



# **SELF STUDY REPORT**

**FOR**

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

**GOVERNMENT DEGREE COLLEGE**

**ELURU MAIN ROAD CHINTALAPUDI (MD) ELURU (DT)**

**534460**

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

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

On September 24, 1987, the Government Degree College, Chintalapudi, saw the light of day, vide G.O.M.S.No. 313 Edn Dated December 15, 1987, with 26 years of standing. At the time of its inception, the college was affiliated with Andhra University, Vishakapatnam. At the beginning, the college offered B.A. and B.Com. courses. Subsequently, in 1997, B.Sc. courses . (MPC and CBZ) were started, and in 2013, Computer Science and Computer Applications in B.Sc., B.Com., and B.A., respectively, joined the bouquet of courses. In its early days, the college was run under the roof of Government Junior College, Chintalapudi. However, in 1999, it was shifted to the present location under the auspices of two large hearted philanthropists, Sri Maddala Eliya and Sri Nandigam Vivekananda, who donated 5.74 acres of land to the college.

### The Present

Government Degree College, Chintalapudi, is funded by the State Government of Andhra Pradesh and located in Chintalapudi, Eluru District, Andhra Pradesh, India. Presently, it is affiliated with Adikavi Nannaya University, Rajamahendravaram. The college offers undergraduate courses in arts, science, and commerce.

An overview of the courses offered at the college in the streams of B.Sc., B.Com., and B.A.

(B.Sc.): Some of the popular B.Sc. specialisations we offer include:

1. B.Sc. in Mathematics, Physics, and Chemistry.
2. B.Sc. in Mathematics, Physics, and Computer Science.
3. B.Sc. in Chemistry, Botany, and Zoology.
4. B.Sc. in Chemistry, Botany, and Horticulture.

(B.Com.):

Some of the key specialisations we offer in B.Com. include:

1. B.Com. General.
2. B.Com. in Computer Applications.

Bachelor of Arts (B.A.): Specializations available at our college include:

1. B.A. in Journalism, English Literature, and Political Science.
2. B.A. in History, Economics, and Political Science.
3. B.A. in History, Economics, and Computer Applications.

The B.A. curricula encourage students to engage in intellectual discourse and gain a deeper understanding of the world around them. Through interactive classroom sessions, research projects,

and extracurricular activities, students are prepared for various careers, including journalism, social work, academia, and public administration.

Each programme is designed to provide students with the necessary knowledge and skills to excel in their chosen fields and make a positive impact on society.

### **Vision**

**To be a premier rural college in empowering rural minds to create futuristic leaders.**

### **Mission**

We are committed to:

1. Providing a robust academic programme that meets the needs of our students.
2. Fostering a supportive and inclusive environment where all students can thrive.
3. Engaging students in experiential learning opportunities that connect them to their communities.
4. Preparing students to be critical thinkers, problem solvers, and communicators.
5. Empowering students to make a difference in the world they live in.

This vision and mission statement reflects the commitment of the College to providing quality education to rural students. The College recognises that rural students face unique challenges, and it is committed to providing them with the resources and support they need to succeed. The College also believes that rural students have the potential to make a significant impact on their communities, and it is committed to helping them develop the skills and knowledge they need to be leaders and changemakers.

Here are some specific examples of how the college has been moving ahead in its vision and mission:

1. Offering a variety of academic programmes that are relevant to the needs of rural students and the local economy.
2. Partnering with local businesses and organisations to provide students with internships and other experiential learning opportunities.
3. Offering student support services such as tutoring, counseling, and career development.
4. Celebrating the diversity of the rural community to create a welcoming and inclusive environment for all students.

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

### **Institutional Strength**

1. Experienced and qualified faculty
2. Good infrastructure and well-established laboratories
3. Consistent good pass percentage
4. Affordable fees
5. Located in a rural area, making it accessible to students from all backgrounds

### **Institutional Weakness**

1. Limited Course Offerings
2. Faculty Retention
3. Limited funding
4. Lack of modern amenities, such as a digital library and a computer lab with state of the art facilities
5. Remote location, which can make it difficult for students to travel to and from campus

### **Institutional Opportunity**

1. Increasing demand for higher education in Andhra Pradesh
2. Government initiatives to improve rural education
3. Partnerships with local businesses and organizations
4. Focus on skill development programmes aligned with the local job market
5. Embracing technology and e-learning platforms to bridge the gaps

### **Institutional Challenge**

1. Competition from other colleges and universities
2. Limited awareness of higher education
3. Socio-economic Constraints
4. Declining enrollment

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Over the past five years, our college has undergone significant changes and advancements in its curricular aspects, aiming to enhance the learning experience and better prepare students for their future endeavors.

The key developments are as follows:

**Technological Integration:** Especially, with the outbreak of COVID-19, the college has embraced technology in education, implementing digital tools and online platforms to support remote learning, collaborative projects, and access to a vast array of educational resources.

**Interdisciplinary Approach:** We have encouraged an interdisciplinary approach to learning, breaking down traditional subject barriers and promoting cross-disciplinary exploration to foster critical thinking and innovation.

**Experiential Learning:** Hands-on experiences have been emphasized through internships and industry projects, providing students with practical skills and real-world exposure.

**Soft Skills Development:** The College has recognized the importance of soft skills and has incorporated communication, teamwork, and problem-solving training into various courses and extracurricular activities.

**Personalized Learning:** Providing flexibility in course selection and personalized advising, the college has catered to individual student interests and career aspirations.

**Inclusivity and Sustainability:** Efforts have been made to ensure curricula are inclusive, diverse, and environmentally conscious, encouraging students to address societal challenges.

**Feedback on Curriculum:** On the feedback obtained, the stakeholders appreciated the emphasis on practical skills and real-life applications while aligning education with current industry demands. The incorporation of modern teaching methods and technology in the curriculum received praise for fostering a more engaging and interactive learning environment.

These curricular developments have been instrumental in fostering a dynamic and comprehensive learning environment that equips students with the skills and knowledge necessary to excel in their chosen fields. The college remains committed to continuous improvement and adaptation to meet the evolving needs of students and the ever-changing landscape of education.

## **Teaching-learning and Evaluation**

### **Teaching Learning and Evaluation**

The commitment of the college towards academic excellence and continuous improvement has driven the implementation of innovative strategies and technologies to enhance the overall educational experience.

**Teaching Approaches:** Over the past five years, the college has embraced various student-centric teaching approaches to promote active learning. Traditional lectures have been complemented with blended teaching, collaborative projects, and problem-solving exercises. Faculty members have actively participated in workshops and training sessions to stay abreast of modern teaching methodologies, fostering a dynamic and engaging classroom environment.

**Technology Integration:** In the wake of COVID-19, the college has significantly increased its integration of technology into the learning process. This has been achieved through the adoption of learning management systems (LMS), digital content, and multimedia resources.

**Personalised Learning:** Recognizing the diverse learning styles of students, the College has implemented personalised learning approaches. This focus on personalisation has resulted in improved student outcomes and higher levels of engagement.

**Assessment and Evaluation:** The College has undergone a shift from solely relying on traditional exams to incorporating a more holistic approach to assessment and evaluation. Formative assessments, projects, presentations, and practical examinations have been integrated into the evaluation process, allowing students to demonstrate their knowledge and skills in multiple ways. This has fostered a deeper understanding of the

subject matter and encouraged critical thinking.

**Outcome-Based Education (OBE):** To align with industry demands and student career goals, the college has adopted Outcome-Based Education (OBE) principles. Learning outcomes and programme objectives are clearly defined, enabling the college to assess the effectiveness of its curriculum in preparing students for their future endeavors. Continuous feedback from employers and alumni has been incorporated to enhance the relevance of academic programmes.

**Conclusion:** Over the last five years, the college has made commendable progress in transforming its teaching, learning, and evaluation practices. Embracing student-centric approaches, integrating technology, and adopting outcome-based assessment methods have collectively contributed to a more enriching educational experience. As the college continues to evolve, a strong emphasis on innovation and student success remains at the forefront of its educational vision.

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

Through strategic planning, collaborations, and a commitment to excellence, the college has significantly contributed to academic advancement, community engagement, and the betterment of society. The college is dedicated to providing quality education and empowering its students with a strong foundation for their future careers. As a part of its vision, the college emphasises research, innovation, and extension activities, recognising their crucial role in driving progress and societal development.

#### **Research Activities:**

**Increase in Research Publications:** Over the past five years, the College has witnessed a substantial increase in research publications. Faculty members have actively contributed to various fields, including science, technology, the humanities, and the social sciences. The college's research output has gained recognition both nationally and internationally.

**Incubation Programs:** The College has launched incubation programmes to support entrepreneurial students and faculty. These initiatives offer mentorship and infrastructure to help transform innovative ideas into viable business ventures.

#### **Extension Activities:**

**Community Outreach Programmes:** The College has actively engaged with the local community through various outreach programs. These initiatives include health camps, educational workshops, and awareness

campaigns on important social issues.

**Collaboration with NGOs and Government Agencies:** The College has collaborated with non-governmental organisations (NGOs) and government agencies to address pressing societal challenges.

**Societal Impact:** The extension activities of the college have made a tangible difference in the lives of individuals and communities. Its initiatives have improved healthcare and education for many underserved members of the general public.

The College has demonstrated exceptional progress and commitment to research, innovation, and extension activities over the last five years. Through the collective efforts of its faculty, students, and staff, the college has strengthened its position as a leading institution in academia and community engagement. The College remains dedicated to making a meaningful impact on society and shaping a better world through knowledge, innovation, and compassion.

### **Infrastructure and Learning Resources**

The college is committed to enhancing the overall learning experience for its students and ensuring a conducive environment for academic growth.

#### **Infrastructure Upgrades:**

**Campus Expansion:** In 2021, the college constructed a new building with the aid of RUSA 1.0 funds. This expansion allowed for the housing of two new classrooms and a seminar hall.

**Modernized Classrooms:** Over the last five years, the college has invested in upgrading classrooms with state-of-the-art audio-visual equipment and interactive whiteboards to promote better student engagement and learning outcomes.

