary courses . There are four life skill courses offered to students with 2 credits each during their three-year undergraduate programme: While the course in ‘Environmental Education’ is mandatory, in the case of others, students can opt one out of three courses. A new set of four Skill Development Courses will be offered with 2 hours of teaching per week, two credits, 50 maximum marks, and only external assessment. These courses are intended to train students in broad-based, multiple career-oriented general skills in arts, commerce and science streams but are open to all students. A wider choice is given to students, as they can choose one course from a total of six courses (two from each stream). Two Skill Enhancement Courses are offered for each domain subject, in Semester V. The two Skill Enhancement Courses of each domain subject will be linked for a wider basic and practical experience students. Along with the university prescribed curriculum, the students can pursue multidisciplinary or interdisciplinary courses through the college, which offers various certificate courses to benefit students depending on their requirement. During the last five years, the college has offered 24 certificate courses. Students are encouraged and guided to take up MOOC programmes. During the assessment period, the students have completed seven MOOC interdisciplinary courses. Through the activities of NSS, RRC and clubs like Eco, and Consumer, the students are sensitised towards environmental, health, hygiene and societal issues.</p>
2. Academic bank of credits (ABC):	<p>Being an affiliated institution, the college has to follow the guidelines of the University. Depending on the directives of the state government and Acharya Nagarjuna University, the college would be able to register under the ABC to permit its learners to avail the benefit of multiple entries and exits during the chosen programme and to enable credit transfer. These initiatives would be highly beneficial to slow learners and provide flexibility for students to learn as per their ability and convenience. This will also be an opportunity for the students who drop out due to various reasons to pursue their studies further in the relocated areas. The Andhra Pradesh State Council for Higher Education is working towards the</p>

	implementation of NEP 2020. The curriculum has been revised, and various new components and modules have been added to the revised curriculum.
3. Skill development:	Skill development is an essential aspect of higher education. The revised curriculum of 2021-22 has given ample importance to skill development by introducing four Skill Development Courses and two Skill Enhancement Courses. Apart from the courses incorporated in to the curriculum, Here are some skill development activities that the college has incorporated to enhance students' skills and prepare them for their future careers. Seminars and Workshops: The college organises seminars and workshops on various topics such as ICT, IPR, natural farming, etc. The college enriches the curriculum by offering various certificate courses to the students and staff members, which introduce them to various skill based courses such as candle making, information and communication technology, soft skills, and quantitative aptitude.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Indian Knowledge System (IKS) is a unique and diverse system of knowledge that has evolved over thousands of years. One of the most effective ways of integrating the Indian knowledge system is by teaching in Indian languages. The use of Indian languages in education has a significant impact on students' learning outcomes. It not only promotes linguistic diversity but also helps students connect with their roots and culture. Teaching in the mother tongue has been proven to enhance students' understanding, increase their interest in learning, and improve their academic performance. Faculty members are free to provide classroom delivery in bilingual mode (English and vernacular language, i.e., Telugu), as students tend to understand better if taught in their mother tongue. The students are allowed to choose either Telugu, Sanskrit, or Hindi as their second language during the first two years of their graduation. The college celebrates various festivals to make the students aware of the diversified culture and traditions.
5. Focus on Outcome based education (OBE):	Outcome-based education (OBE) is an approach to education that focuses on the learning outcomes of students rather than just their performance on tests or exams. One of the main benefits of OBE is that it allows students to take an active role in their own

	<p>learning. Students are encouraged to set goals for themselves and to work towards those goals with the guidance of their teachers. This approach helps students develop critical thinking skills, problem-solving skills, and the ability to work independently.</p> <p>Implementation of Outcome-Based Education in the college:</p> <ol style="list-style-type: none"> 1. Define learning outcomes: The first step is to define the learning outcomes that are expected of students. This involves identifying the knowledge, skills, and attitudes that students should have by the end of their course or programme. Course outcomes are defined for each course in the revised curriculum and students are made aware of them by the teachers at the beginning of the course. 2. Design Assessments: Once the learning outcomes have been defined, assessments need to be designed that will allow students to demonstrate that they have achieved the desired learning outcomes. The internal examination pattern, as per the guidelines of the CCE, focuses on the evaluation of students, whether the outcomes are achieved or not. 3. Align curriculum: The curriculum needs to be aligned with the learning outcomes and assessments. This involves selecting course content and teaching methods that will help students achieve the desired learning outcomes. The faculty members prepare curriculum delivery plans well in advance, adopting suitable pedagogical methods to achieve the outcomes. 4. Provide Feedback: Regular feedback is provided to students to help them monitor their progress towards the learning outcomes through mentoring and counselling by the teachers, highlighting areas where the student needs to improve. 5. Evaluate Outcomes: Finally, the outcomes of the OBE approach are evaluated to determine whether the desired learning outcomes have been achieved. This evaluation is used to make improvements to the approach in the future.
6. Distance education/online education:	<p>Distance education and online education have become increasingly popular in higher education institutions due to advancements in technology and the need for flexible and accessible learning. During the pandemic, most of the classes were conducted online, and faculty members and students gained experience working with digital tools such as Moodle, OBS (Open Broadcaster Software), Google Tools, online whiteboards, and YouTube to develop and deliver e-content, short videos, interactive</p>

PowerPoint presentations and other online content. Students are also encouraged to take a number of MOOCs courses. Students can access LMS content available on the website.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, the college has established an Electoral Literacy Club in the college with the objectives of : 1. To educate students about the importance of voting and the electoral process. 2. To promote voter registration and encourage students to participate in elections. 3. To conduct awareness campaigns about the electoral system and the rights and responsibilities of voters. 4. To organise debates and discussions on political issues. 5. To conduct mock elections to help students understand the voting process. 6. To encourage students to become election observers or volunteers. 7. To develop partnerships with local election authorities to facilitate student participation in the electoral process.</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>The committee of the college consists of 1. Sri. Ch. Venkateswarlu, Lecturer in Political Science. Convener 9441219375 2. Sri. Ch. Srinivasa Rao, Lecturer in Economics. Member 9640401543 3. Sri. K. Venkateswara Naik Lecturer in History. Member 7989247982 4. Smt. A. Sai Priya, Record Assistant. Member 8074376613 5. Ms. M. Bhargavi, BA II Yr Member 918278298</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>The ELC of the college organises various programmes to create awareness among the students, such as mock Parliament, and Voters Day.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,</p>	<p>No</p>

<p>publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The club made efforts to enrol every student who completed the age of 18 as voters.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
473	360	291	248	262

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 44

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	23	22	18

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.62412	1.70539	4.76748	112.02864	42.04109

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college is affiliated with Acharya Nagarjuna University and follows the curriculum and syllabus framed for all affiliated colleges. In order to ensure effective curriculum delivery, the college has a systematic curriculum delivery management system that includes a three-phase strategic approach consisting of

1. Planning: The curriculum planning takes place in this phase by preparing

- **Academic Calendar:** The college follows the academic calendar issued by the university and executes it scrupulously. The university academic calendar includes the start and end dates of all the semesters, along with the tentative dates of midterm and semester-end examinations. Department level action plans are submitted by each department, which reflect all the curricular and extracurricular activities that are planned by the department during that academic year. The college academic calendar is prepared by consolidating all the departmental action plans and is placed on the college website for the student's reference.
- **Time Table:** Programme-wise timetables are prepared and displayed on notice boards for each semester. The individual timetables are circulated to the faculty members, and the master timetable, which incorporates the timetables of all the programmes, would be made available to the Principal for monitoring purposes.
- **Teaching plan:** It is a detailed document that outlines the objectives, strategies, and activities that faculty members will use to impart knowledge and skills to their students. The teaching plan is prepared by each faculty member for every course at the beginning of the academic year and submitted to the principal.
- **Synopsis:** A brief description prepared by the faculty members of the topics to be taught along with the hours planned, learning objectives, teaching models and aids used, and student activities planned in the classroom and outside the classroom.

2. Implementation:

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

- **Teaching Diary:** The teaching diary is maintained by the faculty members and reflects a day-by-day and hour-wise record of curricular and extracurricular activities. The diary will be reviewed monthly by the departmental incharges and verified by the Principal. The faculty recoup classes to compensate for leaves and take extra classes if there is any deviation from syllabus completion as per curricular plans.
- **TLP app:** The TLP app is a software application introduced by the CCE to monitor the teaching activities of the faculty members, where the faculty reports the daily teaching activity through this

app. Collegewise and Faculty-wise reports can be generated for review.

3. Evaluation/Assessment:

- **Continuous Internal Evaluation (CIE):** The university has brought major reforms to evaluation by introducing the credit-based grading system from the academic year 2016-17. As per the ANU evaluation framework, out of 100 marks, 75 marks are allotted for university external examinations and 25 marks for internal assessment.

Students are assessed for 25 marks by conducting written examinations and on the basis of their participation in various curricular and extracurricular activities. There will be two midterm written examinations conducted during the semester. Internal assessment is transparent and robust in terms of frequency and variety. Evaluation is done by the course handling faculty members within three days from the date of examination. The corrected answer scripts are distributed to the students for verification and any grievance is redressed immediately.

