



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GOVERNMENT DEGREE COLLEGE

**RAMIREDDY PALLI ROAD, BESIDE MYLAVARAM SOUTH CANAL,
JAMMALAMADUGU KADAPA (DT) ANDHRA PRADESH**

516434

<https://gdcjammalamadugu.edu.in/demo/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Our Government Degree College, Jammalamadugu strictly follows the rules and guidelines of University Grants Commission (UGC); Andhra Pradesh State Council of Higher Education (APSCHE); Commissionerate of Collegiate Education, Government of A.P. (CCE, AP) and Yogi Vemana University, Kadapa (Affiliating University) with regard to governance, leadership and management. Government Degree College, Jammalamadugu, is a prominent higher education institution located in the YSR Kadapa district of Andhra Pradesh, India. The college offers undergraduate programs in various disciplines and aims to provide quality education to students from diverse backgrounds. It is situated in the town of Jammalamadugu. The college serves as a key center for higher learning in the region, catering to the educational needs of students from the surrounding rural areas.

The college has a strong emphasis on academic excellence and holistic development, providing students with opportunities to excel not only in their chosen fields of study but also in extracurricular activities. With a team of dedicated faculty, Government Degree College, Jammalamadugu strives to empower its students with knowledge, skills, and values that prepare them for professional and personal success. In addition to academic programs, the college is committed to foster an inclusive and supportive learning environment, where students are encouraged to develop leadership qualities through NSS, engage in research, and contribute to community welfare. Over the years, it has built a reputation for being a reliable educational institution in the region, helping shape the future of many students.

Vision

VISION:

To impart quality education to the rural and economically backward students and transform them into ethically balanced futuristic minds with sound knowledge and profound skills.

Mission

MISSION:

The institution aims to foster a challenging and sustainable campus environment through student-centric teaching methods. It nurtures creativity, instils strong moral values, and promotes social responsibility. Emphasis is placed on students' physical fitness, mental well-being, and stress-free learning through sports and games.

Decentralization and participative management are core practices for effective functioning. The principal delegates responsibilities to the Vice-Principal, department heads, and committee coordinators. A staff council, comprising these in-charges, facilitates decision-making. Various faculty-led committees play pivotal roles in academics, administration, planning, and development. Regular meetings under the principal ensure implementation of plans and resolutions.

The following are the some of the committees and their functions:

1. College Planning and Development Council (CPDC)
2. Internal Quality Assurance Cell (IQAC)
3. Examination Committee
4. Women Empowerment Cell
5. Grievance Redressal Cell

The key factors adopted by our institution for good governance are Accountability, Transparency, Decentralization, Collaborative Management, Responsibility and Efficiency. Accountability and Transparency is the culture of the College followed scrupulously in protecting the stakeholders' interests. The institution has adopted Decentralization and Collaborative management in the process of decision making and administration in a responsible and efficient manner leading to the development of its stakeholders.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Established Educational Institution:

- Government Degree College (GDC), Jammalamadugu has been a recognized educational institution since 1980, which gives it a certain level of credibility and stability in the region.

2. Government Affiliation:

- Being a government college, it benefits from UGC & State funding and official recognition, which could be an advantage in terms of infrastructure, curriculum updates and teacher recruitment.

3. Diverse Academic Offerings:

- Offers various undergraduate programs in various fields like Arts, Science, and Commerce, catering to the needs of students.

4. Experienced Faculty:

- Being a government institution, it has a pool of experienced faculty with 09 Ph. D Degree holders and 03 NET/SLET/SET qualified faculties. Many of them are well-versed in their respective subjects. Two teaching staff members namely Dr. C. Ramamohana Reddy, Lecturer in Political Science and Dr. J. Girish Kumar, Lecturer in Mathematics have successfully completed their UGC funded Minor Research projects.

1. Affordable Education:

- As a government-run institution, GDC Jammalamadugu offers affordable education compared to private colleges, making it an attractive option for students from lower-income backgrounds. The students are also encouraged to take up study projects. College provides RO plant to meet the drinking requirement for all the staff and students in the campus.
- To encourage sportsman, college has fully equipped gymnasium in addition to spacious play ground for

practising games and sports.

1. Strong Local Community Engagement:

- The college has deep ties with the local community and can play a significant role in addressing local educational and social needs.

Institutional Weakness

1. Limited Infrastructure:

- Similar to many other government colleges, GDC, Jammalamadugu also is facing challenges related to outdated infrastructure, laboratory facilities and lack of modern technology integration.

2. Resource Constraints:

- Government colleges often face budgetary constraints, leading to limited funding for research, faculty development and extracurricular activities.

3. Limited Research Opportunities:

- Due to funding and infrastructural constraints, GDC Jammalamadugu may not provide robust research opportunities or state-of-the-art facilities for research-oriented students.

4. Insufficient Industry Connections:

- In many rural areas, local degree colleges may not have strong ties to industry, limiting opportunities for internships, placements, and practical learning experiences for students.

5. Low Enrolment in Specialized Programs:

- The Admissions are very low in spite of regular campaign by the faculty. The major drawback for the students is that most of the meritorious students opt to join the professional courses like Engineering, Medicine, D.Ed etc. Those who fail to get admissions in the above courses, opt to join our institute as a last resort. As most of the students earn while they learn and support the family while studying. Consequently, their levels of concentration on studies are low. Attendance percentage is moderate. Lack of transportation as the college campus is situated along the bypass road of Jammalamadugu away from the town.

Institutional Opportunity

1. Government Support for Education:

- The Andhra Pradesh state government is focusing to improve the quality of higher education through various initiatives, which could benefit the college in terms of funding, infrastructure and faculty development. Fee - reimbursement facility and post- metric scholarship facility is extended to all the eligible students of the college.

2. Growing Demand for Higher Education:

- With increasing awareness about the importance of education, there is a growing demand for higher education in rural and semi-urban areas, which presents an opportunity for GDC Jammalamadugu to expand its reach

3. Technological Integration:

- By adopting online learning platforms, virtual classrooms, and digital resources, the college can enhance the quality of education and bridge gaps in infrastructure. Fully furnished science labs and computer labs, are connected with broad band services.

- Adopting ICT mode in teaching like power point presentation and YouTube lessons.

4. Expansion of Courses and Specializations:

- Introducing new courses, skill-based programs, and vocational training can attract more students and align the college with emerging trends in the job market.

5. Potential for Research and Innovation:

- Collaboration with nearby Yogi Vemana University, Kadapa and research institutions could provide opportunities for research, innovation, and funding, which would enhance the college's reputation and academic offerings. College has the credit and potentiality of having several senior faculty members acting as Board of studies Members of several Departments in Yogi Vemana University, Kadapa, Life member of the Indian Political Association, Life member of A.P. Society for Mathematical Sciences, Life member of the Indian Society of theoretical and applied mechanics, and acting as academic adviser for various Government and Private Degree Colleges.

6. Local Community Development:

- GDC, Jammalamadugu can expand its role in the community by initiating extension programs, skill development initiatives, and outreach activities. This would also help increase the institution's visibility and societal relevance. A separate women empowerment cell is available in the college so as to enlighten all the women students by creating awareness about their privileges, Legal rights, and domestic violence.

Institutional Challenge

1. Infrastructure Deficiencies:

- Inadequate infrastructure, particularly in terms of smart classrooms, sophisticated laboratories, and automated libraries, remains a challenge. Government colleges, especially in rural areas, often lack the resources to upgrade facilities.

2. Competition from Private Institutions:

- Private colleges often have better infrastructure, better industry linkages and more attractive courses, leading to a potential drain of students from government colleges.

3. Faculty Shortages and Attrition:

- There could be a shortage of qualified faculty members due to retention issues. Additionally, faculty members may prefer urban institutions for better career prospects.

4. Socioeconomic Barriers:

- A significant number of students in rural areas face financial, cultural or familial barriers to pursue higher education, which could affect the college's enrolment.

5. Lack of Industry Collaborations:

- The absence of strong ties with industries and organizations might hinder the placement and internship opportunities for students, limiting their employment prospects after graduation.

6. Implementation of new courses:

- The college plans to implement various Life Skill courses (LSC), Skill Development courses (SDC), and multidisciplinary courses as mandatory for all the UG Courses from 2022-23 so as to enhance skills of all students.
- The college plans to implement Long Term and Short Term internships as part of the regular academic curriculum for all the courses from 2022-23 which are very much beneficial for all the students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our Government Degree College, Jammalamadugu strictly follows the rules and guidelines of University Grants Commission (UGC) with curriculum designed and development framed and circulated by Andhra Pradesh State Council of Higher Education (APSCHE). It follows the proceedings issued by the Commissionerate of Collegiate Education, Government of A.P. (CCE, AP) with academic calendar prepared and circulated by Yogi Vemana University, Kadapa (Affiliating University) with regard to governance, leadership and management. Government Degree College, Jammalamadugu, is a prominent higher education institution located in the YSR Kadapa district of Andhra Pradesh, India. At present the college offers 05 undergraduate programs in various disciplines namely Arts, Science and Commerce respectively. It aims to provide quality education to students from diverse backgrounds. It is situated in the town of Jammalamadugu and serving as a key center for higher learning in the region, catering to the educational needs of students from the surrounding rural areas. The college has highly qualified faculty using innovative teaching tools like ICT, PPTs, LCDs etc in teaching and learning methods. The college adopted CBCS system since 2015. Internal exams are conducted in College for 25 marks under internal assessment tests and semester exams are conducted by Yogi Vemana University, Kadapa for 75 marks. The college also runs various certificate courses outside working hours apart from regular curriculum for the benefit of the students. Various Life Skill courses, Skill Development Courses and Multidisciplinary courses are also in built in the regular academic curriculum as mandatory for all UG Courses. The management gathers feedback at regular intervals on teaching, syllabus both from students and parents, analyses them and action will be initiated as per the analyses report taken from the feedback.

With a team of dedicated faculty, Government Degree College, Jammalamadugu strives to empower its students with knowledge, skills, and values that prepare them for professional and personal success. In addition to academic programs, the college is committed to foster an inclusive and supportive learning environment, where students are encouraged to develop leadership qualities through NSS, engage in research, and contribute to community welfare.

Teaching-learning and Evaluation

1. Student-Centric Teaching-Learning Process:

- **Diverse Teaching Methods:** The college employs a variety of teaching methods, including lectures, discussions, practical sessions, seminars, and workshops
- **Technology Integration:** The use of multimedia tools, e-learning platforms

2. Student Engagement: Faculty members engage students in discussions, group activities, and presentations to encourage critical thinking and problem-solving skills.