**Technology Infrastructure:** To keep up with the advancements in technology, the college improved its campus-wide Wi-Fi infrastructure, ensuring seamless connectivity for students and faculty.

#### **Learning Resources:**

**Digital Learning Platforms:** The college has introduced various digital learning platforms and Learning

Management Systems (LMS) to facilitate remote learning and supplement traditional classroom teaching. These platforms provided access to e-books, online lectures, and interactive learning materials.

**Online Databases and Journals:** To support research endeavours, the College subscribed to numerous online academic databases and journals, expanding the scope of available research resources for students and faculty.

**Skill Development Workshops:** The College collaborated with industry experts and conducted regular skill development workshops, webinars, and seminars. These sessions aimed to equip students with practical knowledge and prepare them for the job market.

**Student Support Services:** In the last five years, the college established a comprehensive student support system, including counseling services, academic advising, and career guidance, ensuring the holistic development and well-being of the students.

In the last five years, the college has made significant strides in enhancing its infrastructure and learning resources. The campus expansion, modernized classrooms, and advanced technology infrastructure have contributed to creating a conducive learning environment. Moreover, the integration of digital learning platforms and increased access to online resources have empowered students to engage in self-directed learning and research. The commitment of the college to continuous improvement has positively impacted the overall learning experience for its students.

### **Student Support and Progression**

The college has taken several steps to facilitate students' academic and personal growth across verticals.

**Student Support Initiatives:** Over the last five years, the college has made substantial strides in enhancing student support mechanisms. Such initiatives have fostered a personalized approach to education, ensuring students receive guidance tailored to their unique needs and aspirations.

**Wellness and Mental Health Services:** Recognizing the importance of students' mental well-being, the college has expanded its mental health services over the last five years. Furthermore, mental health awareness campaigns, certificate courses, and workshops were conducted.

**Progression:** During the five-year period under review, the college witnessed positive trends in student progression. The implementation of a structured academic support system contributed significantly to the



improvement in student success. Early intervention strategies, such as academic alerts and targeted outreach, were introduced to identify struggling students and provide timely assistance.

Additionally, the college established scholarship and financial aid opportunities, reducing financial barriers that might have otherwise hindered students' academic progression. This approach positively impacted student retention and graduation rates.

Over the last five years, the college has demonstrated its commitment to student support and progression. The implementation of comprehensive advising, expanded mental health services, and targeted academic interventions contributed to improved student success.

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

The college has faced several challenges and opportunities during this period, and this report highlights key developments in its administration and strategic direction.

**Governance:** The governance structure of the college remained stable throughout the five-year period. The institution continued to operate under a board of members made up of a mix of internal stakeholders, community representatives, and industry experts. The board focused on long-term strategic planning, financial oversight, and ensuring adherence to the college's mission and values.

**Leadership:** Over the past five years, the college has witnessed a significant leadership change. In 2021, a new principal, Dr. P. Srinivasa Rao, was appointed following the transfer of the previous principal (FAC), Mr. K. Anand. Under the new regime, the incumbent principal has brought a fresh perspective and a vision for growth and innovation. Under his leadership, there has been a renewed emphasis on fostering a collaborative and inclusive environment, engaging faculty and students in decision-making processes, and promoting research and academic excellence.

**Management:** The college management team has faced challenges in navigating changes in student demographics and shifting demands in the education landscape. As the college aimed to adapt its programmes to meet market needs, the management team implemented comprehensive reviews of existing academic offerings. A few courses were phased out, while new courses aligned with emerging industries were introduced.

Efforts were made to enhance student support services, with a focus on mental health and career counseling. Additionally, investments in upgrading campus infrastructure, technology, and facilities were made to create a

conducive learning environment.

The College experienced notable changes in its governance, leadership, and management over the last five years. The appointment of a new Principal has brought fresh perspectives and focused efforts on innovation and academic excellence. The College management adapted its programmes and services to meet the evolving demands of the education landscape, while financial sustainability remained a priority. Moving forward, the college aims to build on its achievements and tackle emerging challenges to continue providing quality education and fostering an inclusive learning community.

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

Over the past five years, the college has continually strived to uphold a set of core values and implement best practices to foster an enriching and supportive learning environment.

#### **Values:**

**Academic Excellence:** The College has remained committed to maintaining high academic standards. Emphasis on quality education, faculty development, and modern teaching methodologies has been paramount in ensuring students receive a top-notch education.

**Inclusivity and Diversity:** Recognizing the importance of a diverse community, the College has actively promoted inclusivity in all aspects. Students and staff from different backgrounds, cultures, and abilities have been welcomed and supported, fostering a rich and vibrant campus atmosphere.

**Student-Centric Approach:** The college places students at the center of its focus. Regular feedback mechanisms, support services, and opportunities for personal and professional growth have been provided to ensure students' holistic development.

**Ethical Values and Integrity:** Upholding ethical standards and integrity has been a core pillar of the ethos of the college. Encouraging ethical behavior and fostering a sense of responsibility in students and staff have been prioritised to develop principled individuals.

Over the last five years, the college has stood firm in its commitment to uphold essential values and implement

best practices that enrich the learning experience for students and create a conducive environment for growth and development. With a focus on academic excellence, inclusivity, and innovation, the college continues to prepare students for success in their careers and lives beyond graduation.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE
Address	Eluru Main Road Chintalapudi (Md) Eluru (dt)
City	CHINTALAPUDI
State	Andhra Pradesh
Pin	534460
Website	<a href="http://www.gdcctp.ac.in">www.gdcctp.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P. Srinivasa Rao	09246-9246789077	9490232391	-	iqacgdcchintalapudi@gmail.com
IQAC / CIQA coordinator	Syed Mir Hassim	-	9246789077	-	iqacgdcchintalapudi@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Andhra Pradesh	Adikavi Nannaya University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	05-11-2012	<a href="#">View Document</a>
12B of UGC	09-04-2018	<a href="#">View Document</a>

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

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

**Recognitions**

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

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Eluru Main Road Chintalapudi (Md) Eluru (dt)	Rural	5.5	2

**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
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UG	BA,Arts,ENGLISH LITERATURE ECONOMICS POLITICAL SCIENCE	36	Intermediate	English	30	1
UG	BA,Arts,HISTORY ECONOMICS POLITICAL SCIENCE	36	Intermediate	English	40	18
UG	BCom,Commerce,GENERAL	36	Intermediate	English	60	6
UG	BCom,Commerce,COMPUTER APPLICATION	36	Intermediate	English	60	13
UG	BSc,Science,CHEMISTRY BOTANY ZOOLOGY	36	Intermediate	English	60	8
UG	BSc,Science,MATHEMATICS PHYSICS COMPUTER SCIENCE	36	Intermediate	English	40	4
UG	BSc,Science,CHEMISTRY BOTANY HORTICULTURE	36	Intermediate	English	40	15
PG	MCom,Commerce,COMMERCE	24	Degree	English	40	3
PG	MA,Economics,ECONOMICS	24	Degree	English	40	1

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				25			
Recruited	0	0	0	0	0	0	0	0	21	4	0	25
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			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				6
Recruited	2	0	0	2
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	10	2	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	0	0	12
UG	0	0	0	0	0	0	0	0	0	0



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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	72	0	0	0	72
	Female	34	0	0	0	34
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	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	75	88	48	20
	Female	59	54	51	15
	Others	0	0	0	0
ST	Male	13	15	10	5
	Female	3	5	2	2
	Others	0	0	0	0
OBC	Male	37	50	28	13
	Female	15	20	9	6
	Others	0	0	0	0
General	Male	2	12	11	4
	Female	1	7	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		205	251	159	65

1. Multidisciplinary/interdisciplinary:	<p>1. Multidisciplinary/interdisciplinary: The College has introduced a few market oriented courses at the U.G. level and the details are as follows. A.) The institution launched B.A Programme with the combination of Computer Applications with Economics and History. B.) Journalism with Special English and Political Science. C.) B.Com Programme, Computer Applications with Commerce. D.) B.Sc Programme, Computer Science with Mathematics and Physics. E.) Horticulture with Botany and Chemistry. In The rural area like Chintalapudi, the College has taken a bold step to introduce courses with varied combinations integrating humanities, Science, Commerce, Technology, Mathematics. All the courses being run are credit-based with mandatory project work in the final Semester. The project work is designed to give hands-on training, community engagement, industrial experience, field work and environmental education. The project work has credits too along with the theory course work. Students are required to undertake and complete their project by visiting industries, companies, NGOs, and submit a report. A viva voce examination is also held to evaluate the authenticity of the project experience. A good number of these projects are interdisciplinary in nature. From the new academic regulation 2020-2021, project work has been assigned as an integral part of course work. Through out the U.G. Programme, each student has to undertake 10 months of experiential learning which includes, two months of Community Service Project(CSP), two months of Short Term Internship and six months of Semester Internship Programme. After the completion of the I and II Semesters, the student has to take up the Community Service Project(CSP) for two months in any ward/locality and submit a report. After the III and IV Semesters, every student has to undergo the Short Term Internship Programme for two months in any organization and submit a report. And the entire VI Semester is ear-marked for the Six-Month Internship or On Job Training in any organization and submit a report. Value based education has also been made integral part of the curricular framework for all UG students. The students are oriented towards life skills education. Hence all the UG students of this College undergo a holistic and multi-disciplinary education.</p>
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2. Academic bank of credits (ABC):	<p>Government Degree College, Chintalapudi has been making its efforts to register under Academic Bank of Credits (ABC). The College shall implement the ABC following the directives of the Andhra Pradesh State Council for Higher Education (APSCHE) and affiliating university, Adikavi Nanaya University, Rajamahendravaram, to facilitate the enrichment of academic pursuits and academic welfare of students across Programmes. In the run up to the New Education Policy (NEP) initiatives, the faculty members have been given a free hand to evolve innovative concepts that go with the current environment and incorporate them into the syllabi and curriculum.</p>
3. Skill development:	<p>From the academic session 2020-2021 onwards a set of 4 Skill Development Courses are being offered for all B.A., B.Com. and B.Sc. students as an essential part of curricular framework. Each Skill Development Course is offered with 2 hours of Teaching per week with 2 credits each, for 50 maximum marks with external assessment. These Courses are intended to train students in broad based multiple career oriented generic skills, in Arts, Commerce and Science streams but open to all students. A wider choice is given to students as they can choose any one course from a total of six courses (2 from each stream). Each student will choose 4 skill Development Courses<sup>1</sup> in 1st semester for 02 credits, 2 in 2nd semester for 04 credits and 1 in 3rd semester for 2credits (Total6 credits). The detailed framework has been uploaded in the College Website. A brief list of all Skill Development Courses being offered across Programme wise has been slated below: A.) For BA stream – Tourism Guidance, Public Relations, Journalistic Reporting, Survey &amp; Reporting, Social Work Methods, Performing Arts, Financial Markets, and Disaster Management. B.) For B.Com stream – Insurance Promotion, Agricultural Marketing, Business Communication, Advertising, Logistics &amp; Supply Chain Management, Online Business, etc. C.) For B.Sc. stream – Electrical Appliances, Plant Nursery, Solar Energy, Fruits &amp; Vegetable preservation, Dairy Technology, Food adulteration, Environmental Education, Poultry Farming. The Skill enhancement Courses in semester VI for all the streams is as follows: (32 courses) viz. – General Insurance, E-</p>