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

1.2 Academic Flexibility

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

Response: 98

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

Other Upload Files

1

[View Document](#)

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

Response: 95.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
404	360	291	248	262

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**1.3 Curriculum Enrichment**

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

Response:

In the revised syllabus under the CBCS framework w.e.f 2020-2021, the university has incorporated various life skill courses and skill development courses with 2 credits each. There are 10 different life skill courses and 24 skill development courses provided for the student to choose from. Every student has to earn at least 4 to 6 credits per semester from the life skill and skill development courses together, which makes the courses mandatory for the students to pursue in order to complete the programme.

Professional Ethics and Human Values:

The Life Skill Course offered, which carries 2 credits and is taught in Semester I for all undergraduate programmes, aims to impart human values and ethical values to students' future professions and covers a wide range of topics, including the importance of value education, understanding values in human relationships, harmony in the family, and professional ethics. The college also organises extension activities to inculcate social awareness and empathy in students.

Environment and Sustainability:

The following life skill courses are offered, each with 2 credits at the undergraduate level, emphasising the

environmental sustainability.

Environmental Education: The main objective of the course is to create awareness that the life of human beings is an integral part of the environment and to inculcate the skills required to protect the environment from all sides.

Solar Energy: It is another life skill development course that emphasises the importance of alternate and renewable energy sources and their advantages.

Environmental Audit: The course aims to create awareness about environmental health, industrial pollution, regulatory aspects of environmental law and policy, and various phases of environmental audit.

Apart from the curriculum, the college also makes it a point to sensitise the students towards the environment and sustainability through various activities, especially through the Eco Club of the college, which organises awareness programmes on environmental protection. Students were involved in organic farming to develop knowledge about the chemical contamination of our food with pesticide residues and raise awareness about the importance of the traditional farming system. The college observes no plastic and no vehicle days in the college to create awareness about the greenhouse effect. NSS units of the college organise plantation drives on campus.

Gender Sensitisation:

Being a women's degree college, we make it our distinctive practise to create awareness about and prepare students for the future challenges of gender discrimination. The college has a very active Women Empowerment Cell to monitor and identify the challenges facing women in society and suggest new policies to overcome them. Various days like International Women's Day, Girl Child Day, International Day for the Elimination of Violence Against Women, Women Equality Day, and Women Teachers Day are observed in the college to create awareness about gender equity. Certificate courses like yoga help students be physically and mentally healthy. Self-defence classes are conducted to teach students how to protect themselves against anything that's unacceptable in terms of social conduct. Periodical sessions related to health and hygiene are organised at the college. Students are counselled by mentors and other faculty members for academic and personal matters. Mentors provide continuous support to the mentees and also guide them with gender-related issues.

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

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

Response: 35.94

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

Response: 170	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

<p>1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</p> <p>Response: D. Feedback collected</p>	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 42.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
190	166	129	87	103

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
260	260	350	350	350

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

Response: 83.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
186	156	126	85	102

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

2021-22	2020-21	2019-20	2018-19	2017-18
130	130	175	175	175

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

2.2 Student Teacher Ratio**2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)****Response:** 19.71**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process****Response:**

The college adopts student-centric pedagogical strategies, such as experiential learning, participatory learning, and problem-solving methodologies, using ICT tools. At the beginning of the academic year, all departments shall submit departmental action plans that incorporate all the curricular and extracurricular activities planned to be organised during the year.

The institute focuses on student-centred methods to enhance students' lifelong learning skills. Faculty members use the following student-centred techniques to make the learning process more engaging:

Experiential Learning:

- Students in both science and commerce complete academic **project work**, while all students complete **community service projects**.
- Participation in **competitions** conducted by organisations such as the **Consumer Forum, Jana Vignana Vedika, Gnana Bheri, RRC**, etc. on the occasion of different events is encouraged.
- **Field trips** are organised to the Biological Control Lab for Botany students, to the Andhra Pragathi Grameena Bank for Commerce students, to the Prawn Culture Pond for Zoology students, and to the Gundlakamma Reservoir for Science and Arts students.
- **Industrial visits** are organised to Biomedical Research Pvt. Ltd. for Chemistry students and to Intron Life Sciences for Zoology students.
- **Guest lectures** are conducted by all departments.

Participated Learning:

- **Role-Play:** The departments of Arts and Commerce have particularly adopted the role-play method.
- **Teamwork:** The college NSS units and other clubs, such as the Red Cross, organise student activities, tree plantation drives, and village adoption programmes to promote the spirit of teamwork.
- **Debates:** Debates are held in many subjects where students are encouraged to present and defend different opinions.
- **Group work:** Practicals and workshops, for both individual and group work, are also conducted in all departments.
- **Poster Presentation:** The students of the Chemistry, Computer Science, Commerce and Zoology departments presented various posters in their respective subjects.
- **Exhibitions:** The students of the Mathematics, Chemistry, and Computer Science departments exhibited different models.
- **Webinars:** Students participated in various National and International Webinars.

Problem-Solving Methodology:

- **Case studies:** This is commonly adopted in the Commerce department while teaching courses like Business Law, Cyber Laws, etc.
- **Discussion:** The discussion method is followed as it encourages students to think more broadly.
- **Quizzes:** Quizzes are conducted by faculty members in all departments.

Usage of ICT tools:

The college is equipped with resources such as leased line internet, multimedia projectors, a public address system, desktops, laptops, Wi-Fi, and LAN-connected systems. There are three ICT-enabled classrooms and one virtual classroom, and Wi-Fi connectivity. The internet is available throughout the campus 24X7 for students and staff. During the COVID-19 pandemic, the college has used G-Suite and Cisco Webex applications for the smooth conduct of online classes.

- The students used various ICT tools and resources with the guidance of their teachers.
- They are using PowerPoint presentations to deliver seminars.
- Students participated in online quizzes using Plickers.
- They used YouTube to learn complex concepts with more attention, as students are more interested in watching visuals and videos.
- They registered for various certificate courses in Microsoft Office 365 (SharePoint).
- They are using G-Suite (Forms, Docs, Drive, Gmail, and Google Meet) to submit feedback forms, CSP reports, and attend meetings.
- They attended online classes in SWAYAM PRABHA for MOOC courses.
- They are using WhatsApp to access e-content shared by teachers.
- Computer Science students are using Salesforce and Trailhead for academic practise.

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

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years				
Response: 92.5				
2.4.1.1 Number of sanctioned posts year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24
File Description	Document			
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document			
Provide Links for any other relevant document to support the claim (if any)	View Document			

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

Response: 67.57

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise

during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
19	17	14	14	11

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

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

Continuous Internal Evaluation (CIE): The college follows the evaluation norms of Acharya Nagarjuna University, which has introduced major reforms in evaluation by implementing a credit-based grading system since the academic year 2016-17.

According to the ANU evaluation framework, out of 100 marks, 75 are allocated for university external examinations, and 25 are allotted for internal assessment. The faculty members inform the students about the various criteria for the allotment of marks at the beginning of the semester, and the internal assessment is transparent and robust in terms of frequency and variety.

Components of internal assessment:

- **Written examinations:** There are two midterm written tests conducted during the semester, and the internal assessment test schedules are prepared as per the university and communicated to the students well in advance. The examinations are conducted under the vigilance of invigilators, and the evaluation is done by the course-handling faculty members within three days from the date of the examination. The corrected answer scripts are distributed to the students for verification, and any grievances are addressed immediately. At the end of the semester, the average marks of both unit tests are calculated and verified with the students.
- **Assignments:** Students are assigned different tasks based on their learning levels, and the

assignments are evaluated by faculty based on criteria such as timely submission, clarity, neatness, etc. The evaluated assignments are given back to students, thus maintaining transparency of the marks assigned and resolving grievances, if any.

- **Project-Work/Seminar/Group Discussion /Role play/Quizzes/Presentations:** Various classroom activities such as Project-Work, Seminar, Group Discussion, Role-play, Quizzes, and Presentations are organised by the faculty members. Students give presentations on topics of their own choice in the classroom, with or without the help of PowerPoint presentations. Handwritten seminar papers prepared on the topic are submitted to the faculty, and marks are allotted based on preparation and presentation skills.
- **Participation in field trips:** Field trips are organised by departments to provide experiential learning, and students are evaluated on the basis of their active engagement in posing questions, investigating, experimenting, being curious, solving problems, etc.
- **Participation in clean and green activities and attendance:** Campus cleaning and plantation drives are organised at the college, and all students are involved in them.

Internal examination grievance:

Students are allowed to submit a grievance form for reevaluation, personal verification, and a request for a re-examination at an alternate date in the case of genuine reasons for missing an internal examination.