3. Faculty Qualifications and Professional Development:

- **Qualified Faculty:** Faculty members are well-qualified
- **Faculty Development Programs:** The College encourages faculty participation in various professional development programs, workshops, and training sessions

4. Curriculum Delivery:

- **Adherence to University Curriculum:** The College follows the prescribed curriculum set by the affiliating university
- **Value-Added Programs:** The College offers additional programs such as workshops, certificate courses, and guest lectures
- **Assessment and Evaluation:**
 - **Continuous Evaluation:** The College follows a system of continuous internal assessments through assignments, quizzes, projects, practical exams, and mid-term examinations.
 - **Examination System:** The College adheres to the examination schedule set by the affiliating university

5. Feedback Mechanism: Regular feedback is collected from students on the effectiveness of the teaching-learning process and evaluation methods.**6. Support for Slow Learners and Advanced Learners:**

- **Remedial Classes:** The College organizes remedial classes for slow learners
- **Mentorship:** Each student is assigned a mentor to guide them academically and personally.
- **Special Programs for Advanced Learners:** The college also provides opportunities for advanced learners to participate in research projects, internships, and extracurricular activities

7. Inclusive Teaching-Learning Environment:

- **Support for Differently-abled Students:** This includes providing necessary learning resources and assistive technologies.
- **Diverse Learning Resources:** The library is well-equipped with books, journals, and digital learning resources, enabling students to access a wide range of study materials beyond the prescribed curriculum.

8. Outcome-Based Education:

- The institution uses this data to continuously improve teaching methods, course content, and evaluation procedures to ensure that students are adequately prepared for both academic challenges and professional opportunities.

Conclusion:

By employing a variety of teaching methods, providing continuous assessment, and supporting both slow and advanced learners, the college aims to offer an enriching academic experience. This approach is aligned with the standards set by NAAC and ensures that students are well-prepared for their future endeavors.

Research, Innovations and Extension**1. Research and Development:**

- **Promoting Research Culture:** The College encourages faculty and students to engage in research activities
- **Research Publications and Collaborations:** Faculty members are encouraged to publish research papers in reputed journals

- **Research Funding and Support:** The college encourages faculty to apply for external funding from government bodies like UGC, ICSSR
- **2. Innovation:**
 - **Fostering Creativity:** Innovation is encouraged across various fields, especially in academic and co-curricular activities.
 - **Technological Integration:** This includes encouraging students and faculty to experiment with new software tools, research methodologies, and online platforms
 - **Innovation Hubs and Clubs:** The College has set up various clubs and forums that promote creativity and innovation.

3. Extension Activities:

- **Community Engagement:** Awareness programs on health, environment, education, and social justice are organised.
- **NSS (National Service Scheme):** These activities include organizing blood donation camps, environmental awareness drives, literacy campaigns, and health check-up camps, contributing positively to the local community.
- **Collaboration with Local Bodies and NGOs:** The College collaborates with local government bodies, NGOs, and other community organizations
- **Field Visits and Social Work:** Regular field visits, community surveys, and social work initiatives are organized

4. Collaboration and Linkages:

- **Industry and Academic Linkages:** The College works to build connections with local industries, research institutions, and other academic bodies
- **MoUs (Memorandums of Understanding):** The institution has signed MoUs with various organizations, universities, and research bodies to enhance research collaborations, share resources, and access funding opportunities.

5. Sustainability and Social Responsibility:

- **Environment and Sustainability Initiatives:** various extension activities like tree plantation drives, water conservation awareness, and cleanliness drives.
- **Entrepreneurship and Skill Development:** College conducts workshops and training sessions on business planning, digital marketing, and other related fields.

6. Impact and Outreach:

- **Community Impact:** The extension activities carried out by the college have had a positive impact on the local community, addressing critical issues related to health, education, and environmental sustainability.
- **Student Involvement:** Students are encouraged to take part in all research, innovation, and extension activities

Conclusion:

Growing commitment to promoting academic research, fostering innovation, and engaging in meaningful community service.

Infrastructure and Learning Resources

1. Physical Infrastructure:

- **Classrooms:** The College is equipped with spacious, well-lit, and ventilated classrooms designed to facilitate effective teaching and learning.
- **Laboratories:** The college has dedicated laboratories for various disciplines, including science and computer science
- **Seminar and Conference Halls:** The College has a seminar hall equipped with audiovisual aids
- **Accessibility:** The campus is designed to be accessible to differently-abled students with ramps

2. Library and Learning Resources:

- **Library Facilities:** The college library is well-stocked with a range of textbooks, reference books, journals, and magazines across different academic fields.
- **Reading Room:** The college library includes a reading room where students can study in a quiet environment.
- **Book Bank Facility:** The College provides a book bank facility for students from economically weaker sections, enabling them to borrow textbooks for the entire semester.

3. ICT and Technological Resources:

- **Computers and Internet Access:** The College has a computer lab with sufficient computer systems connected to the internet.
- **E-learning Facilities:** The College incorporates e-learning tools and platforms, including audio-visual aids and online course materials
- **Wi-Fi Connectivity:** The campus is equipped with Wi-Fi facilities

4. Sports and Recreational Facilities:

- **Sports Facilities:** The College has a play ground and basic sports equipment for students to participate in outdoor sports like cricket, football, volleyball, and athletics.
- **Indoor Sports:** The College also has provisions for indoor games such as chess, carrom, and table tennis.
- **Health and Fitness:** There are health facilities available on campus to support students in case of emergencies.

7. Environmental Sustainability:

- **Green Campus:** The College emphasizes maintaining a clean and green campus.

8. Maintenance and Security:

- **Infrastructure Maintenance:** Regular checks and repairs are conducted to ensure that facilities are in

good condition and available for use at all times.

- **Security:** The college campus is equipped with security personnel and surveillance systems to ensure the safety of students, faculty, and infrastructure. Security measures are in place to ensure a safe learning environment.

Conclusion:

Government Degree College, Jammalamadugu strives to maintain a comprehensive and conducive learning environment through its well-developed infrastructure and abundant learning resources.

Student Support and Progression

a. Academic Support:

- **Tutorials and Remedial Classes**
- **Mentoring System**
- **Study Material and Online Resources**

b. Counseling Services:

- **Career Counseling**
- **Personal Counseling**

c. Financial Support:

- **Scholarships and Fee Waivers:** scholarships (e.g., for SC/ST/OBC students)

d. Infrastructure Support:

- **Library and Digital Resources:** equipped library with books, journals, and access to e-resources..

2. Student Progression at GDC Jammalamadugu

a. Academic Progression:

- **Monitoring Student Performance**
- **Support for Further Studies**

b. Placement and Career Guidance:

- **Campus Placements:** GDC, Jammalamadugu collaborates with industries and organizations
- **Industry Linkages:** The college established partnerships with companies and businesses in the region
- **Alumni Network:** The College has an active alumni association that maintains connections with former students.
- **Alumni Contributions:** Alumni contribute in various ways, including guest lectures, or help in organizing placement activities.

d. Progression to Higher Studies:

- **Guidance for Competitive Exams:** The College organizes coaching sessions for students preparing for competitive exams like UPSC, APPSC or other state and national exams.
- **Post-Graduate Programs Information:** College provides detailed information about available post-graduate courses, university applications and related opportunities.

3. Co-curricular and Extracurricular Activities**a. Sports and Physical Fitness:**

- **Sports Facilities and Activities:** The College encourages students to engage in sports and outdoor activities
- **Fitness Programs:** Yoga, fitness training

b. Cultural and Hobby Activities:

- **Cultural Festivals and Events:** College organizes annual cultural festivals, student talent shows, and cultural competitions
- **Clubs and Societies:** The College has NSS (National Service Scheme) and eco-club

4. Grievance Redressal and Welfare Schemes**a. Grievance Redressal System:**

- **Student Grievance Committee:** College has grievance redressal mechanism to address complaints and issues raised by students

b. Anti-Ragging and Student Safety:

- **Anti-ragging Cell:** The College has a strict anti-ragging policy in place, with a committee to monitor
- **Student Safety:** The College provides measures like women's safety initiatives, security guards, and CCTV surveillance

c. Health and Wellness Services:

- **Medical Facilities:** Basic health care and first-aid services are available on the campus.
- **Mental Health and Counseling:** Student wellness programs addressing mental health is implemented

5. Feedback Mechanisms**a. Student Feedback:**

- The college may collect regular feedback from students

b. Alumni and Parent Feedback:

- GDC, Jammalamadugu actively seeks feedback from alumni and Parents

Governance, Leadership and Management

1. Institutional Vision and Leadership

a. Vision, Mission, and Goals:

- **Clarity and Communication of Vision**
- **Strategic Planning and Goal Setting**

b. Leadership:

- **Effective Leadership Structure:** The principal of GDC Jammalamadugu provides visionary leadership, supported by a team of committed faculty members
- **Decentralization of Leadership:** The college Principal decentralizes the responsibilities to departments and committees

2. Institutional Governance and Management

a. Governance Structure:

- **Governing Body and Committees:** GDC, Jammalamadugu has a well-defined governing body that oversees key decisions related to academic and administrative policies
- **Committees and Sub-Committees:** Academic Council, Admission Committee, Examination Committee, Disciplinary Committee, Internal Quality Assurance Cell (IQAC), etc.

3. Faculty and Staff Management

- **Faculty Development Programs:** Faculty development initiatives such as **workshops, seminars, training programs**, and **research support** are offered to improve teaching skills and academic expertise.

4. Resource Mobilization and Financial Management

a. Financial Planning and Resource Allocation:

- **Budgeting and Financial Planning:** The College adopts a systematic approach to financial management
- **Efficient Use of Resources:** GDC, Jammalamadugu makes optimal use of available resources, ensuring that public funds are spent judiciously.

5. Internal Quality Assurance and Performance Monitoring

a. Internal Quality Assurance Cell (IQAC):

- **Role of IQAC:** The Internal Quality Assurance Cell (IQAC) plays a crucial role in monitoring and improving the quality of academic and administrative processes
- **Quality Monitoring Mechanisms:** GDC, Jammalamadugu has clear procedures to ensure the quality of

education through regular monitoring of teaching, assessment, and student feedback.

b. Feedback and Continuous Improvement:

- **Feedback from Stakeholders:** regularly collects feedback from students, faculty, alumni, and parents regarding the institution's functioning
- **Actionable Improvements:** Based on the feedback and reviews, the management should take prompt actions to resolve any identified issues

b. Student Welfare Initiatives:

- **Health and Safety:** The leadership ensures that campus is safe for students.
- **Discipline and Grievance Redressal:** The College has clear policies for student discipline and mechanisms

7. Communication and Transparency

a. Transparency in Governance:

- **Clear Communication Channels:** clear communication channels between the administration, faculty, students,
- **Transparency in Administrative Processes:** Administrative decisions, and resource allocation are transparent

Conclusion:

The leadership is focused on academic excellence, financial integrity, student welfare, and continuous improvement.

