



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GOVERNMENT DEGREE COLLEGE PADERU

GOVERNMENT DEGREE COLLEGE, SUNDRUPUTTU, PADERU
VISAKHAPATNAM ANDHRA PRADESH -531024.

531024

www.gdcpaderu.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College, Paderu is situated in the hilly, Tribal area of Visakhapatnam District in the south Indian state of Andhra Pradesh. Geographically it is located at 18.0833 degree North latitude and 82.6645 degree East longitude which fall in the centre of Visakha agency area amidst the magnificent eastern ghats at an altitude of 3200 feet.

The area is home for rich flora with wide variety of species like coffee shrubs growing along with giant silver oaks, eucalyptus, pepper, turmeric, bamboo etc. including medicinal plants. Majority of the people living here are aboriginal tribals that include primitive tribal groups. The primary occupation of these people is cultivation using remote methods that are untouched by modern technological advancements. Economically they belong to below poverty line with meagre income sources. The cereals they grow and forest produce are sold in the weekly markets at their nearest localities.

Vision

“To impart quality and value based education for better employment and better citizenship”.

Mission

To strive for academic excellence through coordinated and consistent efforts.

To empower students with employable skills along with academic learning.

To make students more confident and self-reliant through all round development of personality through co curricular activities.

To produce students with commitment, integrity coupled with entrepreneurial skills required for sustainable livelihood.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Ø Most sought after college with a demand Ratio of 1:2 for admissions

Ø More percentage of women students i.e. 559 women students out of a total strength of 1152

Ø Availability of laboratories for all science subjects

Ø Availability of teaching staff for all subjects which includes 04 regular faculty, 12 contract faculty and 12

guest faculty

- Ø Own Land of 27.23 acres
- Ø Eco-friendly environment
- Ø Some of the faculty members are active researchers enabling the use of RBPTS
- Ø Cooperation from Local people
- Ø Receipt of UGC, ST sub plan and State Govt. Funds
- Ø Reasonably adequate facilities
- Ø Hostel facilities for Students
- Ø Scholarships for students
- Ø Extension activities
- Ø Availability of employability training through JKC
- Ø Availability of Skill Development Centre, a wing of the government of AP
- Ø The college has a national champion in archery (Mr. G. Bairagi Naidu)
- Ø The tribal youth with strong built are exceptionally good in archery, volley ball, long jump & high jump

Institutional Weakness

- Ø Non-availability of Regular Teaching Staff (4 Regular staff as against 29 sanctioned posts)
- Ø Non-availability of sufficient number of Office and Support Staff in Laboratories and Departments
- Ø Limited honorarium for Guest and temporary staff
- Ø Inadequate water supply and toilet facilities
- Ø Old buildings
- Ø Poor internet connectivity which is the biggest problem and is beyond the scope of the institution
- Ø Laboratory and Computer facilities need modernisation
- Ø Non availability of moderate residential accommodation facilities for teaching staff
- Ø Very much low percentage of students opting for post graduation

- Ø Most of the students after completion of graduation are going back to farming
- Ø The college could not produce another Bairagi Naidu in archery
- Ø The regular physical director post is falling vacant since 2014

Institutional Opportunity

- Ø The College can become a knowledge Centre, if facilities like internet connectivity are improved
- Ø Exposing students to the latest trends by providing latest laboratory equipment
- Ø Students need enhanced motivation for pursuing PG
- Ø Students need enhanced motivation for giving them sufficient confidence to seek employment opportunities on par with their urban counter parts
- Ø Industry-oriented learning for immediate absorption in industry
- Ø Improve learning by doing culture in the student community by following RBPTS
- Ø The institution can become a Research Centre, if facilities are enhanced
- Ø The Institution has all that is required to make it a model College, if all the posts are filled up by regular teachers and if residential facilities are provided
- Ø Expecting postings of regular faculty selected through the recently held recruitment.
- Ø The remarkable athleticism of the tribal youth is to be tapped for producing many more national champions who shall bring laurels to the country as well as to the game
- Ø College with 27 acres of land has a potential for developing a state-of-the-art athletic track for the benefit of the students
- Ø Modernization of gym to bring out healthy physique required for participation in various sports and games at district, state and national level

Institutional Challenge

- Considerable drop-out ratio due to sanctioning of inadequate scholarship amount to students, in spite of several representations to the concerned authorities.
- Their poverty ridden back ground may allow them to come under the influence of allurements of easy access temporary local unethical jobs .
- Lack of regular staff may jeopardise good NAAC grade
- Internet connectivity issues and incessant power failure issues
- Poor electric and internet facilities causing hindrance to e-office/e-governance

- Lack of specialized staff like full time mentors for employability training
- Lack of moderately furnished residences for staff
- Old and worn out buildings partly due to wet weather conditions prevailing in agency area.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution ensures effective curriculum delivery through a well planned and documented process. The IQAC in the last week before closure for summer vacation convenes a meeting in which faculty members are instructed to prepare curricular plans for the ensuing academic year. During the process of admissions, the IQAC convenes a meeting and entrusts the responsibility of verifying the prepared curricular plans in each subject to the academic committee. The faculty is encouraged to use of ICT tools for teaching-learning process. Student seminars and other co-curricular activities are also to be incorporated in the curricular plan. After brainstorming sessions, the curricular plans are endorsed by the academic council. All these processes occur in a time bound manner so as to ensure on time commencement of classes after summer vacation.

A week long Bridge Course is mandatory for the newly joined under graduate students. The purpose is to enable the new entrants to cope up with the campus environment, syllabus and peer pressure. Value Education is aimed at inculcating value based living that shall empower them to overcome the peer pressure. The IQAC coordinator in consultation with the principal and other staff council members selects an academic coordinator to monitor curricular planning and execution. The academic coordinator ensures effective implementation of the curricular plan. Weekly informal meetings are held in departments, staff rooms and corridors to maintain academic discipline among staff and students. Other departmental members are invited to the student seminars for ensuring transparency and quality. The whole set up of IQAC, academic committee and faculty work in eco system of mutual respect, knowledge transfer and peer spirit.

Teaching-learning and Evaluation

The institution assesses the learning levels of the students, after admission and organizes special programs for advanced learners and slow learners. The classification is done on the basis of their marks at Intermediate level, formative assessment in the class room. Advanced learners are assigned study projects, slow learners are given student seminar and slow learners are given simple assignment on the basis of their reception. Coaching for post graduate examination is given to the advanced learners in respective subjects.

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences. With majority of our students being first generation learners, we keep most attention on giving experiential learning by conducting digital classes regularly that includes virtual tour on specific topics related to curriculum. Students are made to teach to peers through group learning. A slow learner is counseled to bring him out of his fear of the subject and re-exam is conducted for

bettering his performance in mid semester examination. Re-examination as a method of teaching is followed for enhancing the confidence of the student.

Continuous internal evaluation is one of the core features of the Choice based credit system. We implement 75:25 pattern of examination system as proposed by the affiliating university. 75 marks for yearend theory examination fall under external evaluation. The remaining 25 marks fall under internal evaluation. Formative assessment in the class room has been the hall mark of our institution. With most of the faculty at their prime in teaching career, digital tools like Kahoot and Plickers are used for formative assessment of students. Senior faculty is assisted in the use of these digital tools. Formative assessment is given weightage in mid semester examination. Weightage is also given to regularity and discipline.