External examination grievance:

Students are assessed for 75 marks out of 100. Students appear for exams at the centres allotted by the university. Question papers are set by the university and are common to all the affiliated colleges. Students are made aware of the question paper pattern at the beginning of the semester and prepare accordingly. Evaluation of answer scripts is done by subject experts at the university level. Results are declared by the university within a month. Students can appeal for reevaluation and can even get a copy of the evaluated answer script on payment of the prescribed fee.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Learning Outcomes and Communication Mechanisms:

The institute has well-defined learning outcomes. The College has a proper mechanism for communicating the learning outcomes of the programmes and courses. Freshers are oriented about the programme

outcomes at the induction programme organised by the college. The students are given awareness of course outcomes for each semester at the department level of each course in detail. The respective teachers handling a particular course proclaim the relevance and importance of the course. They also discuss the job opportunities available to students in their respective programmes.

Dissemination of Course Outcomes:

The course outcomes disseminated by each department reflect the relevant aspect of the course by accentuating the knowledge and proficiency of the students that can be obtained after the completion of the course. The curriculum also furnishes graduates with the advanced skills necessary to appear for competitive exams or choose the right career path, such as CS, CA, ICWA, MBA, M. Com, M. Sc, etc.

Display of PO/PSO/CO:

Course outcomes and programme outcomes are displayed in various locations to ensure that students have easy access to them. Course outcomes are listed on the syllabus for each course, while both programme and course outcomes are found on the institution's website.

In addition, they are displayed on departmental notice boards or other physical locations around campus. This helps to ensure that students are aware of the specific learning goals for each course as well as the broader goals for their degree programme.

Assessment of PO/PSO/CO:

The PO/PSO assessment is done based on the CO attainment of all curriculum components at the end of each programme. The PSOs are framed based on the guidelines of the learning outcomes. There are a number of outcomes to be achieved at the end of every course. It is an amalgamation of the main course content and may cover more than one topic.

Pedagogical Strategies and Learning Material:

Extension lectures, field trips, etc., are planned and considered while imparting the courses and required pedagogical strategies, learning material, online resources, and relevant curricular activities. Students are notified of the learning outcomes of each and every module in the class to help them understand the importance and relevance of the unit. The main focus is on the completion of the syllabus and making students ready to face conceptual challenges like class tests, surprise tests, mock tests, seminar presentations, assignments, and the like.

Evaluation of Student Performance:

The leading focus is always on the performances of the university examination evaluated by the institution, mainly through the process of department level and marks obtained by the outgoing students. A good and satisfied number of students from the UG category make progress to further higher studies leading to a good profession. The outcomes or progress in the form of marks obtained are discussed first in the class by the respective teachers. The ultimate result or outcome that the institution focuses on is the development of personalities of the students.

Linkage of Course Outcomes to Programme Outcomes:

All course outcomes shall have linkage to programme outcomes in such a way that the strongest relation has a weight of 3 and the weakest relation is 1.

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

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

Response:

Student learning outcomes are assessed through Attainment of Course Outcomes and Program outcomes. The curriculum of the program is designed with core and elective courses by considering vision, mission, program educational objectives, program outcomes, and program specific outcomes. The Program Outcomes (POs)/Program Specific Outcomes (PSOs) are the qualities that must be imbibed in the graduates by the time of completion of their program. At the end of each program, the PO/PSO assessment is done from the CO attainment of all curriculum components. Course outcomes are objectives that describe what the students should have learned by the end of the course.

CO assessment and attainment process:

- The course assessment process starts by collecting data from internal and external examinations
- Set Attainment level (Target) is fixed for each course.
- The Target will be fixed by considering the class average marks obtained in SEE of previous batch or analyzing the nature of the course by distinguishing whether it belongs to Analytical / Theory / Problematic course or Targets are approximately given into certain levels, 3 being the most common number of levels.
- Attainment level is measured in terms of student performance in Continuous Internal Assessment (CIA) with respect to the Course Outcomes of the course in addition to the performance in the Semester End Examination (SEE).
- In general, percentage of students who scored more than 40% of both CIA and SEE in each course is taken for calculating final CO attainment.
- The attainment levels are set as given below

If the Pass percentage is greater than 70% the attainment level is 3, if between 60% to 70% attainment level is 2, if between 50% to 60% the attainment level is 1 and if less than 50% the attainment level is 0

A metric will be identified for each CO to measure progress on outcomes. Evaluation methods include direct and indirect methods. Below are the processes and tools used to achieve the course outcomes.

Direct Method

The Direct evaluation process used to collect data for evaluating course outcomes can be divided into two types.

1. CIA (Continuous Internal Assessment) or Formative assessment
2. SEE (Semester End Examinations) or Summative Assessment

Indirect Method

Indirect evaluation process is carried out by conducting survey among students.

The results of the direct method and indirect method are combined and the final level of attainment of course outcome is obtained for each subject.

Attainment of Program Outcome (PO)

This process is carried out at the end of each semester. The final attainment of POs for a particular batch of students is done at the end of 3 years. It includes two components, i) attainment of COs ii) Exit survey from graduates during the time of graduation.

Indirect assessment is carried out by conducting surveys among Graduates, Employers, Parents and Alumni.

- **Program exit survey**

By the time the programme is finished, an exit survey is administered to get feedback from the graduates.

- **Alumni survey**

Using a series of questionnaires, the Alumni's opinions are gathered.

- **Employer survey**

With a survey, employers express their opinions about the values, abilities, and knowledge of the employees (graduates).

- **Parent's feedback**

Parents' opinions are gathered at parent meetings and also through conversations between mentors and parents.

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

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

Response: 86.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
92	52	58	43	63

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	64	67	64	65

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.99

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

The institution has established an ecosystem that fosters innovation, knowledge creation, and transfer. The ecosystem is supported by dedicated centers for research, entrepreneurship, community orientation, incubation, and more. The following activities showcase how the institution benefits society while inculcating entrepreneurship among students:

- 1. Azolla Pond:** The floating fern, Azolla, acts as a biofertilizer. It is rich in nitrogen, phosphorus, and potassium, and aids in crop growth. By promoting the use of Azolla ponds, the institution is promoting sustainable agriculture that benefits society and fosters an understanding of sustainable practises among students.
- 2. Aquatic Pond:** The institution promotes the use of aquatic ponds for fish culture. Fish farming can be a source of income and nutrition for the community. By providing training to the community and students on the techniques of fish farming, the institution promotes entrepreneurship among students. This activity also benefits society by providing a source of affordable protein-rich food.
- 3. Organic Farming:** The institution provides training to the community and students on organic farming techniques. Using natural fertilisers, crop rotation, and pest management, organic farming reduces the use of synthetic fertilisers and pesticides. By promoting organic farming, the institution fosters sustainable practises that benefit society.
- 4. Vermi compost:** The institution promotes vermicomposting, a sustainable way to manage organic

waste. By using worms to decompose organic waste, the institution promotes sustainable waste management practises that benefit society. Vermicomposting also produces nutrient-rich compost, promoting sustainable agriculture.

5. Courses like Tailoring and Candle Making: The institution provides courses on tailoring, and candle making, promoting entrepreneurship among students. These courses provide students with the necessary skills to start their own business, which can provide a source of income for themselves and their community. Additionally, it benefits society by providing affordable services and products.

6. Seminars on IPR and Encouraging Research Zeal Among Students: The institution conducts seminars on Intellectual Property Rights (IPR) to educate students on the importance of protecting their innovations and creations. By encouraging students to protect their innovations, the institution fosters entrepreneurship among students. Additionally, by encouraging research zeal among students, the institution promotes innovation, creating new products and services that can improve the quality of life.

In conclusion, the institution's ecosystem for innovation, creation, and transfer of knowledge promotes sustainable practices, entrepreneurship, and research among students. The activities, such as Azolla and aquatic ponds, organic farming, vermicomposting, courses like tailoring and candle making, and seminars on IPR, benefit society by promoting sustainable practises, providing affordable services and products, and creating new products and services that improve the quality of life.

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

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

Response: 21

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	7	3	3	2

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

3.3 Research Publications and Awards

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

Response: 0.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	3	2	9

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

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

Response: 0.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	4	3

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

3.4 Extension Activities

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

Response:

Over the last five years, the extension and outreach activities conducted in the neighbourhood community have had a significant impact on sensitising the students to various social issues for their holistic development. The activities have been focused on creating awareness and promoting a sense of responsibility towards various aspects of social welfare.

Some of the important activities conducted during this period include **Swatcha Pakwada**, the **Aids Day Rally** and awareness campaign, The **Free Eye Check Camp**, the **NSS Sensitization Programme**, the **Disaster Management Programme**, a field trip to **Krishna District**, and **International Yoga Day**. These activities have not only created awareness among the students but also provided them with hands-on experience in dealing with social issues.

For instance, **Swatcha Pakwada** and **Swatcha Sarvekshen** were focused on creating awareness among the students about the importance of cleanliness and sanitation. Students actively participated in the cleaning drives, and the programme helped them understand the significance of cleanliness in maintaining a healthy environment. Similarly, the **NSS Sensitisation Program** aimed to create awareness among students about the importance of community service and how it can be leveraged for social welfare.

