



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT DEGREE COLLEGE,PALAKONDA

MAIN ROAD, NEAR POLICE STATION, PALAKONDA

532440

<http://www.gdcplkd.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College, Palakonda was established in the year 1983 by the Government of Andhra Pradesh to cater to the educational needs of the students of this backward and tribal east coastal region. Every year, students from around 70 villages in and around Palakonda come for admission in our college. The institution is located in Palakonda ST Constituency and 60 km away from Bay of Bengal. The institution has completed 40 years of committed service and is moving towards empowerment of rural youth by providing them with higher education, better career opportunities and thereby making them intellectually alive and socially responsible citizens. This institution functions under the guidance of the Commissionerate of Collegiate Education of Andhra Pradesh Government which provides necessary financial, academic and administrative support. This institute has B.A., B.Com. and B.Sc. disciplines with 13 departments and 343 students.

The institution has adopted CBCS (Choice Based Credit System) from the 2015-16 academic year. All the teaching staff of the college are highly qualified and appointed by Andhra Pradesh Public Service Commission and Commissionerate of collegiate education, Andhra Pradesh. Senior teaching faculty are involved in university level curriculum design, acted as resource persons for various Training programmes in NRC (Nodal Resource Centre) level and adopt student centred methods in the teaching learning process. Institution adopted a Mentor-Mentee system for the teaching-learning process. The institute has completed two cycles of accreditation by NAAC, Bangalore over the years 2006 and 2016 and got grades C and B respectively. Adequate infrastructure like laboratories, Library, sports ground, gymnasium, mineral water supply system, cafeteria, cycle stand, ladies waiting room and gents and ladies washrooms separately etc. are available to the students. The institute has a dedicated and accomplished placement centre (Jawahar Knowledge Centre) through which various training and campus drives are conducted. The college strives to promote holistic development of students by encouraging students to play an active role in many outreach programs in and around Palakonda through student support facilities like NSS, RRC, ELC, Eco club, Science club and WEC.

Vision

Empowering marginalised students through quality education.

Mission

- To empower faculty members with high qualifications to address the needs of the students according to the new trends and developments.
- To impart knowledge to students to meet the challenges in real life.
- To encourage students to participate in the sports and games for their all round development.
- To organise programmes to enhance employability of students through JKC, Other certificate courses and Job drives.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well Qualified, committed and veteran Staff.
- Strategic location of the institution. 4.6 acres of environment friendly clean and green campus.
- Offering diverse programmes to meet the needs of students.
- Curriculum embedded foundation courses on skill development, life skills, computer skills.
- Enrichment of curriculum by offering Add on and Certificate courses.
- Bridge courses and remedial courses for slow learners.
- Induction programmes conducted for newly admitted students.
- Fee Reimbursement schemes offered by the Government.
- Inculcating social responsibility among students through extension activities.
- Promoting research aptitude among students through community service projects besides familiarising them with societal issues.
- MoU's, Linkages and Collaborations to provide new horizons of learning experiences to students.
- Effective Mentor Mentee System for overall development of students.
- ICT enabled Classrooms, one computer laboratory, five science laboratories, two virtual classrooms, one language lab and one digital library..
- High speed (100Mbps) internet connectivity, wifi enabled campus.
- Implementation of e governance in areas of administration, student admissions and support.
- Automated library.
- Active Membership in N-list, domain mails ID's and LMS.
- Grievance redressal facility.
- Closed Circuit Surveillance.
- Differently abled friendly campus.

- Online and offline feedback mechanism from stakeholders.
- Provide Sambar with rice (partial mid day meal programme) for economically weak students.
- Eco friendly green campus.
- Minimal dropout rate

Institutional Weakness

- Lack of patents and startups.
- Less number of research publications and book chapters
- Less number of Research Projects.
- Lack of endowments.
- Number of students passing national level exams is limited.
- Reluctance by affiliated universities to grant recognition to research supervisors from affiliated colleges.
- Less number of students progressing to higher education.
- Less number of students progressing in placement.
- Tapping CSR funds for institutional development.

Institutional Opportunity

- Scope for introduction of new programmes.
- Improvement of transport facilities from rural areas.
- Job drives are conducted through Jawahar Knowledge Centre, Career Guidance Cell & Andhra Pradesh Skill Development Corporation to enhance employability.
- Minimising failure and dropout percentage Strengthening of ward counselling for better achievement of programme outcomes.
- Strengthening of e content resources as part of digital infusion in the curriculum.
- Teachers can develop more e-modules for the benefit of students.

- College can establish a media centre for improving blended learning.
- Expanding Extension and Outreach programmes.
- Collaboration with Educational, Government and Non-Government agencies for enriched academic experience.
- Publishing more articles in peer reviewed UGC approved journals.
- Harnessing alternative source of energy.
- Rich Agricultural, Aqua corridors offer ample scope for academic, agro industrial based inter disciplinary programmes, research and consultancies.

Institutional Challenge

- Strengthening orthodox programmes in the wake of demand for market oriented and restructured programmes.
- Training Rural students to meet global challenges.
- The rural and illiterate family background encourages early marriages in women students resulting as a barrier in student progression to higher studies and employment.
- School and Intermediate education in vernacular medium poses a challenge to the students in pursuing their UG courses offered in English medium.
- Industry linkages and consultancy need to be strengthened.
- Apart from clear objectives and effective curriculum to meet the regional and national requirements the college needs more MoU's with Institutions, Universities and Industries of international repute to share global knowledge, skills, research and expertise through student exchange programmes.
- Low English proficiency among students at the entry level.
- Excessive use of social media leading to distractions and demotivation among the students.
- Improved networking with the industry for curriculum enrichment.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion-1 outlines a well-planned and documented procedure for the detailed effective curriculum delivery at

Government Degree College, Palakonda. The delivery of the curriculum in the institution is governed by the College Calendar, which is prepared in accordance with the affiliated Dr. B. R. Ambedkar University and the Andhra Pradesh State Council of Higher Education's (APSCHE) Annual Academic Calendar. In accordance with the changing educational scenario, the institution has been implementing the Choice Based Credit System (CBCS) since 2015-16. The curriculum is enriched by offering 42 Add on and Certificate Courses by various departments for enhancing Academic flexibility. Environmental Studies, Gender Sensitization, Communication Skills in English, Information and Communication Technology, and Human Values and Professional Ethics are some of the subjects integrated into the curriculum. The curriculum of Jawahar Knowledge Centre (JKC), a skills training wing of the college, contains elements of soft skills, employability skills, and life skills. The institution is presently offering 4 UG programmes and has English, Telugu, Mathematics, Physics, Chemistry, Botany, Zoology, Economics, History, Political Science, Commerce, Library science, and Physical Education Departments. The mission statement defines the institution's goals in terms of the needs of society and institutional responsibility to society and the students it seeks to serve. This part of the SSR also presents the details of the courses imparting transferable and life skills offered during the last five years and field projects, Community service projects, short-term internships and long-term internships undertaken by the students. Similarly, SSR also gives the particulars of the structured feedback on curriculum collected from the stakeholders such as students, teachers, alumni, and parents for design and review of the syllabus year-wise. The institution has taken suggestions from stakeholders to promote the institution in a better way.

Teaching-learning and Evaluation

The enrolment of students into various programs is made according to Government guidelines with transparency, equity, and wider access. The admissions were made through offline mode till 2019-20. From 2020-21, the admission process takes place in online mode through 'OAMDC' (Online Admission Module for Degree Colleges) developed by the State Council of Higher Education, Andhra Pradesh. The Student profile reveals diversified socio-economic, cultural, and educational backgrounds and many students are from marginalised communities and mostly first-generation learners from the neighbouring villages. The College caters to the needs of students of different backgrounds and abilities through interactive instructional techniques such as Group Discussions, interviews, student seminars and ICT-enabled teaching. The use of ICT in teaching is promoted through Virtual and Smart Classrooms to make learning creative and dynamic. Some Faculty are trained in ICT to enhance their teaching strategies through the Learning Management System. It promotes a learner-centric approach through participative learning, experiential learning, and collaborative learning. New pedagogical strategies and tools such as Surveys, student seminars, debates, quizzes, projects, community service projects (CSPs) and internships are devised to ensure effective learning. Remedial coaching is offered to slow learners. The institution has 22 full-time teachers on the roll, with a student-teacher ratio of 18.64 :1. Among the faculty, there are 7 Ph.D. holders and 15 teachers are qualified in NET/SET/SLET. The Examination & Evaluation Policy of the College assesses the efficiency and effectiveness of teaching-learning and its impact on student competence. Evaluation Outcomes are also used as development-inducing feedback on POs, and COs. The weightage pattern of Semester End Examinations and CIA is 75:25 as per CBCS. The consistent pass percentage of around 75% shows the successful attainment of the graduate attributes and learning outcomes. The periodic Student Satisfaction Survey of the College serves as effective feedback on teaching-learning, and comfort. The college surveys reveal that 80% of the students appreciated the Curriculum, Instruction, Infrastructure, Policies, and Procedures of the College.

Research, Innovations and Extension

Recognizing that a higher education institution needs to function as a dynamic entity by disseminating and creating knowledge, the institution formulated a research policy to promote research culture among the staff and students of the college and also to mobilize resources for research and develop research facilities. The institution organizes awareness programmes on IPR, which play a significant role in creating values in the larger ecosystem. The institution has a well-established library with membership in N-List and Infilbnet which provides access to national and international research journals, articles and doctoral dissertations, and other literary e-resources. The College has Wi-Fi enabled 100 Mbps high speed internet connections for academic and research purposes. 6 staff members were conferred with Ph.D. 8 staff members are pursuing Ph.D., and 12 research articles were published by our college faculty in various National and International journals apart from 3 contributions to Books/Conference Proceedings. Students are also encouraged to take up community service projects so as to inculcate research aptitude among them. Extension activities are planned and executed for the mutual benefit of the community and students, leading to their holistic development. Extension activities not only instil a sense of communal responsibility but also effectively sensitize younger women and men in our college towards important social issues. The institution has conducted 126 extension activities through NSS, RRC, Science club, Consumer Club, and WEC. Our Institution has entered into Collaborations, Memorandums of Understanding, and Linkages with Government, Non-Government agencies, organizations, and institutions to enrich the learning experience of the students. There are 44 collaborations and MoUs under which the institution completed 126 activities during the last five years.

Infrastructure and Learning Resources

The institution has the required infrastructure for its academic activities. The total campus area is 4.6 acres and the campus has 5 blocks which consist of 11 spacious and well-ventilated classrooms and 6 laboratories. 8 rooms are equipped with ICT facilities. All rooms are connected through a public address system. The college also has 2 virtual classrooms, and 1 ICT enabled Seminar-Halls and 1 Open Auditorium for organising college functions. The college also has vermicomposting beds, biogas plant, water harvesting pond, botanical garden, green house, organic farming beds under waste management and green initiatives and a well established cafeteria. It has a playground with 2 Volleyball courts, one Ball-Badminton court, Cricket pitch, one Shuttle court, 2 Kabaddi courts, and one Kho-Kho court and a 200 mt running track, 12 Station Gymnasium, and Yoga Centre to aid the physical and mental well-being of the stakeholders. It also has a bicycle parking facility for students. The campus is Wi-Fi enabled and is monitored by CCTV cameras installed at strategic locations. The college provides safety measures for fire accidents by arranging seven fire exhausters. The institution regularly augments and maintains the infrastructure, in order to provide a better learning experience to the students. The library Learning Resource Centre is rich in printed and digital resources with a collection of 11948 books, 1950 Reference books, and provides remote access to e-resources (6000+ journals, 199500+ ebooks under N-LIST and 600000 ebooks through NDL) to meet the academic and research requirements. The Learning Resource Centre is fully automated with Integrated Library Management Software (SOUL 3.0 version). Digital Library accession facilities for N-LIST is provided to all students & Staff. It also has a reference section and a newspaper section. The college has a fully equipped computer laboratory housing 50 computers. Student computer ratio is 8:1. The campus is connected with 2 broadband connections providing a bandwidth of 100 Mbps with 5 WiFi access points. It allocates a budget for the maintenance of infrastructure every year.