Institutional Values and Best Practices

1. Institutional Values

a. Ethical Values and Integrity:

- **Commitment to Academic Honesty:** GDC, Jammalamadugu emphasizes academic integrity through strict anti-plagiarism policies
- **Transparent Administration:** The leadership and administration ensures transparency in admissions, financial management, student evaluations, faculty recruitment, and other processes.
- **Inclusivity and Equal Opportunities:** The College prioritizes inclusivity

b. Social Responsibility and Community Engagement:

- **Community Outreach Programs:** GDC, Jammalamadugu has initiative like **National Service Scheme (NSS)** that encourage students to actively participate in community development.
- **Gender Sensitivity and Empowerment:** The college promotes gender equality through awareness campaigns

c. Environmental Sustainability:

- **Green Campus Initiatives:** GDC, Jammalamadugu has a **Green Campus** initiative
- **Eco-Friendly Practices:** The institution is actively engaged in reducing plastic use

d. Promotion of Indian Culture and Heritage:

- **Cultural Awareness Programs:** GDC, Jammalamadugu organizes events, festivals, and activities that promote Indian culture, arts, literature, and traditions
- **Incorporation of Ethical and Value-Based Education:** Integrating ethics, values, and principles from Indian culture are included into the curriculum and co-curricular activities.

2. Best Practices at GDC, Jammalamadugu

a. Academic Best Practices:

- **Student-Centered Learning is followed**
- **Remedial Classes and Tutorial Systems are conducted**
- **Outcome-Based Education (OBE):** GDC, Jammalamadugu follows an outcome-based education framework

b. Administrative Best Practices:

- **E-Governance Initiatives are being practised**
- **Effective Grievance Redressal Mechanism is strictly implemented**
- **Student Feedback System is implemented**

c. Cultural and Social Best Practices:

- **Annual Cultural and Sports Events are organised**
- **Interdisciplinary and Cross-Cultural Learning:** The college encourages interdisciplinary learning by organizing workshops and guest lecturers

d. Industry-Academic Linkages and Career Development:

- **Skill Development Programs:** GDC, Jammalamadugu offers specialized training programs, workshops, and certificate courses in areas like **soft skills, communication, entrepreneurship, and technical skills**
- **Alumni Engagement:** Active engagement with alumni is another best practice of our college.

3. Documentation and Evidence

GDC, Jammalamadugu is presenting concrete documentation of its values and best practices. This includes:

- **Reports** from committees or cells (e.g., NSS, Women's Cell, Grievance Redressal).
- **Photographs** and videos of events, programs, and initiatives related to cultural, social, and environmental activities.
- **Minutes of Meetings** discussing the adoption of best practices in academics, administration, and student welfare.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE
Address	Ramireddy Palli Road, Beside Mylavaram South Canal, Jammalamadugu Kadapa (Dt) Andhra Pradesh
City	JAMMALAMADUGU
State	Andhra Pradesh
Pin	516434
Website	https://gdcjammalamadugu.edu.in/demo/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	A.c.r.dIvakar Reddy	08560-200065	9491222458	-	jammalmadugugdc.jkc@gmail.com
IQAC / CIQA coordinator	L. Bhushan Kumar	08560-2200065	9885339612	-	bhushankumarlanka@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Andhra Pradesh	Yogi Vemana University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	05-09-1980	View Document
12B of UGC	05-09-1980	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Ramireddy Palli Road, Beside Mylavaram South Canal, Jammalamadugu Kadapa (Dt) Andhra Pradesh	Semi-urban	20.67	38629.08

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts,HISTORY POLITICAL SCIENCE SPECIAL TELUGU	0	INTERMEDIATE	English	40	0
UG	BA,Arts,HISTORY ECONOMICS POLITICAL SCIENCE	36	INTERMEDIATE	Telugu	40	32
UG	BCom,Commerce,COMPUTER APPLICATIONS	36	INTERMEDIATE	English	60	12
UG	BCom,Commerce,GENERAL	0	INTERMEDIATE	English	40	0
UG	BSc,Sciences ,MATHEMATICS PHYSICS CHEMISTRY	36	INTERMEDIATE	English	40	12
UG	BSc,Sciences ,BOTANY ZOOLOGY CHEMISTRY	36	INTERMEDIATE	English	40	10
UG	BSc,Sciences ,MATHEMATICS PHYSICS COMPUTER SCIENCE	36	INTERMEDIATE	English	40	10

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	1				0				4			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	1				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	7	3	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	3	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	40	0	0	0	40
	Female	36	0	0	0	36
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	12	8	7	0
	Female	10	6	2	0
	Others	0	0	0	0
ST	Male	4	2	3	0
	Female	1	4	0	0
	Others	0	0	0	0
OBC	Male	12	14	25	0
	Female	13	15	7	0
	Others	0	0	0	0
General	Male	8	3	4	0
	Female	9	4	2	0
	Others	0	0	0	0
Others	Male	2	5	4	0
	Female	5	3	2	0
	Others	0	0	0	0
Total		76	64	56	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college offers conventional science, commerce and humanities courses along with restructured courses (B.Com CA, B.Sc MPCs). The college encourages students to choose cross disciplinary courses in their multidisciplinary and skill enhancement courses. We have offered cluster subjects to the final year students. The new curriculum adopted by the college incorporates Choice Based Credit System (CBCS) also includes Community Service Project and Internships (2 months, 6 months), to engage students in community service. The curriculum is flexible to the extent that the students can either pursue a four-year honors graduation or can exit at the end of the third year and obtain an under-graduation degree.
2. Academic bank of credits (ABC):	Our college GDC, Jammalamadugu is affiliated to Yogi Vemana University, Kadapa and the total NEP methodology is yet to be implemented in total. We are following the all the guidelines issued by Yogi Vemana University, Kadapa from time to time. This system is helpful to the students those who wants to migrate from one university to another university anywhere in India.
3. Skill development:	The National Education Policy 2020 was crafted with a vision to make the youth atmanirbhar through skill based education and thus make the country Atmanirbhar Bharat. Our college is strictly following the syllabus prescribed by Yogi Vemana University, Kadapa which is framed according to the NEP guidelines including various life skills courses, skill development courses and assuring hands-on training/exposure to the students. Our institution is also regularly conducting various skill courses such as certificate courses in Soft skills, Tally, Computer skills, Maintenance of Household Appliances in Physics etc., useful for company and industry. In the new CBCS curriculum student must study four life skill courses and four skill development courses in alignment with National Skills Qualification Framework. To provide Vocational education, Information and communication technology, Plant Nursery and Dairy Technology courses are offered. Two internships and a community service are mandatory.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	Indian culture and Science is offered as a Life Skill Course where students learn various elements of

online course):	Indian culture. The institute has cultivated Indian Knowledge system particularly in teaching mother tongue, following the culture in dressing, talking, celebrating festivals, honouring martyrs of the nation. Our college has already integrated the Indian knowledge system into various activities of the students in the college. We have a course on 'Indian Culture and Heritage' as part of our prescribed syllabus of Yogi Vemana University, Kadapa to which we are affiliated. We are offering Indian languages like Telugu and Hindi as second language as per university norms and syllabus to promote, protect and usage of our Indian languages thereby making our students living close to our culture.
5. Focus on Outcome based education (OBE):	Outcome Based is Education in which an emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do, i.e., what skills and knowledge they need to have, when they leave the college system. Outcome based education system helps higher education to analyze and assess and map the lesson learnt by the student based on the questions attempted to attain program outcomes (POs), course outcomes (COs) and programme education objectives (PEOs). The aim of OBE is to help students learn, develop and nurture skills that would help them to grow in their professional as well as personal life's. OBE makes its clear about the outcomes and expectations of the course. OBE is an educational theory or pedagogy that places students at the center of an academic programme. The college is implements outcome based education the POs, PSOs and COs are framed and kept in the college website by the concerned department after the rigorous consultation with all faculty and stake holders. OBE is a student's centric teaching and learning methodology in which the course delivery, assessment are planned to archived are stated objectives and outcomes. It focuses on students performance i.e., outcomes of different level. It focuses on measuring student performance i.e., outcomes at different levels. This practice is always there in our college by internal assessment method, continuous assessment through seminars, group discussions, quiz programmes and other curricular and co-curricular activities.
6. Distance education/online education:	Our institution has no access to distance learning as it is affiliated to Yogi Vemana University, Kadapa.

During the COVID-19 pandemic situation the online education system was adopted by the teachers to impart the curriculum to the students through ZOOM, CISCO WEBEX, GOOGLE MEET, Microsoft teams, G-suite etc., Our college teaching staff has also conducted and participated in several webinars, Zoom conferences etc., for gaining knowledge and update their technical skills.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Institution set up an Electoral Literacy Club (ELC) based on the recommendations of CCE, AP, Mangalagiri and under the guidelines of the Election Commission of India to promote electoral literacy among students and people of all ages through nonpartisan, non-political, engaging activities and hands-on experiences. In our college we are enrolling the first year students in the voter list of Election commission of India. The purpose of the ELC is to educate students about their electoral rights and the registration and voting process through engaging in different activities. The Electoral Literacy Club is aimed at young college voters between 18 and 21 to make use their vote in the forthcoming elections. The ELC provides college students with opportunities to participate in programmes and hands on experiences that teach them about their electoral rights and familiarize them with electoral registration and voting procedures. The Club serves as a motivator for students to sensitize villagers about their voting rights. The ELC promotes a culture of electoral involvement among young and future voters and guarantees that youth, the foundations of Indian democracy, vote.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Our college student's age between 18 and 21 are invited to become members of the Electoral Literacy Club by registering at the beginning of the academic year. After registering, a student is considered a member until the end of their graduating programme. The College Electoral Literacy Club was established and coordinated by the Nodal Officer from the Department of Political Science. The Nodal Officer oversees the Club's initiatives and activities in line with the efficiency of the student members'

	association. The Institution's Electoral Literacy Club comprises of a Nodal Officer, a Student Member Convenor and three Student Members.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Under the Systematic Voters' Education and Electoral Participation (SVEEP), the Electoral Literacy Club (ELC) designed innovative programmes and organised a series of structured voter awareness campaigns, such as Voters Day and the Voters Enrolment Awareness Programme, to educate students and the people of all walks of life, particularly in rural areas. The awareness drives sensitise electoral processes and the duty of responsible citizens to participate in the democratic process by casting a vote on elections day. The Club utilised all the methods to foster a culture of electoral participation, encouraged ethical voting, and followed by concepts like every vote counts and no voter is left behind.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Electoral Literacy Club (ELC) organised a voter awareness campaign to educate young voters in rural areas. Orientation and training sessions were arranged to instruct students in the online registration procedure, particularly utilising smart phones, so that they could spread the word about the need to register newly eligible voters in association with the Department of Revenue of Andhra Pradesh. The essay writing, elocution, drawing and quiz competitions are conducted on electoral-related issues. The ELC member students also arranged help desks to help eligible new voters with online registration in villages.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	National Voters Day is observed annually at the Institution, and voter awareness programmes under Systematic Voters' Education and Electoral Participation (SVEEP) are conducted periodically in collaboration with Revenue Department Officials, Deputy Tahsildhar, and election personnel to promote voter registration. The awareness campaigns aim at educate and inspire individuals between the ages of 18 and 21 to register as voters and sensitise first-time voters to the significance of participation and voting in elections to strengthen the democratic process. It is clearly explained that the Election Commission of India enables online voter registration to Indian nationals who have reached the age of 18 by the 1st of January in the year of electoral roll revision. A

citizen may register as a general voter and submit Form 6 through the National Voters' Service Portal. Form 6, the voter registration application, is provided to prospective voters along with an explanation of the different registration choices, including offline and online registration. On the event day, students who turned age 18 by the eligibility date, are provided with Form 6, the voter registration application, and explained the different registration choices, including offline and online registration. They are helped in completing Form 6 and registering on the National Voters' Service Portal. Students are provided with the relevant portal links and telephone numbers. After the registration online, the registered voters can verify their enrolment status.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
148	144	150	100	52