Research, Innovations and Extension

Our institution is primarily an under graduate college with focus on academic activity of the students. Academic nourishment and employable skill cultivation amongst the student community is the core of the institution. However faculty is encouraged to pursue research activity at personal level. Staff members are motivated to pursue Ph.D. or PDF through faculty development programmes (FDP) of the UGC. The college is proud of two of its staff members submitting Ph.D. thesis through FDP

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

The college has a committed NSS (National Service Scheme) team. There are two NSS units with 100 student members in each unit. The student members become volunteers or sevaks of the NSS. The NSS programmes and activities are planned in such a way so as to inculcate service as a the duty towards the society. The students are sensitized in neighborhood community issues like health, hygiene, food and other societal issues. Students hail from very modest poor tribal backgrounds with many issues at home. But in rendering community service and visiting people with similar backgrounds as their own, student volunteers become problem solvers. This certainly helps in the young student's holistic development.

Infrastructure and Learning Resources

The College has reasonably sufficient number of rooms for Class rooms with dual bench facility. For certain Science Courses, Class room cum Laboratory facility is existing. The College has One Virtual Class room for online Teaching facility which provides a direct link with other Institutions which offer Teaching through Virtual Class rooms which is the biggest advantage for students and staff. In addition, live and recorded versions of Teaching on MANA TV programmes are also available in the College.

The Library subscribes to NLIST facility which enables access to Text Books and Journals for Staff and Students. All the staff members are subscribers of N-List facility through college library. They utilize the Inflibnet facility through their personal computers or mobiles. Students make use of the library facility from 09 am to 06 pm with the active support of teaching staff members. The College Library is automated with SOUL 2.0 Software which is purchased in the year 2016. The library automation is a regular process with the inflow of new book every year.

The Institution has reasonable facilities for IT. The College has Telephone and Internet service through BSNL.

Every Teaching Department has Computer System, Printer, Internet and Projector facility.

Student Support and Progression

The college has a robust student council with the active participation of students. The class counselor in consultation with all the students of the class organizes a participative debate for selecting two class representatives (without ballot) from each class. The selected class representatives look after the discipline and maintenance of the class. They assist the faculty in identifying slow learners. For transparency and reach in administration, the college has a time tested committee system in place. The purpose of these committees is decentralization of governance for transparency and ease of functioning. The student representatives or other active students are also included in each committee thereby ensuring the participation of students in academic, administrative and financial matters.

The alumni are actively involved in the decision making & in providing feedback on curriculum. They support the college in the celebration of events of societal and national importance. The alumni act as good will ambassadors of their alma mater. They are actively involved in philanthropy in giving assistance to the tribal students with very poor background. Their assistance is always in kind and not in cash. However, the alumni association is not a registered body.

Governance, Leadership and Management

Transparency, ethics and values are the core values of the institution around which the institutional governance is measured. At our institution, the administrative mechanism always ensures fair and transparent procedures and governance and management. SWOC analysis is carried out at student, teacher, alumni and parent level. IQAC analyses SWOC and submits a detailed report to the principal (HOI). The administration is very transparent as it works on the principle of decentralization of the academic and administrative set ups. After reopening of the college, Committees are formed for running of the administrative and academic organs of the Institution. Faculty and students are placed on the committees. These committees meet occasionally or periodically as per the demands of the situation and take appropriate decisions.

The IQAC and Staff Council collectively prepare strategy for academic and administrative plans of the ensuing college. But above all, the College Planning and Development Council (CPDC) is the prime body which prepares the Plans of the College in a futuristic way in collaboration with the Staff of the College.

The Self Appraisal System is evident through API score and Academic Audit Processes. The Academic Audit is aimed at Self Assessment of a Teacher on the basis of Seven Criteria prescribed by NAAC Bangalore. The Commissionerate of Collegiate Education of Andhrapradesh conduct Academic Audit by External Academic auditors sent from other colleges. This Academic audit team conducts audit as per the direction given by the higher authorities and assesses the performance of the teacher.

Quality in education guarantees clarity in learning. Clarity emanates from simple thinking coupled with pragmatic approach. Internal quality assurance cell is the heart and soul of our institution ensuring quality in curriculum planning, delivery, evaluation and assessment with regard to teachers and capacity building with regard to faculty. IQAC oversees the planning of curriculum for effective delivery.

Institutional Values and Best Practices

Safety and security of woman is paramount to the institution. The college has a separate hostel for girl students which is well protected. The college has a robust grievance redressal mechanism. Soon after reopening, series of meetings are conducted for boys and girls separately with specific stress on gender sensitivity.

The College is located in a vast area of 27 acres in which 3 Blocks for teaching, one block of library and one block of office are located. There are around 1200 students in all the last 5 Academic Years. Most of the Students reside in hostels run by Tribal Welfare Department .A few Students come from nearby villages for education. Naturally a lot of solid and liquid waste is piled up in the campus which is the main source of waste in the campus. The Administration is taking all steps to remove the waste. Sweepers are arranged on part time basis with college funds to remove dust and solid waste in class rooms and college surroundings.

This place is situated at the height of Two thousand Two Hundred feet from the sea level and in Visakhapatnam Agency are, rains are rampant here. As a result heavy rain fall comes from the sky which enters into the college grounds. This is in one way in Natural Boon. Due to this water creeps into inner layers of the earth which enriches the water content of the land. Any rain water that remains static will be evaporated which again comes in the form of rain. These natural processes increase the water levels of the campus. If still any rainy water left on the ground it will be diverted towards the plants situated in these areas.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE PADERU
Address	GOVERNMENT DEGREE COLLEGE, SUNDRUPUTTU, PADERU VISAKHAPATNAM ANDHRA PRADESH -531024.
City	VISAKHAPATNAM
State	Andhra Pradesh
Pin	531024
Website	www.gdcpaderu.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	V. Apparao	08935-250013	9492346908	08935-22599 1	gdcpaderu.ac.in@gmail.com
IQAC / CIQA coordinator	N S Krishna	08932-225930	9849534012	08932-22456 6	seshadrikrishna.naupada@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1985

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Andhra Pradesh	Andhra University	No File Found

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	21-10-1998	View Document
12B of UGC	21-10-1998	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				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	GOVERNMENT DEGREE COLLEGE, SUNDRUPUTTU, PADERU VISAKHAPATNAM ANDHRA PRADESH -531024.	Tribal	27.23	8137

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	BSc,U G,Mathematics Physics Chemistry	36	Intermediate	Telugu	36	34
UG	BSc,U G,Botany Zoology Horticulture	36	Intermediate	Telugu	36	36
UG	BA,U G,History Political Science Special English	36	Intermediate	Telugu	36	36
UG	BCom,U G,Vocational	36	Intermediate	English	50	22
UG	BA,U G,History Economics Political Science	36	Intermediate	Telugu	72	71
UG	BCom,U G,General	36	Intermediate	Telugu	72	45
UG	BA,U	36	Intermediate	Telugu	36	36

	G,History Political Science Special Telugu					
UG	BSc,U G,Chemistry Botany Zoology	36	Intermediate	Telugu	36	36
UG	BSc,U G,Mat hematics Physics Computer Science	36	Intermediate	English	36	36
PG	MA,P G,Telugu	24	UG	Telugu	40	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				29			
Recruited	0	0	0	0	1	0	0	1	15	5	0	20
Yet to Recruit	0				0				9			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				9			
Recruited	0	0	0	0	0	0	0	0	9	0	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	2	1	0	3
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
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.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	14	3	0	17
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	9	0	0	9
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	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	593	0	0	0	593
	Female	559	0	0	0	559
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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	3	1	2	3
	Female	2	1	4	4
	Others	0	0	0	0
ST	Male	683	782	942	553
	Female	610	697	741	534
	Others	0	0	0	0
OBC	Male	29	40	48	34
	Female	24	21	20	14
	Others	0	0	0	0
General	Male	4	6	5	3
	Female	3	4	4	7
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1358	1552	1766	1152

Extended Profile

1 Program

1.1

Number of courses offered by the institution across all programs during the last five years

Response: 124

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10	8	8	8	8

2 Students

2.1

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1152	1766	1552	1358	1170

File Description	Document
Institutional Data in Prescribed Format	View Document

2.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
230	201	201	201	201

File Description	Document
Institutional data in prescribed format	View Document

2.3**Number of outgoing / final year students year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
324	416	298	249	837
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3 Teachers**3.1****Number of full time teachers year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
29	29	29	29	29
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3.2**Number of sanctioned posts year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
29	29	29	29	29
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Total number of classrooms and seminar halls****Response: 22****4.2****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
14.52481	46.26481	2.66603	25.02694	1.78271

4.3

Number of computers

Response: 86

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The institution ensures effective curriculum delivery through a well planned and documented process

Response:

Our Institution ensures effective curriculum delivery through three-way approach.