The **Free Eye Check Camp** and **National Voluntary Blood Donation Day** helped students understand the importance of health and how they can contribute to the welfare of others. The **Disaster Management Program** and **Visit to an Old Age Home** provided students with hands-on experience in dealing with emergency situations and understanding the importance of social responsibility. The **Peer Educators Training Programme** also helped in developing leadership skills among students and sensitising them towards social issues.

The activities conducted during **National Girl Child Day** and **Women's Equality Day** aimed at promoting gender equality and sensitising students to issues related to women's welfare. Similarly, events such as **Human Rights Day** and **National Constitutional Day** were focused on promoting civic

responsibility and creating awareness about the rights and duties of citizens.

The extension activities conducted during the COVID-19 pandemic were crucial in promoting awareness about the virus and its prevention. Activities such as the distribution of homoeopathic medicine and vaccination drives to gain immunity against COVID-19, an online drawing competition on the coronavirus through a WhatsApp group, sanitization, and distributing masks and sanitizers to the public helped students understand the significance of health and safety during a pandemic.

Overall, the extension and outreach activities conducted in the neighbourhood community have had a positive impact on the students' development. The activities have not only created awareness among them about various social issues but also provided them with hands-on experience in dealing with them. These activities have also helped in developing leadership skills, promoting gender equality, and sensitising the students towards civic responsibility. Such activities are crucial in promoting holistic development among students and creating socially responsible citizens who are sensitive to issues related to social welfare.

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

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

Response:

Awards and recognitions are a testament to an individual's or an organization's hard work and dedication. The recognition received for extension activities from the government or government-recognised bodies is a remarkable achievement. It demonstrates the impact of their work in society and highlights the importance of their contributions.

In 2018, and 2021, the District AIDS Prevention and Control Unit recognised the RRC Coordinator by giving a letter of appreciation on behalf of our college for raising awareness about AIDS programmes. It is a significant accomplishment to receive such recognition, as it means that their efforts have contributed towards educating and sensitising society towards a crucial issue. This recognition motivates individuals and organisations to continue their work towards spreading awareness and fighting against the stigma associated with AIDS.

In 2021, the District Consumer Forum organised a Consumer Awareness Competition to promote consumer rights and educate society on consumer laws. The recognition received for participating and excelling in this competition is a remarkable achievement. It demonstrates the commitment of students and college towards protecting consumer rights and ensuring that consumers are aware of their rights and responsibilities.

In 2022, the Telugu Association of North America (TANA) awarded a student for her outstanding performance in Kabaddi. Being recognized as the **best Kabaddi player by TANA** is a great achievement

as it highlights the hard work, dedication, and commitment towards sports. It also promotes the sport and encourages more individuals to take up Kabaddi.

In the same year, the National Intellectual Property Awareness Mission (NIPAM) awarded a certificate of appreciation to our institution for our efforts in creating awareness about intellectual property. The recognition signifies the importance of educating society on intellectual property rights and the significance of protecting these rights.

Two of our students were selected for A. P. J. Abdul Kalam Vidyapuraskar, 2019 and each one of them awarded with a cash prize of of Rs. 20,000, Gold medal, and a Lenovo Tablet.

In addition to these, the Ongole Municipal Corporation recognised some of our staff members on behalf of our college for their best services towards Janmabhoomi. This recognition demonstrates the importance of public service and highlights the efforts of individuals or organisations towards improving the quality of life in their community. It is an honour to receive recognition for providing the best services towards Janmabhoomi, as it signifies a contribution towards the betterment of society.

Overall, receiving awards and recognition for extension activities from the government or government-recognised bodies is a significant achievement. It acknowledges the hard work, dedication, and commitment of individuals or organisations towards creating a positive impact in society. It also serves as motivation to continue working towards the betterment of society and inspires others to do the same.

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

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

Response: 120

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

2021-22	2020-21	2019-20	2018-19	2017-18
51	18	28	15	8

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

3.5 Collaboration

<p>3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</p> <p>Response: 26</p>	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college has a **well-maintained campus** with adequate physical infrastructure for teaching and learning activities. There are 14 classrooms that are well-furnished, spacious, and equipped with black, white, and green boards for conducting theory classes, and separate tutorial rooms are provided for conducting bridge courses, tutorial lectures, doubt clarification, and special remedial classes for weak and needy students. The college has **four laboratories** for science subjects along with **two Computer Labs and one English Lab**, all of which are well-equipped with state-of-the-art equipment and facilities.

The entire **campus is Wi-Fi enabled**, with 24x7 internet facilities for students and staff and an available bandwidth of 100 MBPS. The college also has technology-enabled learning facilities, including **three digital classrooms** and one **virtual classroom** with multimedia learning. The college has an adequate student computer ratio of 4.93 spreadover **two Computer Labs and one English Language Lab**. A **seminar hall with ICT facilities** is available for conducting seminars and workshops. The students are encouraged to access the lessons available in the CCE-LMS portal uploaded by senior faculty members from all over Andhra Pradesh.

The college **library** is equipped with **SOUL 2.0**, state-of-the-art integrated library management software, and has 12,295 titles covering all major fields of arts, commerce and science. The library also provides access to e-journals, e-books, and competitive books for students who are appearing for competitive exams. The college also has an **N-LIST** subscription, providing access to e-resources to students and faculty of the college.

The college offers a well-equipped **gymnasium** facility to its students which is managed by a full-time Physical Director. The gym has modern equipment and facilities that cater to the fitness needs of the students, including both aerobic and anaerobic exercises.

The college takes pride in offering top-notch sports facilities that serve as a breeding ground for budding athletes. Students have access to a **spacious playground** that is perfect for outdoor games like Volleyball, Kabaddi, Handball, Ball Badminton, Kho-Kho, and athletics. The college hosts a plethora of sports events and tournaments, which not only foster a competitive spirit among students but also provide them with a platform to showcase their sporting prowess. With these facilities in place, the college ensures that students have ample opportunities to pursue their interests in sports and games, thereby leading a well-rounded college life.

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

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

Response: 66.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2.11	67.57	37.64

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

4.2 Library as a Learning Resource

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

Response:

The college library has an integrated library management system, **SOUL 2.0**, which was designed and developed by the INFLIBNET centre. The library houses an extensive collection of **12,295 titles** covering a wide range of categories such as the arts, commerce, and sciences, along with reference volumes, journals, e-journals, e-books, CDs, newspapers, and magazines. For students preparing for competitive examinations, the library offers a wide collection of competitive books. The **N-LIST** membership and NDL support of the college enable students and faculty members to access e-resources, such as electronic journals and e-books, from publishers' websites such as PDF Drive, Publish Drive, Apple Books, and

Google Play Books.

The library has undergone full automation, with books barcoded and labelled with spine labels and an Online Public Access Catalogue (OPAC) that allows users to search the library catalogue by author, subject, title, ISBN, class number, and book number. The library also offers access to online resources, such as **N-LIST, DELNET, Shodhganga, NDL, MOOCs, E-PGPATHSALA, and SWAYAMPRAHA**, as well as **Vidyamitra's** YouTube video classes.

The library is open every day beyond college hours and offers the lending of reference books and competitive books. There are currently 28 registered users, with 20 utilizing the N-LIST feature regularly.

The library conducts various events and activities throughout the year, such as **Grandhalaya Varostavams, online quiz competitions**, and notifications about training programs, research projects, internships, and educational opportunities through notice boards. The library also offers a book bank for SC and ST students, in which books are distributed and collected at the end of each semester.

Students and faculty members also have access to printing and reprography facilities, as well as white papers. The library recognises the efforts of the best N-LIST user and best library user each year, awarding them with the respective titles.

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

4.3 IT Infrastructure

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

Response:

The college provides its students with access to a variety of digital and technological facilities. The institution is equipped with three digital classrooms, and one virtual classroom, all of which offer internet access, Wi-Fi connectivity, and the ability to participate in multimedia instruction. The college is host to a seminar hall that is both well ventilated and equipped with information and communication technology (ICT) facilities, and this hall is frequently put to use for the hosting of both seminars and workshops. The college also has fully operational computer labs with all of the necessary equipment. The students of the college are also permitted to use the computer lab beyond college hours. The entire campus is equipped with Wi-Fi, and both students and staff have access to an internet facility that is staffed 24 hours a day and has a bandwidth of 100 megabits per second. Every student and member of the faculty and staff at the college has unrestricted access to the Wi-Fi network. The college provides computers and other technology-related items, such as printers, available to all of its departments. The college made sure that all of the teaching staff had access to G-Suite and CISCO WEBEX apps so that they could continue to teach their

online courses without interruption or difficulty, even during the COVID-19 pandemic. When it is necessary, each member of the teaching staff utilises ICT in the various classrooms and laboratories. The software and operating systems of computers are often upgraded. On most computers, anti-virus software is routinely installed.