	<p>Commerce, Digital Marketing, Data Science, Cost Control Techniques, Solar Energy &amp; Applications, Web Interface Designing, Plant Propagation, Post-Harvest Technology, Tourism, E-Governance etc. Soft Skills is being offered as a part of Life Skill Course during I, II &amp; III Semesters. The College provides Value Based Education to inculcate positivity and promote integrity amongst the learners that include ethical and universal human values of truth, righteousness, conduct, peace, love, nonviolence, scientific temper, constitutional obligations etc. The College imparts these values via the Course in Human Values and Professional Ethics. From time to time, with a view to making these courses more effective and target driven, both the apex level Government Agencies viz. Andhra Pradesh State Council for Higher Education (APSCHE) and the Andhra Pradesh Commissionerate of Collegiate Education (A.P.C.C.E.) trains faculty in their domain specific Skill Development, Life Skills Courses &amp; Skill Enhancement Courses.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The students of all UG courses study about Indian Culture and Science (ICS) and Performing Arts, as Life Skill Courses in the common curricular framework for 2 hours of Teaching with 2 credits each in II Semester. Since the College is located in a rural area, explaining the domain subjects in bilingual modes to make the teaching and learning more effective has been a prevalent practice for years. Furthermore, Indian ancient traditional knowledge, Indian Arts and Indian Culture &amp; traditions are imparted as a part of Foundation or Life Skill Courses – IHC. The Department of History arranges visits to temples and historic monuments to study culture and other ancient traditions followed during the ancient and medieval civilisations. The Department of Botany orients students of Botany &amp; other student's to make use of naturally available Ayurvedic plants for various health disorders.</p>
5. Focus on Outcome based education (OBE):	<p>The institution has been implementing its curricula in line with the Outcome Based Education (OBE) from 2020-2021 onwards. Following the directions of the Andhra Pradesh State Council for Higher Education (APSCHE), the affiliating Adikavi Nannaya University, Rajamahendravaram has taken utmost care in designing the curricula. Each course</p>

	work is designed based on the learning objectives, Learning outcomes for each unit and are mapped to that of the programme outcomes. The Course models have been designed in view of the Blooms Taxonomy– knowledge levels for assessment of outcomes based on Blooms Taxonomy. The level K1 is Knowledge, K2 Comprehension, K3 Application, K4 Analysis, K5 Synthesis, and K6 Evaluation etc. of the cognitive domain.
6. Distance education/online education:	The College has proactively implemented online education and is one of the pioneers in joining the bandwagon in offering the online education. The staff extensively participate in MOOCs courses and other online modes to enrich their knowledge. Students and faculty are encouraged to complete various certification courses offered by SWAYAM, SWAYAM Prabha etc., Students and Staff are Extensively trained in various courses through the spoken tutorials. During the COVID-19 pandemic period, the institute adopted online and blended modes of education successfully. All students have been given education comprehensively during the pandemic through online mode. Under the banner, Jawahar Knowledge Centre(JKC), a slew of online courses were offered to students. “Mind Map-NAACOM? a student training programme, “Cisco CCNA V1” Course, “Microsoft Skilling Programme” are a few courses that need a mention here.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club of Government Degree College was established with the aim of promoting political awareness, civic responsibility, and electoral literacy among the student body. The club serves as a platform to educate students about the electoral process, democratic values, and the importance of active participation in shaping the nation's future.
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?	Sri. K.Hari Prasad, Head, of the Department of Political Science, is appointed as convener for the ELC. The committee is constituted by the Faculty of History and Economics and also by two students of the B.A. program.

<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>Voter Registration Drives: The club actively conducts voter registration drives on campus to ensure that eligible students are registered to vote in local, state, and national elections. Guest Lectures: Eminent personalities, political leaders, and experts are invited to deliver guest lectures, providing students with insights into the political landscape, electoral reforms, and contemporary issues. Debates and Discussions: Regular debates and discussions are organised to encourage students to express their opinions on political issues, facilitating a culture of healthy discourse and critical thinking. Collaborations with Election Commission: The club collaborates with local election authorities to facilitate interactive sessions, Q&amp;A sessions, and distribution of informational materials.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club has made a significant impact on the stakeholders of College by contributing to increased voter awareness and participation. Many students who were previously disengaged from political processes have become actively involved, demonstrating a higher level of civic consciousness.</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>Voter Registration Drives: The club actively conducts voter registration drives on campus to ensure that eligible students are registered to vote in local, state, and national elections.</p>

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
380	487	517	475	465
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 46

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	25	24	23	23

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.56418	0.97005	25.44486	7.97745	70.29899



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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

From the academic year 2020–2021, a structural change in designing the curricula of U.G. programs and related courses was pressed into action by the Andhra Pradesh State Council for Higher Education (APSCHE). Following the directions of the APSCHE, all the universities in the state adopted the new curriculum. The new syllabus perfectly fits into the present industry requirements. As it is believed that in addition to the domain skills, the students need to hone up their non-domain skills as well, the contents of both the domain and non-domain streams are well laid out in the revised curricular framework. As a result, new papers under the Life Skills and Skill Development domains have been introduced. The institution devises annual and semester curricular plans covering academic, co-academic, and extra-academic activities and acts accordingly. Every care is taken to deliver the coursework as per the planned schedule. Bridge courses are also offered to help students feel at ease much before the main coursework is dealt with. With a view to providing experiential learning, a ten-month exclusive mandatory coursework, viz., community service projects, short-term internships, and semester internship programs, is included in the curriculum. Various assessment measures, such as assignments, classroom seminars, project work, expert talks, field trips, and other academic enrichment initiatives, are included to ensure that the student continues to evolve and progress all through the coursework. From time-to-time, every measure is taken to revise the plan of action to help students strengthen their academic pursuits.

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

#### 1.2 Academic Flexibility

##### 1.2.1

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

**Response:** 29

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

**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:** 55.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
318	264	249	259	210

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

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

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

**Response:**

The previous 2016–2017 regulation had 10 foundation courses, viz. Environmental Science, Human Values and Professional Ethics, Information and Communication Technology (ICT) I and II, Communication and Soft Skills I, II and III, Leadership Qualities, Entrepreneurship, and Analytical Skills. The new curriculum being implemented for the academic year 2020-2021 has new sets of life skill

courses. The very purpose of introducing such courses is to help students understand the importance of life skills that go a long way in building their career and living a happy and contented life. The courses being offered will broaden the outlook of students across fields. One's awareness of matters concerning human values and professional ethics, being sensitive to gender issues, knowledge of nations heritage and hoary past, scientific growth, steps being taken to save the environment and the planet, and enhancement of one's personality to evolve as a leader have become imperative. Hence, various courses spread across semesters have been introduced to benefit the student lot in every way possible.

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

### 1.3.2

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

**Response:** 43.16

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

Response: 164

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

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 37.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	159	251	205	196

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

2022-23	2021-22	2020-21	2019-20	2018-19
330	500	500	500	500

#### 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](#)

#### 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:** 36.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	87	142	123	117

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

2022-23	2021-22	2020-21	2019-20	2018-19
201	255	305	329	316

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 15.83

## 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:**

In the ever-evolving landscape of education, student-centric initiatives have become paramount to promoting a dynamic and engaging learning environment. The college is increasingly embracing innovative approaches to education that prioritise the needs and interests of students. Among these initiatives, experiential learning, participatory learning, problem-solving, and the integration of information and communication technology (ICT) tools stand out as powerful methods to enhance the overall educational experience.

Experiential learning, a cornerstone of student-centric education, emphasizes hands-on, real-world experiences to complement traditional classroom instruction. By actively engaging students in practical applications of their knowledge, the college was able to bridge the gap between theory and practice through internships, research projects, or fieldwork. Participatory learning is another student-centric initiative that shifts the focus from passive reception of information to active involvement in the learning process. In participatory learning environments, students become collaborators rather than mere recipients of knowledge. This was done through group discussions, collaborative projects, and peer-to-peer learning activities. Problem-solving is a skill integral to success in the professional world, and educational institutions like ours are recognizing its importance in shaping well-rounded individuals. Student-centric initiatives that emphasise problem-solving encourage learners to tackle complex challenges, fostering resilience and adaptability. These initiatives often involved case studies, simulations, and real-world scenarios that required students to apply their knowledge in practical contexts. As a part of the Community Service Project (CSP), the students are given the opportunity to work in a ward/village and identify the problems faced by the people of the area. Through surveys, the data collected is analyzed, and plausible solutions in consultation with the authorities concerned is offered. As a result, students have developed the ability to analyse situations critically, think creatively, and formulate effective solutions.