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

2 Teachers

2.1

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

Response: 22

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	10	10	13	13

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.249	0.053	0.51	1.02	1.54

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Govt.degree college, Jammalamadugu follows the curriculum developed by the affiliating university (YV University, Kadapa) which aims at the holistic development of the students. It is circulated to the staff and students at the beginning of every academic year. All faculty members prepare annual curricular plans and teaching plans for the respective semester following the academic calendar and syllabus provided by the university. Effective curricular delivery included preparation of a calendar, time tables and curriculum plans. The time table effectively allocated time for theory, practical, projects and skill development. Bridge courses for noncore first year students are mandate. Lesson plans are prepared by introducing student centric learning strategies. Review meetings are conducted by the principal to strengthen the plans and strategies to meet the requirements of the students from time to time. Besides classroom teaching, departments expose the students for various activities such as field trips, group discussions, quizzes, classroom seminars, etc.,. CBCS was adopted to enhance academic flexibility to choose different combinations of courses from the academic year 2015-16. The choice is given to students to opt for additional enrichment programmes and value added certificate courses offered by various departments to enhance their skills in core/allied domain beyond the curriculum. Moreover, students are trained in aptitude, reasoning, computer skills and soft skills through APSSDC. Apart from these, the college is planning to introduce job oriented courses as per industrial needs in future. Foundation courses like Human values and Professional ethics, Environmental Studies, Entrepreneurship, communication and soft skills, ICT, and leadership Education have been introduced for all disciplines to nurture them as ethically strong, environmentally conscious and technically sound. Students completed curriculum based projects. Educational trips, motivational speeches, awareness programmes, seminars, online meetings were used to augment to enhance the curriculum. To assure effective delivery in the classrooms as per the requirements of the new challenges in teaching, the faculty are encouraged to participate in workshops, conferences, FDPs, online courses etc.. Feedback from the students, alumni, parents and lecturers were collected and analyzed to enhance the teaching learning process. Analyzed data were conveyed to the departments and faculty for future improvements.

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

1.2 Academic Flexibility

1.2.1

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

Response: 15

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 33.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
108	24	00	34	32

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The College offers courses in the curriculum addressing the cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics. The issues are addressed continuously through the relevant courses and by conducting activities through various Administrative and Academic committees as well as clubs functioning in the institution. The academic courses addressing the above are listed in the table given below followed by the detailed syllabi. The following two papers are offering for our college students as mandatory pass subjects to sensitize awareness on environment and retain to continue of Human Values in the society for ever.

S.No.	Programme	Coursetitle	Factors addressed
1	B.A, B.Com., B.Sc., Semester II	Human Values and Professional Ethics	Moral Values and Gender Equity
2	B.A, B.Com., B.Sc., Semester IV	Environmental Studies	Environmental Awareness

Gender sensitization:- To create Gender Equality among our college students, we are organizing awareness programmes on 8th March every year as “International Women’s day” by our college Women Empowerment Cell. In the similar way, every year we are conducting awareness programme on 14th of May, Mother's day to educate our students on the Mother’s important in the house. We are celebrating Girl child day on 24th June every year by the help of Women Empowerment Cell to create awareness regarding the importance of Girls in the society. In NSS enrolment, regular activities and in NSS special camp woman students are given importance in our GDC, Jammalamadugu. NSS is sanctioned and functioning from 2022 on wards.

Sustainability:- Through environmental sciences subject, we are enlightening our students to make use optimal use of environment (land, water, forest and atmosphere) for the development. If the student does not have awareness on proper use of environment, it may lead to so many consequences like Acid rains, Green house effect, Ozone layer depletion etc.,

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

1.3.2

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

Response: 49.32

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

Response: 73

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

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 17.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
73	13	68	69	11

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
240	120	320	320	320

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

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

Response: 23.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	10	56	53	16

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

2021-22	2020-21	2019-20	2018-19	2017-18
168	168	168	168	168

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 7.79

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Teaching–learning methods adopted by the faculty members include Lecture Method, Interactive Method, Project-Based Learning, Computer-Assisted Learning, Experiential Learning etc. The Teaching – Learning activities are made effective through illustration and special lectures. Lessons are taught through Power Point Presentations to make Teaching-Learning activity interesting besides oral presentation methods thoroughly. Students seminars, quizzes and study tours were organised by th all departments in GDC, Jammalamadugu as a part of students centric methods in corporation by our college.

Lecture method:

This conventional method is commonly adopted by all the teachers, especially language teachers. This method facilitates the teachers to interpret, explain and revise the content of a text only for better understanding of the subject by the learners.

Interactive method:

The faculty members make learning interactive with students by motivating student participate in Group Discussion, Role-Play, subject quiz, news analysis, educational games, discussions and questions and answers on current affairs.

Experimental Learning:

The faculty members foster learning environment by engaging in rich experiential content of teaching through experience, through demonstration, visual aids, periodical industrial visits, organizing exhibitions, presenting papers, analyzing case studies and participating and conducting quiz on theory topics. Experimental/Laboratory method is used in science subjects to acquaint the students with the facts through direct experience individually. Students verify the facts and laws of the subject with the help of experiments.

Industrial Visits/Field Visits:

Industry visit is a part of the education, during which students visit companies and get insight into the internal working environment of the company. It gives exposure to the practical working environment. Industrial realities are opened to the students through their industrial visits.

Internship Programs:

The Third year students of Computer Science and Computer Applications are divided into groups and are given with a project to be completed during their summer vacation. The final presentation and vivavoce is conducted at the end of the third semester and the best projects are awarded. Summer internships teach valuable on-the-job skills and provide excellent networking opportunities to the students.

Projects:

Certain courses related to Computer Studies, Commerce and Life Sciences demand project based

learning. The teachers are the guides to the students in the process of preparation of projects.

ICT enabled learning:

ICT enabled learning includes Wi-Fi enabled class rooms with LCD, Language Lab, Smart Class rooms, E-learning resources. Virtual class room links the guest lecture of eminent persons to develop their core knowledge in the subject. The institution adopts modern pedagogy in line with emerging trends to enhance teaching-learning process. The institution has the essential equipments to support the faculty members and students.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 59.09

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

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

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

2.4.2

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

Response: 78.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	07	09	09	09

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

Choice Based Credit System (CBCS) was introduced during the academic year 2015-2016 and as part of it, continuous internal assessment (20 marks in the assesment period) is made mandatory to assess the overall performance of each student. Our institution follows the guidelines issued by the affiliated university and incorporates its academic calendar. Two mid exams in a semester are conducted and the question paper and the duration of time is allotted as per University pattern.Later CIA changed like this manner. 25 marks are allotted for internal examination and 75 marks are allotted for Semester end examinations. As part of internal exams, 5 marks are for attendance, 5 marks for seminar/assignments and 15 marks for mid - semester examination. CBCS pattern includes class tests, Mid exams, project work, Seminars, assignments, and group discussions. Students are provided with selected topics for

making classroom seminar presentation and their performance is evaluated on the basis of subject knowledge and communication skills. As for assignments are concerned the performance is measured basing on the writing, learning skills and their comprehension of the subject. After completion of internal exams, valued answer scripts are given to students for verification of their marks and lecturers offer their remarks about their approach in answering the questions. Institutional internal examination committee looks after the question paper setting, conduct of examination and display of results in the respective department's notice boards. Apart from evaluating performance of students, the performance of the faculty is also evaluated from time to time. Feedback is also taken from the students and parents with regard to their performance. The student grievances in respect of award of internal marks, they approach the respective In-charges of the department for their grievances. The grievances so received by the In charges of the departments will be taken to the notice of the convener to the Internal assessment cell for quick disposal. In case, if any of the students are not satisfied with the action taken by the convener, then they will place the matter before student grievance redressal cell for resolving their grievances. Apart from these, students are free to drop their complaints in the complaint box kept at the office of the principal. Student grievances are given top priority and are settled on time bound basis. All the records pertaining to examinations, marks, results, and grievances are maintained by the respective In-charges of the departments. At the end of academic year, academic audit will be conducted to evaluate the performance of the respective faculty members and Academic performance indicators (API) scores are allotted to each and every lecturer and action is being taken on the poor performers. The Commissioner of Collegiate Education (CCE) - AP continuously monitors the evaluation system being adopted by the colleges. Recently it has directed the colleges to follow the guidelines and the model of Continuous Internal Assessment (CIA).

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

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

staff meetings.

The courses structured for the program focus on syllabus and outcomes measured in the evaluation process. The outcomes determine what the student should understand and be able to do at the end of the course. At the beginning of the semester the course outcomes along with the

syllabus for theory & practical's will be given to the teacher and students. Programme sheet regarding planning of field work, and co-curricular activities are also given to both teacher and students. The program outcomes and program specific outcomes of all running programs at the under graduate level, such as B.Sc., (MPC, BZC,), B.A. (HEP), and B.Com., (CA, General) were displayed on the college website, notice boards of the departments, student's handbook and announced orally in classrooms.