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

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

Response: 4.93

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

Response: 96

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

4.4 Maintenance of Campus Infrastructure

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

Response: 32.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.62412	1.70539	2.37394	43.44314	2.84643

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 86.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
415	310	272	222	202

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response: A. All of the above

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

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

Response: 71.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
361	360	166	143	133

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 60.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	48	54	78	46

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

2021-22	2020-21	2019-20	2018-19	2017-18
124	76	81	78	72

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

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

Response: 1.78

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

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

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

5.3 Student Participation and Activities

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

during the last five years

Response: 58

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	2	11	21	8

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 20.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	8	28	26	16

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

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of

the institution through financial and/or other support services

Response:

On July 28, 2020, the College **Alumni Association** was established under the Andhra Pradesh Societies Registration Act 2001. Since its inception, the association has served as a focal point for the college's alumni to engage in discourse and provide constructive feedback in order to enhance the college's mission in higher education. The association sees its former students as vital partners in its effort to provide a great education.

The alumni association of the college has been actively involved in various activities to contribute to the development and growth of their alma mater. These activities have ranged from donating equipment to mentoring and networking opportunities for current students and recent graduates.

Donations:

One of the primary activities of the alumni association has been to donate to support the institution. During the assessment year, a few of the alumni have donated books and equipment, such as air conditioners. Some of them have supported infrastructure facilities such as the renovation of compound wall to a certain extent and the construction of an azolla pond. These donations have helped the college improve its facilities and provide better learning experiences for its students.

Organisation of Events:

In addition to donations, the alumni association has also been actively involved in mentoring and networking initiatives for current students and recent graduates. The association has organised events such as career fairs and job shadowing opportunities, which have helped students and graduates connect with professionals in their fields of interest. These initiatives have provided valuable opportunities for students and graduates to learn from experienced professionals, gain insights into their chosen fields, and network with potential employers.

Community Service Programmes:

The alumni association has also been involved in various community service programmes. For example, they have organised plantation drives, distributed food and clothing to those in need, and organised career guidance sessions for the students. These initiatives have helped the alumni give back to their communities and contribute to the social welfare of the region. They have also helped to instill a sense of civic responsibility and social consciousness among the students.

Meetings and Reunions:

The alumni association has organized various celebrations and reunions to bring together former students and faculty members. These events have provided an opportunity for alumni to reconnect with their classmates and reflect on their time at the college. Additionally, these events have served as a platform for alumni to share their experiences and insights with current students. This has helped to create a sense of community and foster a culture of learning and growth at the college.

Overall, the alumni association of the college has been an active and dedicated group, working tirelessly to

support their alma mater and to provide opportunities for current students and recent graduates. The association has helped to create a culture of giving back and social responsibility among the alumni and students, which will help to ensure the long-term success of the institution. The college and the association are proud of the achievements of their alumni and look forward to continued collaboration in the future.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Administrative and Academic Governance:

Administrative and Academic Governance are crucial aspects of ensuring the smooth functioning of any educational institution. The college follows a decentralised and participatory governance model, emphasising collaborative administration by incorporating all its stakeholders.

Staff Participation:

The administrative mechanism of the college is headed by the Principal, who monitors both the administration and academic processes. The talents of the staff are enlisted in shouldering various administrative responsibilities, including appointing them as officials that include Vice Principal, IQAC Coordinator, Controller of Examinations, Chief Superintendent of Examinations, and Convener of various committees, associations, forums, and clubs like Eco Club, Red Ribbon Club, Consumer Club, Faculty Forum, Career Guidance Cell, and so on, to support the vision and mission of the college.

Student Participation in Governance:

Apart from the staff, the college also emphasises student participation in governance. This hierarchical structure makes sure of delegating power and allocating responsibilities for the smooth functioning of the college. Students participate in the governance of the institution through effective representation through the Student Council. The Student Council acts as an interface between the administration and the students in curricular and extracurricular endeavours.

E-Governance:

E-governance is incorporated in areas of administration, finance and accounts, student admission and support, and examination. This makes the functioning of the college transparent and efficient.

Policies and Procedures:

Policies related to academic, research, curriculum development, administration, finance, infrastructural development, extension, co-curricular, and extra-curricular activities are conceived, planned, and executed with adequate representation and involvement of stakeholders.

Supporting Faculty Growth:

The College emphasises faculty development for sustained institutional growth. Workshops and training

programmes are conducted periodically to enhance the different professional competencies of the teaching and non-teaching staff. The college organises seminars, workshops, conferences, and interactive forums for the students to enrich their knowledge and skills. The students participate in the organisation of curricular and co-curricular competitions and activities. The grievances of the students are represented in the appropriate committees and resolved through suitable measures.

Perspective Plan:

The institution, inspired by its vision of "excellence for empowering women," charts out its perspective plan for each year and effectively implements it. The long-term strategic plan 2020-30 is prepared in line with the vision and mission, and in consultation with teaching and non-teaching staff, students, alumni, parents and industry, in a participatory manner, with the goals of institutional development, social transformation and nation-building.

Feedback System:

The College has a multi-layered feedback system that helps evaluate teaching and learning pedagogy, curriculum design, social outreach initiatives, and need-based programmes. The appraisal mechanisms assist effective leadership in strengthening positive strides and overcoming challenges. The transparent nature of the dynamic processes of decision making, policy framing, knowledge sharing, feedback appraisals, and action implementation enhances the governance of the college.

Overall, the college ensures effective administrative and academic governance through its decentralised and participatory governance model, emphasising staff and student participation, e-governance, policy formation, faculty development, a perspective plan, and a feedback system. The governance model of the college is geared towards achieving its vision of empowering women through excellence in education and social transformation.

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

6.2 Strategy Development and Deployment

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

Response:

Institutional perspective plans are crucial for higher education institutions as they provide a long-term vision and plan to achieve their goals and objectives. These plans guide the institution in allocating resources, developing policies, and implementing strategies to ensure the quality of education provided to the students. The college follows a decentralised and participatory governance model, emphasising staff

and student participation, e-governance, policy formation, faculty development, a perspective plan, and a feedback system.

- **Organisational Structure:** The institution has a well-defined organisational structure for joint decision-making for academic and administrative purposes. The Staff Council develops and recommends academic policies that govern the functioning of the college, evaluates existing policies and recommends changes if required, and plays a crucial role in maintaining the academic integrity and quality of the institution.
- **Committees:** The institution has various committees formed to manage different aspects of the functioning of the college, with coordinators responsible for specific duties and responsibilities. The committees hold regular meetings to prepare and carry out action plans. The principal is the chairperson of all the committees and guides and monitors the work.
- **Policy Documents:** Policy documents guide the governance, management, and administration of the college. They provide a framework for decision-making, promote consistency and transparency in operations, and ensure that the institution's actions are aligned with its mission and objectives. Policies related to gender, grievance redressal, energy conservation, waste management, extension, and co-curricular and extra-curricular activities are conceived, planned, and executed with adequate representation and involvement of stakeholders.
- **Recruitment of Teaching and Non-Teaching Staff:** The institution follows different modes of recruitment for teaching staff, including direct recruitment by APPSC, transfers on promotions of junior lecturers with Ph.D., NET, or SLET, on a contract basis with annual renewal, and on an hourly basis. The appointment of non-teaching staff is done through APPSC and the District Collector on compassionate grounds.
- **Service Rules:** The Andhra Pradesh Collegiate Education Subordinate Service Rules are in effect at the college.

The college has an effective governance model that emphasises staff and student participation, e-governance, policy formation, faculty development, a perspective plan, and a feedback system. The policies of the college support its vision of empowering women through excellence in education and societal transformation.

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

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The college follows the formal guidelines of the Commissioner of Collegiate Education (CCE) in its performance appraisal system for teaching staff at the end of each academic year. The appraisal system is divided into three broad categories.

Annual Self-Appraisal Report

The Annual Self-Appraisal Report is submitted by the faculty members at the end of every academic year based on the template that evaluates various criteria for faculty members, physical directors, and librarians developed by the CCE. The submission of the report is mandatory for every faculty member. The Principal submits AADPI, a format of appraisal meant for Principals.

Category I: Teaching

The teacher provides information regarding the number of classes assigned and the number of classes taught. Grades are assigned on a three-point scale based on the percentage of classes taught.

Category II: Activities

The faculty is self-appraised based on their involvement in college student-related activities such as administrative responsibilities, examination and evaluation duties, participation in seminars, conferences, training courses, industrial experience, talks, lectures in refresher/faculty development courses, student-related co-curricular, extension, career counselling, cultural and sports activities, organising seminars, conferences, workshops, and research activities. Based on the total number of activities involved and contributions made, the teacher is graded on a three-point scale.

Category III: Academic/Research Activities

For calculating the academic/research score, the teacher has to furnish information regarding research

papers, publications, the creation of ICT, research guidance, patents, policy documents, awards/fellowship, and invited lectures delivered in conferences/seminars. Teachers are required to provide information regarding each criterion along with evidence. The IQAC Committee validates the scores, gets them attested by the Principal and uploads the same on the official website of CCE, while the actual report is retained by the institution. The obtained score determines the overall grades of the teachers. These grades and scores are taken into consideration for the career advancement scheme and when opting for transfers to places of their choice.