1. Planning 2. Execution 3. Monitoring.

1.Planning: The IQAC in the last week before closure for summer vacation convenes a meeting in which faculty members are instructed to prepare curricular plans for the ensuing academic year. They are supplied with curricular plan proformas (enclosed). The faculty are supposed to prepare curricular plans during summer vacation. During the process of admissions, the IQAC convenes a meeting and entrusts the responsibility of verifying the prepared curricular plans in each subject to the academic committee. The academic committee shares its report in the staff council meeting under the convenership of IQAC coordinator. The faculty are encouraged to use of ICT tools for teaching-learning process. Student seminars and other cocurricular activities are also to be incorporated in the curricular plan. After brainstorming sessions, the curricular plans are endorsed by the academic council. All these processes occur in a time bound manner so as to ensure on time commencement of classes after summer vacation.

2. Execution: A week long Bridge course is mandatory for the newly joined under graduate students. The purpose is to enable the new entrants to cope up with the campus environment, syllabus and peer pressure. Value Education is aimed at inculcating value based living that shall empower them to overcome the peer pressure. Time table, prepared by the specific committee, is given to the students on the reopening day. Formative assessment is very much a part of the class work, The students are also given orientation work PG entrance examinations through previous question paper solving and discussion. Zero hours (before and after college timings) are conducted for slow learners after the announcement of mid-I results as per the performance of the students which is also correlated with their class room performance.

3. Monitoring: The IQAC coordinator in consultation with the principal and other staff council members selects an academic coordinator to monitor curricular planning and execution. The academic coordinator ensures effective implementation of the curricular plan. Weekly informal meetings are held in departments, staff rooms and corridors to maintain academic discipline among staff and students. Other departmental members are invited to the student seminars for ensuring transparency and quality. The whole set up of IQAC, academic committee and faculty work in eco system of mutual respect, knowledge transfer and peer spirit.

1.1.2**Number of certificate/diploma program introduced during the last five years****Response:** 5**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	0	0	0

File Description**Document**

Minutes of relevant Academic Council/BOS meetings

[View Document](#)

Details of the certificate/Diploma programs

[View Document](#)

Any additional information

[View Document](#)**1.1.3****Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years****Response:** 3.45**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	0	0

File Description**Document**

Details of participation of teachers in various bodies

[View Document](#)

Any additional information

[View Document](#)**1.2 Academic Flexibility****1.2.1**

Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**Response:** 51.61

1.2.1.1 How many new courses are introduced within the last five years

Response: 64

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document

1.2.2**Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented****Response:** 90

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 9

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

1.2.3**Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years****Response:** 5.47

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
250	100	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The Andhra Pradesh State Council of Higher Education, an Apex Body of the Govt. of Andhra Pradesh, in line with National Educational Policy have introduced Ten Foundation Courses in Undergraduate curriculum. This is mandatory for all the UG courses and are spread from first to fourth semester.

The objective of introduction of these courses is to prepare students in the required basic skills and values in diverse area so as to enable them to face unforeseen challenges in career and life. The following are the details regarding the allotment of hours per week, semester during which a particular foundation course is implemented along with credits allotted:

Sno	Foundation Course	Sem	Hrs/Week	Total Hrs	Credits	Marks
1	Human Values and Professional Ethics	I	2	30	2	50
2	Environmental Studies	I	2	30	2	50
3	Information and Communication Technology (ICT) – 1	II	2	30	2	50
4	Communication and Soft Skills (CSS)-1	II	2	30	2	50
5	Information and Communication Technology (ICT) – 2	III	2	30	2	50
6	Communication and Soft	III	2	30	2	50

	Skills (CSS)-2					
7	Communication and Soft Skills (CSS)-3	IV	2	30	2	50
8	Analytical Skills	IV	2	30	2	50
9	Entrepreneurship	IV	2	30	2	50
10	Leadership Education	IV	2	30	2	50

1.3.2

Number of value added courses imparting transferable and life skills offered during the last five years

Response: 5

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 05

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3

Percentage of students undertaking field projects / internships

Response: 11.63

1.3.3.1 Number of students undertaking field projects or internships

Response: 134

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1

Structured feedback received from

1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise

Response: D. Any 1 of the above

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

1.4.2

Feedback processes of the institution may be classified as follows:

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average percentage of students from other States and Countries during the last five years

Response: 0

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2

Average Enrollment percentage

(Average of last five years)

Response: 136.93

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
347	609	558	599	394

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
410	360	360	360	360

File Description	Document
Institutional data in prescribed format	View Document

2.1.3

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
230	201	201	201	201

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Students are admitted basing on the merit list with duly following rule of reservation followed by the AP state government. The students are made to undergo bridge course. The classification is done on the basis of their marks at Intermediate level, formative assessment in the class room. Advanced learners are assigned study projects, slow learners are given student seminar and slow learners are given simple assignment on the basis of their reception. The slow learners are also combined with advanced learners in the preparation of study projects so that the former can get benefitted. These activities also inject research tempo among students.

After mid I examination performance is assessed, the slow learners are given remedial coaching and if necessary, counseling is done for students who still feel nervous and fear of examinations. Coaching for post graduate examination is given to the advanced learners in respective subjects.

File Description	Document
Link for Additional Information	View Document

2.2.2**Student - Full time teacher ratio****Response:** 39.72**2.2.3****Percentage of differently abled students (Divyangjan) on rolls****Response:** 0.09

2.2.3.1 Number of differently abled students on rolls

Response: 01

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document

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

Response:

Experimentation for science under graduate learners is a regular feature in the college curriculum. Tally project is a must for commerce students. Mock parliament is conducted for students pursuing arts as core subject. Students are made to teach to classmates through **peer learning** and **group learning** where each student is made to participate. Students are given projects concerning social or life style issues like Food Adulteration and public hygiene or any other issues pertaining to locality. Every student is thoroughly encouraged to participate in all co-curricular activities. IQAC and academic coordinators monitor these activities on regular basis. Student quality circles, digital formative assignments like Kahoot and plickers, swayam prabha for diverse teaching-learning experience and virtual class rooms.

2.3.2**Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.****Response:** 100

2.3.2.1 Number of teachers using ICT

Response: 29

File Description**Document**

List of teachers (using ICT for teaching)

[View Document](#)

Provide link for webpage describing the " LMS/ Academic management system"

[View Document](#)**2.3.3****Ratio of students to mentor for academic and stress related issues****Response:** 39.72

2.3.3.1 Number of mentors

Response: 29

File Description**Document**

Any additional information

[View Document](#)**2.3.4****Innovation and creativity in teaching-learning****Response:**

Student seminars are organized in the class room as part of co-curricular activity. Demonstrative method involves learning by doing. Rote learning methods like chalk and talk involving teacher centric learning are minimized in the regular teaching process. Interactive learning methods like flipped learning and blended learning are followed in curriculum delivery.