The college follows an outcome-based education approach rather than an input-oriented bell-shaped curve of learning. To communicate the learning outcomes the institution adopts the following mechanism:

1. Graduate attributes are described to first-year students at the commencement of the program .
2. Learning outcomes of the program and courses are observed and measured periodically.
3. The soft copy of the curriculum and learning outcomes of programs and courses are uploaded on the institution's website for reference.
4. The importance of learning outcomes is communicated to teachers in IQAC meetings of the college.
5. The students are also informed about the program outcomes, program specific outcomes and course outcomes through tutorial meetings.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

After completion of graduation the students are expected to possess certain qualities such as programme outcomes and course outcomes. The assessment of these outcomes is based on internal examinations and semester end examinations.

1. The assessment of internal examinations is carried out twice in a semester with each examination focused on attaining the course outcomes.

2. The main criterion for assessing whether all course outcomes are attained or not in the semester end examinations is observed at the time of assessment. The descriptive examination pattern is used to assess both course outcomes and program outcomes.

In each semester students are assigned course-related work and their performance is evaluated for course assessment. The performance of students in examinations during the semester is used to compute the level of direct attainment of course outcomes in each course.

At the end of the program students are given feedback through in offline survey. The assessment of final attainment of program outcomes is based on the student profiles including co-curricular activities, extra- curricular activities, at the time of placement drive and Semester-wise performance.

Summary:

- Graduating students are expected to possess certain qualities, including program outcomes and course outcomes.
- Internal examinations are conducted twice per semester focusing on course outcomes.
- Semester end examinations are the main criteria for assessing overall attainment of course outcomes.
- Descriptive examination pattern is used for course and program outcome assessment.
- Student performance in examinations is used to calculate direct attainment of course outcomes.
- feedbacks are received from students through offline survey at the end of the program.

Final attainment of program outcomes is assessed based on student profiles.

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

2.6.3

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

Response: 86.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	48	08	09	17

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

2021-22	2020-21	2019-20	2018-19	2017-18
56	52	11	11	21

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process Response: 4	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 2.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	2.75

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

GDC Jammalamadugu has created an ecosystem for innovation and research, providing space for the creation and transfer of knowledge. The main focus and attention is towards undergraduate education, the institution offers Arts, Commerce and Science Courses. In order to enhance the quality of Teaching and Learning, the institution makes uses of technology for knowledge transfer. In addition to conventional library resources, Lecturers have adopted innovative teaching methods including Power Point Presentations, ICT Tools, Digital Classrooms, Virtual Classroom teaching, and utilizing YouTube lessons.

The institution encourages Lecturers to deliver extension Guest-Lectures in neighbouring colleges, participate in invited talks, present Lectures on Mana TV and engage with other faculty forums to improve their teaching skills and there by promote continuous professional competency and development. The initiatives includes certificate courses, special lectures, inter/intra college programs,

cultural competitions, educational field trips, field studies, quiz, debates, group discussions, seminars, project work, research projects, conferences, workshops, training programs, attending seminars/conferences/workshops, faculty forums, publishing research papers, and contributing to the college newsletters.

These initiatives are aimed at creating interest and enhancing knowledge in various subjects as well as promoting the transmission of knowledge within the institution. Lecturers are encouraged to apply for research projects sponsored by organizations like UGC and ICSSR. Lecturers those who received financial assistance from UGC and ICSSR are encouraged to organize conferences and workshops. Additionally, Lecturers are encouraged to attend professional development programs to enrich their skills. These overall efforts demonstrate the institution's commitment to create a progressive environment for the dissemination and transmission of knowledge not only among faculty and students as well. The members of staff are trained through Orientation programmes and Refresher courses, Short-term courses, workshops organized by MHRD, Academic Staff Colleges and various Universities. The institution tries to establish collaboration with various Universities, Autonomous and affiliated colleges through Memorandum of Understanding (MoUs). IPR seminar was conducted to students as well as staff to get awareness on patents in 2022. Intellectual Property Rights a awareness programme (IPR) with the collaboration of IPR Office, Chennai (NIPAM) on 15th March-2022.

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

3.2.2

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

Response: 20

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	4	2	2

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	7	9	5	6

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

3.3.2

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

Response: 0.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	2	2	2

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

3.4 Extension Activities

3.4.1

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

Response:

The aim of the extension programs/activities is to stimulate a sense of social responsibility, develop leadership qualities among the students and empower them to enhance their self-confidence while creating awareness about their rights and duties. The institution collaborates with various community service organizations such as Lions Club and Indian Red Cross Society to conduct these programs.

The institution has various extension wings including NSS (National Service Scheme), Red Ribbon Club (RRC), Women Empowerment Cell (WEC), Consumer Club and Eco Club. At the beginning of the academic year, during the Orientation program the students are informed about these clubs and it becomes mandatory for them to choose at least one club for the academic year.

The respective Co-ordinators/Conveners of each club, along with its members plan the activities for the year. The programs are scheduled on specific days to ensure that all students have the opportunity to participate in social moments and activities that promote citizenship roles.

NSS Unit:

Under the NSS unit in addition to college internal activities the college organizes special camps every year to serve the community through various awareness programs and activities. These activities are carried out with the support and involvement of the administration, staff, and students of the college. All regular activities of NSS were organised in the college to sensitize the students in all round development of the student.

Youth Red-cross Society & Red Ribbon Club:

Every year rallies are conducted by the Youth Red Cross Society/Red Ribbon Club to spread awareness on HIV and AIDS. The programs of the Youth Red Cross Society involve students in promoting human values, Disaster management skills, and public health services. The primary aim of the Women Empowerment Cell is to create awareness of women's rights and to empower women. The Women Empowerment Cell conducts awareness programs in the college.

Eco-club:

The Eco Club was established with the main objective of creating environmental awareness among students. It organizes various programs to maintain a clean, green, and healthy environment on the campus.

Consumer club:

On the other hand, the Consumer Club aims to raise awareness among students about their rights and responsibilities as consumers in society. It provides knowledge about product standards, quality, and manufacturers. The club also educates students on consumer laws and how individuals can seek justice if their consumer rights are violated. Every year, the Consumer Club conducts several programs to promote consumer awareness.

Grievance & Reddressal Cell:

The primary aim of this college is to provide a healthy and problem-free atmosphere for studying. The grievance & redressal cell is an integral part of achieving this goal by assisting students in expressing their genuine problems and complaints, regardless of the nature of the issue. To facilitate effective communication, suggestion boxes have been placed on the campus, encouraging students to express constructive suggestions and legitimate grievances. Moreover, students are also encouraged to approach either the members of the cell or any other teachers according to their preference.

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

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

AP State Council of Higher Education has organised a workshop on Global competitiveness, Jnanabheri (a knowledge summit) at YV University, Kadapa on 04th December-2018. In this event our college has

conducted a workshop on Eco friendly Pesticides. Our college students have participated campus recruitment training programme (CRT) organised by the AP Skill Development Corporation on 23rd March. The institution has conducted an online awareness programme on Intellectual Property Rights (IPR) with the collaboration of IPR Office, Chennai (NIPAM) on 15th March-2022. A letter of appreciation letter from the Government of India through NIPAM was received by our institution also.

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

3.4.3

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

Response: 40

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	4	7	5	7

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

3.5 Collaboration

3.5.1

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

Response: 00

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Government Degree College (GDC), Jammalamadugu is located in a sprawling campus of 21.65 acres area. The Physical & infrastructure facilities useful as instruction classes and laboratories occupied in about 3.5 acres and remaining is area is useful as play ground in the college is adequate and fully utilized for the well being and over all development of its students. It also meets the requirements of conducting the University examinations and other AP State Common Entrance Tests and maintains proper academic and administrative facilities in the campus. The institution considers that these are indispensable to maintain the quality of academic programmes. Hence, the institution endeavours to improve the infrastructure facilities by utilizing State Budget, UGC and RUSA funds and keeps pace with the academic developments. The college is located in a peaceful locality away from traffic and pollution and providing a pleasant and suitable environment and scenic atmosphere for the students.

The college has adequate physical facilities to meet the demands of existing and new courses being offered. In order to match the requirements of the academic scenario, continuous improvements are made to the facilities. Both staff and students extensively benefit from the following physical amenities:

Out door stadium is also present in the college.

Gymnasium is present with many more compartments in our college to get physical activity to students.

1. Spacious classrooms equipped with ICT facilities such as Virtual labs and Digital class rooms.
2. Fully equipped laboratories.
3. Library with a collection of 9842 books
4. Seminar hall.
5. Virtual classrooms with smart boards.
6. Internet and Wi-Fi connectivity.

7. Learning Management System (LMS).

8. Computers and laptops

9. Common room/waiting room for girls.

10. RO water plant.

11. Ramp for physically challenged individuals.

CLASS ROOMS:

The college has a total of 16 spacious, well-furnished and ventilated classrooms. Out of these 2 classrooms are equipped with ICT facilities such as digital boards and have LCD/Wi-Fi/Internet connectivity to enhance the teaching-learning environment. Additionally, the college also provides digital classrooms and virtual classrooms with smart boards and audio-video facilities.

LABORATORIES:

To meet the requirements of the programs offered there are 6 well-equipped science and computer laboratories available.

1. Computer Labs:

- There are 2 Computer labs equipped with a total of 20 computers.
- All computers have sufficient configuration for various tasks.
- The labs also provide high-speed internet connectivity of 100 Mbps.

2. Department of Physics Lab:

- The Physics lab is well equipped to conduct experiments with suitable equipment

3. JKC/Ell Lab:

- The JKC/Ell Lab has 2 servers.
- Additionally, there are 2 thin client computers available for organizing training programs on soft skills, analytical skills, and employability skills.

4. Skill Development Centre:

- The Skill Development Centre has 3 Laptops exclusively for organizing training programs.

DEPARTMENTS:

All the 11 departments are provided with computers, printers and LCD projectors for ICT enabled teaching learning process

SEMINAR HALL:

The college has one seminar hall of 150 seating capacity and a stage with lectern. Mana TV Room with Television facility to watch live telecast of online and also recorded video lessons on different topics given by faculty across the state as per the schedule released by the Commissionerate of Collegiate Education, AP, Vijayawada.

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

4.1.2

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

Response: 99.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.24	0.05	0.51	1.02	1.54

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is basically an organized set of resources and learning centre. Library is a temple for learning to students. The library functions from 9.00 am to 6.00 pm in all working days. The college library caters to the needs of students and staff of all departments. It is well stocked with more than 9842 books and every year new volumes are added based on the recommendations of the staff and also inputs received from the students. The college has been providing with a unique facility by providing an exclusive library for the benefit of students who are interested to take competitive examinations. The digital library has facilities like Computer (01) with internet, reading room and reading tables and chairs. Every year new books are added to the library with the suggestions taken from the faculty and students as per syllabus. Every student will get 3 books from the college library for a period of fifteen days. we are planning to register our college in **N- LIST** in January for the benefit of students and staff to create a knowledge on research areas.