Academic and Administrative Audit

The CCE conducts an academic and administrative audit every year, where the institution and faculty are assigned grades on a three-point scale based on the information provided by them for the given template. Separate templates are to be submitted by the Physical Director and Librarian. The audit takes place based on various academic, administrative, and research criteria.

Feedback System

Students are encouraged to offer feedback on their teachers by answering a questionnaire made available on the college website. Alumni too, are given the opportunity to record their online feedback and forward their suggestions for improving the teaching-learning quality. Based on the responses, discussions are held with the concerned teachers, and suggestions are given by IQAC to enhance the quality of teaching.

Non-Teaching Staff

The non-teaching staff of the college is assessed by both the Principal and IQAC, based on their performance, they are guided by their respective heads and the Principal.

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

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

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

Response: 68.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	22	20	24	18

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	9	9	8	8

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

6.4 Financial Management and Resource Mobilization

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

regularly (internal and external)**Response:**

The college has a well-established system for mobilising funds and utilising resources. The following are the strategies adopted by the college:

Resource Generation: The college follows the university regulations for collecting tuition fee from students. A special fee is collected during admission for all courses. The college receives funds from various national bodies, such as the UGC, for organising national workshops and seminars. The NSS units of the college also receive funds from the university for conducting special camps as part of their extension activities. The college receives grants from various national bodies such as UGC, RUSA, and NIRF for infrastructure augmentation. The college also mobilises funds from philanthropists and CSR funds from industry. The alumni association, along with the staff of the college, also contributes to the various developmental activities of the college.

Utilisation Strategies: The funds received from various government organisations are utilised under the supervision of respective committees. The funds received from alumni, philanthropists, and CSR funds from industry are in the form of equipment, physical facilities, or infrastructure. The salary of staff appointed for self-financed courses is paid through the funds generated from such courses.

Resource mobilization from non-government agencies: The college makes efforts to mobilize funds from non-government agencies to upgrade the infrastructure and physical facilities of the college. During the assessment period, the following were accomplished:

- The computer labs are rejuvenated by CSR funds received from Pearl Distilleries, Singarayakonda with 41 latest-version computers and a 5 KV UPS worth Rs. 24,61,085.
- Rs. 7,15,000 were generated from the college staff, alumni and philanthropists to create various infrastructure facilities like garden fencing and the filling of garden earth and additional infrastructural facilities to promote entrepreneurship among the students, such as the construction of an aquatic pond, an azolla pond, a spirulina pond ecosystem, and vermicompost.
- Two air conditioners were donated to the newly established computer lab, worth Rs. 82,000, by staff and alumni.
- A RO plant worth Rs.1,50,000 was donated by ASSIST India, which added another feather to the physical facilities at the college.
- A bus was donated by ex-MLA Sri. Damacharla Janardhana Rao, worth Rs. 8,50,000.
- Two of our staff members have donated Rs. 20,000 each to create endowment prizes for students.

The college ensures that all resources generated are used optimally and for the benefit of the students. The efforts of the college to mobilise funds from non-government agencies have resulted in the upgrade of the infrastructure of the college, which has positively impacted the learning experience of students.

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

6.5 Internal Quality Assurance System

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

Response:

The IQAC Cell of the college works towards improving and maintaining the quality of education by identifying and suggesting new ways of using teaching aids, developing suitable infrastructure, and offering suggestions for new market-oriented courses. IQAC is an effective and efficient internal coordinating and monitoring mechanism. The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. In the year 2021-22, the IQAC conducted 30 meetings to plan, direct, implement, and evaluate the teaching, learning, evaluation, research, and publication activities in the college. The IQAC strives to spread quality culture through quality enhancement initiatives and best practises.

Significant improvements in quality have been made by institutionalising the following IQAC initiatives:

- Feedback analysis received from students.
- Coordinates with all stakeholders for their opinions and advice for quality improvement.
- Analysis of the feedback received from all stakeholders and informs the concerned parties about its outcome for correction.
- Getting updated on the latest information on various quality parameters of higher education through various articles and institute visits.
- Encourages and provides support for quality improvement in teaching, research, and administration.
- Documentation of the various programs and activities leading to quality improvement.
- Planning and supporting effective implementation for total quality management, teaching-learning and evaluation, research, and extension activities.
- The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.

The **IQAC improves the teaching-learning process** through standard academic practices, which include:

- Preparation and adherence to the Academic Calendar.
- Preparation of the nominal roll, attendance sheets, and formation of sections and groups.
- Timetable preparation.
- Mentor-Mentee distribution.
- Conduction of Seminars and Projects.
- Attendance monitoring of students.
- Syllabus coverage.
- Setting up the internal question paper.
- Conducting internal examinations.
- Evaluation of answer scripts.
- Strategies for slow, moderate, and advanced learners.

- Organising Industrial visits and guest lectures.

Other initiatives undertaken by the IQAC to enhance the quality of education at the college include:

- The Academic Calendar is prepared in advance, displayed and circulated in the Institute, and strictly followed.
- Admission to various programmes, summer and mid-term vacations, examination schedules and the organisation of various curricular and extracurricular activities are notified in the Academic Calendar.
- Implementation of outcome-based learning education in each programme.
- Introduction of certificate programmes to enhance personality and employability.
- Participation of the college in NIRF, ISO, AISHE, and various other environmental audits recognised by the state, national, and international agencies.
- Conducting quality programs i.e., seminars, webinars, guest lectures, conferences, etc.
- Establishment of various processes to take feedback or surveys from various stakeholders.
- Implementation and enhancement of the usage of ICT tools to strengthen the teaching-learning process.
- Establishment of the mentor-mentee process and its effective implementation.
- To submit the Annual Quality Assurance Report (AQAR) annually to the NAAC.
- To institutionalise the best efforts to make the campus environmentally friendly and develop discipline in the students, along with the establishment of grievance redressal cells.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The college takes great pride in promoting gender equality and empowering women. Being a women's degree college, there is no scope for gender discrimination within the campus, and the institution has made it a distinctive practise to create awareness about and prepare students for the future challenges of gender discrimination.

The college prepares yearly **gender sensitization action plans** to promote gender equality and create a safe and conducive environment for the students and staff. The action plan is comprehensive and outlines strategies and activities to create awareness about gender issues and promote gender equality. Some of the activities included in the plan are providing facilities for women on campus, conducting gender sensitization workshops and training programmes, and ensuring the safety and security of students on campus.

In addition to these measures, the college observes various commemorative days every year to honour the achievements of women and promote gender equality. To name a few:

- **Savithri Bhai Pule's birth anniversary** is celebrated on January 3rd every year to commemorate the birth of the first female teacher in India. Savithri Bhai Pule played a significant role in improving women's education in the country, and the college celebrates her birth anniversary to honour her contributions.
- **National Women's Day** is celebrated on February 13th every year to mark the birth anniversary of Sarojini Naidu, a prominent Indian freedom fighter and poet. The day celebrates the contributions of women to society and emphasises the importance of gender equality.
- **International Women's Day** is celebrated on March 8th every year to promote women's rights and gender equality. It is a day to recognise the contributions of women to society and raise awareness about issues like gender discrimination and violence against women.
- **National Girl Child Day** is celebrated on January 24th every year to raise awareness about issues related to the girl child. The day highlights the importance of education, health, and nutrition for girls and emphasises the need to eliminate discrimination against them.
- **Human Rights Day** is celebrated on December 10th every year to commemorate the adoption of the Universal Declaration of Human Rights by the United Nations. The day highlights the importance of respecting human rights and promoting equality, justice, and dignity for all.
- **International Day for the Elimination of Violence Against Women:** is observed on November 25. This day aims to raise awareness about the prevalence and impact of violence against women and girls and to promote actions to prevent it.

Student grievances are addressed immediately by the various committees formed for the same purpose. The anti-ragging cell, grievance and redressal cell, and internal complaint cell are some of the committees formed to ensure the welfare and safety of students.

The college is committed to providing a healthy and conducive environment for the students. As part of the safety measures, the college is secured by a protective compound wall with two entrances and a day and night watchman. CCTV cameras have been installed to monitor the safety and discipline of the campus. A well-ventilated waiting room is available to create a stress-free environment.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

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

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

Response: A. All of the above

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

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

Response:

The college has always emphasised the importance of sensitising students to the cultural, regional, linguistic, communal, and socioeconomic diversities of the state and the nation. The college firmly believes in the development of virtues in the students, as a better society can be built by better citizens.

The **uniform system** followed at the college plays an important role in creating socio-economic harmony among the students. It helps to eliminate the differences in clothing styles and fashion preferences among students, thereby creating a sense of equality and unity. The uniform system ensures that all students are dressed in the same attire, regardless of their socio-economic background. This promotes a sense of belonging and minimises any feelings of inferiority or superiority based on the clothes they wear.