The integration of information and communication technology (ICT) tools represents a transformative element in student-centric education. In the digital age, leveraging technology in the classroom enhances the learning experience and prepares students for a technology-driven future. Interactive online platforms like Google Forms, Kahoot, and Teachment, virtual simulations like Amrita Virtual Lab, and multimedia resources such as PPTs provided students with diverse and engaging learning opportunities. ICT tools also facilitated personalized learning experiences, allowing students to progress at their own pace and access a wealth of information beyond the confines of traditional textbooks. Moreover, the use of ICT tools enabled the college to implement blended learning approaches, combining traditional classroom instruction with online resources. This flexibility caters to diverse learning styles and accommodates students with varying schedules and preferences. In conclusion, student-centric initiatives, including experiential learning, participatory learning,

Problem-solving, and the integration of ICT tools, have become essential components of progressive educational models in colleges. By prioritizing these initiatives, institutions empower students to take an active role in their education, preparing them not only with academic knowledge but also with the practical skills and adaptability needed for success in the rapidly changing world. As the college continues to embrace these innovative approaches, it contributes to the development of well-rounded individuals capable of navigating the complexities of the modern professional landscape.

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



## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 95.2

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

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

#### File Description

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

#### Document

[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:** 57.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	20	18

#### File Description

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.

#### Document

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

To ensure transparency, timeliness, and efficiency in addressing internal examination-related grievances, the college has a well-defined mechanism in place. Below are some of the key elements that have been contributing to an effective grievance handling process:

**Clearly Communicated Grievance Procedure:**

The college has established a clearly communicated grievance procedure that outlines the steps to be followed by students to raise and address examination-related grievances. This procedure is made readily available to students, ensuring they are aware of the process and know how to navigate it.

**Grievance Redressal Cell:**

The grievance redressal cell of the college handles examination-related grievances as well. This body comprises impartial and qualified members who are well-versed in the examination process, the institution, & policies.

**Time-Bound Resolution:**

The grievance mechanism sets specific time frames within which grievances should be addressed. This ensures that grievances are handled promptly and efficiently. The general timeline for each resolution is to be addressed in a week's time. However, based on the nature of the issue, it may vary.

**Transparent Communication Channels:**

The college provides multiple transparent points of contact for students to raise their grievances, such as in-person meetings, or other established channels. Firstly, the student can approach the faculty concerned, secondly, the head of the respective department, thirdly, the grievance cell, and so on. The availability and accessibility of these channels enable students to express their concerns easily.

**Proper Documentation:**

The grievance mechanism ensures proper documentation of all examination-related grievances, including details of the grievance, actions taken, and outcomes. Documentation helps maintain a record of grievances and their resolutions, ensuring transparency and accountability.

**Investigation and Resolution:**

The grievance redressal cell investigates each grievance thoroughly, considering all relevant evidence and perspectives. The Cell examines the issue impartially, ensuring fair treatment for all parties involved. The resolution may involve consultation with relevant faculty members, review of assessment records, or any other necessary steps to arrive at a fair decision.

**Communication of Decisions:**

The college communicates the decisions or resolutions reached regarding examination-related grievances to the students. This includes providing clear and concise explanations for the decision and any remedial measures, if applicable. Effective communication ensures that students understand the outcome and the reasoning behind it.

**Feedback and continuous improvement:**

The College seeks feedback from students regarding the grievance handling process to identify areas for improvement. Regular review and analysis of the grievance mechanism help identify trends, common

issues, and opportunities to enhance the process's transparency, timeliness, and efficiency. By following these principles, the college has established a transparent, time-bound, and efficient mechanism for addressing internal examination-related grievances. This ensures that students' concerns are addressed promptly and fairly, promoting a conducive learning environment and maintaining the integrity of the examination process.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

The college has understood the importance of framing program outcomes and course outcomes (COs & POs) well in advance. Before the commencement of the academic year, the staff members study each course and frame the outlines of late APSHE, which is designing the COs at the time of framing the curriculum. POs are framed at the college level. After discussing with all the teachers involved in the program, the COs & POs thus evolved or were displayed to the students on the notice board. Also, they are explained in the classes, so that the students will know the real purpose of the course they have been studying. COs & POs are also displayed on the college website. By studying the COs & POs, the students will be able to plan their future more accurately. For example, a student who opted to study history in B.A. can plan to become a public servant of any rank because the outcomes of the course will enable him to understand the basic structure of his society. The historical knowledge of the past will give him an assessment of a possible evaluation or revolution in the present situation. As he has studied many administrative structures in the past, he can compare and contrast them and help in designing the best type of administrative setup.

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

### 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

Quality education in higher educational institutions is a major task in the present educational scenario. The CO's and PO's must be attained up to the mark. Then only the quality education concept can be fully completed. The college has evolved a process of calculating CO and PO procedures according to the availability & possibilities at the institution. The B.Com. (General) program calculation is given here as an example. The procedure we followed is Step 1: Defining PO's B.Com. (General) Program Outcomes PO 1: Develop the skills and techniques of communication and decision-making to be successful in business and personal life. PO 2: Improve competencies to make them eligible and employable in the job market. PO 3: Recognize different value systems and ethics, understand the moral dimensions, and accept responsibility. PO 4: Attain thorough knowledge of different specializations in accounting, costing, taxation, banking, and auditing. PO 5: Join in different professional exams like C.A., CMA, and C.S. PO 6: Gain the knowledge to start their own business independently. Step 2: Defining CO's Course Outcomes for BUSINESS ENVIRONMENT CO 1: To define and classify the components of the business environment. CO 2: To understand the components of economic environment; CO 3: To explain the socio-cultural and technological environmental factors CO 4: To learn about globalisation and international organisations Step 3: Mapping CO's with PO's Assigning mapping and weighting is explained in the flowchart in detail. Step 4: CO-PO Attainment Calculation. Designing base for attainment calculation For example: CO 1: Attendance-Based CO 2: Assignment-based CO 3: Student Seminars based CO 4: Test based If the student gets 40% of the marks assigned to the respective CO, '1' will be given; otherwise, '0' will be given. In this way, we will enter marks and assign '1' or '0' to all students based on the given condition. The average for each CO will be calculated. According to the PO-CO matrix & CO attainment value, PO attainment for the particular course is calculated using the formula. \*\* formula is explained in flow chart in detail Now we will get the average percentage of PO attainment for a course in one semester. In this way, we will calculate for all the courses in the semester. At the end of the semester, we will get the semester-wise average attainment of program outcomes by averaging all the PO's attained for all courses in that particular semester. This process will be carried out for all six semesters. At last, we will calculate the overall PO attainment of the particular program by averaging all the PO's attained in all semesters of the programme. The same process will be followed for all the programmes offered by the institution.

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

**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:** 57.5**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
108	83	78	88	53

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

2022-23	2021-22	2020-21	2019-20	2018-19
193	114	130	102	174

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 4

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

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

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

In the dynamic landscape of the global knowledge economy, the College plays a pivotal role in shaping and advancing innovation. The College has created an ecosystem that not only nurtures innovation but also promotes awareness about intellectual property rights (IPR). The College has established IPR cells, incubation centers, and other initiatives for the seamless creation and transfer of knowledge and technology.

A key aspect of this ecosystem is the emphasis on spreading awareness about intellectual property rights. Recognizing the importance of protecting intellectual assets, the College has implemented educational programmes and workshops to sensitise its stakeholders about the nuances of IPR. This proactive approach ensures that innovators and researchers at the college are well-informed about safeguarding their creations, thereby encouraging a culture of respect for intellectual property.

To reinforce the commitment to IPR, the college has established dedicated IPR cells. These cells serve as specialised units that facilitate the identification, protection, and management of intellectual property

generated within the institution. By providing expert guidance on patenting, copyright, and trademark processes, these cells empower innovators to secure their ideas and inventions. This not only safeguards the intellectual capital of the college but also creates a conducive environment for collaboration with industry partners. In parallel, the college has set up incubator centers that serve as crucibles for nurturing innovative ideas into viable products and services. These centers have provided a conducive environment for budding entrepreneurs and researchers, offering them resources, mentorship, and infrastructure to transform their concepts into market-ready solutions. For instance, the college has set up facilities such as Vermi Compost and Home Made Incubator. The incubation centers operate as hubs where creativity converges with business acumen, fostering a culture of entrepreneurship within the institution. The commitment of the College to knowledge and technology transfer is evident in various initiatives undertaken to bridge the gap between academia and industry. This proactive engagement facilitates the smooth transition of knowledge and technology from the laboratory to the marketplace, ensuring that innovations have a tangible impact on society. The outcomes of this ecosystem are manifest in the success stories that have emerged from within the institution. In conclusion, the College has successfully cultivated an ecosystem that champions innovation, fosters awareness about IPR, establishes specialized cells, incubation centers, and promotes initiatives for the creation and transfer of knowledge and technology. The proactive and holistic approach of the College has not only enriched its academic landscape but has also significantly contributed to the broader socio-economic development of the region and beyond. The College stands as a beacon, showcasing the transformative power of a well-crafted ecosystem that nurtures and sustains innovation.

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

### 3.2.2

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

**Response: 4**

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	01	01	01

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

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response: 0.11**

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	02	01	00

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

#### 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: 0.22**

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



2022-23	2021-22	2020-21	2019-20	2018-19
06	01	01	01	01

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

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

Over the past five years, the NCC (National Cadet Corps) and NSS (National Service Scheme) units of Government Degree College, Chintalapudi, have been actively engaged in extension activities within the neighborhood community. These endeavours have not only left a significant impact on the community but have also played a pivotal role in sensitising the students to various social issues that contribute to their holistic development. One of the notable outcomes of these extension activities is the positive transformation observed

within the local communities, viz. Antony Nagar, Yerrampalli, and so on. The NCC and NSS units have organised numerous camps and initiatives focused on community development, healthcare, and environmental sustainability. These efforts have led to tangible improvements in the living conditions of the neighborhood, such as the maintenance of sanitation facilities, providing access to health clinics, and the implementation of waste management systems. The impact is evident in the enhanced quality of life experienced by the residents. In terms of healthcare, the NCC and NSS units have actively conducted medical camps, awareness programs, and health check-ups in collaboration with local healthcare professionals. This has not only addressed immediate health concerns but has also contributed to a heightened awareness of health and hygiene practices within the community.

Moreover, the extension activities have been instrumental in promoting a sense of social responsibility among the students of Government Degree College, Chintalapudi. By actively participating in community service projects, students have developed a deeper understanding of societal challenges and have learned to appreciate the importance of giving back to the community. This has had a profound impact on their character and values, instilling a spirit of empathy, compassion, and a commitment to social causes.

The outreach programs have also served as a platform for students to apply their academic knowledge in

real-world scenarios, enhancing their practical skills and problem-solving abilities.

This hands-on experience has not only enriched their academic journey but has also equipped them with valuable life skills that extend beyond the confines of the classroom.

Additionally, the extension activities have acted as a bridge between the college and the local community, enriching stronger bonds and mutual understanding. The collaborative efforts have created a sense of unity, where students and community members work together towards common goals. This engagement has not only enriched the cultural fabric of the neighborhood but has also contributed to the overall development and upliftment of the community. In conclusion, the outcomes of extension activities carried out by the NCC and NSS units of Government Degree College, Chintalapudi, over the last five years have been transformative. The impact on the neighborhood community is evident in improved living conditions, enhanced healthcare, and a sense of social responsibility among the students. These activities have not only served the immediate needs of the community but have also played a crucial role in the holistic development of the students, preparing them to be responsible and socially aware citizens in the broader context of society.

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

### 3.4.2

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

##### Response:

Government Degree College, Chintalapudi, has been the recipient of numerous letters of appreciation for its outstanding extension and collaborative activities carried out by the staff, students, NCC, and NSS wings. These commendations reflect the impactful contributions made by the college in various domains. It showcased a commitment to community service and social responsibility. One of the commendable initiatives that garnered appreciation is the conducting of tutorial classes for the children of Liberty Home for Children, Chintalapudi. The heartfelt letter of appreciation received from the Liberty Home management expresses gratitude for the dedicated efforts of the college staff and students in imparting education and mentorship to the children. The letter highlights the positive impact on the academic progress and overall well-being of the children. It emphasised the role of college in providing valuable educational support to the disadvantaged children. The collaboration with the Regional Science Centre, Eluru, for the "Clean and Green Campus" initiative has also earned accolades. The letter of appreciation from the Science Centre applaud the college's commitment to environmental sustainability and commend the collective efforts in maintaining a clean and eco-friendly campus. The recognition received underscores the dedication of college to promoting environmental consciousness and promoting a green ethos within the academic community. The NSS volunteers' exemplary service during the COVID-19 pandemic has been acknowledged

by the Lion's Club of Chintalapudi. The letter of appreciation expresses gratitude for the selfless efforts in providing assistance to COVID-19 victims. The NSS volunteers played a crucial role in extending

support to the affected individuals and families, showcasing the college's commitment to social welfare during challenging times. The Lion's Club acknowledges the college's role in instilling a sense of social responsibility in its students and contributing to the well-being of the community.

The NCC volunteers emerged as pillars of support for the police department during the strict lockdown periods of the COVID-19 pandemic. This collaboration exemplifies the positive impact that educational institutions, through their extension activities, can have on the overall well-being of the community, especially during unprecedented times.

Furthermore, the NCC volunteers' service to the Department of Police in controlling traffic during peak hours in the town of Chintalapudi has received commendation from local authorities. The letter of appreciation highlights the NCC's pivotal role in maintaining traffic discipline and ensuring smooth vehicular movement. The collaboration between the college's NCC unit and the police department exemplifies a successful partnership in addressing community needs, and the letter acknowledges the positive impact of this joint effort on the overall traffic management in the town.

In conclusion, the letters of appreciation received by Government Degree College, Chintalapudi, serve as testaments to the impactful extension and collaborative activities undertaken by the staff, students, NCC, and NSS wings. These initiatives have not only garnered recognition from various organizations but also reflect the college's commitment to community engagement,

social responsibility, and holistic development. The letters underscore the positive influence of the college on both the local community and the individuals involved in these commendable endeavours.

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

### 3.4.3

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

**Response:** 99

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	18	29	11	18

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

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 25

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The college is located on 5.74 acres of land, including the play zone. The college is housed in pakka buildings. Presently, the college has 10 classrooms for all courses and 7 laboratories to cater to the needs of science disciplines such as physics, chemistry, botany, zoology, and computer science. Thanks to the RUSA 1.0 funding initiatives, the college has taken a new look across verticals. By virtue of the RUSA funds, we could establish one virtual classroom and 3 digital classrooms. The college also has a seminar hall to organize academic and cultural events. To organize large scale programmes, there is an open air dais too. The college has a gymnasium and play area spread across 2.47 acres. However, to meet the growing demands of students, the existing physical facilities are not enough. Hence, proposals to augment the existing physical facilities are in the pipeline.

To organize large-scale programs, there is an open air day where events such as Freshman's Day, Annual Day, International Women's Day, Independence Day, Republic Day, and so on are made use of. The college has a gymnasium and play area spread across 2.47 acres where various indoor and outdoor sports and games are organised.

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

#### 4.1.2

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

Response: 0

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise

during last five years (INR in lakhs)

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

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

With the existing facilities at the college, both faculty and students make use of the library resources. There are about 13,000 volumes in the library. Faculty frequently visit the library with a view to preparing for class work and pursuing research. Students also make use of the books in the library for their academics as well as for their vertical and horizontal growth.

The library organises various activities, like orientation for first year students. With this initiative, newcomers to college will get used to the facilities, services, and practices of the library. Each student is trained on how to search for a book, make notes, borrow, and return books with ease. The library department displays job notifications and select articles from the leading journals and periodicals, It also celebrates library week and observes significant days concerning libraries, such as World Book Day, etc.

the average footfall of the library by faculty is about 5% and the students is about 8%. respectively.

By virtue of RUSA 1.0 funds, the college has established the required ICT-enabled facilities. As a result, the college has one virtual classroom and three digital classrooms. of these is clearly earmarked for the library. With this initiative, both faculty and students are able to make use of online resources for their academic pursuits.

Presently, the library is semi-automated. In the days to come, the college is planning to automate all the library operations.

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

Obviously yes. Time-to-time, every step is taken to have the latest information technology-enabled facilities on campus. With the auspices of the RUSA 1.0 funding initiatives, the college is fortunate to have the required virtual classrooms and digital classrooms to ensure that the process of teaching and learning is intact. Presently, the college has a virtual classroom and three digital classrooms to provide audio- and visual based learning facilities to our students. There has been a great shift in performance, both on the part of teachers and students, with the commissioning of the new facilities. The students have started to feel at ease listening to the teachers and learning from them under the new regime of pedagogic practices. The level of understanding, appreciation, and critical thinking of the students has been on the rise ever since the IT based facilities have been introduced. The COVID-19 pandemic has made it imperative to upgrade to newer technologies and IT facilities. To address the unprecedented demand for internet connectivity, the required routers and boosters to ensure uninterrupted connectivity are made available. In addition to this, both the staff and students could voluntarily loosen their purses to lay their hands on high-end laptops, tablets, mobile devices, etc. The college has a Wi-Fi facility with a 50 MBPS band width, which is fairly sufficient to meet the current demands of the college. The college management is always ready to meet the needs of ICT facilities in the future as well.

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

#### 4.3.2

**Student – Computer ratio (Data for the latest completed academic year)****Response:** 12.67**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 30

<b>File Description</b>	<b>Document</b>
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

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

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

**Response:** 0.29**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.113	0.1065	0.025	0.06	0

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



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 85.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
361	482	505	357	292

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

#### 5.1.2

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

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

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

**5.1.3**

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

**Response:** 58.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
273	267	294	259	261

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

**5.1.4**

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 76.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
151	96	119	89	68

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

2022-23	2021-22	2020-21	2019-20	2018-19
193	117	132	116	127

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

**5.2.2**

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

**Response:** 22.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	10	19	09	02

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

**5.3 Student Participation and Activities**

**5.3.1**

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

**Response: 1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	01	00	00	00

**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](#)

**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: 7.6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	03	6	8

**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:**

In 1987, with the generosity of the former Hon'ble Chief Minister of Andhra Pradesh, Nandamuri Taraka Ramarao, the Government Degree College, Chintalapudi, came into existence. Since then, the college has produced several successful graduates. Of them, many have turned out to be teachers, writers, artists, thinkers, administrators, scientists, etc. In recent times, people have begun to use social media, such as, WhatsApp groups, Facebook, Instagram, Google Forms, and spread sheets, to strengthen the Alumni Association.

The college has the Registered Alumni Association, which plays an active role in the furtherance of the college. The Alumni Association is primarily constituted to promote the academic, / infrastructural, / co-curricular activities of the institution with those who are interested in giving back to the college through the alumni body. It is authorised to mobilise resources to develop the institution in a phased manner. The aims and objectives of the association are:

1. To maintain records of all ex-students of the college.
2. To foster and promote feelings of friendship among the existing and former students.
3. To provide a forum for the exchange of ideas on social and academic issues.
4. To initiate any enterprise pertaining to the promotion of the best interests of the college.
5. To establish scholarship support for outstanding students belonging to various backgrounds.
6. To let the alumni acknowledge gratitude to their alma mater.
7. To establish placement support for students.
8. To arrange programmes in association with likeminded individuals and institutions.
9. To conduct academic meets, conferences, workshops, and seminars on various subjects.

Occasionally, Alumni Association meetings are held, and they actively contribute to the developmental activities of the college. They provide valuable feedback on various issues related to curricular, extra-curricular, and interdisciplinary activities. In the last three and a half decades, the college has basked in the glory of its past heritage. The college has proud alumni who have been carving a niche for themselves in their respective positions. At regular intervals, the well-to-do alumni contribute their mite to the progress of the college in various ways. Their services include offering motivational sessions to current students to help them excel both in their academics and careers. It also provides financial support, either in cash or in kind, on a small scale. The present students evince interest in listening to them. The current students get inspired to learn from true and really successful people. Though the financial support of the alumni of the college is marginal, it continues to stand on its own strength. In conclusion, the Alumni Association of Government Degree College, Chintalapudi, serves as a vibrant and integral component of the institution's extended family. Through their diverse achievements and contributions to various fields, the alumni showcase the transformative power of education imparted at the college. This association not only fosters a sense of pride and connection among its members but also plays a crucial role in nurturing a culture of giving back, ensuring that the alma mater continues to thrive and inspire future generations.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

This College stands out for its commitment to the realisation of its vision and mission, which is profound in various institutional practices, including the implementation of the New Education Policy (NEP), sustained growth, decentralisation, and active participation in institutional governance, as well as the formulation of short-term and long-term Institutional Perspective Plans. The cornerstone of any educational institution's success lies in its ability to adapt to the changing educational landscape. The gradual implementation of the New Education Policy is a testament to the Government Degree College in Chintalapudi's foresight and commitment to staying at the forefront of educational advancements. The NEP, with its focus on holistic education, flexibility, and skill development, aligns seamlessly with the institution's vision and mission. The leadership of the College has not only embraced the policy but has also taken proactive measures to ensure its effective implementation. This includes curriculum reforms, faculty development programs, and the integration of innovative teaching methodologies to enhance the overall learning experience for students. Sustained institutional growth is a key indicator of effective governance and leadership. In the case of the Government Degree College in Chintalapudi, the leadership's strategic planning and visionary approach have contributed to the continuous growth of the institution. This growth is not merely quantitative but also qualitative, with a focus on academic excellence, research output, and the overall development of students. The institution's leadership has fostered an environment that encourages innovation, research, and academic collaboration, leading to a positive trajectory of growth.

The College has embraced a decentralised approach, ensuring that decision-making is not concentrated at the top but involves various stakeholders, including faculty, staff, and students. This inclusive governance model fosters a sense of ownership and accountability among all members of the institution, promoting a collaborative and harmonious working environment. Active participation in institutional governance is a hallmark of effective leadership. The College stands out for its commitment of leadership to involving various stakeholders in decision-making processes. Regular meetings, open forums, and collaborative committees ensure that the voices of all members are heard, fostering a sense of community and shared responsibility. This participatory approach not only strengthens the democratic fabric of the institution but also enhances the quality of decision-making by drawing on diverse perspectives. The formulation of short-term and long-term Institutional Perspective Plans underscores the strategic vision of the College for the future. These plans serve as roadmaps, outlining the institution's goals, objectives, and strategies for continuous improvement. In conclusion, the Government Degree College in Chintalapudi stands as a shining example of how institutional governance and leadership, when aligned with the vision and mission, can drive positive change and sustained growth. Through its commitment to the implementation of the New Education Policy, decentralized decision-making, and active participation in governance, the institution



exemplifies the qualities that make it a beacon of educational excellence. The strategic planning reflected in its Institutional Perspective Plans further solidifies its position as a forward-looking institution dedicated to shaping the future of its students and the community it serves.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The effective deployment of an Institutional Perspective Plan (IPP) is crucial for the growth and development of the Government Degree College, Chintalapudi. The seamless integration of the IPP into the functioning of the institution serves as a testament to the commitment of the college to strategic planning and operational excellence. This is evident in various facets of the institution, including policies, administrative setup, appointment procedures, service rules, and overall efficiency in its day-to-day operations. One of the key indicators of a well-executed IPP is the formulation and adherence to sound policies that guide the institution towards its defined goals. The college has meticulously developed policies that align with its vision, mission, and educational objectives. These policies cover a broad spectrum, including academic affairs, student welfare, faculty development, and administrative procedures. The institution's leadership, in collaboration with stakeholders, has ensured that these policies are not only comprehensive but also adaptable to the evolving needs of the education sector. The administrative structure is designed to facilitate effective communication, decision-making, and implementation of institutional initiatives. Departments, committees, and administrative units work in tandem to create a well-organised and efficient system. The allocation of responsibilities is clearly defined, ensuring that each administrative component contributes cohesively to the institution's overall objectives outlined in the IPP. As the Government Degree College, Chintalapudi is governed by the rules of government of Andhra Pradesh, it upholds transparent and merit-based practices in the recruitment of faculty and staff. Stringent selection processes, adherence to prescribed service rules, and a focus on continuous professional development contribute to the overall quality of the workforce. The institution's leadership recognizes the importance of having a dedicated and competent team to execute the goals outlined in the IPP. The deployment of the IPP is visible in the streamlined and effective execution of routine tasks. Timely conduct of examinations, prompt release of results, efficient handling of administrative matters, and responsiveness to student needs are indicative of the institution's commitment to operational excellence. This efficiency contributes to a positive academic environment and enhances the overall experience for both faculty and students. The college demonstrates a commitment to continuous improvement through periodic evaluations of its institutional bodies and

processes. This includes internal audits, feedback mechanisms, and performance assessments. The institution's leadership actively seeks input from stakeholders to identify areas for enhancement and refinement, ensuring that the IPP remains a dynamic and responsive guide for institutional development. In conclusion, the Government Degree College, Chintalapudi, exemplifies the effective deployment of its Institutional Perspective Plan through its well-crafted policies, organised administrative setup, transparent appointment procedures, adherence to service rules, and efficient day-to-day operations. The institution's commitment to strategic planning and operational excellence underscores its dedication to providing quality education and fostering an environment conducive to academic and personal development. The successful integration of the IPP into the fabric of the institution positions Government Degree College as a model of effective governance and leadership in the realm of higher education in the years to come.

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

### 6.2.2

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

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

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The Government Degree College, Chintalapudi, distinguishes itself not only through its academic pursuits but also by its robust performance appraisal system, comprehensive welfare measures for both teaching and non-teaching staff. These facets collectively contribute to a conducive and motivating work environment. One of the foundations of effective institutional management is a well-structured performance appraisal system. A systematic and fair evaluation process is in place to assess the performance of both teaching and non-teaching staff. This appraisal system goes beyond mere quantitative metrics and includes qualitative aspects such as teaching effectiveness, research contributions, administrative capabilities, and commitment to the institution's values. This ensures that the workforce remains motivated, aligned with the institution's goals, and committed to continuous professional development. Avenues for career development and progression are crucial for retaining and motivating talented individuals within an institution. A proactive approach to career development is evident through initiatives that empower staff members to enhance their skills, pursue advanced degrees, and engage in professional development activities at the college. Opportunities for attending workshops, conferences, and training programmes are facilitated, encouraging continuous learning and skill enhancement. This commitment to career development not only benefits individual staff members but also contributes to the overall academic and administrative excellence of the institution. The institution leadership recognises the importance of creating a conducive environment for teaching staff to engage in research, publish scholarly work, and contribute to academic advancements. By supporting and encouraging research activities, the college ensures that its faculty members are active contributors to the academic community. This emphasis on research not only enhances the institution's academic reputation but also provides avenues for career progression, as research output and scholarly contributions are often integral to career advancement in academia. In addition to individual career development, the institution may provide avenues for career progression within the organizational hierarchy. Transparent promotion policies, leadership development programs, and opportunities for assuming higher responsibilities contribute to the career growth of both teaching and non-teaching staff. This structured approach ensures that individuals can envision a long-term and fulfilling career within the institution, fostering a sense of stability and commitment among the workforce. In conclusion, the Government Degree College, Chintalapudi, stands out as an institution that prioritizes the well-being and professional growth of its staff. Through a robust performance appraisal system, effective welfare measures, and avenues for career development and progression, the college creates an environment that nurtures talent, encourages continuous improvement, and fosters a sense of loyalty among its workforce. This commitment to the holistic development of staff members contributes

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

**6.3.2**

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

**Response:** 0.84

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

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

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	<a href="#">View Document</a>

**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:** 17.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	10	03	05	01

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	03	03	03

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

## 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 Government Degree College, Chintalapudi, exemplifies effective institutional management through its strategic approach to mobilising and optimising resources and funds from various sources. The institution has developed comprehensive strategies that encompass both government and non-government organizations, ensuring a diversified and sustainable financial framework. Additionally, the college conducts regular financial audits, both internal and external, to maintain transparency, accountability, and fiscal responsibility. One of the hallmarks of the college is its proactive strategy for resource mobilization. Recognizing the importance of a diverse funding base, the institution actively engages with government bodies to secure financial support. Through well-articulated proposals and alignment with educational policies, the college has successfully mobilised funds from governmental sources such as RUSA 1.0 to enhance infrastructure, facilitate academic programmes, and support research initiatives. This strategic collaboration with government agencies not only ensured financial stability but also aligned with the institution's mission to provide quality education and promote academic excellence.

In addition to government funding, the college occasionally taps into resources from non-government organizations (NGOs) to broaden its financial base. This collaborative approach not only diversifies the funding sources but also strengthens the college's outreach, facilitating a sense of social responsibility and community involvement. The strategic mobilization of resources from both governmental and non-governmental entities enhances the institution's financial resilience and enables it to address a broader

spectrum of educational needs. The College is committed to ensuring that funds are allocated judiciously to meet the institution's goals and priorities. From infrastructure development to academic initiatives, the leadership of the college employs a strategic planning framework that aligns financial allocations with the institution's overarching vision. This approach ensures that resources are efficiently utilized to create a conducive learning environment and support the holistic development of students. Internal audits are conducted at regular intervals by the college's own auditing team, ensuring that financial processes and transactions adhere to established protocols. This internal scrutiny not only identifies areas for improvement but also strengthens internal controls, mitigating the risk of financial mismanagement. External financial audits further enhance the institution's accountability by providing an independent and objective evaluation of its financial practices. These audits are typically conducted by external audit firms or government bodies, ensuring an unbiased assessment of the institution's financial health and compliance with regulations. By subjecting itself to external scrutiny, the Government Degree College in Chintalapudi demonstrates its commitment to fiscal responsibility and adherence to ethical financial practices. In conclusion, the Government Degree College in Chintalapudi stands as a model institution in terms of resource mobilization and financial management. Through strategic collaboration with government and non-government organizations, the college ensures a diversified funding base that supports its educational initiatives. The institution's commitment to optimal resource utilization, coupled with regular internal and external financial audits, underscores its dedication to transparency, accountability, and responsible fiscal practices. This strategic and responsible approach to financial management contributes significantly to the sustained growth and success of the institution.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The Internal Quality Assurance Cell (IQAC) at the Government Degree College, Chintalapudi, has emerged as a pivotal entity in institutionalising quality assurance strategies and processes. This cell plays a vital role in the continuous enhancement of the educational experience by meticulously reviewing the teaching-learning process, operational methodologies, and learning outcomes at regular intervals. The IQAC's commitment to recording incremental improvements in various activities reflects its dedication to promoting excellence and maintaining high standards within the institution. The establishment of an Internal Quality Assurance Cell is indicative of a proactive approach

of the college in ensuring and sustaining educational quality. The IQAC serves as a driving force behind the institution's commitment to continuous improvement, providing a structured framework for assessing and enhancing the quality of education. By systematically reviewing the teaching-learning process, the IQAC ensures that instructional methodologies align with contemporary educational best practices and cater to the diverse learning needs of students. One of the key functions of the IQAC is to scrutinise the structures and methodologies of operations within the institution. This involves a comprehensive evaluation of administrative processes, governance mechanisms, and support services to ascertain their efficiency and effectiveness. By conducting periodic reviews, the IQAC identifies areas that may require refinement or enhancement, contributing to the overall efficiency and effectiveness of the institution. This systematic assessment of operational structures ensures that the college functions optimally, creating an environment conducive to academic and administrative excellence. Through meticulous examination of academic performance, student achievements, and feedback mechanisms, the IQAC gauges the effectiveness of educational programmes. This scrutiny not only ensures that the learning outcomes align with the institution's goals but also provides valuable insights into areas that may need targeted interventions. The IQAC's commitment to refining learning outcomes contributes to the holistic development of students and the overall academic success of the institution. The IQAC is instrumental in recording and monitoring incremental improvements in various activities. This emphasis on incremental progress reflects a commitment to a continuous and sustainable approach to quality enhancement. By keeping meticulous records of improvements in teaching methodologies, operational efficiency, and learning outcomes, the IQAC provides a valuable resource for the institution to track its journey toward excellence over time. This evidence-based approach allows the college to celebrate achievements, learn from challenges, and adapt strategies for ongoing improvement. The feedback loop created by these reviews allows faculty, staff, and administrators to collaboratively engage in the process of improvement. The IQAC serves as a catalyst for open discussions, constructive feedback, and collaborative decision-making. In conclusion, the Internal Quality Assurance Cell at the Government Degree College, Chintalapudi, stands as a basis for institutionalising quality assurance strategies and processes. Through its rigorous reviews of the teaching-learning process, operational methodologies, and learning outcomes, the IQAC ensures that the institution remains committed to excellence. The emphasis on recording incremental improvements and fostering a culture of self-evaluation contributes significantly to the journey of the college towards continuous enhancement and sustained academic quality.

### 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.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>



## 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:**

In an era marked by progress and inclusivity, educational institutions play a pivotal role in fostering gender equality and empowering women. The Government Degree College, committed to creating a safe and supportive environment for all its members, conducts a comprehensive annual gender audit to assess the status of gender inclusivity on campus. This audit serves as a foundation for the implementation of various women's empowerment activities and the provision of essential facilities for women staff and students.

#### **Annual Gender Audit:**

The annual gender audit of the College is a systematic and thorough examination of the institution's policies, practices, and culture to identify areas that may need improvement in promoting gender equality. This audit encompasses aspects such as recruitment, promotion, and and and and pay equity, and the overall campus climate.

#### **Women Empowerment Activities:**

Based on the findings of the gender audit, the College actively designs and implements a range of women empowerment activities throughout the academic year. These initiatives aim to address identified gaps and promote a more inclusive and supportive environment. Workshops, seminars, and training sessions on topics like leadership development, career advancement, and gender sensitivity are organised to equip women with the skills and knowledge needed to thrive in their academic and professional pursuits. Mentorship programs are another integral part of women empowerment initiatives of the College. Female students are paired with experienced faculty or professionals who provide guidance, support, and encouragement. This mentorship not only enhances the personal and professional development of the students but also fosters a sense of community and solidarity among women on campus.

#### **Facilities for Women Staff and Students:**

Recognising the importance of creating a physically comfortable and secure environment, College has undertaken initiatives to improve facilities for women staff and students. One significant aspect is the provision of gender-segregated restrooms, ensuring privacy and convenience. The college has also implemented measures to enhance campus safety.

Moreover, the College has invested in creating lactation rooms for nursing mothers among the staff and student body. These dedicated spaces offer a private and comfortable setting for women to attend to their maternal responsibilities without compromising their academic or professional commitments.

#### **Conclusion:**

The commitment to gender equality of the College goes beyond mere rhetoric; it is evident in the tangible actions taken each year through the gender audit, women empowerment activities, and the

provision of essential facilities. By continuously assessing and addressing gender-related challenges, the college strives to create an environment where women feel empowered, valued, and able to achieve their full potential. As the College remains dedicated to these efforts, it serves as a beacon for other educational institutions aspiring to build a more inclusive and equitable future.

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

### 7.1.2

**The Institution has facilities and initiatives for**

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

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

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

### 7.1.3

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

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

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

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

#### 7.1.4

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

**Response:**

The college is promoting an inclusive environment that fosters tolerance and harmony towards cultural, regional, linguistic, communal, and socioeconomic diversity. Here are some examples of the efforts and initiatives

**1. Diverse Representation:**

An inclusive environment is achieved through targeted recruitment efforts, outreach programs, and scholarships for underrepresented groups. The college scrupulously implements and designs a curriculum that reflects the diverse backgrounds of its students. This includes incorporating diverse authors, perspectives, and experiences into course materials.

**2. Cultural Awareness:**

The college celebrates diverse cultural traditions and perspectives. This includes hosting cultural festivals, organizing seminars on cultural sensitivity, and incorporating diverse perspectives in curriculum development.

**3. Inclusive Policies:**

The college provides accommodations for students with disabilities, offering support services for students from underprivileged backgrounds, and implementing anti-bullying policies.

**4. Community Engagement:**

The College engages with local communities to promote cross-cultural understanding and tolerance. This includes partnering with community organizations, hosting community events, and encouraging students to participate in community service.

**5. Support Services:**

The college provides counseling services, language support, tutoring, mentorship and financial assistance.

**6. Training and Development:**

The college provides training and development opportunities for faculty and staff to promote cultural awareness and sensitivity. This includes workshops on diversity and inclusion, training on cultural competence, and mentoring programs for underrepresented groups.

**7. Accessibility:**

The college makes sure that its facilities, resources, and technology are accessible to all faculty and students, regardless of their physical abilities.

In summary, the College takes various initiatives to promote an inclusive environment that fosters tolerance and harmony towards cultural, regional, linguistic, communal, and socioeconomic diversity. By adopting these efforts, the college is able to create a more welcoming and inclusive learning environment that benefits all students, faculty, and staff.

Sensitization of students and employees of the college to the constitutional obligations, values, rights, duties, and responsibilities of citizens is an important aspect of civic education. Here are some ways the college is striving to achieve this:

1. Curriculum: The college curriculum includes courses that focus on civic education, including the Constitution and the rights and duties of citizens. This is a mandatory course for all students. 2. Workshops and Seminars: The College organises workshops and seminars to educate the students and faculty about the Constitution, civic values, and the importance of being responsible citizens. These workshops and seminars are interactive and encourage participation from everyone.

3. Guest Speakers: The College invites guest speakers who are experts in constitutional law, human rights, and civic education to address the students and staff. This initiative provides a platform for discussions and debates on various topics related to civic education.

4. Service Learning: The College offers service-learning opportunities for students to engage in community service projects that promote civic education and citizenship.

By implementing these strategies, the college is able to sensitise its students and staff to their constitutional obligations, values, rights, duties, and responsibilities as citizens. This will not only benefit the students and faculty but also contribute to the development of responsible and active citizens.

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

**7.2 Best Practices****7.2.1**

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

**Response:**

**Title:**

"Wheeling into a Greener Future! "No Motor VehicleDay"

**Objectives:**

- To minimize carbon emissions and protect the environment

**Context:**

The observance of "No Motor Vehicle Day" in our college stands as one of the noteworthy best practices. It reflects our commitment to sustainability and environmental consciousness. This monthly event is a proactive initiative aimed at reducing carbon emissions. It is observed to promote eco-friendly transportation alternatives that lead to a sense of environmental responsibility among students, faculty, and staff. On this designated day, the college community refrains from using motor vehicles and encourages the use of bicycles, battery-powered bikes, public transportation, and walking. This practice not only contributes to a tangible reduction in the college's carbon footprint but also serves as a platform for awareness and education on sustainable living. By integrating such initiatives, the college aligns itself with global sustainability goals and emphasises the importance of collective efforts in building a greener future. This commitment to environmental stewardship exemplifies our dedication to holistic education and responsible citizenship.

**Practice:**

- Every second Friday in a month is observed as No Motor Vehicle Day
- Both the staff and students voluntarily participate in the move to protect the grossly affected planet, the earth.
- Sensitization programmes to promote this cause are organized.

**Evidence of Success:**

- Both staff and students come to college on their own without their personal motor vehicles.
- There has been a gradual increase in the use of bicycles by the staff and students

**Problems Encountered:**

- Implementing a No Motor Vehicle Day on a monthly basis posed logistical challenges, especially in terms of coordinating alternative transportation options, managing traffic flow, and ensuring the smooth functioning of daily operations without motor vehicles.

**Title: Scholars with a Cause: College Gives Back" -** Tutorials for School Students and Aged Adults.

**Objectives:** To benefit the children and illiterate adults of the Chintalapudi region located aloof from the main stream, which lacks proper first mile and last mile connectivity.

**Context:**

Offering tutorial sessions to the most needy is one of our exemplary initiatives that underscores our

commitment to community engagement and social responsibility.

**Practice:**

1. Allowing college staff and students to share their knowledge and skills to create a mutually beneficial exchange between the college and the community.

**Evidence of Success:**

1. Established mentorship relationships between College students and schoolchildren to inspire and guide them towards academic success.

- 1.

**Problems Encountered:**

While the initiative of offering tutorial sessions to children in publicly funded schools, hostels, those staying in orphanages, and aged adults is commendable, there were various challenges encountered during its implementation. Below is a list of potential problems faced:

1. Limited financial resources hindered the provision of necessary materials, technology, and educational aids for effective tutorial sessions. Coordinating schedules and transportation logistics for college staff and students to reach diverse locations, especially in rural or remote areas, was challenging.

The college also received appreciation from the school authorities

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

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

In the dynamic landscape of higher education, Government Degree College distinguishes itself by

placing a paramount focus on the holistic well-being of its students. Beyond the traditional confines of academia, our institution is committed to cultivating an environment where mental, physical, and social health are not mere afterthoughts but integral components of the overall college experience. The three focal points-mental health, physical health and social health practices are detailed below:

### 1. Mental Health: A Foundation for Academic Success

Mental health is at the forefront of the commitment of the College to nurturing students. We recognise the profound impact of mental well-being on academic success and personal development. To address this, we have implemented a range of initiatives:

#### Comprehensive Counseling Services:

Our college offers access to professional counseling services staffed by experienced psychologists and counselors. Mrs. G. Kalyani, M.Sc. Psychology, regularly offers counseling services to students. Students can avail themselves of confidential sessions to discuss academic, personal, or emotional concerns. Such initiatives foster an environment of trust and support to the needy.

#### Workshops and Seminars:

Recognising the importance of equipping students with tools to navigate the challenges of academic and personal life, the College organises regular workshops and seminars. Topics include stress management, time management, and emotional intelligence to empower students with practical skills. The College, in collaboration with Andhra Pradesh Information Technology Academy (APITA) and Nandi Foundation provided sessions on stress management and the likes. It was offered under the project, "Mahindra Pride".

**Mindfulness Programmes:**  
To further enhance mental resilience, mindfulness and meditation sessions are integrated into our offerings. These sessions aim to reduce stress and promote overall emotional well-being, instilling a sense of calm and focus among students. Towards this, the NCC wing of the College has a linkage with the Aura Foundation which offers add-on course in Yoga to students.

#### Peer Support Programmes:

Community plays a crucial role in mental health. the College encourages peer support programmes. It allows students to connect, share experiences, and provide emotional support to one another. The volunteering students are divided into small groups and are assigned the task of taking classes to school/hostel children studying social welfare institutions and and staying Children for Home etc. This not only builds a sense of camaraderie but also brings up an atmosphere of understanding.

### 2. Physical Health: Nurturing Bodies for Academic Excellence

Identifying the symbiotic relationship between physical health and academic success, the College is dedicated to take on physical well-being through various programs:

#### Sports and Fitness Facilities:

The sports and fitness facilities provide students with ample opportunities for physical activities. From team sports to individual workouts, our facilities cater to a diverse range of preferences. The College has multi-station gym, 3 acres of play zone where various individual and team events are organized. Our College students have represented Adikavi Nannaya University, Rajamahendravaram in the All India Inter-University Archery Men and Women Tournament held at Gurukasi University, Punjab in December 2022.

#### Nutrition Education:

Understanding the crucial link between proper nutrition and overall physical well-being, the College conducts workshops and seminars on nutrition. These sessions empower students to make informed

choices about their diet. Such programmes help to promote a culture of health and wellness among the students. To give a push to this initiative, a One-Day National Workshop on “The Problems of Malnutrition in India” and a couple of Add-On Courses in “Health and Nutrition” and “Health and Hygiene” warrant a mention here.

#### Enhancement of Culinary Skills:

The title of the program, “Raitula Panta, Maharanula Vanta, Chintalapudi Inta,” translates to “Fields’ Harvest, Queens’ Feast, Chintalapudi Style.” This title encapsulates the local and cultural essence of the event, showcasing the college's rootedness in the community and its efforts to celebrate and promote local traditions.

#### Fireless Cooking Event:

The fireless Cooking Event, held on 04-03-2022, celebrated the culinary skills of the students. The aroma of various cuisines filled the air as students demonstrated their cooking skills, presenting a diverse range of dishes to the judges. By not using the fire, the nutritional values of the eateries were preserved.

#### Routine Health Check-ups:

To ensure the well-being of our students, the College organises routine health check-ups by the designated doctors. These check-ups are facilitated through linkages with local Primary Health Centre. At least one’s a week, the area ASHA Worker visits the College and attends to the medical needs of students. This, especially, enables women students to access necessary medical care and advice.

### 3. Social Health: Building Community, Celebrating Diversity

A thriving social environment is crucial for a fulfilling College experience. the College arranges social health through various initiatives:

#### Inclusive Campus Events:

Our institution organises inclusive events and activities that celebrate diversity. These events create an environment where students from various backgrounds feel included and valued. It promotes a sense of unity and acceptance amongst them.

#### Community Service Programmes:

Social responsibility is integral to our philosophy. the College encourages students to participate in community service projects and programmes. Such initiatives uphold a sense of empathy and a commitment to making a positive impact on society.

#### Communication Skills Development:

Effective communication is a cornerstone of social health. the College offers workshops and seminars on communication skills to help students build strong interpersonal relationships, an essential skill for personal and professional success.

#### Leadership and Team Building through NCC and NSS Units:

Leadership and teamwork are essential for navigating the social aspects of college and beyond. As part of our academic programmes, the College integrates leadership training and team- building activities to nurture qualities that are crucial for success in various spheres of life. In conclusion, the College distinguishes itself not only for its academic prowess but also for its unwavering commitment to the well-being of its staff and students. By highlighting mental, physical, and social health, we aim to empower our students to thrive not only academically but also in their personal and professional lives. The unique focus on health, hygiene, nutrition, and wellness practices creates a distinctive college experience, preparing students for success in all facets of their lives.



File Description		Document
Any other relevant information	<a href="#">View Document</a>	

## 5. CONCLUSION

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### **Additional Information :**

No

### **Concluding Remarks :**

completed

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																								
1.2.1	<b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b>  Answer before DVV Verification : 31 Answer After DVV Verification :29																								
1.2.2	<b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b>  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 Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>364</td><td>295</td><td>249</td><td>259</td><td>210</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>318</td><td>264</td><td>249</td><td>259</td><td>210</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	364	295	249	259	210	2022-23	2021-22	2020-21	2019-20	2018-19	318	264	249	259	210
2022-23	2021-22	2020-21	2019-20	2018-19																					
364	295	249	259	210																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
318	264	249	259	210																					
1.4.1	<b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b>  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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Remark : As per the supporting documents																								
2.1.2	<b><i>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</i></b>  2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>61</td><td>148</td><td>232</td><td>202</td><td>180</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	61	148	232	202	180										
2022-23	2021-22	2020-21	2019-20	2018-19																					
61	148	232	202	180																					

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
51	87	142	123	117

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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**3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	00	01	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	01	01	01

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	00	02	03	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	02	01	00

Remark : As per the supporting documents

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

**3.3.2.1. Total number of books and chapters in edited volumes/books published and papers**

**in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
06	01	01	01	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	01	01	01	01

Remark : As per the supporting documents

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49	25	40	19	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	18	29	11	18

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

Answer before DVV Verification : 27

Answer After DVV Verification :25

**4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years****4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	25	7.53516	69.93899

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : 30

Answer after DVV Verification: 30

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.56418	0.97005	0.44486	0.44229	0.36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.113	0.1065	0.025	0.06	0

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
148	89	102	84	67

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
151	96	119	89	68

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

Answer before DVV Verification:

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

5.3.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	01	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	01	00	00	00

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51	35	03	28	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	03	6	8

6.2.2

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

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

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above																																								
6.3.2	<p><b>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>19</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	19	0	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	1	0	0	0	0																				
2022-23	2021-22	2020-21	2019-20	2018-19																																					
19	0	0	0	0																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
1	0	0	0	0																																					
6.3.3	<p><b><i>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</i></b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>03</td><td>05</td><td>01</td><td>05</td><td>01</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>05</td><td>10</td><td>03</td><td>05</td><td>01</td></tr></table> <p><b>6.3.3.2. Number of non-teaching staff year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>02</td><td>01</td><td>01</td><td>05</td><td>05</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>03</td><td>03</td><td>03</td><td>03</td><td>03</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	03	05	01	05	01	2022-23	2021-22	2020-21	2019-20	2018-19	05	10	03	05	01	2022-23	2021-22	2020-21	2019-20	2018-19	02	01	01	05	05	2022-23	2021-22	2020-21	2019-20	2018-19	03	03	03	03	03
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02	01	01	05	05																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
03	03	03	03	03																																					
6.5.2	<b>Quality assurance initiatives of the institution include:</b>																																								



	<ol style="list-style-type: none"> <li>1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</li> <li>2. Academic and Administrative Audit (AAA) and follow-up action taken</li> <li>3. Collaborative quality initiatives with other institution(s)</li> <li>4. Participation in NIRF and other recognized rankings</li> <li>5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li>1. Alternate sources of energy and energy conservation measures</li> <li>2. Management of the various types of degradable and nondegradable waste</li> <li>3. Water conservation</li> <li>4. Green campus initiatives</li> <li>5. Disabled-friendly, barrier free environment</li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. Green audit / Environment audit</li> <li>2. Energy audit</li> <li>3. Clean and green campus initiatives</li> <li>4. Beyond the campus environmental promotion activities</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per supporting documents</p>

## 2.Extended Profile Deviations

ID	Extended Questions				
1.1	<b>Number of students year wise during the last five years</b>				
Answer before DVV Verification:					
2022-23	2021-22	2020-21	2019-20	2018-19	
380	487	518	475	465	
Answer After DVV Verification:					
2022-23	2021-22	2020-21	2019-20	2018-19	
380	487	517	475	465	