With majority of our students being first generation learners, we keep most attention on giving experiential learning by conducting digital classes regularly that includes virtual tour on specific topics related to curriculum. Students are made to teach to peers through group learning. A slow learner is counseled to bring him out of his fear of the subject and re-exam is conducted for bettering his performance in mid semester examination. Re-examination as a method of teaching is followed for enhancing the confidence of the student.

Commissionerate of collegiate education, a supervisory authority for Government Degree colleges in the state of Andhra Pradesh, has published a compendium on best teaching practices. It is mandatory for all colleges under its control to follow it. Our college has adopted the best teaching practices elaborated in the book.

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2

Average percentage of full time teachers with Ph.D. during the last five years

Response: 3.45

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	2	0	0

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3

Teaching experience per full time teacher in number of years

Response: 40.03

2.4.3.1 Total experience of full-time teachers

Response: 1161

2.4.4

Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response: 0**

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)

2.4.5

Average percentage of full time teachers from other States against sanctioned posts during the last five years**Response: 0**

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms**

2.5.1

Reforms in Continuous Internal Evaluation(CIE) system at the institutional level**Response:**

Continuous internal evaluation is one of the core features of the Choice based credit system. We implement 75:25 pattern of examination system as proposed by the affiliating university. 75 marks for yearend theory examination fall under external evaluation. The remaining 25 marks fall under internal examination. Formative assessment in the class room has been the hall mark of our institution. With most of the faculty at their prime in teaching career, digital tools like Kahoot and Plickers are used for formative assessment of students. Senior faculty is assisted in the use of these digital tools. Formative assessment is given weightage in mid semester examination. Weightage is also given to regularity and discipline.

File Description**Document**

Link for Additional Information

[View Document](#)**2.5.2****Mechanism of internal assessment is transparent and robust in terms of frequency and variety****Response:**

Examination cell oversees the conduct of internal examinations under the guidance of IQAC and academic cell of the college. Internal examinations are organized at college level rather than at departmental level for giving real time examination experience to the students. For monitoring the conduct of examination, senior faculties are assigned observer duties. Two students are allotted per desk at the examination hall for transparent conduct the process. Two invigilators are allotted per hall and relievers are also arranged per each block. Two mid semester examinations are conducted for each semester. The mid semester examinations and formative assessment form the back bone of internal evaluation at the college level.

2.5.3**Mechanism to deal with examination related grievances is transparent, time-bound and efficient****Response:**

The institution being a non-autonomous college, only internal evaluation (25 marks) falls under our purview. Shortly after the conduct of mid semester examination, the valued answer scripts are distributed to the students in the classroom. Students are given time to reflect on their performance and also on the quality of evaluation. Grievances, if any, are addressed in the classroom. Re-examination is conducted for slow learners or under performance. Absentees are given a chance to write the mid semester examination after the examination cell is satisfied with the reason provided by the candidate.

The grievances regarding the marks in external examination are sent to the affiliating university by the principal after due verification.

2.5.4

The institution adheres to the academic calendar for the conduct of CIE

Response:

The affiliating university releases academic calendar before summer vacation. IQAC and Academic Cell convene a meeting of the staff council to sensitize the staff on preparing curricular plan in line with the academic calendar. IQAC also prepares institutional plan by duly accommodating academic and examination activities as prescribed in the academic calendar. After reopening, curricular plans are endorsed in academic council meet by making necessary corrections. Academic committee monitors curriculum delivery and examination cell prepares schedule of mid term examination as per academic calendar.

As part of Choice Based Credit System (CBCS) , Continuous Internal Evaluation(CIE) is implemented both in the classroom and through the conduct of mid examinations. Five marks are earmarked for classroom formative assessment,regularity and discipline. Before each end semester examinations, two mid semester examinations are held as per the academic calendar.

Thus, academic calendar gives the direction for academic and examination activities at the institution level.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Course outcomes, programme outcomes and programme specific outcomes are prepared at each department level under the guidance of IQAC and academic cell. These are displayed in the respective departments and laboratories for sensitizing students about the outcomes of the course and programmes they have opted to study. The display of outcomes shall enable the students to understand the following:

- 1) Students are given a choice to elect the subject or branch of the subject of their inherent interest.
- 2) The cluster electives are supposed to make the student well versed (enhanced understanding) in the chosen subject. PG entrance orientation is given to the students in the form of MCQs along with regular class work.
- 3) There is more likelihood of the student to go for higher studies – Vertical Progression.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2

Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Even though most of the students are first generation learners, the sincere efforts of staff and students coupled with hard work of the students are ensuring better performance in the end semester examination.

In spite of the best possible efforts put forth by the college team, there is limited number of students entering higher studies. However, it is to be stressed that they are succeeding in clearing entrance examinations with regard to higher studies due to their poor family back ground forcing them to opt for farming which is their family vocation.

File Description	Document
Link for Additional Information	View Document

2.6.3

Average pass percentage of Students

Response: 86.16

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 274

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 318

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.27

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2

Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

3.1.3

Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

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

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 145

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Our institution is primarily an under graduate college with focus on academic activity of the students. Academic nourishment and employable skill cultivation amongst the student community is the core of the institution. However faculty are encouraged to pursue research activity at personal level. Staff members are motivated to pursue Ph.D. or PDF through faculty development programmes (FDP) of the UGC. The college is proud of two of its staff members submitting Ph.D. thesis through FDP.

3.2.2

Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 1

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards**3.3.1**

The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description	Document
Institutional data in prescribed format	View Document

3.3.2

The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

3.3.3

Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 Number of teachers recognized as guides during the last five years

File Description**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)

3.3.4

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

Response: 0.1

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	0	0

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

3.3.5

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1

Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The college has a committed NSS (National Service Scheme) team. There are two NSS units with 100 student members in each unit. The student members become volunteers or sevaks of the NSS. The NSS programmes and activities are planned in such a way so as to inculcate service as a the duty towards the society. The students are sensitized in neighbourhood community issues like health, hygiene, food and other societal issues.

Students hail from very modest poor tribal backgrounds with many issues at home. But in rendering community service and visiting people with similar backgrounds as their own, student volunteers become problem solvers. This certainly helps in the young student's holistic development.

3.4.2

Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3

Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	0	0	0	0

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4

Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 14.68

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
200	200	200	200	200

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1

Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 0

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

Number of Collaborative activities for research, faculty etc

[View Document](#)

3.5.2

Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The College has reasonably sufficient number of rooms for Class rooms with dual bench facility. For certain Science Courses, Class room cum Laboratory facility is existing. The College has One Virtual Class room for online Teaching facility which provides a direct link with other Institutions which offer Teaching through Virtual Class rooms which is the biggest advantage for students and staff. In addition, live and recorded versions of Teaching on MANA TV programmes are also available in the College. Most of the Departments have Digital Class rooms which enable them to use ICT mode of Teaching. All the Science Departments have own Laboratories with latest Equipments.

The College has a very good Library with 26,000 Books and 10 no. Of Periodicals/ Journals. Also, the Institution has subscription with NLIST which provides access to online Journals and Text Books.

The College has Seminar Hall for conducting Functions and important events which promotes Human values and Professional ethics, gender equality, national integration, civic responsibilities and other character-building activities.

The Institution imparts soft skills and Communication skills through Jawahar Knowledge Centre (JKC) which was sanctioned in 2008. The English Language Laboratory (ELL), which is a part of JKC has 30 Computer Systems to impart Computer knowledge to students. Every Student is a Member of JKC Training at some point of time in his 3 year study period.

The College also offers Training in Seven Modules for Enrichment of Employability skills with the help of Tata Institute of Social Studies (TISS).

The Skill Development Centre started functioning during 2018-19 aims at providing skills required for Conventional and Corporate jobs. This Centre is working under State Skill Development Centre which offers courses consistent with latest syllabi for Government and Corporate sectors.

The College has Physical facilities for all the above areas of Teaching and Learning process.

File Description	Document
Link for Additional Information	View Document

4.1.2

The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities

Response:

The College has reasonably sufficient number of rooms for Class rooms with dual bench facility. For certain Science Courses, Class room cum Laboratory facility is existing. The College has One Virtual Class room for online Teaching facility which provides a direct link with other Institutions which offer Teaching through Virtual Class rooms which is the biggest advantage for students and staff. In addition, live and recorded versions of Teaching on MANA TV programmes are also available in the College. Most of the Departments have Digital Class rooms which enable them use ICT mode of Teaching. All the Science Departments have own Laboratories with latest Equipments.

The College has a very good Library with 26,000 Books and 10 no. Of Periodicals/ Journals. Also, the Institution has subscription with NLIST which provides access to online Journals and Text Books.

The College has Seminar Hall for conducting Functions and important events which promotes Human values and Professional ethics, gender equality, national integration, civic responsibilities and other character-building activities.

The Institution imparts soft skills and Communication skills through Jawahar Knowledge Centre (JKC) which was sanctioned in 2008. The English Language Laboratory (ELL), which is a part of JKC has 30 Computer Systems to impart Computer knowledge to students. Every Student is a Member of JKC Training at some point of time in his 3 year study period.

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The Skill Development Centre started functioning during 2018-19 aims at providing skills required for Conventional and Corporate jobs. This Centre is working under State Skill Development Centre which offers courses consistent with latest syllabi for Government and Corporate sectors.

The College has Physical facilities for all the above areas of Teaching and Learning process.

File Description	Document
Link for Additional Information	View Document

4.1.3

Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 18.18

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 4

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4

Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 30.44

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2.30	24.45	0.00	11.36	0.68

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS)**Response:**

The Library subscribes to NLIST facility which enables access to Text Books and Journals for Staff and Students. All the staff members are subscribers of N-List facility through college library. They utilize the infibnet facility through their personal computers or mobiles. However, the staff members make use of elsevier and other e-journal platforms at personal level for their research related publication activity. Staff are also motivated to make use of National Digital Library (NDL) facility. Many staff members have downloaded the mobile app of NDL.

Students make use of the library facility from 09 am to 06 pm with the active support of teaching staff members. The librarian is always available in the library even beyond the working hours to facilitate students, who are the first generation learners, to use the resources for maximum time. The College Library is automated with SOUL 2.0 Software which is purchased in the year 2016. The library automation is a regular process with the inflow of new book every year.

File Description	Document
Link for Additional Information	View Document

4.2.2

Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Library as a source of learning and knowledge is given utmost priority by the institution. With majority of the students being first generation learners, the institution uses every financial and administrative avenues for enriching the library with all possible books so as to bring the world of knowledge at the door steps of the college. The college has a huge repository of books with renowned publications like Oriental Black Swan, Britannica, Oxford, penguin etc. Books relating to modern science, technology, commerce, arts, humanities and literature are made available in the library. It is to the credit of the librarian that books such as Big Data and Data Science find a place in our library.

Students are exposed to the best of the thoughts for their improved understanding. Thus, our college library is a chief source of information and knowledge to our students.

4.2.3

Does the institution have the following:

1.e-journals

2.e-ShodhSindhu

3.Shodhganga Membership

4.e-books

5.Databases

Response: E. None of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4

Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 6.52

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
5.41	16.11	0.00	11.09	0.00

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5

Availability of remote access to e-resources of the library

Response: No

4.2.6

Percentage per day usage of library by teachers and students

Response: 4.23

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 50

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities including Wi-Fi

Response:

The Institution has reasonable facilities for IT. The College has Telephone and Internet service through BSNL. Every Teaching Department has Computer System, Printer, Internet and Projector facility. Thus the Departments have Digital Teaching methods. The Institution has Common Virtual Class Room for exchange of Knowledge among Colleges.

The Online Biometric Attendance system is in vogue which streamlines the attendance in the Campus. The entire Faculty have National Digital Library access and Online Leave access through their mobile phones. The Admission and Treasury Payments systems are online based now. There are facilities for e-office also which is in the initial stages.

There are 86 Computer Systems in Computer Science Laboratory, 23 working Systems in English Language Laboratory, 03 systems in Library and 14 systems in Departments. Since the Campus is wi-fi enabled, Internet facility is present in every block of the Campus. The students have access to IT facilities through Internet based IT facilities in their concerned Departments.

File Description	Document
Link for Additional Information	View Document

4.3.2

Student - Computer ratio

Response: 13.4

File Description	Document
Any additional information	View Document

4.3.3

Available bandwidth of internet connection in the Institution (Lease line)

Response: 5-20 MBPS

File Description	Document
Any additional information	View Document

4.3.4

Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 44.73

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

2017-18	2016-17	2015-16	2014-15	2013-14
6.80554	2.36341	2.66603	2.56226	1.09580

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

4.4.2

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

Response:

There are Standard systems and procedures in Governmental set up which are to be adopted for maintaining Physical facilities in the Campus.

For Buildings, they are built on G+2 strength basis and there are no doubts about the quality of the Buildings. The periodical maintenance of buildings is done by the Roads & Buildings (R&B) Engineering Department of the State Government. Whenever any cracks or leakages are found, they are to rectified by the R&B Department with the Funds of Collegiate Education Department only. For Minor repairs, the release of grant is made immediately and for major repairs, the release of grant takes time. Previously, construction of New Buildings and Repair works were done with UGC Grants by any Executive Agency of the State Government duly following procedures of that Agency. Since the College has undergone Cycle-2 accreditation by NAAC, Construction of New Buildings and Renovation of the existing structure is being taken up by RUSA grants.

For purchase of Laboratory Equipment and Computers, the grants are to be released by the State Government on Least Quotation Basis. Here also, the purchases were done by the UGC and now replaced by the RUSA grants duly following the rules of RUSA. For maintenance of Science Laboratories Equipment and Computer accessories, it was done by UGC grants under Head 31(miscellaneous expenditure) and now it is being done purely through College funds only. For meeting of running Academic and other miscellaneous expenditure, the Special Fee/ Restructured Course Fee/ College Planning & Development Committee Fee grant is used. The Water & Electricity Bill, Phone& Internet Bill and Other Office Expenses are met from State Government Annual Budget.

In case of any expenditure beyond the above-said means, the amount can be drawn from the Accumulated Special Fee fund with the prior permission of the Commissioner of Collegiate Education of the State Government.

For all the above processes, the Resolution of the concerned Committee (consisting of Student Representatives also) and Staff Council Resolution are mandatory as part of transparency in administration. Stock verification committees are formed with the staff members with each committee comprising of three staff members from different departments. The purpose of these committees is to audit the available physical facilities such as furniture, lab apparatus, books etc. in terms of available against recorded.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 47.56

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
886	509	592	463	700

File Description

Document

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

Any additional information

[View Document](#)

5.1.2

Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.1.3

Number of capability enhancement and development schemes –

1. For competitive examinations

2. Career counselling**3. Soft skill development****4. Remedial coaching****5. Language lab****6. Bridge courses****7. Yoga and meditation****8. Personal Counselling****Response:** E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4**Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years****Response:** 21.05

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

2017-18	2016-17	2015-16	2014-15	2013-14
380	500	210	210	175

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5

Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of the students benefited by VET

[View Document](#)**5.1.6****The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1****Average percentage of placement of outgoing students during the last five years****Response:** 3.92

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
32	28	3	5	0

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2**Percentage of student progression to higher education (previous graduating batch)****Response:** 12.96**5.2.2.1 Number of outgoing students progressing to higher education**

Response: 42

File Description	Document
Details of student progression to higher education	View Document

5.2.3**Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)****Response:** 0**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
100	100	50	30	15

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1

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) during the last five years.

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	1

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2

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

Response:

The college has a robust student council with the active participation of students. The class counsellor in consultation with all the students of the class organizes a participative debate for selecting two class representatives (without ballot) from each class. The selected class representatives look after the discipline and maintenance of the class. They assist the faculty in identifying slow learners.

For transparency and reach in administration, the college has a time tested committee system in place. The purpose of these committees is decentralisation of governance for transparency and ease of functioning. The student representatives or other active students are also included in each committee thereby ensuring the participation of students in academic, administrative and financial matters.

5.3.3

Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 16.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	15	17	15	18

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1

The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The alumni are actively involved in the decision making & in providing feed back on curriculum. They support the college in the celebration of events of societal and national importance. The alumni act as good will ambassadors of their alma mater. They are actively involved in philanthropy in giving assistance to the tribal students with very poor background. Their assistance is always in kind and not in cash. However, the alumni association is not a registered body.

File Description	Document
Link for Additional Information	View Document

5.4.2

Alumni contribution during the last five years(INR in Lakhs)

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3

Number of Alumni Association / Chapters meetings held during the last five years

Response: 10

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	2

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Transparency, ethics and values are the core values of the institution around which the institutional governance is measured. At our institution, the administrative mechanism always ensures fair and transparent procedures and governance and management. SWOC analysis is carried out at student, teacher, alumni and parent level. IQAC analyses SWOC and submits a detailed report to the principal (HOI). The Principal convenes a meeting with all the stakeholders on matters of curriculum delivery, curriculum enrichment, developing employable skills among the students, scholarships, value based education and transparent office procedures.

The institutional leadership always ensures better delivery system for better employment and better citizenship.

6.1.2

The institution practices decentralization and participative management

Response:

The administration is very transparent as it works on the principle of decentralization of the academic and administrative set ups. After reopening of the college, Committees are formed for running of the administrative and academic organs of the Institution. Faculty and students are placed on the committees. These committees meet occasionally or periodically as per the demands of the situation and take appropriate decisions.

This ensures the participation of all the faculty members in decision making process. Individual interest of the faculty is also considered while filling the committees and thereby the expertise and experience of the faculty is utilised to optimum extent. The participation of students make them learn administrative and academic issues at their own levels and it paves way for the students to acquire leadership qualities. All these steps followed by the Institution ensures highly transparent and participative management.

6.2 Strategy Development and Deployment

6.2.1

Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The College has vision and mission on the basis of which the functioning of the College depends. The IQAC and Staff Council collectively prepare strategy for academic and administrative plans of the ensuing college. But above all, the College Planning and Development Council (CPDC) is the prime body which prepares the Plans of the College in a futuristic way in collaboration with the Staff of the College. Now a days, the State Government announces Future plans of institutions by 2022/2029 like that and they themselves are giving targets and providing necessary guidance for attaining these targets.

The Govt. is also sanctioning grants in a phased manner for better infrastructural and facilities of the institution. The CPDC always plans the college prospectus in tune with government policies.

The staff council review the implementation of these plans in meetings and submits utilization certificates for further release of grants. The IQAC in consultation with the staff council takes appropriate steps for further improvement of the conditions of the college.

6.2.2

Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The organisational set up of the institution is as per the norms of the state government with the administrative aspects being attended by the Commissionerate of Collegiate Education of the state government while the academic matters are taken care of by the affiliating university.

The institution is headed by the Principal who runs administration and academic matters with the help teaching and non-teaching staff. There are certain sanctioned posts which are filled by the state government either through direct recruitment or by promotion from lower cadre. The issues are discussed in the staff meetings and CPDC. The resolutions of the Staff council and CPDC are implemented through Committees decided by the Staff Council meeting. Students are also included in these committees to make the functioning transparent.

The college has many cells like Redressal cell, anti ragging cell which try to curb the malpractices and bad practices in the colleges. All the financial and administrative decisions are taken in the committees which includes staff and students.

The admissions, curriculum calendar, examinations are governed by the affiliating university. The appointment of teachers, their salaries and services rules, promotions and transfers are governed by the State Government. Thus it is two-fold administration which is transparent and fair.

There will be Academic Audit every year for streamlining the academic line as per the latest government rules and naac norms. & Administrative Audit by External agency like Accountant General/ Head of the Department for rectification of any irregularities in the set up.

6.2.3**Implementation of e-governance in areas of operation**

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

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4**Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions****Response:**

As per the Staff Council resolution in the beginning of the academic year, various committees and Cells are nominated with Faculty members and some students as members. Every committee or cell is headed by a convener who takes decisions on the basis of discussions taken in the meetings. The Cells like National Service Scheme, Women Empowerment Cell, Grievance Cell, Anti ragging cell also work on the same principal as committees do follow.

The committees meet periodically or as per the requirement and discuss the issues and take decisions in the meetings. The same is to be communicated to the Principal of the college who takes final decision. Thus the functioning of the college is highly transparent and fair.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

6.3.1**The institution has effective welfare measures for teaching and non-teaching staff****Response:**

There are several welfare measures for the staff of the college, in addition to their salaries to make their lives comfortable. All the employees have Provident fund/CPS, APGLI, GIS, Employees health card facilities. However the non-teaching staff have additional welfare schemes like festival advance.

The employees have medical reimbursement or health card facility so that medical insurance up to Rs 2.00 lakh is assured. All the employees have pension by CPS, Gratuity, Encashment of Earned leave and Insurance amounts are issued to retired employees. The retired employees also have medical insurance or medical reimbursement facilities.

The Women staff have maternity leave for six months and they have five special causal leaves. The male staff have paternity leave of fifteen days.

6.3.2**Average 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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of teachers provided with financial support to attend conferences, workshops etc during the last five years

[View Document](#)

6.3.3**Average number of professional development / administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response: 0**

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4

Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 0.69

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5

Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The Self Appraisal System is evident through API score and Academic Audit Processes. The Academic Audit is aimed at Self Assessment of a Teacher on the basis of Seven Criteria prescribed by NAAC

Bangalore. The Commissionerate of Collegiate Education of Andhrapradesh conduct Academic Audit by External Academic auditors sent from other colleges. This Academic audit team conducts audit as per the direction given by the higher authorities and assesses the performance of the teacher. In fact, the teacher makes self assessment of his performance which is cross checked by the Academic advisor and the performance of the teacher is communicated to the individual himself / herself. The Audit team makes suggestions which will be useful to improve the performance of the teacher.

Another way of Self Appraisal is through self posting of API Score which is also aimed at improving his performance.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly

Response:

The finance of the College are sanctioned by the State Government towards salaries and maintenance of the College. The Government sanctions budgets for travel allowance, water and electricity charges, stamps, postage & Telephone charges, material supplies and other office expenses. The sanction of budget by the Government is based on utilization of previous financial year's budgets. Thus the sanctions of the Government are more or less realistic.

The college collects special fee, restructured courses fee and CPDC fees from all the students enrolled in the institution. This amount is used for salaries of temporary staff, maintenance of academic and physical facilities.

For construction of additional classrooms, renovation of existence buildings and for purchase of books and equipment, proposals are to be submitted to The Commissioner, Collegiate Education, AP with civil estimates and quotations as per the practices in vogue.

The UGC also accords sanction of budgets for various schemes like merged schemes, coaching schemes for remedial coaching and coaching for employment and for plan block grants.

The utilization of amounts from all these financial sources is to be done in vary transparent manner. For every spending, the resolution of that particular financial committee is required which is taken in a meeting of that committee. The utilization of the Grants are to be audited by chartered Accountant.

6.4.2

Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

6.4.3

Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The College Planning and Development committee(CPDC) in consultation with staff council plans strategies for developmental activities and mobilization of funds for the same purpose.The council takes a resolution requesting the principal to take suitable action for preparation of budget estimate for the proposed activities and identifies the executive agency for that work.

After receiving estimates from the executive agency or quotations for purchase of material and equipments,the meeting of the concerned committee is convened to discuss the modalities and rules for proceeding further in the matter. After taking a decisions in the meeting proposals are to be submitted to the higher authorities for sanction of budget for the said work.

The sanctioned amount is released in instalments to the executive agency for monitoring quality of work and for quality of items.The utilization of the budgets are to be verified and attested by a chartered Accountant.

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

Response:

Quality in education guarantees clarity in learning. Clarity emanates from simple thinking coupled with pragmatic approach. Internal quality assurance cell is the heart and soul of our institution ensuring quality in curriculum planning, delivery, evaluation and assessment with regard to teachers and capacity

building with regard to faculty. IQAC oversees the planning of curriculum for effective delivery. IQAC also ensures fair and modern methods of assessment that includes formative assessment as the keel on which students are made to understand and apply concepts apart from regular written examination.

IQAC exercises quality control over faculty through student feedback mechanism. The feedback of the students on each faculty member is taken twice in a year per each semester. It is analysed and shared with the respective faculty members through personal interaction. The faculty is made to understand the problem and rectification is proposed in a friendly atmosphere.

6.5.2

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

Response:

The Internal Quality Assurance Cell(IQAC) of the college has prepared Institutional plan in consultation with the Heads of the Departments of various Teaching Departments, Librarian and Physical Director & Office in charge of the College. It also tries to provide all academic facilities and physical facilities to the academic line. The IQAC also discusses with learning outcomes and the ways of attainment of these outcomes. Finally, the course outcomes and programme outcomes of the Institution have been arrived at.

The IQAC convenes periodical meetings with all the departments to review the progress of all academic activities. It encourages the teachers to implement the academic activities of various departments and also that of the Institution.

The IQAC encourages the teachers to attend workshops and seminars outside the college and requests all the departments to introduce scientific methods so that research temper can be imbibed by the students.

The IQAC ultimately takes all departmental activities in the campus and acts as heart of the college.

6.5.3

Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 5.4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
27	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

Response: B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5**Incremental improvements made during the preceding five years (*in case of first cycle*)****Post accreditation quality initiatives (*second and subsequent cycles*)****Response:**

The College was awarded with 'B' Grade by NAAC in 2008 and many incremental improvements were made since 2008.

1.The College strength was around 5000 in 2008 and after sanction of Government Degree Colleges in Chintapally,Arukuvally and Marripalem in Visakhapatnam Agency the strength has fallen down to around 1200 and sufficient accommodation of classrooms is now available.

2.This fall in strength of students enable the students receive proper attention in laboratories also.

3. Two courses -B.Sc(MPC) and B.Sc(CBZ) sanctioned in 2009-2010. B.Com(vocational) and M.A Telugu sanctioned in 2017-2018.
4. Add-on courses and JKC/TISS introduced to impart life skills and communication skills.
5. Job drives organized off- campus and on-campus and students are placed in employment.
6. ICT based teaching methods introduced.
7. Virtual Classrooms also came into being.
8. Online OER courses introduced.
9. Students-centric methods- blended learning ,flipped classrooms introduced.
10. The teachers are encouraged to participate in seminar and workshops organized by other institutions.
11. Many extentional activities have been revamped and under taken by the NSS units.
12. Additional classrooms worth Rs 2.00 cr sanctioned and work has started.
13. Non-RUSA grants of Rs 4.00 cr sanctioned for making the college as a model degree college.
14. Library books have been purchased and the process of automation is in progress. INFLIBNET facilities provided to the Library.
15. Digitalization of all wings of adminstration is implemented.
16. Many of our students got seats in higher studies and some of them got jobs also due to coaching schemes for student progression.
17. Many Green initiatives like mass plantion,water harvesting and digging of pit holes for storage of under ground water taken up by the institution.
18. Many innovative practises and best practises introudced in the Campus.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Number of gender equity promotion programs organized by the institution during the last five years

Response: 20

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	4	4	3	3

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security

2. Counselling

3. Common Room

Response:

Safety and security of woman is paramount to the institution. The college has a separate hostel for girl students which is well protected. The college has a robust grievance redressal mechanism. Soon after reopening, series of meetings are conducted for boys and girls separately with specific stress on gender sensitivity. It is mandatory for class counsellors to select two class representatives from each gender. It is to the credit of the institution that there was never a case of harassment or ragging against girl students. There is always an atmosphere of mutual respect and fraternity amongst the students irrespective of the gender. The local tribal culture needs to be praised for such harmony amongst opposite genders.

Girl students are given awareness on health and hygiene. Counselling is regularly conducted for

health related problems. There are two women waiting rooms, each provided with running water facility and desks for relaxation in case of health problems.

7.1.3

Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 450

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4

Percentage of annual lighting power requirements met through LED bulbs

Response: 0

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 80

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5

Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The College is located in a vast area of 27 acres in which 3 Blocks for teaching, one block of library and one block of office are located. There are around 1200 students in all the last 5 Academic Years. Most of the Students reside in hostels run by Tribal Welfare Department .A few Students come from near by villages for education.

Naturally a lot of solid and liquid waste is piled up in the campus which is the main source of waste in the campus. The Administration is taking all steps to remove the waste. Sweepers are arranged on part time basis with college funds to remove dust and solid waste in class rooms and college surroundings.

The ground is cleaned once in the fortnight and students are advised through solid waste into dustbins and put other kinds of waste at a corner place.

This waste can be burnt frequently.

Due to the huge strength of students and use of toilets and water consumption at RO plant, lots of liquid waste is generated near these points. Again a part time Sweepers is arranged for cleaning toilets so that sanitary conditions prevail there .This reduces a Air Pollutions also .

This Liquid waste is diverted into pit holes dug near these points. The water wastage near the RO plant is diverted into Botanical Garden so plants can grow.

Since about Seventy computers are in working conditions and are used by faculty and staff , e-Wastage is also filling up in the computers. Viruses enter the systems and slow down or completely stopped the functioning of computers. Frequent formatting of computers and scanning of pen drives with Anti Virus are reduces the E-Wastage. Removing the old mails in the systems is another way of reducing E-Waste.

7.1.6

Rain water harvesting structures and utilization in the campus

Response:

This place is situated at the height of Two thousand Two Hundred feet from the sea level and in Visakhapatnam Agency are, rains are rampant here. As a result heavy rain fall comes from the sky which enters into the college grounds. This is in one way in Natural Boon. Due to this water creeps into inner layers of the earth which enriches the water content of the land.

Any rain water that remains static will be evaporated which again comes in the form of rain. These natural processes increase the water levels of the campus. If still any rainy water left on the ground it will be diverted towards the plants situated in these areas.

7.1.7

Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The Place is Located in hilly terrain and is endowed with natural production from Pollution. However, Due to moderation of life Style pollution is slowly enter in to this serene place also.

The students are very poor and can't afford to have motor cycles which is a blessing in dish guys so that the place is still free from pollution.

The use of plastics is minimised by advising the students not to use plastics. Awareness Meetings and rallies for Ecological Balance paid deviance in this regard.

The greenery of the campus is maintained by Mass plantation and "Vanam - Manam Programmes". The rain water harvesting also helps in maintaining greenery in the campus.

7.1.8

Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 7.71

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-

wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.43	1.17	0.35	0.35	0.33

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9

Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11

Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13

Display of core values in the institution and on its website

Response: No

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14

The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: No

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15

The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16

The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17

Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 5

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	5	0	0	0

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18

Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The College adopts the Best Practice of celebrating of all National Festivals like Republic day, Independents Day, Gandhi Jayanthi and vardhanthi of Sri Gurajada Appara Rao (Writer), Sri Ramanujan Birth Day (Mathematician).

This Practice injects a Feeling of oneness and enthusiasm among the participants. This participation enables the students to learn historical Background and about biography of National Leaders. This helps the human values and Ethical Values in the students.

7.1.19

The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Since, The college Works on the Principles of Decentralisation of Administration and Formation of various committees & Cells, it ensures the complete transparency in its functioning. Faculty and students are placed on these committees and cells, any decision is taken in its meetings in a transparent way.

The Execution of Resolutions will be implemented in a fair way as it is monitored by the committee, staff counsel and CPDC.

Thus, it is ensured that the whole activities in the college take place in complete transparent way.

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC Format)

Response:

- 1) Growing medicinal plants in College Botanical garden:** The Department of Botany & Horticulture is growing Medicinal plants in Botanical garden in the college premises.
- 2) Use of You-Tube as teaching tool:** This practice is implemented by the Mana TV Committee in a few subjects and it will be spread over to the rest of the departments subsequently.
- 3) Weekly Students assembly for exchange of innovative ideas, providing information on college activities and competitions outside:** This is being organized every Wednesday of the week from 4:00 pm to 6:00 pm in the college Seminar Hall to review the activities of the college and to provide information on the competitions outside the college.

7.3 Institutional Distinctiveness

7.3.1

Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The institution always transfers all benefits including physical, financial, digital to the students because student welfare is its highest priority:

The College has reasonably sufficient number of rooms for Class rooms with dual bench facility. For certain Science Courses, Class room cum Laboratory facility is existing. The College has One Virtual Class room for online Teaching facility which provides a direct link with other Institutions which offer Teaching through Virtual Class rooms which is the biggest advantage for students and staff. In addition, live and recorded versions of Teaching on MANA TV programmes are also available in the College. Most of the Departments have Digital Class rooms which enable them to use ICT mode of Teaching. All the Science Departments have own Laboratories with latest Equipments. The College has a very good Library with 26,000 Books and 10 no. Of Periodicals/ Journals. Also, the Institution has subscription with NLIST which provides access to online Journals and Text Books. The College has Seminar Hall for

conducting Functions and important events which promotes Human values and Professional Ethics, gender equality, national integration, civic responsibilities and other character-building activities. The Institution imparts Soft Skills and Communication Skills through Jawahar Knowledge Centre (JKC) which was sanctioned in 2008. The English Language Laboratory (ELL), which is a part of JKC, has 30 Computer Systems to impart Computer knowledge to students. Every Student is a Member of JKC Training at some point of time in his 3 year study period. The College also offers Training in Seven Modules for Enrichment of Employability skills with the help of Tata Institute of Social Studies (TISS). The Skill Development Centre started functioning during 2018-19 aims at providing skills required for Conventional and Corporate jobs. This Centre is working under State Skill Development Centre which offers courses consistent with latest syllabi for Government and Corporate sectors. The College has Physical facilities for all the above areas of Teaching and Learning process.

5. CONCLUSION

Additional Information :

The college is selected for RUSA 2.0 funding for upgradation to a model degree college.

Concluding Remarks :

Our team at the institution is highly motivated in overcoming the locational disadvantages of residing at 3200 feet on hilly, remote agency area for the benefit of the most underprivileged and aboriginal tribal communities and is striving hard for imparting academic skills among the first generation learners. A good grade in the NAAC would further motivate and encourage the faculty as well as the student community.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	5	2	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	3	2	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	2	0	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	2	0	0	0																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 02 Answer after DVV Verification: 05</p> <p>Remark : Revised as per availability of documents</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise</p> <p>Answer before DVV Verification : A.Any 4 of the above Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : Only student stakeholder form filled and attached without any signatures from the students</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : Not found in the website</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last</p>																				

five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
231	201	201	201	201

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
230	201	201	201	201

Remark : NO clarification provided regarding the difference in the number of seats in the reserved category

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

2.2.3.1. Number of differently abled students on rolls

Answer before DVV Verification : 02

Answer after DVV Verification: 01

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

Remark : Considered only 1 IPR Report

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., 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/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

7	7	3	4	3
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	0	0	0	0

Remark : No Reports of Events, Circulars, Brochures, photographs of any activities. Seems to be a made to purpose document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1.855	1.75692	0.1275	4.25558	0.476

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2.30	24.45	0.00	11.36	0.68

Remark : Revised as per supporting statement on budget allocation

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5.4193	16.11582	0	11.09844	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5.41	16.11	0.00	11.09	0.00

Remark : Converted to lakhs

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above

Answer After DVV Verification: E. 3 or less of the above

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
340	320	210	200	180

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
380	500	210	210	175

Remark : Changes made according to the supporting document of HEI. However, no circular, brochure, Reports provided

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

3	22	1	4	0
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
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5.3.1 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) 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:

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	1

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	16	17	15	18

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
16	15	17	15	18

Remark : No Reports of Events, photographs, Circulars, Brochures for any events. However, claim accepted on the basis of few photographs that are available in the HEI website

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : B. Any 4 of the above

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

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	2	4	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

Remark : Revised as per supporting certificate provided by HEI. In the absence of certificates, claim is not acceptable

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
28	34	17	24	20

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
27	0	0	0	0

Remark : Proper minutes of meetings of the IQAC nor program reports, circulars brochures provided

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

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

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

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.434	1.175	0.35550	0.3555	0.33

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.43	1.17	0.35	0.35	0.33

Remark : Converted to lakhs

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	8	3	2	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Supporting documents ar not relating to this metric

7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : No relevant supporting document</p>	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	1	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	1	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
7.1.13	<p>Display of core values in the institution and on its website</p> <p>Answer before DVV Verification : Yes</p> <p>Answer After DVV Verification: No</p> <p>Remark : Core Values neither provided in the HEI website nor copy of photograph displayed in HEI institute</p>																				
7.1.14	<p>The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations</p> <p>Answer before DVV Verification : Yes</p> <p>Answer After DVV Verification: No</p> <p>Remark : Irrelevant support. No program Report, circulars, photograph of such activity</p>																				
7.1.15	<p>The institution offers a course on Human Values and professional ethics</p> <p>Answer before DVV Verification : Yes</p> <p>Answer After DVV Verification: Yes</p>																				
7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p> <p>7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1973 1046 2085"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14															
2017-18	2016-17	2015-16	2014-15	2013-14																	

5	5	5	0	0
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	5	0	0	0

Remark : No supporting documents provided

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>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"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>231</td> <td>201</td> <td>201</td> <td>201</td> <td>201</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>230</td> <td>201</td> <td>201</td> <td>201</td> <td>201</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	231	201	201	201	201	2017-18	2016-17	2015-16	2014-15	2013-14	230	201	201	201	201
2017-18	2016-17	2015-16	2014-15	2013-14																	
231	201	201	201	201																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
230	201	201	201	201																	