The **assembly system** followed at the college plays an important role in creating harmony among students. It is a platform where students come together every day to start their day with positivity, motivation, and discipline. The system is used to create a sense of community and a shared identity and set of values among students. It is an opportunity to promote social and emotional learning and also to disseminate information related to academics, co-curricular activities, and other important events.

The college encourages students to participate in different programmes not only organised by the college but also inter-college, university, and other government or non-government organisations to make them more sensitive to cultural, regional, linguistic, communal, and socio-economic diversities. In addition to this, the college observes various days to promote awareness and sensitivity towards these diversities.

Some of the days observed are:

1. **Independence Day & Republic Day** are celebrated with great patriotic zeal, and the flag hoisting

ceremony is followed by the Principal's message emphasising patriotism and national integrity.

2. **International Yoga Day** is celebrated by organising a yoga orientation program and a mass yoga performance.
3. **International Women's Day** is observed every year to promote gender sensitization and gender equality by celebrating the social, economic, cultural, and political achievements of women.
4. **National Girl Child Day** is observed to mitigate the inequities that girls experience in society.
5. **Telugu Bhasha Dinostavam** is observed to promote the Telugu language.
6. **Indian Constitution Day** is celebrated to promote constitutional values among students and as a tribute to Dr. B. R. Ambedkar, the architect of the Indian Constitution.
7. **Gandhi Jayanti** is celebrated in the institution every year on October 2nd by organising cleaning drives inside and outside the campus.
8. **Teacher's Day** is passionately observed by students by organising games and honouring teachers.
9. **Women Teachers Day** is celebrated to recognise the contribution of women teachers in the field of education.
10. **Gurajada Jayanthi** is observed to commemorate the birth anniversary of the renowned Telugu poet and writer Gurajada Apparao.
11. **International Mother Tongue Day** is celebrated to promote linguistic and cultural diversity and multilingualism.
12. **Joshua Day** is observed to honor the sacrifices made by freedom fighters like Gurram Joshua who fought for India's independence.
13. **Voters Day** is celebrated to encourage and promote voter awareness and participation in the democratic process.
14. **Dr. Bhim Rao Ambedkar's birth anniversary** is observed on April 14th every year. It is celebrated across the country to commemorate the birth of the visionary leader and architect of the Indian Constitution.

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

7.2 Best Practices

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

Response:

BEST PRACTICE – I

Title of the Practice:

“THE EMPOWERED DIGITAL CAMPUS: A COMPREHENSIVE PROGRAM FOR COLLEGE STAFF AND STUDENTS”

Objectives:

- Improve the digital literacy skills of faculty and students, including knowledge and understanding of technology tools, software applications, and online platforms.
- Enable faculty and students to use digital tools effectively for teaching, learning, research, and collaboration.
- Promote responsible and ethical behaviour in the use of digital resources, including online safety, privacy, and security.
- Encourage faculty and students to use digital technologies to create innovative and engaging learning experiences, projects, and presentations.
- Facilitate effective digital communication among faculty and students, including email, instant messaging, video conferencing, and online forums.
- Support the use of digital assessment tools, including online quizzes, tests, and assignments, for efficient and effective evaluation of student learning outcomes.
- Provide equal access to digital resources and technologies for all faculty and students, regardless of their background or location.

Context:

- The digital empowerment of students and staff in a college is a crucial step towards realising the vision of Digital India, a movement launched by Prime Minister Narendra Modi in 2015.
- The digital empowerment of students and staff in colleges is also aligned with the National Education Policy 2020, which emphasises the use of technology in education and the development of digital infrastructure in educational institutions.
- By equipping students and staff with digital skills and knowledge, colleges can create a technologically advanced learning environment that fosters innovation, creativity, and collaboration.
- As a result, students and staff in colleges now need to have the necessary digital skills to navigate and succeed in this new learning environment.

Practice:

- The college has conducted a district-level 2-day workshop on MOOCs and other digital initiatives on the platform of the District Resource Centre to provide lecturers with knowledge from all over the district.

- Faculty members have acquired certificates in Introduction to Computer from SPOKEN TUTORIALS, IIT Bombay.
- All the teachers and students were trained multiple times to acquire knowledge about virtual classes and other pivotal online tools.
- The college has introduced G-Suite for conducting online classes.
- Students were encouraged to do certificate courses such as Introduction to Computers, Career Edge, Learn Programming with JavaScript, and Microsoft 365 degrees under MOOCs, TCS ION, and IBM Mind MAP P Tech, irrespective of their academic background.
- The college has conducted online quizzes in various subjects and used plickers for online quizzes.
- An online class timetable was prepared, and the attendance of the students was monitored. All the online classes were recorded and made available for the students for reference.
- The college has established 100 MBPS line connectivity with WIFI and LAN and one 10 MBPS leased line under RUSA for virtual class.
- Students who couldn't afford the data recharges were given access to the college WIFI to attend online classes within the college premises by strictly following social distancing.

Evidence of success:

- **Improved digital literacy skills:** Students and staff have demonstrated improved skills and knowledge in the use of digital tools and technologies, including software applications, online platforms, and social media.
- **Increased digital fluency:** Students and staff have shown increased confidence and proficiency in using digital technologies for teaching, learning, research, and collaboration.
- **Higher student engagement:** Digital empowerment programmes that focus on developing digital creativity and innovation have been shown to increase student engagement and motivation, leading to improved academic performance and

Problems encountered and resources required:

Digital empowerment requires investment in infrastructure, staff training, cyber security measures, and programs. The college had to make efforts to address these challenges in order to successfully implement digital empowerment.

BEST PRACTICE - II

Title of the Practice:

“GREEN HORIZONS - PIONEERING SUSTAINABLE PRACTICES”

Objectives of the Practice:

- **Reducing the Environmental Footprint:** The college aims to promote sustainable practices such as solid waste management, conserving energy, and organic farming to reduce the environmental footprint of the campus.
- **Encouraging Sustainable Behaviours:** The college provides education and resources on sustainable practices, such as alternative transportation methods and reducing water usage, to encourage sustainable behaviours among students, faculty, and staff.
- **Promoting Renewable Energy:** The college promotes the use of renewable energy sources such as

solar energy. This involves installing renewable energy systems on campus and encouraging the use of electric vehicles.

- **Implementing Waste Management and Energy Policies:** The college implements waste management and energy policies on campus to reduce environmental impacts.

The Context:

As the need for environmental protection grows, educational institutions must lead by example in promoting sustainable practices. The Green Horizons initiative aims to create an eco-friendly and sustainable campus, which not only benefits the institution but also fosters an understanding of sustainability among students.

The Practice:

Green Horizons implements a variety of practices to achieve its objectives. These include:

- **Solar Energy:** The college uses renewable energy sources such as solar energy to reduce its carbon footprint.
- **LED Bulbs:** LED bulbs are installed in college buildings to save electricity.
- **Solid Waste Management:** The college follows leaf composting and vermicomposting for solid waste management.
- **Plantation Programmes:** NSS volunteers and Eco Club Green Army carry out plantation programmes to enrich the flora and fauna on campus.
- **Organic Farming:** Students are engaged in organic farming practices, including using organic pesticides such as Neem extract and Tagetes oil.
- **Battery-Powered Vehicles:** Some of the faculty members use battery-powered vehicles to reduce carbon emissions.
- **Azolla Pond:** Promotes sustainable agriculture, which helps society and teaches students about sustainable practices.

Evidence of Success:

- **Eco-Friendly Campus:** Through periodic tree plantations and other practices, the campus has become eco-friendly.
- **Solar Energy:** The college meets its electrical power requirements through solar energy.
- **Plastic-Free Campus:** The Eco Club Green Army's awareness campaign has made the campus plastic-free.
- **Awareness Campaign:** NSS volunteers, the Eco Club, and the Green Army organise awareness campaigns regularly.
- **Green and Energy Audit:** The campus undergoes regular green and energy audits.
- **Vermicomposting:** The vermicompost beds generate rich compost used for the college's garden.

Problems encountered and resources required:

The practice faces certain challenges that require determination and long-term assurance from all stakeholders. Green initiatives are expensive and require expert advice and an investment of resources. Additionally, sufficient manpower is necessary to maintain these initiatives. There is also a need for greater awareness of environmental issues among students and the wider community.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

"Breaking Barriers and Building Bridges: D. S. Govt. College for Women's Journey towards Empowering Women with a Social Conscience"

Introduction:

Access to higher education remains a significant challenge for women around the world. Women face multiple barriers to accessing higher education. These barriers include poverty, social and cultural norms, and a lack of access to quality education. The college is "Breaking Barriers and Building Bridges" by addressing these issues by providing opportunities for underprivileged rural women to access education.

Increased admissions

One of the most notable achievements of this college has been the significant increase in admissions over the past few years. This can be attributed to a variety of factors, including increased outreach efforts, streamlined application processes, and expanded academic offerings. Specifically, the college has made a concerted effort to reach out to traditionally underserved communities, including rural areas and low-income families, and to provide targeted support to help students navigate the application process.