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

4.3 IT Infrastructure**4.3.1**

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

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

Response:

Up-gradation of both hardware and software are being done depending upon the necessity and requirement for Computers meant for administration. The same up gradation is being extended to the Computers in the all departments. In addition, software for the Computers in the labs is being updated on regular basis in tune with curriculum updation. The college initially had BSNL Broadband with 200 Mbps. Now we are shifting to BSNL Fiber Net with 100 Kpbs. In future we facilitate our college all students with Wi-Fi facility. Some of classes now going on with PPT lessons to students as a part ICT enable teaching.

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 13.45**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 11

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 0**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

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

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 40.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
73	17	69	69	11

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

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 69.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
120	100	60	80	52

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 25.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	03	07	06	03

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	48	08	09	17

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

5.2.2

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

Response: 12.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	1	5	3

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

5.3 Student Participation and Activities

5.3.1

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

Response: 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	1	2	1

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

5.3.2

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

Response: 7.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	8	12	10

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

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The alumni association of Government Degree College, Jammalamadugu has been effectively functioning with the name as “Jammalamadugu Government Degree College Alumni Association” The alumni of this college have been playing a significant role in the development of the institution across all aspects. As stakeholders of this institution, the alumni provide extensive support not only for the well-being and improvement of the students but for the overall development of the college. Regardless of their membership status in the alumni association, the alumni of the college generously offer their services as resource persons in personality development and motivational sessions, to train students in sports and games and assist the college authorities in organizing sports events and competitions without expecting any honorarium. GDC, Jammalamadugu has a registered alumni association with Principal as Chairman and with others are members. It conducts frequent meetings for development of the college. It prepares the action plans for the welfare and development of the students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our Government Degree College, Jammalamadugu strictly follows the rules and guidelines of University Grants Commission (UGC); Andhra Pradesh State Council of Higher Education (APSCHE); Commissionerate of Collegiate Education, Government of A.P. (CCE, AP) and Yogi Vemana University, Kadapa (Affiliating University) with regard to governance, leadership and management.

VISION:

To impart quality education to the rural and economically backward students and transform them into ethically balanced futuristic minds with sound knowledge and profound skills.

MISSION:

The institution aims to foster a challenging and sustainable campus environment through student-centric teaching methods. It nurtures creativity, instills strong moral values, and promotes social responsibility. Emphasis is placed on students' physical fitness, mental well-being, and stress-free learning through sports and games.

Decentralization and participative management are core practices for effective functioning. The principal delegates responsibilities to the Vice-Principal, department heads, and committee coordinators. A staff council, comprising these in-charges, facilitates decision-making. Various faculty-led committees play pivotal roles in academics, administration, planning, and development. Regular meetings under the principal ensure implementation of plans and resolutions.

The following are the some of the committees and their functions:

1. College Planning and Development Council (CPDC)
2. Internal Quality Assurance Cell (IQAC)
3. Examination Committee
4. Women Empowerment Cell
5. Grievance Redressal Cell

The key factors adopted by our institution for good governance are Accountability, Transparency, Decentralization, Collaborative Management, Responsibility and Efficiency. Accountability and Transparency is the culture of the College followed scrupulously in protecting the stakeholders' interests. The institution has adopted Decentralization and Collaborative management in the process of decision making and administration in a responsible and efficient manner leading to the development of its stakeholders. Students union is present in the college. It is constituted by the Principal with the students. It always strive for the facilities for the students.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Our Government Degree College, Jammalamadugu focuses on decentralization and participative management to ensure effective and smooth functioning in both academic and administrative aspects. The Principal, as the head of the institution, delegates and decentralizes work among the Teaching and Non-Teaching Staff. This decentralization extends to the Vice-Principal, department heads, and committee coordinators, who are entrusted with specific authorities and responsibilities. All the in-charges from the staff/academic council play a crucial role in decision-making processes related to academics, administration, planning, and development. Under the guidance of the Principal, committee meetings are conducted at periodic intervals of time so as to discuss relevant matters, pass resolutions and take necessary actions for implementing plans effectively.

Several committees have been constituted within the institution, each with its specific functions and mechanism to solve any kind of problems relating to the institution or students aor the staff.

1. College Planning and Development Committee (CPDC): This committee is responsible for overall planning and development initiatives in the institution.
2. Internal Quality Assurance Cell (IQAC): The IQAC monitors and assesses the quality parameters of the institution at regular intervals.
3. National Service Scheme (NSS):

The NSS unit promotes leadership qualities, social responsibility and community service among students.

4. Jawahar Knowledge Centre (JKC):

The JKC trains students to acquire employability skills for both private and public sectors and also play its role in developing communicative and soft skills among them.

5. UGC Committee:

This committee pursues the utilization of UGC funds.

6. Examination Committee:

The examination committee is responsible for conducting internal exams and university semester exams.

7. Eco Club:

The Eco Club takes initiatives to maintain greenery within the campus.

8. Women Empowerment Cell:

This cell works towards empowering women students and protecting their interests. It also promotes awareness about gender sensitization.

9. Research Development Committee:

This committee fosters scientific spirit and research among students and faculty.

10. Special Fee/Additional Special Fee Committee:

This committee suggests proper utilization and diversification of fees collected for specific purposes to enhance the quality of education and institutional development.

11. NAAC Committee:

The NAAC committee focuses on the documentation of institutional activities to present them to the NAAC peer team.

12. Grievance Redressal Committee:

This committee records and addresses student grievances.

13. MANA TV/LMS/MOOCs Committee:

This committee aims at to facilitate virtual education through ICT tools.

14. Website Committee:

The website committee updates and maintains the institution's website with daily events and activities to ensure dynamic communication.

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

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

Here are the corrected and rearranged welfare schemes available for teaching and non-teaching staff:

1. LEAVE FACILITIES:

Carrear advancement system (CAS) is applicable to all employees on time bound. It is a major advantage to the employes.

- 20 days of medical leave per year (commutable to half pay leave).
- 15 days of casual leave per year.
- 15 days of paternity leave.
- 7 days of special casual leave per year.
- 5 days of optional holidays per year.
- 180 days of maternity leave (up to two surviving children) after delivery.
- 5 days of special casual leave for women employees
- 2 years of study leave

2. MEDICAL FACILITIES - HEALTH CARD SYSTEM:

- Cashless treatment will be offered through the health card, at all government and selected corporate hospitals.
- The scheme will provide in-patient treatment for the listed therapies for identified diseases under all specialties is in the empanelled hospitals.
- The monthly contribution

Slab A. Rs. 90

Slab B. Rs. 120

Slab C. Rs. 300

- Reimbursement is also available in case of self payment.

3. INSURANCE FACILITIES:

Andhra Pradesh Group Life Insurance (APGLI):

- The government employees who are between 21 and 53 years of age are eligible to buy a APGLI policy. In case of maturity of the policy the total sum of assured and bonus till date of maturity are paid to the policyholder. In case of disease of policyholder before maturity of the policy the sum assured along with the bonus till date of death are paid to the legal heirs. APSE Group Insurance Scheme (GIS). AP State

Employees Group Insurance Scheme is introduced with effect from 1-11-1984.

The monthly contribution:

Group A = Rs. 120

Group B = Rs. 60

Group C = Rs. 30

Group D = Rs. 15

- On retirement the total accumulation of saving fund with interest will be paid.

- On death

(a) Lumpsum amount of insured fund will be paid

(b) Total accumulation of a savings Fund with interest will be paid.

AP General Provident Fund (GPF):

The general provident fund came into effect on 1st April 1935 giving an extra benefit saving for Government employees and an employee who is termed under permanent AP state government rules is eligible to contribute for GPF fund and their funds get saved till the maturity period and can check every year in the form of GPF.

4. PENSION FACILITIES:

The correct order and revised details for the two pension schemes are as follows:

i) Old Pension Scheme: The old pension scheme is applicable to government employees who joined the service before 31-12-2003. Under this scheme, they are eligible to receive a full pension amounting to 50% of their pay until their demise. In the event of their death, eligible family members will be entitled to receive a family pension of 30% of their pay.

ii) Contributory Pension Scheme (CPS): The Contributory Pension Scheme is a government-sponsored pension scheme that was launched in January 2004. It is applicable to government employees who joined the service on after 01-01-2004. It was open to all sections

5. FINANCIAL SUPPORT: The following loans and advances are available to the employees.

- Educational loan

- House loan

- Vehicle loan

- Festival advance

6. OTHER FACILITY:

- Gymnasium, sports facilities
- Free library facility

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

6.3.2

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

Response: 52.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	07	07	07	07

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

6.3.3

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

Response: 55.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	25	11	03	02

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	08	08	08	08

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:**Strategy adopted by the college for Resource Generation:**

FEE: The College shall follow the university's regulations regarding tuition fees. The main source of funds is generated through admission fees and special fees collected during the admissions process. Additionally, funds are also generated from self-financed courses.

FUNDING AGENCIES: The IQAC, in coordination with the Research Committee, facilitates funding schemes from various agencies such as UGC, RUSA, ICSSR, DST, and Science Academy. The college has successfully organized national seminars and workshops, funded by ICSSR, UGC, and Science Academies. The NSS units have received funds from the University for conducting internal activities and special camps as part of their extension activities. The Research Committee guides and encourages staff members to apply for funds under major and minor research project schemes offered by various funding agencies.

MAINTENANCE OF ACCOUNTS: The examination department is responsible for maintaining a record of the examination fee collected and the corresponding expenditures. Separate accounts are maintained by the college for the funded courses, self-financed courses, and developmental grants.

UTILIZATION STRATEGIES: The departmental budgets for each academic year are presented to the academic council for approval. Once the budget is sanctioned, the department in-charges proceed with the planned activities.

SALARIES: The staff appointed for self-financed courses receive their salary from the funds generated by these courses.

AUGMENTATION OF INFRASTRUCTURE: Adequate provisions are in place for the development of infrastructure within the college.

PURCHASES: The purchase committee collects requirements from all the departments and negotiates rates with vendors and suppliers. This ensures transparency, quality, and cost-effectiveness in the purchasing process.

REPAIR AND MAINTENANCE ACTIVITIES: Based on the information provided, it appears that the college follows an existing policy for day-to-day repair and maintenance activities.

LIBRARY & LABORATORY EXPENSES: The library expenses are incurred based on the need basis, and the addition of text and reference books is done according to curriculum changes. Similarly, laboratory expenses are handled by a purchase committee that follows standard protocols and procedures for the purchase of chemicals, glassware, consumables, and equipment based on the required specifications. State audit and Regional joint director Audits are prevailing frequently in the college.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Based on the given information, the **IQAC** (Internal Quality Assurance Cell) of Government

Degree College, Jammalamadugu has implemented several initiatives in the last five years. These initiatives include:

- 1. Continuous Comprehensive Evaluation of the students:** The College has adopted a system of evaluating students continuously, taking into account various aspects of their performance.
- 2. ICT-based teaching and learning:** The College has incorporated Information and Communication Technology (ICT) in its teaching and learning process, leveraging digital tools and resources.
- 3. Professional development of staff:** The College offers Faculty Development Programs (FDP) and staff training programs to enhance the skills and knowledge of its teaching and non-teaching staff.
- 4. Infrastructural development:** The institution has focused on developing its infrastructure, ensuring that it provides a conducive learning environment for the students and staff.
- 5. Emphasis on employability skills:** The College has made it a priority to equip students with employability skills to enhance their chances of securing suitable employment after graduation.
- 6. Innovative and best practices:** The college has implemented innovative practices, striving to adopt eco-friendly means to ensure quality education and enhance student learning outcomes.
- 7. Community-based social outreach programs:** The institution actively engages in community-based initiatives to promote the quality of education and contribute to the welfare of society. The professional development of the college's staff is viewed as a continuous process because the knowledge base of teachers needs to keep pace with the continuous expansion of knowledge. By continuously learning and updating their knowledge, teachers can deliver effective teaching, which, in turn, promotes effective learning and enhances the learning outcomes of students. Before the beginning of every academic year the IQAC discusses with the Principal, In-charges of the Departments, Faculty and Research committee

to plan for International, National and State level seminars, Webinars, Conferences, Workshops and include them in the academic plan.

The Principal and IQAC (Internal Quality Assurance Cell) ensures that staffs from every department attend professional development programs to enhance the quality of education and meet the current needs of students. IQAC plays a significant role in promoting research by securing financial assistance from organizations like UGC, ICSSR, and Science academies which helps to provide infrastructure and research incentives. The college encourages staff and student projects by offering facilities, man power and other learning resources. Additionally, the college has strengthened its ICT infrastructure, providing Wi-Fi to the campus and allocating Desktops, Printers, and LCD projectors to all departments. IQAC strives to maintain programs and courses that deliver the best outcomes and believes that assuring the quality of student experience is crucial for their employability. Based on these values, IQAC has institutionalized employability across all programs and helped initiate job-oriented, need-based, and value-based certificate programs. IQAC (Internal Quality Assurance Cell) initiative that facilitates Pre-placement training, Career guidance, and Skill development programs organized by Academic bodies and the Placement cell. In this program, Personality Development and Soft-skills training are provided to students in their second and final year. Additionally, alumni are encouraged to provide career guidance and counselling for outgoing students.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. The college envisions a campus that practices gender equity. The Women Empowerment Cell organizes annual motivating talks by women writers, achievers and activists to enlighten students about their individual rights. Periodic awareness campaigns on Cyber crime, threats, offenses, punishments, constitutional amendments, and legal sessions are conducted. The college maintains platforms such as the Anti-Ragging Cell, Grievance Redressal Cell and Women Empowerment Cell to ensure the safety and security of female students. Teachers are assigned annually to monitor the functioning of these cells and affirm equality and justice. The programs organized by the Women Empowerment Cell primarily focus on gender equity and issues related to the marginalization of women and differently-abled individuals. Safety and security of all students, teachers, staff and visitors are prioritized. The college has introduced initiatives including first aid boxes, issue of identity cards and a distinct code of conduct for students and staff. Male and female police officers are invited to address safety and self-defence concerns. The college's board members have consistently advocated for the inclusion of chapters on gender and human rights in the curriculum. On the eve of International women's day essay writing competitions, elocution competitions were conducted and those who got good marks were awarded with prizes. On this occasion so many women students were given chance to give their ideas through this platform. Privacy, freedom and togetherness for female students are ensured with ample dedicated spaces. The women's waiting room, located near the Principal's office, serves as a common room. Regular medical camps are conducted to check the hemoglobin levels of female students and providing free distribution of medicines. These camps also offer physical and mental counselling. Female faculty or staff members are entrusted during student educational tours. The mentor-mentee system helps to establish rapport with students and provides financial or other forms of assistance by understanding their family and socio-economic backgrounds. Office staff assists differently-abled individuals and guides them to utilise facilities such as ramps, washrooms, and restrooms.

The college Discipline committee works closely with the police during college Union Elections and Arts festivals to ensure a peaceful environment. Students are encouraged to participate in sports, games and yoga training for at least 20-30 minutes daily. Programmmes such as "Beti Bachao, Beti Padhao" (awareness on women's health and hygiene), "Kishori Vikasam" (child development workshops), and awareness programmmes on women's protection acts, child marriages, health & hygiene and the celebration of International Women's Day, Mothers day, Girl child day and International Yoga Day have been conducted in the college over the past five years.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Our college is located in Ramireddy Palli Road, Jammalamadugu embraces and celebrates the socio-cultural diversities and assimilations that make India unique. We take pride in the principle of 'Unity in Diversity' that defines our Nation. At our institution, we accommodate and respect diversities in social, cultural, religious, and linguistic backgrounds of both staff and students, tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to cover all these areas. We are celebrating the Holi festival every year 25th March in addition to giving a public holiday on that day.

We are committed to ensuring that marginalized sections are treated with utmost care and support. Our teachers design strategies for the empowerment of socially and economically weaker students. By upholding our core values, we aim at to mould our students into virtuous citizens who will fulfill their fundamental duties responsibly. In order to remember and honor the sacrifices of our freedom fighters and reaffirm national integrity and prosperity, our institution celebrates national festivals. We also observe the birth and death anniversaries of eminent personalities who have greatly contributed to the progress of our nation. These occasions provide us with an opportunity to instil the virtues of these great leaders into the young minds and inspire them to become beacons of light, illuminating the lives of others. Our teachers pay special attention to curricular, co-curricular, and extracurricular activities, ensuring student participation in various programs.

Furthermore, we provide remedial classes and job-oriented coaching to all students, regardless of their caste, community or gender. Our aim is to support each student in reaching their full potential. In line with National integration, our college celebrates Rashtriya Ekta Divas (National Integration Day) on

October 31st, marking the birth anniversary of Sardar Vallabhbhai Patel. The day begins with a "Walk for Unity" event conducted by NSS (National Service Scheme) volunteers. Students then pay tribute to the efforts of Sardar Patel in uniting India.

To promote cleanliness, our college organizes a Swachhta Abhiyan (Cleanliness Drive) on October 2nd. Members of society, along with the college staff, march on the campus to clean the surroundings. A special assembly is held to mark the event. On September 5th, we celebrate Teacher's Day in honor of Dr. Radha Krishnan's birthday. The students organize a cultural program as a token of appreciation for the teachers, and the 'Guru-Shishya Parampara' (Teacher-Student tradition) is celebrated with utmost devotion. NSS Day is commemorated on September 24th every year, during which various events are organized within the college.

We, at Government Degree College, Jammalamadugu strive to uphold our values, foster inclusive education and celebrate the rich heritage and diversity of our nation. To inculcate the idea of duties and responsibilities of the citizens we celebrate the Republic day on 26th January and Independence Day on 15th August every year. To foster the constitutional values our college observes 26th November as National Constitutional day every year.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE-I

1. Title of the Practice: Test the TDS of JAMMALAMDUGU and surrounding village ground water

2. Objectives of the Practice:

1. Determine the Total dissolved solids (TDS) of Jammalamadugu and surrounding villages water samples.

2. Give the suggestions to village peoples whether this water is useful for drinking are not.

3. Create the awareness in the village peoples on TDS and water quality.

3. The Context:

Water plays an important role in human life we must drink good quality water. But in some areas ground water contains large amount of salts and heavy metal. When we drink this water it causes so many health problems. That's why our college staff and students created awareness about drinking water.

Introduction: Water is a good solvent and picks up impurities easily. Pure water is tasteless, colorless, odorless and is often called the universal solvent. Dissolved solids" refer to any minerals, salts, metals, cations or anions dissolved in water. Total dissolved solids (TDS) comprise inorganic salts (principally calcium, magnesium, potassium, sodium, bicarbonates, chlorides, and sulfates) and some small amounts of organic matter that are dissolved in water. In general, the total dissolved solids concentration is the sum of cations and anions in the water.

Therefore, the total dissolved solids test provides a qualitative measure of the amount of dissolved ions but does not tell us the nature or ion relationships. An elevated total dissolved solids (TDS) concentration is not a health hazard. The TDS concentration is a secondary drinking water standard and, therefore, is regulated because it is more of an aesthetic rather than a health hazard.

An elevated TDS indicates the following:

1. The concentration of the dissolved ions may cause the water to be corrosive, salty or brackish taste, result in scale formation, and interfere and decrease efficiency of hot water heaters

- 2) Many contain elevated levels of ions that are above the Primary or Secondary Drinking Water Standards, such as an elevated level of nitrate, arsenic, aluminium, copper, lead, etc.

4. The Practice:

This year the supporting services of the college i.e. NSS unit and other students and staff plans to collect and the test TDS of ground water of JAMMALAMADUGU and surrounding villages. The institute enquires the Govt. & Non organizations and charitable trusts which provides free services to the society. The college encourages /motivates the students to participate in this type of best practice and develop the team work, collective work and social service to society among the students. Hence the students develop their learning skills. It gives good and prosperous future in getting jobs or in developing into entrepreneurs. Practice will inculcate among the students to develop concentration in particular concept.

5. Evidences of Success

This year the supporting services of the college i.e. NSS unit and other students and staff plans to collect and the test TDS of ground water of JAMMALAMADUGU and surrounding villages. Test the TDS of water sample and analysis the results and reports of water samples. Finally our college staff and students give some suggestions village people about their drink water.

6. Problems Encountered and Resources Required

1. Chemicals and TDS meters**2. Good lab for conducting the experiments****7. Note**

This type of best practice create the social responsibility , and team work among the students

Conclusion:-

TDS stands for Total Dissolved Salts present in the water. We have collected water from the different in and around areas of Jammalamadugu Town. As per WHO recommendations TDS of water is less than 500 mg/L is suitable for drinking.

BEST PRACTICE – II**1. Title of the practice**

YOGA AND MEDITATION

2. Objectives of the practice

? To create awareness about health and its importance among the students.

? As a part of social responsibility to encourage the students to educate the people about the role of yoga in maintenance of good health.

3. The Context

Yoga and Meditation are very important to lead healthy life. They give mental peace and develop the problem solving capacity in human being. They give physical and mental strength it leads to spiritual wellbeing.

4. The Practice

Every year the supporting services of the college i.e. NSS unit plans to give training the students in yoga and meditation as a part of regular internal activities of the college and during the special camp. The institute enquires the Govt. & Non organizations and charitable trusts which provides free services to the society. The college encourages/motivates the students to participate in yoga and meditation so as plays a prominent role in developing good and sound health among the students. Hence the students develop awareness on learning skills. It gives good and prosperous future in getting jobs or in developing into entrepreneurs. Meditation practice will inculcate among the students to develop concentration in particular concept.

5. Evidences of Success

This year also our college all staff members including teaching and non teaching staff and students participated in yoga and meditation and made it a grand success. All the students teaching and non teaching staff in the Internal Yoga day every year on 21st June with a skilled master these activities were practiced later to get benefit yoga and meditation

6. Problems Encountered and Resources Required

Yoga and meditation trainers are not available around college surroundings. Generally the students who are in below poverty line choose our Government institutes for their admissions to study their degree courses. Hence they themselves able to get good and sound health and getting ability to get good studies also. Now they are able to explain the public about the importance of yoga and meditation in getting good health.

1. One yoga room is required to practice yoga and meditation after college hours
2. Yoga mats are required for the students and staff

7. Note

The practice of yoga and meditation habit is to be encouraged among the students to

save the lives of people. Yoga and Meditation will reduce the stress so that the diseases like hypertension, Diabetes are postponed.

8. Conclusion:

Yoga and Meditation are very much essential to lead a healthy life. They give mental peace and develop the problem solving capacity in human being. They give physical and mental strength it leads to spiritual wellbeing. Awareness about Yoga and Meditation is very important for human well being.

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

7.3 Institutional Distinctiveness

7.3.1

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

1000 words**Response:**

Govt. Degree College, Jammalamadugu was established in the year 1980 and now affiliated to Yogi Vemana University, Kadapa. Our institution is located in Jammalamadugu town of with 21.65 acre's of land. This college aims to cater the educational needs of students from very downtrodden and diverse socio-economic background especially the community of backward category in particular weaver section. Main vision of our college is empowering the students by escalating them towards higher education and employment. Though the college is located in the semi-urban area we have the students coming from remote villages also. The college provides quality education through innovative practices to meet their needs in teaching and learning processes. The college is committed to impart holistic and all round training to our students, to develop right kind of attitude, knowledge and skills to face the future challenges in the competitive world. Jawahar Knowledge Centre (JKC) plays a vital role in enhancing the communication skills, soft skills and technical skills, which are essential to the students to achieve employment. Since its inception, our college stands top in the list of colleges in and around Jammalamadugu town not only in providing academic excellence but also in providing placements to the students of our college.

Our institution has:

- Well qualified, committed, Ph.D/NET/SET qualified and experienced Lecturers
- Dedicated and Experienced lecturers
- Well trained in ICT
- Accustomed with the vision and the mission of the institution

As the college is Government Institution, all the teaching and non teaching faculty are transferred to other Government colleges for every five years. Nevertheless, it is fortunate that the faculty who ever come and whenever come to the college either on transfer or promotion do definitely accustom themselves to the environment of tradition in terms of dedication to the college. It is the unique quality that it has no slur (blemish less) from the teacher community and from the student community for the last forty three years of its noble and able service to the society. Undoubtedly, it is the main distinctiveness of the institution.

Students are with the features of:

- Humility
- Modesty and honesty
- Determined to the vision

Even the students are hailed from this rural area they learn much education in terms of internal discipline such as character. The students give effulgence to the college by expressing themselves students of this college with pride and confidence.

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

5. CONCLUSION

Additional Information :

Our Government Degree College, Jammalamadugu will continue to impart quality education and be a constant source of support and motivation specially focusing on the empowerment of rural youth. The Principal along with the Staff of our college are committed to the responsibility of ensuring 100 percent intake as per the sanctioned seats. It is planned to offer latest and sophisticated facilities in the campus by maintaining good health and hygiene to attract more students. The mentor system plays a vital role in moulding the students as responsible citizens through ward counselling at periodic intervals. During Covid pandemic it is remarkable that our faculty were in constant touch with the students, monitoring their progress with the help of online platforms like Zoom, Cisco Webex, and Google Meet. They delivered online classes as per their scheduled timetable and uploaded the details on to AP-CCE Bharath Padhe website as per the instructions of CCE, Govt. of AP. The College follows the green protocol through effective methods of waste management and water conservation. Botanical garden is maintained by the department of Botany. Blood Donation Camps and Health Camps were organized for all the students by Red Ribbon Club, NSS Cell with the support of CPDC. The NSS unit is very active and it works in association with all the other departments to organize social outreach programmes. We have extended a helping hand to the community during the first wave of Covid Pandemic by organizing awareness campaigns. Teachers are encouraged to participate in a number of online Faculty Development Programmes, seminar, conferences and workshops.

Concluding Remarks :

We at Government Degree College, Jammalamadugu strive our level best to reach up to the promises of consistent development of the institution in accordance with the vision and mission of the college as a team. The institution endeavours for the holistic and overall development of the students with a good blend of curricular, co-curricular and extra-curricular activities. Since its inception in 1980, the student strength has been progressing due to the motivation given by our dedicated staff not only to the parents but to students as well during the admissions campaign. Today the college is offering 5 UG Programmes in Arts, Science and Commerce streams along with Skill Oriented Certificate Courses. It is offering CBCS curriculum since 2015. It was accorded UGC 2(f) and 12(b) recognition by the University Grants Commission. Almost all the departments organized National seminars and published research articles in various reputed National and International Journals. Apart from these, some of our faculty members have successfully completed UGC-SERO Minor Research Projects and others are encouraged to apply for projects. We are moving ahead with a plan to establish a Research Centre in our college premises. Most of the departments have MOU's with other colleges, departments of the University, industries and organizing extension Lectures as part of MOUs, field visits, industrial visits etc., to give hands-on experience to our students. The college is also focusing more on improvising the infrastructural facilities in support of teaching learning process from time to time. Feedbacks from stake holders were collected, analysed and the inputs are utilized for academic and infrastructure development. College alumni play an active role in academic and socially responsible activities of the institution. We work further with an untiring zeal to transform our students into ethically strong, socially committed, self-reliant and employable.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years) Answer before DVV Verification : Answer After DVV Verification :15 Remark : As per documents provided by HEI, and excluding the multiple counting of the same courses, during the assessment period, thus DVV input is recommended.																				
1.2.2	<i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i> 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>73</td><td>17</td><td>69</td><td>69</td><td>11</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>108</td><td>24</td><td>00</td><td>34</td><td>32</td></tr></table> Remark : As per documents provided by HEI, and according to the changes done in the above related metric id 1.2.1, thus DVV input is recommended.	2021-22	2020-21	2019-20	2018-19	2017-18	73	17	69	69	11	2021-22	2020-21	2019-20	2018-19	2017-18	108	24	00	34	32
2021-22	2020-21	2019-20	2018-19	2017-18																	
73	17	69	69	11																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
108	24	00	34	32																	
2.1.1	Enrolment percentage 2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>73</td><td>13</td><td>68</td><td>69</td><td>11</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>73</td><td>13</td><td>68</td><td>69</td><td>11</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	73	13	68	69	11	2021-22	2020-21	2019-20	2018-19	2017-18	73	13	68	69	11
2021-22	2020-21	2019-20	2018-19	2017-18																	
73	13	68	69	11																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
73	13	68	69	11																	

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
240	320	320	320	320

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
240	120	320	320	320

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
69	12	64	62	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
61	10	56	53	16

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
69	12	64	62	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
168	168	168	168	168

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	7	8	9	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	07	09	09	09

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

2.6.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	30	17	09	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
49	48	08	09	17

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	31	20	11	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
56	52	11	11	21

Remark : As per revised data provided by HEI, thus DVV input is recommended.

3.3.2

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

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

Answer before DVV Verification:

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

5	1	2	2	2
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	0	2	2	2

Remark : As per documents provided by HEI, and only calendar year to be considered, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :00

Remark : As per documents provided by HEI, and MOUS done for the guest lecture should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.2	0.0533	0.5	1.0	1.5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.24	0.05	0.51	1.02	1.54

Remark : As per documents provided by HEI, and converting the values in lakhs up to 2 decimal points, thus DVV input is recommended.

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

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

Answer before DVV Verification : 20

Answer after DVV Verification: 11

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

4.4.1	Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs) 4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0.249</td><td>0.053</td><td>0.51</td><td>1.02</td><td>1.54</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : As per documents provided by HEI, and heads for the expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities, are not provided, thus DVV input is recommended.	2021-22	2020-21	2019-20	2018-19	2017-18	0.249	0.053	0.51	1.02	1.54	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.249	0.053	0.51	1.02	1.54																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
5.1.2	Following capacity development and skills enhancement activities are organised for improving students' capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : As per documents provided by HEI, thus DVV input iis recommended.																				
5.1.3	Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years 5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>73</td><td>17</td><td>69</td><td>69</td><td>11</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>120</td><td>100</td><td>60</td><td>80</td><td>52</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	73	17	69	69	11	2021-22	2020-21	2019-20	2018-19	2017-18	120	100	60	80	52
2021-22	2020-21	2019-20	2018-19	2017-18																	
73	17	69	69	11																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
120	100	60	80	52																	

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	5	12	10	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	03	07	06	03

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
66	16	50	30	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
49	48	08	09	17

Remark : As per revised data provided by HEI, and values for the metric id 5.2.1.2 be same as 2.6.3.1, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	25	11	03	02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	25	11	03	02

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	25	11	3	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	08	08	08	08

Remark : As per documents provided by HEI, and values for the metric id 6.3.3.2 be according to the IIQA be considered, thus DVV input is recommended.

2.Extended Profile Deviations

Extended Form Deviations

ID	Extended Questions																				
1.1	Number of students year wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>73</td><td>17</td><td>69</td><td>69</td><td>11</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>148</td><td>144</td><td>150</td><td>100</td><td>52</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	73	17	69	69	11	2021-22	2020-21	2019-20	2018-19	2017-18	148	144	150	100	52
2021-22	2020-21	2019-20	2018-19	2017-18																	
73	17	69	69	11																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
148	144	150	100	52																	
2.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 29 Answer after DVV Verification : 22																				
2.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>20</td><td>10</td><td>10</td><td>13</td><td>13</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>19</td><td>10</td><td>10</td><td>13</td><td>13</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	20	10	10	13	13	2021-22	2020-21	2019-20	2018-19	2017-18	19	10	10	13	13
2021-22	2020-21	2019-20	2018-19	2017-18																	
20	10	10	13	13																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
19	10	10	13	13																	