Student Support and Progression

The institution sets forth proactive concern for the progress of its students and supports them in their endeavours. They are assisted in securing employment in the government sector, providing scholarships and

free ships. The facilities are made available to the students who belong to SC, ST, OBC, economically weaker sections and differently-abled. The college follows the mentor-mentee system effectively for mentoring students. Efficient mentoring is offered to fully utilize the academic services provided by the institution. The Placement Cell of the college functions efficiently with an HR officer from APSSDC and a placement coordinator. Jawahar Knowledge Centre (a skill imparting cell of the college) and Placement Cell organize programmes on career counselling, and campus recruitment training (CRT) to prepare resumes, development of soft skills, computer skills, analytical skills and performance appraisal of students. The NSS played a key role in college activities such as clean and green programmes in college and around villages, plantation programmes, various sensitization programmes, awareness programmes, and conducted special camps in adopted villages. The placement Cell encourages and promotes the students to participate in on and off-Campus selection drives. Other available support services are the Grievance Redressal Cell and the Anti-Ragging Committee. The Career Guidance Cell provides guidance on available career opportunities and conducts coaching classes for competitive exams. The College provides sambar for all and sambar with rice for the needy students under CHEYUTHA Programme as Distinctiveness of this college. The college encourages students through several means to participate in sports and extracurricular activities. The institution regularly organizes sports and cultural events to bring out the innate potential and talents of the students and also sharpen their skills to excel in their areas of interest at the University, State and National levels. The students are part of many institutional-level committees and involved in all the major academic decisions taken by the college. They coordinate with the college administration in maintaining discipline, organizing cultural events, creating awareness among students to desist from ragging etc. thus augmenting their leadership qualities and organizational skills. Gender sensitization programmes are conducted where eminent guests have addressed our students. Annual magazines and newsletters are published by the college. The Alumni Association of the college is active and regular alumni meetings are held. The Alumni association is involved in developmental activities of the institution.

Governance, Leadership and Management

The vision and mission of the Institution envisage holistic education to mould the character of the younger generation by developing discipline, intellectuality, and a stream of reason. The college believes in participatory governance through decentralization of the administration. Academic and administrative activities are streamlined by internal committees such as Staff Council, Examination Committee, Grievance Redressal Cell, Women Empowerment Cell, Anti-Ragging Cell, Cultural Association, Financial Committee, etc. Our College has a transparent, inclusive, and accountable governance system. The institution has evolved its own policies and practices for effective functioning. Effective leadership and participative decision-making reflect the Vision, Mission, and Core Values of the institution. The college has been implementing e-governance in areas of administration, admission, attendance, teaching learning process, fees collection, internship monitoring for student support through CFMS, OAMDC, Jnanabhumi, TLP app, vidyaOSpay app, i MAP app. The facilities such as GPF, CPS, APGLI, maternity leave, paternity leave, Group Life Insurance Scheme, and encashment of Earned leaves are being implemented for the welfare of teaching and non-teaching staff. The institution regularly conducts enrichment programmes for faculty on academic and other topics. Non-Teaching staff are also afforded opportunities for their personal and professional growth. The faculty have attended 63 Refresher Courses, Orientation Programmes, Workshops, Seminars/Webinars, and Conferences during the last five years. The performance of the faculty is annually assessed through feedback from students and through faculty appraisal carried out individually for the entire faculty through API scores devised by CCE, and AP during academic audits, which are also used for the award of Career Advancement Schemes for the teachers. The college regularly undergoes Internal and external financial audits. CCE/RJDCE conducted an audit in 2021. After the Internal audit, Accounts are also audited by Chartered Accountants every year. The IQAC

coordinates all the quality-related activities by developing an organized method of documentation and internal communication, enhancing and integrating various activities in the college. The IQAC initiates the Academic and administrative audit which promotes Quality, Accountability, and Transparency. IQAC also collects feedback on all the aspects of the college and after its analysis; it gives the required suggestions for enhancing the quality of academic and infrastructural facilities.

Institutional Values and Best Practices

The institution exhibits gender awareness by conducting sensitization programmes. Several programmes were held in the college that promoted gender equity as part of the college's gender action plan. It also conducts Gender Audit to monitor the present situation of gender balance in our institution and to bridge the unnoticed gaps if any and maintain the proportionate inclusion of female expertise in the path of our success. The college has installed 10 solar energy lights with sensor based as part of its efforts to promote alternative energy and energy saving. The entire campus uses LED light bulbs, and classrooms are adequately aired to enjoy natural air, sunlight, and ventilation. The college maintains waste management through arrangements of degradable and nondegradable dustbins, biogas installation, and vermicompost beds. The college gives top priority to water resource conservation, and as a result, it has three rainwater harvesting pits, one water recharge pond, two bore wells, three water tanks, and a well distributed water system. The college restricts fueled vehicles as part of its Green Campus activities and also promotes pedestrian pathways and restrictions on the use of single used plastic. The college collaborated with the relevant authorities to undertake quality audits such as Green, Energy, and Environmental audits. The college offers Divyangjan students amenities like ramps, handicap-accessible washrooms, and scribe facilities available for the differently abled (Divyangjan). By taking part in significant festivals and customary events in the community, the college has been making numerous attempts to promote inclusive growth, which includes tolerance and harmony toward cultural, regional, linguistic, communal socio-economic, and other diversities. The college conducts numerous awareness programmes and celebrates through NSS, RRC, Eco Club and WEC in order to educate students and staff about the values, rights, obligations, and responsibilities of citizens. For the sake of the students and the institution, the college created a set of code standards that instil morals and ethics in all stakeholders. Encouraging programmes to improve student capability and encouraging social responsibility among students are two examples of the college's many excellent practices. The college provides rich nutritious sambar every mid day under CHEYUTA Programme for all students and provides sambar with rice for needy students who are not enabled lunch boxes. The college maintains low dropout rate and got an award under low dropout rate presented by Commissionerate of collegiate Education (CCE), AP for 2022-23 academic year. Every semester, the College got better pass results at University level.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE,PALAKONDA
Address	Main Road, Near Police Station, Palakonda
City	Palakonda
State	Andhra Pradesh
Pin	532440
Website	http://www.gdcplkd.ac.in

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	Dr. B.R. Ambedkar University	View Document
Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	09-11-1992	View Document
12B of UGC	09-11-1992	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Main Road, Near Police Station, Palakonda	Rural	4.6	1393.545

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts,EC ONOMICS	36	Intermediate and Higher school education	English	40	33
UG	BCom,Com merce,GENE RAL	36	Intermediate and Higher school education	English	60	27
UG	BSc,Science, ZOOLOGY	36	Intermediate and Higher school education biology groupBiolog y group	English	40	26
UG	BSc,Science, CHEMISTR Y	36	Intermediate and Higher school education Mathematics and biology	English	40	25

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				0				20			
Recruited	1	1	0	2	0	0	0	0	16	4	0	20
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	4	0	0	4
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	0	0	4	0	0	6
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	11	4	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	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	74	0	0	0	74
	Female	40	0	0	0	40
	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	6	18	20	25
	Female	6	12	23	14
	Others	0	0	0	0
ST	Male	15	20	16	19
	Female	10	24	16	11
	Others	0	0	0	0
OBC	Male	26	62	55	62
	Female	42	75	55	57
	Others	0	0	0	0
General	Male	2	2	1	4
	Female	1	2	8	3
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		108	215	194	195

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy 2020 stresses the importance of multidisciplinary and interdisciplinary education, which encourages students to develop essential entrepreneurship and employability skills in
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	<p>various subjects such as arts, sciences, humanities, languages, and social sciences. Government Degree College, Palakonda offers programs in the sciences, arts, and commerce, with a curriculum that stresses social engagement, ethics, communication, debates, and in-depth expertise. The institution plans to introduce interdisciplinary programs to fulfil the recommendations of NEP-2020.</p>
2. Academic bank of credits (ABC):	<p>Being an affiliated college, the college has no power to convert credits earned by students from other institutions. Once the guideline from the regulatory authority allows, the institution ensures that these credits are added to students.</p>
3. Skill development:	<p>To help students to meet the growing demand for a skilled workforce with multidisciplinary abilities, Government Degree College, Palakonda has been promoting digital skills, communication skills, and analytical skills through its skill training wing, JKC (Jawaharlal Knowledge Centre), and APSSDC (Andhra Pradesh State Skill Development Corporation). The college has integrated various life skill courses (LSCs) and skill development courses (SDCs) in the curriculum. The college plans to start a Capacity/Competency Building Centre (CBC) to cultivate “21st Century Skills” among students, including critical thinking, creative thinking, problem-solving, and digital literacy.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Government Degree College, Palakonda integrates Indian knowledge systems in the curriculum and encourages students to develop a strong sense of bond with their own cultural history, arts, languages, and traditions. The college established a ‘Cultural Club’ and “literary Club” to encourage and promote students participation in cultural and literary activities that specifically belong to local culture and tradition. With the efforts of the association, students are well trained in folk dance, tribal dance and Durga devi dance performed in Sambaram (Local traditional event), one of the indigenous cultural forms of this region to bag laurels for the Institution.</p>
5. Focus on Outcome based education (OBE):	<p>Government Degree College, Palakonda has adopted steps towards implementing Outcome Based Education(OBE), which includes revising the curriculum for all undergraduate programs to inculcate modules such as Communication Skills,</p>

	<p>Life Skills, Professional Skills, Indian Culture and values as foundation courses that are mandatory for all students. Furthermore, the college has developed an academia- industry interface for student training and placement, with APSSDC as knowledge partners offering industry-developed courses in the curriculum to ensure high-quality placement. The curriculum also includes long term and short-term internships, Community survey projects (CSP), field projects, and field visits to enhance participative and experiential learning in real-life situations and to promote collaboration with local and related communities and industries during project work.</p>
<p>6. Distance education/online education:</p>	<p>While there are some challenges in offering online and open and distance learning(ODL) courses due to state higher education regulations, our institution would like to offer online learning. Some faculty members have received training in creating e-content and learning management systems (LMS), and their e-content and LMS videos are available on the institution and CCE LMS website. The college is proactive and eager to offer ODL courses and online education through NEP-2020 operational standards. These forms of education can significantly contribute to the improvement of overall Gross Enrolment Ratio (GER) in higher education.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>We feel gratified to disclose that the Electoral Literacy Club was established in the college to revamp the electoral activities at the college level in order to bring the awareness among the students and to make the students shoulder the responsibility to inculcate awareness on the importance and casting vote in democracy. The club consists of a team of dedicated student coordinators, members, and a faculty coordinator who work together to engage students in hands- on experiences that sensitize them to their electoral rights and obligations. Through the Electoral Literacy Club, students obtain a better understanding of the electoral process, including voter registration and vote casting. The club facilitates a unique opportunity for students to develop critical skills and knowledge that will serve</p>
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	<p>them well in their future civic engagement. The following coordinators and members were appointed to the Electoral Literacy Club on 18-01-2022: Faculty Coordinator: Sri.N.Sankara Babu, Lecturer in English Members: 1) Sri.P.Jammayya, Lecturer in Politics 2) Sri. P.Upendra, Lecturer in Botany Student Coordinator: Mr. A. Dharma Prasad, III BA, Student Members: 1. Mr. U. Adinarayana Rao, III BCom 2. Mr. K. Anil III BSc, BZC 3. Kum. V. Mounika, II BZC 4. Kum. V. Durga Bhavani, BA 5. Mr. P. Murari, II MPC</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The student coordinator and coordinating faculty and members of the Electoral Literacy Club (ELC), Government Degree College, Palakonda have been appointed by the college. The ELC of Government Degree College is a representative body that engages students through imparting interest to take part in activities and hands-on experiences to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. The ELC is functional and aims to strengthen the culture of electoral participation among young and future voters in India. This college has taken an important step in promoting electoral literacy among its students through the establishment of the ELC and the appointment of a ELC committee consisting of a faculty coordinator, two faculty members, one student coordinator and five student members. This committee aims to work on sensitizing the students, staff and people in and around Palakonda village towards registration of new voters, casting vote, ethical voting, and unbiased voting without nepotism.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club at the college has taken several innovative initiatives to promote electoral participation among students and communities. One of the most notable programs is the regular awareness rallies conducted by the club on National Voters Day to educate the public on their electoral rights. In addition, the club actively encourages eligible students between 18-21 to register themselves as voters with the help of Assistant Electoral officer (Tahsildar), Palakonda and advises them to encourage their unregistered peers to register as well. The club conducts various competitions such as essay writing, debate competitions, and poster presentations to inculcate awareness on the importance of ethical voting for the advancement of democratic values. At</p>

	<p>the end of these programs, students take an oath to promote impartial and fair elections. The Electoral Literacy Club at the college has taken proactive measures to increase voter registration and promote ethical voting. Their innovative programs and initiatives have resulted in increased awareness and engagement of students in the electoral process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Government Degree College, Palakonda has undertaken different relevant initiatives related to electoral processes. One of the types of initiatives is the organization of a public rally by the Electoral Literacy Club (ELC) on the occasion of National Voters' Day every year on January 25th. This rally serves as a platform to create awareness among the public about the importance of electoral participation and the rights and responsibilities of voters. Moreover, the college has organized awareness programs on voter registration in collaboration with the Mandal Revenue Office, Palakonda. The aim of this program is to educate and encourage citizens to register themselves as voters using the app, thereby increasing their participation in the electoral process. We feel happy to say that our ELC has been instrumental in creating awareness among the public and encouraging their participation in the electoral process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Electoral Literacy Club (ELC) of our college has been actively working to increase the registration of eligible students who are above 18 years and about to reach 18 years. Out of 337 admitted students, 287 students have reached 18 years. All the students have registered their names in electoral roll through a mentor-mentee system in collaboration with Mandal Revenue Office, Palakonda and ward Sachivalayas and village Sachivalayas and ELC of the college. The ELC team will continue to work with the remaining 50 (Below 18 years) students to register their names in the electoral roll as and when they reach 18 years. In addition to these efforts, our college has also institutionalized mechanisms to encourage voter registration among eligible students. This includes regular awareness campaigns and events organized by the ELC team, as well as collaboration with the Election Commission of India to provide easy access to registration information and tools. Through these initiatives, our college is committed to promote electoral literacy and encourage youth to exercise</p>

their right to vote.

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
410	525	454	431	405

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

2 Teachers

2.1

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

Response: 41

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	18	18	17

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
35.9159	1.36399	0.48745	1.93157	2.72055

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Government Degree college, Palakonda has as its motto 'radiant learning' and aims at speedy augmentation of the standards of the students. Most of the students of this college hail from tribal areas, and economically and socially backward classes, who generally have to live in not so spacious households. This college with its dedicated efforts, strives to uplift the students in terms of knowledge and skills, to the levels on par with the developed sections of the society.

This College was established in 1983 with B. Com and B. A courses and B.Sc. (MPC, CBZ) courses were introduced later in the year 1998. The mainstay of this college is educational activity, combined with co-curricular and extra-curricular activities. The institution ensures effective curriculum delivery through a well-planned and documented process. Each department in the college maintains Annual Curricular plan, Teaching diaries and Teaching synopsis in accordance with the academic calendar issued by Dr. B. R. Ambedkar University, Srikakulam.

For successful execution of our academic activities, The IQAC (Internal Quality Assurance Cell) conducts a meeting, in the beginning of the academic year, with the departmental in-charges and faculty to guide them on the preparation of individual academic plans, keeping in view, the academic calendar of the parent university and holidays of Andhra Pradesh Government. The Departmental in-charges prepare academic plans of their respective departments, based on the instructions, given by the IQAC. This approved academic plan is implemented with periodic reviews to achieve the desired Course and Programme outcomes.

The college has been following the Choice Based Credit System (CBCS) since the inception of the system in 2015-16, in all the programs. This gives academic flexibility to students to choose their interested papers from the prescribed courses. As per the CBCS, Internal and External Assessment is in the ratio 25:75. Internal Assessment is done for 25 marks by the institute. Internal assessment comprises the stipulated curricular aspects and co-curricular and extra-curricular activities like assignments, group discussions, seminars, quizzes, project works etc. As per the CCE guidelines from 2022 onwards, 17.5 marks are allotted to two mid-semesters, 5 marks to assignments/seminar/Group discussion/Quiz/Project work and 2.5 marks to attendance and participation of students in Clean and green activities. Internal assessment is conducted as per the calendar, issued by the university. Question papers for internal exams have been prepared as per the course and programme outcomes framed by the departments. A committee headed by a senior lecturer is entrusted with the responsibility of looking after the internal assessment, for it to happen as intended. Grievances, if any, are also redressed by this committee. It also monitors that the performance of the students in all the components of internal assessment and sees that the outcomes are duly documented. It, then, takes care of posting the internal assessment marks in the university

website to be used in future.

An effective feedback system is followed by collecting feedback from Students, Faculty, Alumni and Employer on course and programme outcomes, which is analyzed and necessary action is initiated by the IQAC.

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

1.2 Academic Flexibility

1.2.1

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

Response: 38

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 47.24

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
410	435	84	26	96

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Environmental concerns, gender issues, social responsibilities and students' personality Development are an important part of the curriculum. In order to integrate the cross cutting issues related to Professional Ethics, Gender, Human Values, Environment and Personality Development and Leadership, the institution offers a number of courses prescribed by APSICHE. The students are being involved in a large scale of activities to inculcate these values.

The teaching-learning process is given its due importance. This institution strives to impart quality education to the students. On the other hand, Andhra Pradesh State Council of Higher Education has included certain concepts in the curriculum to instill the required qualities of discipline, truthfulness, and good conduct among the students. This institution scrupulously follows the curriculum so that the student folk would be able to face the challenges of life in future and become responsible citizens.

Gender:

All care is taken to ensure gender parity in the campus, Students are educated about the need for gender equality for the development of the society and to lead a peaceful and happy life. A number of female students take admission into the college. UGC guidelines regarding gender parity are being followed. The Women Empowerment Cell (WEC) is functioning well in the college by conducting several programmes, for acquiring life skills, for the empowerment of female students. Female students are sensitized towards taking measures for their safety. They are made aware of the Disha App. Celebration of Women's Day and Girl Child's Day are given importance.

HVPE:

A course on Human values and professional ethics is prescribed by APSCHE for the under graduate students the first semester. The course covers a wide range of topics such as introduction to value education, harmony in the human being, society. It helps in building character and values. The community service project gives students an opportunity to mingle with the villagers and learn the importance of heritage, human values and professional ethics. On the other hand, it gives an opportunity to sensitize parents about the need for practicing gender equality at home level.

ICT:

In this digital age the field of Information Technology cannot be ignored. Moreover, the Covid-19 scenario made it even more important. This institution has not lagged behind in using IT for the benefit of the students through photos, videos, PPT'S, etc. In this institution there are quite a few tech savvy faculty members, who are always ready to educate students regarding the use of IT nowadays, and also to impart the skill to the students in order to make them competent enough, in their future endeavors.

Environmental Studies:

Environmental education course is included for third semester students in order to sensitize them about the environment. The issue of environmental degradation is no less important. Therefore, Students are sensitized to the dangers of environmental degradation and ways how it should be protected. At institutional level activities are conducted to save water, to increase green cover and to keep the campus clean.

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

1.3.2

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

Response: 84.15

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

Response: 345

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

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: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 74.7

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
108	215	194	195	147

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
230	230	230	230	230

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 80.99

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
77	104	106	110	93

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
121	121	121	121	121

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 20.5

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:

It is pleased to express that the institution pays utmost prominence to Student Centric Approaches which consist of experiential learning, participative learning and problem solving using ICT tools to enrich the learning experiences of the learners. This approach enhances positive attitude and develops pivotal life skills, essential team spirit, communication skills and an ability to think and work independently.

Experiential Learning:

The students at this college are sensitized to enrich their learning experience through field trips, Industrial visits, Community Service Projects, two months and four months Internships. Fieldtrips are organized by some departments such as Zoology, Botany, English, Economics and History to enhance critical thinking among the students. Field trips **promote** holistic development of students by helping them to learn about the current trends, future scenario. The Department of Chemistry organizes industrial tours to impart knowledge and technical skills utilized in industry.

Participative Learning

Participatory learning methods sharpen interpersonal skills, life skills, employable skills, and transferrable competencies in youth. Participative learning activities such as Student Seminars, Group discussions, Debates, Quiz competitions, Peer Teaching, Poster Preparations, and role plays are made compulsory for the students of all programmes as per NEP recommendations, an integral part of the curriculum transaction.

. Problem solving Methodology

Problem solving is a process of overcoming difficulties that appear to interfere with the attainment of goal/solution. SWOC analysis and brainstorming methods that are inculcating in our teaching learning process help the students to encounter the problems on their own. Mentor- Mentee system paves a fair way to know the hurdles of the students and to make them to overcome the hurdles on their own in different situations Community service projects are the most useful tools through which students can identify the problems of the respondents and help them to overcome.

ICT enabled tools including online resources for effective teaching learning process.

After covid-19, the use of ICT has rapidly increased in teaching learning process. Nevertheless, in the yester years, CCE, Aandhrapradesh has promoted blended mode of teaching and learning at U.G level. Every faculty prepares PPT with regard to their subject on specific topics and impart them in their teaching. LMS video, E- content are made available through students whatsapp groups. Faculty of our college judiciously uses various ICT tools viz., power point presentations, video clips, podcasts, APLMS portal and video lessons from the experts in curriculum transaction. College provides desktops with high speed 100 Mbps internet connectivity and the campus is Wi-Fi enabled. ICT enabled classrooms are made available for academic transaction. Our teachers are also well aware of share information /knowledge/ ideas through different platforms viz., G-suite, GoogleMeet, Teachmint for teaching and learning through online. Staff and Students are motivated to use N-list and online resources for their academic improvement. Our staff developed LMS E - content for the benefit of students. The Department of Zoology in association with the IQAC organized workshop on effective use of ICT.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93

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
20	20	20	20	20

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

2.4.2

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

Response: 68.82

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
15	15	11	12	11

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Government Degree College, Palakonda evaluates the students' performance in transparent manner in the examinations. Internal assessment is a touchstone of our institutional assessment of the student. Evaluation consists of two components Continuous Internal Assessment (CIA) and External Assessment (EA). IA is given a weightage of 25% and EA carries the remaining 75% weightage in the total evaluation for a given course other than practical papers. Internal evaluation is designed covering curricular, co-curricular and extra-curricular activities that enable us to assess whether course outcomes are attained.

Examination Committee prepares Examinations Calendar at the beginning of the semester duly following academic calendar of the affiliating university and notifies the schedule well in advance to the students through circular besides displaying on the notice boards and website. It ensures that the setting of question paper is in accordance with the pattern adopted as per university guidelines. The committee conducts the mid semester examinations as per the schedule. After the time bound evaluation of answer scripts, students get an opportunity to review their papers and interact with the teacher about their performance and resolve the grievances if any. The Assessment of practical examination during odd and even semesters are carried out by the concerned departments under the surveillance of the internal and external examiners appointed by the affiliating University. These marks are uploaded in the web portal of the University.

Examination Grievance Redressal:

As per guidelines of APSICHE, CCE and Dr. B.R. Ambedkar University, Etcherla Srikakulam CIA has been imparted in the Evaluation Process. Based on the performance of the student in Mid-I, Mid-II, Assignments, Group discussions, Participation in Swatch Bharat in the college, field trips students are

given marks in internal assessment without bias.

After announcement of the results of CIA, students are informed of their performance and are also advised to approach the Grievance Redressal Committee, if they are not satisfied with the evaluation by faculty concerned. The students, who are unable to attend the internal Examinations due to their participation in sports activities or in any literary and cultural competitions, sick students with proper medical evidence are given a chance to write the examination. If the students get any problem with regard to CIA, either faculty concerned or examination redressal committee resolve their problems and the same are uploaded in the University portal within the stipulated period.

The grievances reported if any with respect to external examinations are sent to controller of examinations of Dr. B.R. Ambedkar University, Etcherla, Srikakulam. The Examination Committee and the chief superintendent of the examination look after grievances during the university examinations and coordinate in case of any discrepancy in the registration, hall tickets, results, marks memos, provisional certificates, and corrections in testimonials of the students.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

It is noted that Course out comes and programme out comes play key role in teaching learning evaluation process. Hence, our college pays utmost priority to outcome based teaching learning with student centric approaches to bring the holistic change among the students. Course Outcomes includes knowledge, skills, attitudes, values and dispositions that students are expected to gain through the course. Our College has been offering four programmes in Humanities, Science and Commerce streams. Being an affiliated college, we follow the syllabus as prescribed by the affiliating university Dr. B.R Ambedkar University, Etcherla Srikakulam. The IQAC of the college monitors all the departments involving in curriculum transaction to formulate POs and COs in lieu of prescribed syllabus, the core values and objectives of the institution. The IQAC of the college conducts meeting at the beginning of the academic year with all the department in-charges to discuss Cos, Pos and PSOs, mapping and attainment of Cos and Pos and the resolutions are made accordingly.

An outcome oriented system is being implemented through curriculum framework, upgrading academic resources continuously, improving quality of teaching, and through the use of advanced technology to improve the teaching learning processes. The faculty members handling a particular course also explain

the relevance and opportunities of the subject of study by describing the COs in the classroom. These programmes enhance entrepreneurship abilities, work culture.

Programme Outcomes (Pos) and Course Outcome (COs) describes what a student should be able to do at the end of a course. It provides a clear understanding of the goals and objectives of the course and helps to evaluate the effectiveness of the course in meeting its intended purpose. The examinations committee organizes meeting in collaboration with IQAC and guide the departments to do Cos and Pos attainment as per the Blooms taxonomy. Well before the commencement of the semester, Outcomes of the courses which are to be dealt by the respective departments are formulated duly following COs, POs, and PSOs. The Cos and Pos of every department are displayed in college website and every department. While delivering the courses, necessary pedagogical techniques, learning resources, online tools, and pertinent extracurricular activities like extension lectures, field trips, Community service project, internships, seminars, group discussions, quizzes etc. are planned and implemented to achieve the informed learning objectives. Every programme, being offered by institution, has a specific learning objective. Evaluation of achievement levels of COs can be done by mapping COs with Pos. Cos attainment is evaluated by direct method through internal examination and semester end examinations and indirect method through Semester end feedback survey.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Procedure to Evaluate Course Outcomes (COs) and Programme Outcomes (POs)

The evaluation of Program Outcomes (POs) and Course Outcomes (COs) play a key role in teaching the learning process. It helps to determine the effectiveness of the programs and courses offered. It provides feedback to students about their learning progress and areas that need improvement.

In this process, two practices are there,

1. COs mapping with POs
2. COs and POs attainment
1. COs mapping with POs

POs are attained through program specific Core Courses. Each Course addresses a sub-set of POs to varying levels (strengths) (1, 2 or 3). Strength of mapping is defined at three levels: Low (1), Medium (2) and Strong (3) A simple method is to relate the level of PO with the number of hours devoted to the COs which address the given PO. If >40% of classroom sessions address a particular PO, it is considered that PO is addressed at Level 3. If 25% to 40% of classroom sessions address a particular PO, it is considered that PO is addressed at Level 2. If less than 25% of classroom sessions address a particular PO, it is considered that PO is addressed at Level 1. After COs mapping with POs, calculate weighted average value of POs.

2. COs and POs attainment

A. COs attainment

CO attainment is assessed by Direct and Indirect methods

Direct Attainment Method:

The Direct Attainment of a course is computed by results both internal and external examinations. COs are assessed directly by calculating 25% of internal Exam marks. Internal examination tools are MID I and II, Assignments, Seminars/Group Discussions and Co curriculum activities (Clean and green) as per CCE (Commissionerate of collegiate Education) guidelines and 75% of external marks, External examination is conducted by affiliated university.

CO Direct attainment is equal to $(0.25 \times \text{Average of the internal marks}) + (0.75 \times \text{Average of external marks})$

Indirect Attainment: The indirect attainment of a course is computed by the feedback collected from the students participated in the course at the conclusion of each semester. The levels of success in achieving the course outcomes are graded as follows: 3 for High/strong, 2 for Moderate, 1 for Low.

CO Attainment: A course's CO Attainment is computed based on 90% direct achievement and 10% indirect attainment.

B. POs attainment

POs attainment is computed by calculating by Weighted average value of PO multiple with CO attainment average and divided by attainment level 3

Programmes outcomes (POs) attainment =

$$(\text{Weighted average value of PO} \times \text{CO attainment average})/3$$

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

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 80.03**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
107	124	84	114	92

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
153	148	102	127	121

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.93

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.0	0.0	0.0	0.0	0.0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

GDC Palakonda has put continues efforts for betterment of student skills. As part of this, AP higher Education has incorporated many policies to improve their knowledge & skills. English medium is also introduced, which will become a major asset for facing the global competitions. We have been doing the Community Service project that will enhance their knowledge since they travel with all the civilians at different villages. We have 21 teaching faculties from our college in which each of them acts as mentors for few students for smooth functioning of CSP at different places.

As part of the curriculum, 2 months internship is conducted after 4th semester at various places & 4-month internship is usually commenced during the 6th semester. This will boost for students' skills for their employability, entrepreneurship in the future. Since it is in the initial stage, the fruits will be appeared in the later stage. Few students from academic year of 2022-23 have already completed their internship at Eid Parry Sugar factory, Sankili, Vizianagaram (Dt) & Action in Rural & Technology

Service (ARTS), Peddapeta, Srikakulam (Dt), A.P and many other places near to the Palakonda. In the present academic year, some of the students will take part in intern at similar places.

We have also six faculties who completed PhD from various reputed institution/ University so that student will drive into the academic growth under research bent. Besides, 6 teaching faculties have been registered for PhD from other universities. It is evident that 11 research papers under UGC-Care have been published for last 5 years (since 2018-19). In addition to that book chapters are published by our faculties.

We have constituted IPR Cell for awareness on intellectual property rights at various categories. Dr. A. Srinivasa Rao, lecturer in chemistry has been acting as IPR coordinator since 2022. As part this, our college has participated in the programme called NiPAM (National Intellectual property Awareness Mission) organized by Intellectual Property Office.

To create wonderful tech environment, 100mbps high speed internet connectivity with wifi access. We have a good library established with 11955 books and e journals are available which subscribed through N-Lists.

Our college is aiming for excellent eco system since it is clearly evident that we generally conduct many programmes to aware on environment issues such as World Environment day, Ozone protection day & Prevention of Pollution, etc...

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

3.2.2

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

Response: 1

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
1	0	0	0	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.15

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
1	0	3	2	0

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

3.3.2

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

Response: 0.05

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
0	2	0	0	0

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

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

GDC Palakonda has extensively involved in the promotion of Social and Cultural activities which is one of the primary requirements among the students and faculty. The college is providing a good number of activities for the development of social and emotional growth of the students through cultural activities. The mentors of the respective student groups are mainly involved in conducting all these activities. All though in UG programmes the extension activities are not an integral part of their curriculum, students still involve in experiential learning and community engagement. The community service activities give an opportunity to the students to mingle with the villagers and learn the importance of the social service, cultural heritage, human values, traditions, and interpersonal relations.

College has two units of NSS (Unit-1 &2) and respective officers were picked from faculty members. NSS Programme officer and the coordinator of the college have been participated and used to monitor the different outreach programmes. Both teaching & non-teaching staffs are actively participated. The NSS volunteers have involved in the programmes such as clean & green activity, plantation work in the adopted villages Vadama & Indira Nagar colony.

Our college students involved in various propagated works such as involvement in the aiding in teaching activities to the students at various primary schools of Vadama, Indira Nagar Colony, T. K Rajapuram & Ramannapeta. Our college conducted a programme on “prevention of pollution” in the

neighbouring community. Our college students are involved in socio-economic surveys and community awareness programmes, which was conducted by college. The NSS volunteers involved in vaccination programme for covid-19. Further students travelled nearby villages and made wonderful awareness campaign so that rural civilians also come forward to get vaccinated. Our students create awareness to the local people about the clean and green, balanced diet, health and hygiene, excessive usage of mobile phones, healthy food habits, aqua culture, diabetic and thyroid diseases, usage of the plastic and its disposal, water pollution, usage of the home and electronic appliances, mother and child health, energy consumption, environmental hygiene and communicable diseases, water facilities and drinking water availabilities. As a part of swachchatabharat our students along with staff involved in open defecation free awareness programme. Our students are being felicitated by the local village officials and by the NGO. They got appreciation certificates for their outstanding performance in the community service.

To make eco-friendly environment in the premises of college, we made no vehicle zone, our students generally come with only bicycles and most of the our college staff use to come by either walk or uses the public transportation. These activities were monitored in the regular base by a team of called Eco club. Science club also participated extensively along the side of Eco club for environment friendly activities. All the departments have conducted tours to other places such as forest, nearby canals & flora living places to get awareness on biodiversity.

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

3.4.2

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

Response:

GDC- Palakonda has aimed to bring forward the better society for future generations. In this connection our faculties & students has competed in many activities. Dr. G. Janardhana Naidu has received the best principal award in the district level. Which was received from the hands of home minister & Collector of Parvathpuram district in the year of 2022. Apart from College has received prestigious award under the category of Lowest dropout rate presented by the commissionerate of collegiate Education of Andhra Pradesh. In addition to that the students have also added another interesting prize in the bag of our college from the event “Magic in Chemistry” for their decent presentation of “electrolysis of water” by A. Mamatha (2nd BSc) during the AY of 2021-22 along with other students. The team had received the 3rd best prize from the programme, which was organized by Govt Degree College (Men), Srikakulam. Students have not only interested in education but also, they contribute in sports. As we know that regular sport activity gives us both physical & mental fitness. Physical education department always train the students to compete in the University, zonal, district & state level competitions. Due to the continuous effort from students end many of our college students obtained huge number of medals & certificates in sports competitions. Above all, our college usually participates in many innovation

extension activities such as AIDS programme. One of our students in the AY of 2021-22, G.Lavanya of 1st BSc(CBZ) had participated in the AIDS awareness painting competition conducted over the region of Srikakulam district, in which she has received a consolation prize for her brilliant display. B. Ravathi, Sub Inspector of Disha Police station, Palakonda lauded our students for their involvement in the promotion of wide publicity on 'DISHA' app developed by the Police Department to rescue girls and women during times of emergency. She has also applauded the institution for its care to ensure a ragging free campus by educating the students on the consequences of this evil practice besides promoting awareness on 'drugs and their negative impact' on the public. Project Officer Smt Kalpana appreciated our efforts for the successful enrolment of voters from new voters of our place. NSS students of our college played a vital role during the time. Our students and staff participated in several programmes in connection with 'Azadika Amruth Mahotsav' with exuberance, sporting and patriotic fervor. The active involvement of our students and staff in the programmes conducted to commemorate the 75 years of glorious Indian Independence has been taken notice of by the press & media of Andhra Pradesh. GDC-Palakonda has fully committed to improve the mindset of students & staff for their enhancement in all aspects with equal contribution.

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

3.4.3

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

Response: 35

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
12	08	03	5	7

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

3.5 Collaboration

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: 38

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Our college has continuously and systematically improved its infrastructure which is located on 4.6 acres of land with a total built-up area of 15000 square feet. The campus includes 4 building blocks that cater to the various infrastructural needs of undergraduate programs. The buildings are surrounded by open and green spaces.

- The campus has 9 classrooms and 6 laboratories are well-equipped. 4 rooms are equipped with LCD and 4 rooms with digital panel facilities. Other amenities include a seminar hall, reading room and ramps for the differently-abled, staff common rooms, principal office, administrative office, ladies common room, student seating area in the garden, botanical garden, NSS department room and an open auditorium.
- The campus features 51 computers connected with Wi-Fi access.
- There is a well-furnished canteen on campus that serve hygienic food at discounted rates.
- RO drinking water is available throughout the campus.
- The college also provides a first aid facility and health care room, and has seven fire extinguishers installed in all laboratories and administrative offices.
- The college is known for its cultural richness and hosts cultural programs throughout the year, utilizing two venues: Multipurpose open auditorium for college-level programs and a seminar hall for department-level programs.
- The College offers both indoor and outdoor sports facilities due to its adequate land for sports infrastructure. There is an open ground for outdoor games as well as separate gymnasium. The institute has a strong record in sports events at the university and state levels.
- The Physical Education department has a 200 mts track, walking path, cricket pitch, volleyball, kabaddi, shuttle badminton, tennikoit, kho kho, throw ball, shot put, discus, long jump and triple jump kit, and javelin.
- The gymnasium has a variety of sports equipment and facilities including double bar, single bar, weight machines, weight lifting, multipurpose bench, gym mirror, seven-station exercise machine, carom, chess.
- Yoga center at our college offers a space for students and faculty members to practice yoga as a form of exercise and relaxation. The center may also offer a variety of yoga classes. The classes may be led by our expertised physical director.
- The College campus is pollution free and Eco friendly, having beautiful plantation with lawn, internal roads, and well-established botanical garden.

- The college maintains a greenhouse facility to cultivate a variety of plants in a controlled environment.
- The college practices organic farming techniques to grow vegetables with nutrient-rich compost prepared by our vermicomposting unit and also promotes soil health and biodiversity.
- Total campus is under CC surveillance.
- The college maintains 10 solar lights of 60w each in connection with energy conservation initiatives.
- The college utilizes biogas technology to convert organic wastes into biogas which is used for laboratory purposes.
- The college has implemented water harvesting systems through water recharging ponds.

The amenities are constantly upgraded and well maintained. A building construction with RUSA 2.0 is completed with minor pending. In short period 6 more rooms will be added.

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

4.1.2

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

Response: 81.09

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
34.40	0.0	0.0	0.0	0.0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library, Learning Resource Centre (LRC) functions under the library committee with the chairmanship of principal. The library is spread in two rooms with 1000 sft. area. The library has a seating capacity of 30, including reading and reference area. The college provides information services and access to printed resources with a digital library facility. The library has approximately **12000** titles covering all major subject fields.

The college has a purchase committee with a Librarian as a Convenor. Apart from faculty members and students as its members. The library works between 9 AM and 6 PM on all working days and is accessible to all staff members and students. The library evolved into a full-fledged digital library equipped with required equipment in order to provide various digital library services. It is automated with integrated management software SOUL 3.0. The bar-coding of all the available books is under process and automated circulation. The library provides previous question papers for students' reference. Besides these resources, the library provides reference books and study material for competitive exams.

The library also facilitates OER like National digital library, SWAYAM, spoken tutorial, CEC Shodhganga, DOAJ, Internet archive to the lecturers and students to enhance their knowledge. The LRC has registered membership with N-List (INFLIBNET) to extend its services by providing e-resources to staff and students. The Librarian of our College took the initiative to conduct Library Week Celebrations and world book day.

The library facilitates the Digital Library with 6 Computers with Internet. Besides these resources, books, and reference material on competitive and entrance exams such as PG, NET/SET, UPSC, Groups is made available in the library. The digital aspect of our Library has 100Mbps Wi-Fi connectivity, one server, and the barcode system for circulation. The Library provide services like registration for competitive examinations and also UG admission registrations in OAMDC Portal.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution has upgraded the internet and Wi-Fi facility in the campus with 100Mbps. The Internet facility in the campus is used extensively by the faculty members to take online classes in a part of blended mode teaching. The internet and Wi-Fi facility provided to all class rooms and laboratories is useful to faculty as well as students for advanced learning and improving their knowledge. The internet facility is utilised by the faculty members to attend online FDPs offered by the CCE and various organisations.

The internet and Wi-Fi facility in the campus is used by the faculty members to upload daily student attendance and topic details in Jnanabhumi portal and CCE TLP app. There are 8 rooms with internet facilities for ICT. This facility in the college campus is useful to students to download study material and to attend on-line examinations.

The institution has a seminar hall with ICT facility. The Wi-Fi facility is used during the online admission process for registration and exercising web options for admission into various UG courses offered by the college. The internet facility in the campus is used extensively by the office staff for students scholarship registration in JVD portal, examination registration in Jnana bhumi portal, fee collection through vidyaOSpay app and other online works-office work. The examination cell utilizes an internet facility to upload students data, internal marks, external practical examination marks and download the hall tickets in Dr. BRAU and Jnanabhumi portals.

The college initiated a significant upgrade to its Wi-Fi infrastructure to provide faster and more reliable wireless internet access campus-wide. Expanded Wi-Fi coverage to ensure seamless connectivity in all areas, including classrooms, laboratories, offices, principal chambers, and the library.

- Upgraded IT facilities in classrooms to enhance teaching and learning experiences. Installed interactive whiteboards in select classrooms to facilitate interactive presentations and collaborative activities.
- Equipped classroom with multimedia systems, including projectors, screens, and audio systems, to support multimedia presentations and instructional materials.
- Upgraded laboratory computers with the latest hardware and software to enhance performance and compatibility with specialized scientific applications.
- Refreshed IT equipment in administrative offices to improve productivity, communication, and workflow efficiency.
- Upgraded IT facilities in the principal's chambers to support administrative tasks, and communication with stakeholders. Installed desktop computers equipped with productivity software and access to institutional databases, reports, and communication tools.
- Updated IT infrastructure in the library to support study, and information access for students and faculty Implemented digital library management systems to organize and catalog electronic resources, including e-books, journals, databases, and multimedia content. Enhanced Wi-Fi coverage and connectivity in the library to provide seamless internet access for patrons using

mobile devices.

Moreover a commitment of our college to maintain adequate IT infrastructure provides a competitive and forward looking learning of working environment among students and staff. Its facility is also used for conducting and attending online seminars and workshops, video conferences, virtual classes etc

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

4.3.2

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

Response: 8.2

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

Response: 50

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 3.76

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
0.35	0.62	0.35	0.21	0.064

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 92.36

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
396	510	438	347	364

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 18.52

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
184	169	32	10	17

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 14.01

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
30	19	15	8	1

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
107	124	84	114	92

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

5.2.2

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

Response: 2.23

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
2	2	2	4	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 5

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
5	0	0	0	0

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 4.4

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
4	4	1	6	7

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:

Government Degree College PALAKONDA has a registered Alumni Association 'ALUMNI STUDENTS ASSOCIATION PALAKONDA' was established in 2016 with Regd. Number 228/2016. It comprises of people from almost all walks of life. Its goal is to establish a net work of GDC PALAKONDA students, who will support among themselves. All the outgoing students are encouraged to take membership in the association and take part in the development of their alma mater. It is going to bring in professional and personal growth as well as actively participating in the institution's development programmes. The Alumni Association members are connected with through social media plat forms such as WhatsApp group. Our alumni association ever since it came into existence has been in the fore front to providing infrastructure assistance to our institute. The alumni contributed RO plant with cooler, chairs to reading room in library and green initiatives facilities. The alumni association will also be engaged to interact with the students by conducting awareness programmes on job prospects and career opportunities. The alumni association is always all set to broaden the scope of their services.

Institutions have realized how a strong and a positive relationship with their alumni can benefit them socially, and academically. Experiences that are shared by the alumni is an effective role model and can be easily accepted by students whether in time management, financial management, development of self-discipline and character, or in career management can be more easily accepted as guidance and inspiration by students. Through this way, alumni can assist in strengthening confidence, improve motivation and inculcate the right culture in life with what the university intends to convey to its students. Collage provides mid-day 'sambar' to all the students and arranging Sambar with rice to needy students from 2021-22 academic year with the help of alumni and other members.

The alumni are involved in CPDC while taking all important decisions. Whenever the college seeks their help, they immediately respond and resolve the solutions and needs of college. The institute conducts meetings with the members of Alumni. This meeting provides away to share useful ideas with one their ideas that are observed and implemented the progress of the college. In order to establish good rapport with the members of Alumni, the college invites them to college while celebration Fresher's Day, 'Farewell Day and other important days. The Principal and staff also keeps issues of the college before the Alumni. A few students take part in the meetings and share their ideas and opinions. The Principal and IQAC sit together along with Alumni members and discuss the issues related to the college and the students. As the Alumni members have good grip the officers and politicians of Palakonda area, they give adequate physical and moral strength to the principal, staff and the students. Then the alumni put its earned efforts to solve problems.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Promoting a collaborative and participatory approach to governance, the college decentralizes responsibilities and duties, granting departments and committees the autonomy to manage their specific areas of work. The principal engages in discussions with committee members on important developmental plans, fostering a consultative environment that facilitates sound decision-making and ensures that key stakeholders shape the college's direction.

Each department takes responsibility for formulating its annual academic plan, aligning it with the college's institutional plan. The timetable committee, in collaboration with all departments, designs the college timetable, considering the needs of various programs and courses.

The department In-charges, along with their respective faculty members, develop the annual action plan for the academic year. These individual departmental plans are consolidated by the Institutional Quality Assurance Cell (IQAC) to create the institution's comprehensive action plan, which is overseen by the institution's head and the IQAC coordinator.

To ensure student representation and engagement, class representatives are chosen based on their academic performance, enabling students to actively participate in college governance and voice their perspectives.

Feedback from stakeholders, including students, is collected and analyzed to pinpoint areas for improvement in executing the action plan. This feedback aids in addressing any deficiencies in the quality of education, infrastructure, and other facilities provided by the institution.

The practice of decentralization and active involvement of students in governance encourages coordination, collaboration, and teamwork. By involving all stakeholders in college management, the institution strives for smooth and efficient operation.

Faculty members actively participate in various committees, contributing to the daily maintenance and operations of the college, fostering a sense of collective responsibility among the staff.

In summary, this decentralized approach to governance and the active involvement of stakeholders in decision-making processes play a vital role in creating a more inclusive and efficient educational institution.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Government Degree College, Palakonda was established in 1983 by the Government of DR.B.R. Ambedkar Pradesh. The college is affiliated with DR.B.R. AMBEDKAR UNIVERSITY, Etcherla Srikakulam. It is a co-educational institution that offers four undergraduate courses: B. A (History, Economics, Political Science), B. Com(general), BSc (Maths, Physics, Chemistry), and BSc (Botany, Zoology, Chemistry).

The college is located in Palakonda, which is a Nagar panchayat in the Srikakulam district of North Coastal DR.B.R. Ambedkar Pradesh. It serves as an accessible educational institution, catering to the academic needs of rural students in the region.

the governance and decision-making structure of a college, including the role of various committees and authorities.

College Planning and Development Committee (CPDC): The CPDC plays a central role in the college's development. It is responsible for determining the college's development approach, taking into account available resources and ensuring that growth and improvement align with available means. It also recommends the introduction of new academic courses.

Staff Council: The Staff Council is involved in deliberations related to the college's development and decisions concerning administrative and academic affairs.

Transparency and Accountability: The college prioritizes transparency and accountability in its academic and administrative processes.

Institutional Level Leadership: The principal serves as the academic and administrative head of the college, guiding the implementation of decisions made by various committees and councils.

Institutional Quality Assurance Cell (IQAC): The recommendations of the IQAC are considered when making academic decisions.

Commissioner of Collegiate Education (CCE): The CCE is the administrative controlling head for both government and aided degree colleges in the state.

Regional Joint Director of Higher Education (RJDCE): The RJDCE oversees the regional office, conducts inspections of degree colleges, and conducts inquiries in both government and aided colleges.

Staff Recruitment: Staff recruitment is conducted by Andhra Pradesh Public Service Commission (APPSC), and appointment proceedings are issued by the CCE/RJDCE based on the selection process.

Promotions and Career Advancement Schemes (CAS): Promotions and career advancement schemes follow the rules and regulations set forth by the CCE.

This structure ensures that the college's development and decision-making processes are well-organized and take into consideration various factors, including resource availability and academic quality. Transparency and accountability are upheld throughout these processes.

The college is affiliated with DR.B.R. Ambedkar University and follows the academic schedules and syllabus set by the university while adhering to the Choice Based Credit System (CBCS). Here are some additional points regarding the college's affiliation with DR.B.R. Ambedkar University:

Academic Structure: The college aligns its academic programs with the guidelines provided by DR.B.R. Ambedkar University, including the CBCS pattern. This ensures that students receive education consistent with the university's standards.

Semester Examinations: The college conducts semester exams in accordance with the university's guidelines. This ensures that students' academic progress is evaluated according to the university's standards.

Quality Education: By following the university's framework, the college contributes to maintaining and promoting quality education. This affiliation helps in standardizing the academic experience and ensuring that students receive a high-quality education.

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

6.2.2

Institution implements e-governance in its operations

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

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

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

In its capacity as a government educational institution operating under the purview of the Andhra Pradesh State Government, the college extends an array of welfare measures to cater to the well-being of its staff, encompassing both teaching and non-teaching staff. Some of these essential measures include:

Andhra Pradesh Government Life Insurance (APGLI): APGLI stands as a crucial social security initiative, obligatory for all employees, offering comprehensive life insurance coverage.

Group Insurance Scheme: This scheme provides life insurance coverage as a collective benefit through the Life Insurance Corporation, mandated for all state government employees.

Employees Health Scheme: The Employees Health Scheme endeavors to furnish cashless medical treatment to employees, state government pensioners, and their dependent family members, thereby ensuring unfettered access to healthcare services without imposing financial burdens.

Government Provident Fund (GPF): The AP General Provident Fund serves as an additional social security net, delivering supplementary income to subscribers upon retirement, or financial support to the family of a subscriber in the event of their demise.

Andhra Pradesh Employees Welfare Fund: Membership in the Employees Welfare Fund is

compulsory for all state government employees, bestowing various welfare benefits to promote their well-being and address their needs.

Eligibility for Loans from Nationalized and Private Banks: Government employees, including the college staff, are eligible to apply for loans from nationalized and private banks. These loans encompass a spectrum of financial assistance options, such as home loans, educational loans for their children's education, and car loans.

And also providing casual leaves, maternity leaves, sick leaves

These welfare measures have been thoughtfully designed to furnish financial security, healthcare benefits, and additional support to employees, thereby ensuring their overall well-being and fostering a positive work environment.

Performance Appraisal System:

Annual Self-Appraisal Report (ASAR): Faculty members are required to complete an ASAR form annually, which is made available on the Commissionerate of Collegiate Education (CCE) website. This form enables teachers to showcase their ongoing professional development activities, including but not limited to paper presentations, publications, and participation in seminars or conferences.

Assessment by IQAC: The Internal Quality Assurance Cell (IQAC) within the college is responsible for evaluating the ASAR submissions from faculty members. They meticulously review the provided information and assess the performance of teachers based on the documented activities.

Self-Assessment Proforma and Action Taken Report: College departments are entrusted with filling out a self-assessment proforma, encompassing an evaluation of their performance and the measures taken to effect improvements. An external auditor, proficient in the relevant discipline, appraises this report.

Teacher Evaluation by Students: Students are afforded the opportunity to offer feedback on their teachers. Online feedback forms are accessible via the college website, allowing students to provide valuable insights regarding the performance of the teaching staff.

Evaluation and Feedback Analysis: The Teacher-in-Charge (TIC) and the principal of the institution, in collaboration with the IQAC, undertake a comprehensive analysis of the feedback forms and other evaluation reports. Subsequently, they engage with teachers to provide constructive feedback and discuss any remedial measures that may be deemed necessary.

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 50.44

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
32	10	7	7	1

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
5	6	3	3	3

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Institutional Funding and Financial Management Practices at the College:

Sources of Institutional Funding:

The college relies on various sources for its funding, with the major ones being as follows:

a. University Grants Commission (UGC): The institution regularly submits proposals to the UGC to secure additional grants under various schemes.

b. Government of Andhra Pradesh through the Commissionerate of Collegiate Education: The college receives financial support from the government through the Commissionerate of Collegiate Education.

c. Rashtriya Uchatar Siksha Abhiyan (RUSA): The college actively seeks funding from RUSA to enhance infrastructure and acquire necessary equipment.

d. Special Fee and CPDC: These serve as additional sources of funding for the institution.

Grant Disbursement Process:

Upon receiving grants from the funding agencies, the principal, acting as the disbursing officer, adheres to established procedures. This typically involves several committees, including the Finance Committee, Purchase Committee, RUSA Committee, and the College Office. The funds are disbursed to the relevant individuals or departments based on approved procedures and guidelines.

Utilization of Funds:

The institution allocates its resources with a focus on constructing and upgrading infrastructure in line with academic requirements. Expenditure is also directed towards the acquisition and enhancement of capital assets, which may include computers, ICT-enabled teaching aids, laboratory equipment, and other valuable assets. The college maintains a balance sheet to provide an overview of expenses related to these purchases. Additionally, "Utilization Certificates" are obtained to document and account for the incurred expenses.

Financial Transparency and Audit:

To ensure transparency in the utilization of financial resources, the college subject its accounts to regular audits. These audits are conducted by teams from the Regional Joint Director of Collegiate Education (RJDC) and the Auditor General of Andhra Pradesh during their inspection visits. The primary objective of these audits is to verify and validate the financial records, ensuring compliance with relevant regulations and maintaining the integrity of the financial operations.

Through diligent adherence to these funding and financial management practices, the college strives to achieve efficient utilization of funds, comprehensive documentation of expenditures, and the highest standards of transparency in its financial operations. This approach underscores the institution's commitment to responsible financial stewardship.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The central focus is on ensuring consistent quality across all facets of education and support provided to students.

Role of IQAC:

The Internal Quality Assurance Cell (IQAC) assumes a pivotal role in enhancing the efficiency, transparency, and accountability of administrative activities within the institution. Its overarching objectives include expanding access to services, minimizing administrative costs, and championing quality improvements in the realm of education.

Institutional Calendar and Planning:

At the commencement of each academic year, the IQAC takes charge of devising an institutional calendar that encompasses the institutional plan, curricular activities, co-curricular activities, and extra-curricular activities. This meticulously crafted calendar is disseminated to all staff and students. The heads of departments, working in concert with faculty members, take the initiative to prepare departmental action plans and annual curricular plans, all of which are closely aligned with the institutional calendar.

Implementation and Review:

The diligent implementation of plans and activities is subjected to rigorous monitoring. Staff council meetings, departmental meetings, circulars, and informal interactions facilitated by the IQAC are employed as mechanisms for review and feedback. In the event of any lapses or shortcomings being identified, swift and decisive measures are taken to address them, ensuring a responsive approach to improvement.

Monitoring Quality Initiatives:

The IQAC exercises vigilant oversight over any quality-assured initiatives conducted by departments, committees, or cells within the institution. It assumes the role of mentor, monitor, and coordinator, dedicated to the successful execution of these initiatives. An ethos of participative management and internal coordination is actively fostered, further nurturing a collaborative approach.

Academic Audit:

Through academic audit and evaluation, IQAC monitors the teaching and learning process. It scrutinizes the academic activities of the departments and validates important papers such as the

annual lesson plan, teacher's diary, lecturer synopsis, remedial coaching register, and so on. Internal mark registry, mentor-mentee register, and so on. The external Academic audit is carried out annually by a team selected by the Commissionerate of collegiate education, A.P., which provides its report to the principal and the Commissionerate. The principal then submits the same report to the college staff council for remedial measures to be taken and recommendations to be implemented.

Awareness Programs:

The college has conducted several awareness programs, particularly on cross-cutting topics such as environmental sustainability, gender sensitization, anti-ragging, and so on.

Feedback system:

Through the initiative of IQAC, feedback is collected on a regular basis from all stakeholders such as students, parents, teachers, alumni, and employers.

Faculty Trainings:

Faculty Induction Programs are designed to familiarize new staff members with the higher education system. Faculty trainings/workshops/webinars are held on a regular basis to support research, e-content development, and the use of LMSs and MOOCs. A five-day Faculty Development Programme (FDP) on Hybrid and Blended Learning in Higher Education is being organized online.

Incremental Improvement:

The college has been implementing a shift from teacher-centered to student-centered education. Furthermore, students are encouraged to participate in Community Service Projects and internships. Students and faculty members were able to conceptualize the tangible concept of educational quality through measurement of outcome attainment.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**

4.Participation in NIRF and other recognized rankings**5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.****Response:** B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution has been taking proper measures to ensure gender equality among the college students and staff. We conducted many awareness programs relating to gender equity every year for boys and girls. Our college provided separate toilets for both genders, separate washroom cum ladies waiting room for girls students. We organized several awareness programs by the NSS and the women empowerment cell. The women empowerment cell organized awareness sessions with the local police department particularly with the women staff. Since our college has many girl students from rural backgrounds, we promoted the importance of girl education through conducting programs like Beti Bachao and beti padavo. The women empowerment cell invited the lady DSP and Sub Inspector from the local police station to create awareness on their safety to overcome the hurdles in their career. The women empowerment cell has annual action plan to conduct many activities towards gender equity. The programmes such as a woman safety, Disha Nirbhaya, and anti-ragging etc. International yoga day, Rangoli, food exhibition, Yuva Mahotsav, Women's Day celebrations are being conducted as a part of regular feature of women empowerment cell. As a part of creating awareness among the students and staff, National and international days pertaining to gender equity have been celebrated in the premises of the college. National voters' day, Independence Day, Republic Day, National Science Day, environmental pollution day and international Human Rights Day were organized for creating awareness among the students. The birthday of Gurajada Appa Rao, who fought for the rights and equality of women through his writings. Kandukuri Veeresalingam Panthulu who fought for abolition of superstition to promote the gender equity. were organized in the college. the women empowerment cell and NSS un its organized women violence day, Savitribai Phule who is known as the first lady teacher and great social reformer and awareness problems for girl students on health were conducted in the college. The women empowerment cell encouraged the girl students to participant in the various sports as a result a girl student V.Sandhyarani, 1st Bsc CBZ received the gold medal in 1500 meters running competition in the state level and two girls students participated in south zone inter university kabaddi competition in national level. To create gender equity, The I.T.D.A PO, Smt. K. Kalpana Kumari, I.A.S, Shrimati Dr Bharati and lady DSP Kum. M. Shravani delivered their valuable instructions through their speeches.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The government degree college Palakonda is located in the most backward area in the district of Parvatipuram Manyam .The college blessing umpteen students is located in the tranquil surroundings of almost at the threshold of Palakonda . Many tribal areas surround the place. students have been coming from varied cultural ,regional, linguistic, communal socio economic and other diversities.The college strictly monitors students to wear college uniform in order to bring harmony towards communal, social and economical. Each student must be a member in all committees of the college for maintaining transparency in administrative functionality. The college comprises a functional redressal mechanism which timely addresses all the questions raised by the students which will enhance the approachability of all the students. The college has a separate code of conduct for faculty members and students. The code of conduct is displayed on the college website. The fueled vehicles are not allowed in the college premises and the college encourages cycling and walking in order to promote sound health. E-bikes are encouraged. The language club always encourages the students to write essays,Short stories and their topics. Essay writing, quiz, debate and elocution competitions are organized in every National and International programs in the college. cultural activities are performed to promote cultural harmony and the heritage of different regions during the celebration of every programme. International yoga day was observed by the department of Physical Education importing peace and health to students and staff. The women empowerment cell organized Self defence programs to girl students for their well being by improving confidence level activities in fresher`s day, farewell Day celebrations, NSS activities and other departments also created tolerance and harmony among the students towards cultural, regional, linguistic, communal ,social, economic and other diversities. All the days of national importance like National constitution day, National voterster`s Day, National Human Rights Day and National Consumer`s Day etc were observed in the college. The Institution has two NSS units of which 200

students (boys + girls) are enrolled as NSS volunteers. The volunteers actively participated in all regular activities of NSS like awareness programmes and the two NSS units adapted two villages and organized special camps every year. Different types of awareness programmes and activities were performed in the special camps conducted. All the faculty members were also involved in the activities. The institution always strives for harmony and social responsibility among the students to become good citizens.

The affiliating university curriculum is framed with mandatory course like human values and professional ethics. The student would inspire by participating in various programmes on culture, traditions, values, duties and responsibilities conducted in the college. The institution conducted various awareness programmes on the plastic, cleanliness, swachh bharrath etc by involving students and staff.

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

7.2 Best Practices

7.2.1

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

Response:

1 TOPIC: ECO-SUSTAINABLE CAMPUS

2 Objectives:

- To maintain clean and green
- Reduce pollution.
- To reduce the dependence of the people on non-renewable sources
- To develop environmental-friendly lifestyle
- To innovate clean and green technologies

3. Context:

It is an integral part of the natural resources that the next generation will enjoy themselves these resources. The needs of the present generation should utilize eco-sustainable initiatives such as healthy, ecofriendly atmosphere in the campus. It is a dire need to improve eco-sustainable campus through many awareness programmes. During the covid-19, the entire world learnt a new lesson to develop trees in order to get oxygen in the environment.

4. The practice:

Over the course of five academic years, our college has diligently pursued the goal of fostering an eco-sustainable campus through a series of awareness programs and voluntary initiatives. Every department and student actively engaged in these endeavors. With two NSS units comprising two hundred volunteers, our commitment to environmental stewardship was evident. Single plastic use was outright banned within the campus, while every member was encouraged to plant a sapling during special occasions.

Prioritizing eco-friendly transportation, most staff opted for public transit, and fueled vehicles were barred from campus entry, with e-bikes promoted instead. The landscape was enhanced through the removal of boulders by NSS volunteers and students, accompanied by extensive tree planting efforts.

Waste management received significant attention, with educational campaigns, color-coded bins for segregation, and daily collection practices in place. The institution's dedication to green practices extended to regular plantation drives and campus clean-ups, ensuring a safe and pleasant environment for all.

Furthermore, initiatives like composting dead leaves and maintaining a botanical garden not only enriched the campus but also contributed to biodiversity conservation. Integration of solar lights further reduced the college's carbon footprint, exemplifying its unwavering commitment to sustainability. Many flowers and leaves are collected from the garden and in the campus to make a flower bouquet to offer guests on every special occasion. We have great respect and care for all living organisms.

5. Evidence of success:

As the college prohibits fueled vehicles in the campus, the College becomes pollution less zone. The people from this area walk every day around the campus and spend morning and evening hours with games and sports in the evening.

As the bouquets are made from leaves and flowers available in the campus, the use of money can be reduced.

6. Problems encountered:

The college has no protection wall. There is dire need to have a complete protection wall around the college.

1.Title: GDC PALAKONDA TO COMMUNITY

Objective: The objective of GDC Palakonda's community engagement practice is to instill in students a sense of responsibility towards society and equip them with the tools to address prevalent issues. This includes participating in awareness programs, contributing to disaster relief efforts, engaging in social surveys, and promoting initiatives such as blood donation drives and environmental conservation. The aim is to foster a culture of active citizenship and empathy among students, empowering them to make meaningful contributions to their communities.

Context: Over the past five years, various unforeseen events such as the COVID-19 pandemic and incidents like Disha and Nirbhaya have underscored the importance of community resilience and solidarity. These events have prompted the college to rethink its role in addressing societal challenges.

Additionally, the influx of devotees during the Dussehra festival at the Kota Durga Ammavaru temple has highlighted the need for student involvement in managing crowd control and logistical challenges during such events.

Practice:

Here are practices to follow

1. Awareness programmes: The Government Degree College, Palakonda conducts various awareness programs such as rally on prevention of single used plastic, SVEEP activity, water conservation, prevention of pollution, etc.,.
2. Community service projects: The Government Degree College, Palakonda organizes community service projects where students and faculty volunteer their time and expertise to address local needs.
3. Health and Sanitation initiatives: The Government Degree College, Palakonda conduct health camps at vadama and Indira Nagar colony, Blood donation camps, Blood tests, awareness rallies on AIDS, awareness programmes on covid 19, and vaccination drives to address health-related issues prevalent in the community. Sanitation drives are conducted at Vadama village, Indira Nagar Colony, and Government Area Hospital.
4. Environmental conservation activities: The Government Degree College, Palakonda engages tree planting drives, awareness programmes for the community.
5. Cultural and Sports Events: Cultural events and sports tournaments are organized by College to celebrate the rich cultural heritage of the region and promote community cohesion. Govt. Degree College conducted University level kabaddi tournament and "Adadamu Andhra programme " prestigious sports programme of Andhra Pradesh at mandal level.
6. Services to the community: At the time of covid-19, principal and staff provided groceries worth one lakh of rupees for needy people. After covid-19 period, The college provides Sambar rich nutritious food for all and Sambar with rice for needy students from November 2021. Additionally, the Electoral Literacy Club (ELC) has engaged in voter enrollment drives and government scheme awareness surveys, while NSS units have organized special camps in adopted villages to promote eradication of single used plastic and conduct health camps and veterinary camps.. The college has also facilitated walking tracks and required amenities for public health.

Evidence of Success: The success of these initiatives is evident in various ways. During the COVID-19 pandemic, proactive testing measures helped prevent the spread of the virus among students. The relief efforts in Labam village showcased the college's commitment to community support, while awareness campaigns have contributed to increased understanding of issues such as HIV-AIDS. Moreover, student-led crowd management efforts during the Dussehra festival have helped alleviate logistical challenges at the Kota Durga Ammavaru temple.

Problems Encountered and Resources Required: Challenges such as resource limitations and time constraints have hindered the college's ability to address all societal issues comprehensively. The pandemic has also disrupted mobilization efforts, impacting the extent of support that can be provided to communities. Addressing these challenges requires ongoing collaboration with stakeholders and

sufficient resources to sustain community engagement initiatives.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

"GDC PALAKONDA CHEYUTHA: Extending food to the poor and the needy students" as Distinctiveness of this college

Government degree college Palakonda is surrounded by many tribal and rural villages from where the students have been attending. Most of their parents are daily labours with below poverty lines,90% of students get Jagan Anna Vidya Deevana (JVD) scholarships. There are many girls' students above 17years old aged from marginalized Section attending college. Though they are SC, ST hostels with boys and girls located at far of distance of Palakonda , many students of the nearest SC,ST and BC students have no hostel facilities. They come far from their villages to the college. Government Degree College, Palakonda plays a crucial role not only in imparting knowledge but also in fostering holistic development among students. Government Degree College to unveil their distinctiveness through initiatives that demonstrate creativity, inclusivity, and effectiveness in achieving educational goals.

The provision of Sambar Rice for needy students exemplifies a distinctive practice that embodies these principles. This initiative not only addresses the basic nutritional requirements of students but also reflects a broader commitment to social equity and inclusivity within the institution.

In many parts of the world, including India, access to nutritious food remains a significant challenge, particularly for economically disadvantaged individuals. For students from such backgrounds, inadequate nutrition can not only affect their physical health but also hinder their academic performance and overall well-being. Recognizing this reality, educational institutions have a responsibility to ensure that all students have access to wholesome nutrients during their time at college.

The Sambar with Rice program is a crucial intervention aimed at addressing this issue. By providing nutritious meals to students during college hours, the program aims to improve attendance, concentration, and academic performance while also addressing malnutrition and food insecurity among vulnerable populations.

However, the effectiveness of such programs often depends on their ability to tailor interventions to meet the specific needs of the target population. In the case of the initiative to provide Sambar Rice to needy students, the institution demonstrates a nuanced understanding of the cultural and dietary preferences of its student community, thereby enhancing the program's impact and relevance.

Initially, the college served sambar with various vegetables exclusively to female students. However, it was later extended to male students as well. This continued for several months until a decision was made to provide white rice to the poor and needy students.

The provision of white rice was aimed at aiding students below the poverty line who were unable to bring their own meals to college. Those in need were required to provide their names to the college's food committee coordinator by 11 a.m. This ensured that deserving students could receive assistance in accessing nutritious meals.

Currently, both sambar and white rice are offered to non-residential students during lunchtime. Additionally, an organic farm has been established on the college grounds to cultivate various vegetables, which are then incorporated into the sambar. This initiative has contributed to students feeling more comfortable about accessing food on campus. Throughout the entire month, members of the CPDC (College Planning and Development Committee), alumni, and college staff have generously donated supplies for both sambar and white rice. Some more vegetables are collected from organic farming of our college.

Sambar Rice, a traditional South Indian dish, is not only nutritious but also culturally significant. Made from rice, lentils, and vegetables cooked with aromatic spices and served with a tangy tamarind-based stew (sambar), it is a wholesome and flavorful meal that is widely enjoyed across the region. By providing Sambar Rice, the institution not only ensures that students receive adequate nutrition but also promotes cultural diversity and inclusivity within the college environment.

The provision of Sambar Rice to needy students also reflects a marginalized commitment to sustainable development and community engagement. By sourcing ingredients locally and preparing Sambar rice on-site, the institution not only ensures the freshness and quality of the food but also supports CPDC members, Alumni students and our college teaching and non-teaching staff. Additionally, by involving students, teachers, and staff in the preparation and distribution of sambar, the initiative fosters a sense of ownership and responsibility, empowering the college community to work together towards a common goal.

By inculcating healthy eating habits and raising awareness about the importance of nutrition, the institution contributes to the overall well-being of the community. Additionally, by fostering a culture of empathy and compassion, the initiative helps instill values of social responsibility and civic engagement among students, preparing them to be active and responsible citizens in the future.

As a result, students now attend college regularly without hesitation, knowing they will have access to nutritious meals. This has positively impacted their physical and mental well-being, allowing them to focus on their studies with peace of mind.

In conclusion, the provision of Sambar Rice for needy students represents a distinctive practice that embodies the principles of inclusivity, equity, and sustainability. By leveraging the cultural significance of the dish and tailoring it to meet the specific needs of the target population, the Government Degree

College, Palakonda demonstrates creativity and sensitivity in addressing complex social challenges. Moreover, by engaging the entire community in the implementation of the initiative, the Government Degree College, Palakonda fosters a sense of ownership and collective responsibility, creating a positive and nurturing environment for all students to thrive. Through initiatives like this, educational institutions can not only enhance their academic reputation but also make a meaningful and lasting impact on the lives of their students and the marginalized community.

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

5. CONCLUSION

Additional Information :

Our college has marked numerous milestones, demonstrating significant advancements. Aligning with the National Education Policy (NEP) 2020, the institution has fostered internship opportunities and community service initiatives, integrated Indian languages and culture into the academic curriculum.

Furthermore, a strong emphasis has been placed on skill enhancement, with the introduction of courses such as HVPE, Solar Energy, Electrical Appliances, ICT, and dairy technology, aimed at enriching students' knowledge and capabilities.

Augmentation of the college's infrastructure has been made possible through funds provided by RUSA. This has facilitated the construction of a new building, establishment of ICT facilities, deployment of virtual and e-classrooms, and widespread Wi-Fi access across the campus. Additionally, landscaping efforts have enhanced the campus environment, while the integration of technology has enriched the teaching-learning process.

The college has also engaged students in extension and outreach endeavors, garnering recognition from government bodies and the Governor of Andhra Pradesh.

The college has installed solar lights, constructed vermicompost sheds, biogas plants, and water harvesting pits. Additionally, measures have been implemented to ensure women's welfare and safety, including the establishment of a Women Empowerment Cell (WEC), an Internal Complaints Committee, CCTV surveillance, and provision of fire extinguishers.

Efforts to modernize the library through the adoption of SOUL 3.0 and barcode systems are processed, with faculty encouraged to participate in Faculty Development Programs (FDPs) and provided financial assistance to attend seminars and conferences.

The Internal Quality Assurance Cell (IQAC) plays a central role in improving the effectiveness, transparency, and accountability of administrative processes within the institution. At the start of every academic year, the IQAC is responsible for creating an institutional calendar that includes the institutional plan, academic activities, co-curricular engagements, and extracurricular events.

The college has showcased two exemplary practices: GDC Palakonda to Society and Eco Sustainable Campus, aimed at instilling social responsibility among students. These initiatives underscore the college's commitment to creativity, inclusivity, and effectiveness in achieving educational objectives. Notably, the provision of Sambar for all students and Sambar with rice for those in need exemplifies a distinctive practice embodying these principles.

Concluding Remarks :

Since its establishment in 1983, Government Degree College Palakonda has remained steadfast in its commitment to providing high-quality education to the rural students of the region. Dedicated to empowering its students with knowledge, skills, and a strong sense of social and environmental responsibility, the college operates under the guiding motto of 'Tejesvina vadithamastu', meaning 'Let knowledge shine'.

Emphasizing holistic student development, the college has implemented various initiatives aimed at enhancing academic performance, integrating ICT into the learning process, enriching the curriculum with skill-oriented courses, and fostering a sense of social consciousness and environmental stewardship. Practical experiences through internships, field trips, and other activities further reinforce these values.

With a focus on expanding higher education opportunities and ensuring transparent governance, the college has witnessed significant progress in student enrollment, academic achievements, and infrastructural development. Efforts towards creating a green campus underscore its commitment to sustainability.

Noteworthy attention has been given to the welfare of both students and staff, resulting in an enriched learning environment conducive to participation in extracurricular activities such as sports and cultural events. Continuous measures have been taken to enhance student satisfaction and overall educational experience.

As the college prepares for its third cycle of re-accreditation by the NAAC, its dedication to quality education and holistic student development remains evident through its comprehensive report detailing five years of remarkable progress. Poised to uphold its tradition of excellence, Government Degree College Palakonda continues its journey towards shaping competent and socially responsible citizens dedicated to the wellbeing of society and the environment.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>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)</p> <p>Answer before DVV Verification : 42 Answer After DVV Verification :38</p>																														
1.2.2	<p><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></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>716</td> <td>489</td> <td>84</td> <td>26</td> <td>96</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>410</td> <td>435</td> <td>84</td> <td>26</td> <td>96</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	716	489	84	26	96	2022-23	2021-22	2020-21	2019-20	2018-19	410	435	84	26	96										
2022-23	2021-22	2020-21	2019-20	2018-19																											
716	489	84	26	96																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
410	435	84	26	96																											
2.1.2	<p><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></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>77</td> <td>104</td> <td>106</td> <td>111</td> <td>93</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>77</td> <td>104</td> <td>106</td> <td>110</td> <td>93</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	77	104	106	111	93	2022-23	2021-22	2020-21	2019-20	2018-19	77	104	106	110	93	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
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77	104	106	110	93																											
2022-23	2021-22	2020-21	2019-20	2018-19																											

113	113	113	113	113
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
121	121	121	121	121

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input edited excluding Excluding Physical Education Director and Librarian

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	11	13	12

Answer After DVV Verification :

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

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
6	0	4	2	0

Answer After DVV Verification :

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

Remark : Calendar year publication considered, input edited accordingly.

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
1	2	0	0	0

Answer After DVV Verification :

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

Remark : Calendar year edited books and chapters considered, input edited accordingly.

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
62	30	5	13	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	08	03	5	7

Remark : Input edited excluding celebrations of National Festivals and Jayanthi's.

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

Answer before DVV Verification :
 Answer After DVV Verification :38
 Remark : Input edited as per the given MoU copies.

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
34.44	0.0	0.0	0.0	0.0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34.40	0.0	0.0	0.0	0.0

Remark : Edited with help of supporting documents.

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 : 51

Answer after DVV Verification: 50

Remark : Input edited as per given documents.

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
0.57	1.36	0.27	1.42	2.28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.35	0.62	0.35	0.21	0.064

Remark : Input edited as per the extract given by HEI.

5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <ol style="list-style-type: none"> <i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : Input edited as google drive data shall not be considered also option 1 is not justified.</p>																				
5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 869 1046 1003"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>174</td> <td>147</td> <td>111</td> <td>4</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1081 1046 1216"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>184</td> <td>169</td> <td>32</td> <td>10</td> <td>17</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	174	147	111	4	7	2022-23	2021-22	2020-21	2019-20	2018-19	184	169	32	10	17
2022-23	2021-22	2020-21	2019-20	2018-19																	
174	147	111	4	7																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
184	169	32	10	17																	
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1895 1046 2029"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>19</td> <td>15</td> <td>8</td> <td>1</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	30	19	15	8	1										
2022-23	2021-22	2020-21	2019-20	2018-19																	
30	19	15	8	1																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	19	15	8	1

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
153	148	102	127	121

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
107	124	84	114	92

Remark : Passed students shall be considered in this metric, input edited accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	11	10	8	1

Answer After DVV Verification :

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

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
7	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	0	0

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
27	22	12	20	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	1	6	7

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	15	0	0	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	24	25	8	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	10	7	7	1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	3	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	3	3	3

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.**

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

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

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**

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

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per the supporting documents.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>20</td> <td>18</td> <td>18</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>18</td> <td>18</td> <td>17</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	22	20	18	18	17	2022-23	2021-22	2020-21	2019-20	2018-19	20	20	18	18	17
2022-23	2021-22	2020-21	2019-20	2018-19																	
22	20	18	18	17																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	20	18	18	17																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>35.01</td> <td>1.36</td> <td>0.27</td> <td>1.42</td> <td>2.28</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>35.9159</td> <td>1.36399</td> <td>0.48745</td> <td>1.93157</td> <td>2.72055</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	35.01	1.36	0.27	1.42	2.28	2022-23	2021-22	2020-21	2019-20	2018-19	35.9159	1.36399	0.48745	1.93157	2.72055
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