There has been a steady increase in admissions over the past five years. In the first year, there were 109 admissions, while in the fifth year, there were 180 admissions. This represents a 96% increase in admissions over the course of the programme.

Increased admissions from reserved categories:

The efforts of the college to increase access to higher education have resulted in a significant increase in the percentage of admissions from reserved categories. The outreach programmes of the college have encouraged more women from reserved categories to consider higher education, and the simplified application process with the help of the college has made it easier for these women to apply and enrol.

In terms of the demographic breakdown of the students over the past five years, there has been steady increase in admissions of students from reserved categories, such as SCs and OBCs.

Scholarships

One of the most significant barriers that women face when pursuing higher education is the financial burden. Scholarships and financial aid packages to students who demonstrate financial need, making higher education more accessible for women from low-income backgrounds. The college has also partnered with several organisations to provide internships and job opportunities for students, allowing them to earn income while studying.

During the last five years, the percentage of students who received scholarships has been consistent, ranging from 79% to 93%.

Pass Percentage

One of the primary ways that the college is working to bridge the gap to higher education is through the provision of quality teaching and mentoring. The college has a team of experienced faculty members who are committed to providing students with an excellent academic experience. The faculty members use various teaching methods, such as interactive lectures, case studies, and group discussions, to enhance students' learning experiences. The college also has a comprehensive mentoring programme that provides individualised support to students, helping them to stay motivated and focused throughout their academic journey.

During the last five years, there has been a significant increase in academic performance among students. In the first year of the programme, the pass percentage was 60%, while in the fifth year, it had increased to 90%. This represents a 50% increase in pass percentage.

Journey towards Empowering Women with a Social Conscience:

Women's empowerment is an essential aspect of social development. Empowering women with a social conscience involves creating awareness among women about their rights, responsibilities, and potential for becoming agents of change in society.

The college has been working towards empowering women with a social conscience through various initiatives. These initiatives mainly include:

Gender Sensitization Programmes:

The college conducts gender sensitization activities to create awareness among students about gender issues and promote gender equality. The programmes aimed to encourage students and staff to respect diversity and promote gender equality.

Activities such as **Woman Equality Day, Woman Teachers Day, International Women's Day, National Girl Child Day, and awareness programs on DISHA**, Invited talks on women's empowerment, campaigns against social evils such as early child marriages, and other programmes have emphasised the need for women to be financially independent, politically active, and socially responsible.

Women Empowerment Programmes:

The college organises various programmes aimed at empowering women, including skill-building

workshops, leadership training programs, and entrepreneurship development programmes.

Skill development and entrepreneurship training programmes such as disaster management training, preparation of mixed fruit jam, tailoring classes, preparation of candle making, stencil painting, preparation of thread bangles and ear rings, paper flowers, wall hangings, bottle crafts, etc. provide women with training and skills in areas such as entrepreneurship, leadership, financial management, and vocational skills. This can help women become more economically independent and contribute to their families and communities.

Community Service:

The college encourages students to engage in community service activities, such as volunteering at orphanages, old-age homes, and schools for underprivileged children.

Volunteering programmes: Collection and distribution of old clothes at orphanages and old age homes; Swatch Bharath programme by NSS volunteers.

Donation drives: Distributing sarees to old people, groceries and fruits at an old age home, fruits and biscuits at an orphanage, etc.

The college's efforts towards empowering women with a social conscience have had a significant impact. The college has seen an increase in the number of students who are aware of gender issues and who are committed to promoting gender equality. Additionally, the college has seen an increase in the number of students who are engaged in community service activities, indicating a growing sense of social responsibility among students.

Social Outreach Programmes:

The college encourages students to participate in social outreach programmes to help them understand the challenges faced by marginalised communities and develop a sense of social responsibility.

These programmes include:

Health awareness programmes such as the AIDS Day rally, Swatch Pakwada, Blood Donation Day, Health India Fit India, 3K Run, Blood Donation Camp, etc.

Disaster relief programmes such as the distribution of masks and sanitisers.

Environmental programmes such as crop rotation campaigns.

Social justice programmes like Door-to-door survey on the status of women's education.

Social outreach programmes are important for addressing social issues and promoting community development. These programmes can provide support and assistance to individuals and communities that face challenges and barriers. By promoting social outreach programmes, we can create a more just and equitable society where everyone has the opportunity to thrive.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

In conclusion, the DS Government College for Women has come a long way since its inception in 1984 and has made significant progress in providing quality education to socially and economically underprivileged girl students in Ongole and the surrounding rural areas of the district. With a focus on student-centric learning, experiential learning, and holistic support, the college has been able to cater to the changing needs of the students and provide them with the best possible academic and professional opportunities.

The college has been able to achieve its objectives by constantly upgrading its academic and infrastructural facilities. It has implemented a choice-based credit system and encouraged faculty to participate in research and consulting activities. The college has a well-maintained library and laboratories, as well as computing equipment and facilities that are fully WIFI enabled.

The college has also been successful in providing holistic support to its students, with a dedicated placement cell that works closely with organizations to provide students with ample job opportunities. The placement cell conducts campus interviews, job fairs, and other events to help students get placed in reputed companies.

The governance, leadership, and management of the college are well-defined, with a clear institutional vision and leadership plan that guide its activities and initiatives. The college has a strong focus on institutional values and social responsibilities, promoting values such as inclusivity, respect, integrity, and excellence.

However, like any other institution, the DS Government College for Women also faces its fair share of challenges. It needs to constantly upgrade its infrastructure and academic facilities and keep up with the changing needs of the students and the industry. The college also needs to attract and retain talented faculty and staff and maintain a diverse and inclusive environment.

Despite these challenges, the DS Government College for Women has been successful in providing quality education and support to its students and has made significant contributions to the social and economic development of the region. It is commendable that the college has received UGC grants for its initiatives in addition to NAAC accreditation and ISO certification. Overall, the college is well-positioned to continue its growth and success in the years to come.

Concluding Remarks :

During the assessment period, the D. S. Government College for Women demonstrated excellence and innovation. To prepare students for the workforce, the college has introduced three market-oriented courses: Enhancement Courses, Community Service Projects, On-the-Job Training, and Internships. The college has offered 31 Certificate Courses, including MOOCs, Life Skill Courses, and Skill Development Courses, giving students a variety of ways to learn.

The college encourages faculty research and scholarship. The faculty of the college has published 23 peer-reviewed papers and 9 national seminar books in the past five years. Every year, the college organizes sapling plantations, cleanliness drives, AIDS awareness, village visits, ODF, and health awareness lectures for students and blood group tests. The college offers a comprehensive education with centers for research,

entrepreneurship, community orientation, incubation, and more.

The Grievance Redressal Mechanism addresses sexual harassment and ragging complaints quickly. 71.44% of students benefited from career counseling and competitive exam preparation at the school. A strong Student Union promotes student leadership and engagement.

The 6.34-acre campus has four academic blocks and modern infrastructure. Four of the 12 college classrooms are ICT-enabled. It has an ICT-enabled Seminar Hall, a 30-person library, two computer labs, one JKC cum Language Lab, and four Physical Labs. 19.71:1 student-teacher ratio, 1:4.93 student-computer ratio.

During the assessment period, the college held 21 Seminars, Conferences, and Workshops to improve student research skills, ethics, and scientific temper. Over 120 neighbourhood extension activities sensitized students to social issues for holistic development. The library added 1,053 books during the assessment period and spent Rs. 1.575 lakhs.

Last five years, 87.29% of students received government scholarships and freeships. The institution offered 58 soft skills, language and communication, life skills, and technology programs to build capacity and skills. Over the past five years, 168 outgoing students were placed, and 61 students were admitted to higher education this year.

Community outreach, disaster management, and social welfare programs demonstrate commitment of the college to values and social responsibility. The DS. Government College for Women is a top educational institution that prepares students for the future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: D. Feedback collected Remark : DVV has made the changes as per shared report by HEI.</p>																																								
2.6.3	<p>Pass percentage of Students during last five years (excluding backlog students)</p> <p>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>92</td> <td>52</td> <td>58</td> <td>43</td> <td>59</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>92</td> <td>52</td> <td>58</td> <td>43</td> <td>63</td> </tr> </tbody> </table> <p>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>98</td> <td>64</td> <td>67</td> <td>64</td> <td>65</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>98</td> <td>64</td> <td>67</td> <td>64</td> <td>65</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	92	52	58	43	59	2021-22	2020-21	2019-20	2018-19	2017-18	92	52	58	43	63	2021-22	2020-21	2019-20	2018-19	2017-18	98	64	67	64	65	2021-22	2020-21	2019-20	2018-19	2017-18	98	64	67	64	65
2021-22	2020-21	2019-20	2018-19	2017-18																																					
92	52	58	43	59																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
92	52	58	43	63																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
98	64	67	64	65																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
98	64	67	64	65																																					
4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p>																																								

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2	67	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2.11	67.57	37.64

Remark : DVV has converted the value into lakhs as per shared report.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	4	16	29	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	2	11	21	8

Remark : DVV has excluded shared certificates of participation.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations