



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT DEGREE COLLEGE PADERU

**GOVERNMENT DEGREE COLLEGE, SUNDRU PUTTU, PADERU, ALLURI
SEETHARAMA RAJU DIST**

531024

<https://gdcpaderu.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College, Paderu was established in the year 1985 in the heart of the tribal area of Visakhapatnam District in Andhra Pradesh state.

Recognizing the need for accessible quality higher education to the downtrodden people in underserved areas, the college was founded by the government of Andhra Pradesh with the mission to empower tribal youth through quality education and skill development. The institution is dedicated to the distinctive educational environment that enables tribal youth not only in intellectual capacities but also in other dimensions of their personalities.

The college is affiliated with Andhra University, Visakhapatnam and has enjoyed the status of 2(f) and 12(b) sections of the UGC Act since 1998. The college was accredited by NAAC with B grade in the year 2008 during the first cycle and re-accredited with C grade in the year 2019 during the second cycle.

The college has been serving society through value-based quality education for the past 39 years and has become a brand for socially and economically weaker sections of society. The college is currently functioning with 10 UG programs, and 1 PG program altogether 1391 students on the rolls at present.

Vision

Our vision:

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

Mission

Our mission:

1. To strive for academic excellence through coordinated and consistent efforts.
2. To empower students with employable skills along with academic learning.
3. To make students more confident and self-reliant through all-round development of personality through co-curricular activities.
4. To produce students with commitment, and integrity coupled with entrepreneurial skills required for sustainable livelihood.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths:

1. Most sought-after college with a consistent demand Ratio of 1:2 for admissions since inception.
2. More percentage of women students in the college.
3. Availability of spacious and well-equipped laboratories for all science subjects.
4. Availability of full-time teaching staff for all subjects which includes 10 regular faculty, and 11 contract faculty.
5. Own Land of 27.23 acres to meet the future expansions of the college.
6. Mandatory Internship and Community Service Project (CSP) for all students.
7. Eco-friendly environment in the college.
8. Research motivated faculty members.
9. Availability of 9 smart classrooms with all modern ICT facilities.
10. Scope for expansion of infrastructural and academic facilities through RUSA 2. O, ST sub-plan and State Govt. Funds.
11. Adequate infrastructural facilities such as classrooms, staff rooms, girls waiting rooms and washrooms.
12. Attached Hostel facilities for Students (Boys and Girls)
13. Financial assistant through these Scholarships by the Government of Andhra Pradesh and Private organizations.
14. Unlimited Internet facility on the college campus
15. Well-equipped Gymnasium facilities for students (Boys and Girls)
16. Conduct of Extension activities regularly under the guidance of Four actively functioning NSS Units.
17. On-campus AP Skill Development Centre and JKC for conducting skill development and employability trying programs.
18. Availability of a Library with a rich collection of text/reference/ books for competitive examinations.
19. Excellent facilities are available on the campus for sports/ games/cultural activities.
20. Community integrated activities through NSS, Red Cross Society.
21. WiFi-enabled campus.
22. Big Play Ground

Institutional Weakness

Weaknesses:

1. Rural background of students
2. An inadequate number of Office and Supporting Staff to meet the requirements large number of students.
3. Lack of indoor games facilities for students.
4. Less number of students showing interest in opting for post-graduation studies.
5. Need to improve campus placement drives in the college
6. Transfers of faculty

Institutional Opportunity

Opportunities:

1. Scope for introducing vocational courses for securing immediate employment.

2. Scope for conducting short-term training programs to promote self-employment projects.
3. Scope for training students in sports/games activities such as athletics, archery and wrestling at national/University level.
4. Scope for organizing more skill development courses through JKC/APSSDC.
5. Scope for establishing MOUs/Collaborations with nearby HEIs and business organizations.

Institutional Challenge

Challenges:

1. Lack of communication skills among students due to Telugu medium at entry level.
2. Economic hardship forces many students to work over education.
3. Lack of sufficient transport facilities to commute.
4. High dropout rates are caused by economic pressures, early marriages and lack of parental support.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

College has been affiliated to Andhra University, Visakhapatnam since 1985 and is functioning with 10 UG programs, 1 PG program altogether 1391 on the rolls at present. Design of the curriculum and its periodical revision will be governed by the university in accordance with the guidelines Andhra Pradesh State Council of Higher Education (APSCHE). In the very beginning of every academic year, institutional academic calendar is prepared in line with affiliating university calendar as per the suggestions and recommendation of all Heads of department. Subject wise academic plans for coverage of syllabus and other co-curricular activities planned to conduct during the academic year are collected from all teaching departments. Syllabus copies of each subject are circulated among the students and also hosted on website. All the academic records such as teaching diary, curricular plan, teaching notes and activity register are maintained in CCE prescribed formats by all the faculty members and are reviewed by concerned Head of the department and Principal periodically. Examination committee prepares the schedule of internal examinations for each semester and conducts the examinations as per the timelines prescribed by the affiliating University. Innovative teaching methodologies by using ICT equipment such as PPTs, online videos, demos etc., in addition to regular chalk and chat methods are adopted by faculty members to make the regular teaching-learning process more effective.

Further seminars, guest lecturers, group discussions, Quiz competition, assignments, field trips and industrial visits are conducted to all the students for effective delivery of the curriculum. All the documents prepared by the departments are reviewed by the Principal and IQAC periodically. Two internal examinations are conducted in each core subject as per the SOP prescribed by the CCE. Remedial classes are conducted to identified academically slow learners for betterment of their performance. Feedback from students, staff, parents and Alumni is collected through structured questionnaire and analysed by the feedback committee and under the guidance of IQAC. Analysis report and action to be taken report will be submitted to the Principal for taking necessary action

Teaching-learning and Evaluation

The Institution adopts various innovative student centric methods to make teaching-learning process much more effective and to enhance learning experience. The learning process is enriched and empowered by the practices which develop critical thinking, communication and listening skills, problem solving skills and participation in various academic programs and competitions which makes the learning process very interesting. Assignments, unit tests, presentations and viva-voce are the regular internal assessment methodologies. College encourages the personal, intellectual and professional development of the students by adopting participatory student-centric methods.

Experiential learning include conduct of practical sessions, Computer practical sessions, conduct of field trips/industrial visits, Community Service Projects (CSP) and Internships under the mentorship of the faculty members. Participative learning include student seminars, workshops, debates and group discussions, Quiz programs and extension activities.

Continuous Internal Assessment (CIA) in all the core subjects is done for 25 marks as per the SOP prescribed by Commissioner of Collegiate Education (CCE). Valued answer scripts are circulated to the students by the concern teacher and grievances if any are recorded. All the grievances received from students are resolved under the supervision of Grievance Redressal Cell within a time frame and appropriate corrections are made by the teachers and uploaded in University Examination Portal.

More than 90% success rate in University end semester examinations every year placed the Institute as one of the best Institutes in Andhra University area in terms of academic excellence.

Students are encouraged to use ICT in their seminars and presentations. Pos and Cos for all the programs and courses offered by the college are circulated to the students and also hosted on the college website.

Students are motivated and guided by the faculty members in successful completion of CSPs and Internships.

Research, Innovations and Extension

Research promotion Committee has been functioning very actively for promotion of research spirit among students and staff. It organizes meetings in regular intervals and encourages faculty members to publish research articles in UGC care listed/ SCOPUS journals, to participate in workshops, conferences and seminars organized by reputed HEIs/ Scientific organizations. It also encourages to establish MOUs/ Collaborations with near by HEIs/ Scientific organizations for promotion of joint research and academic activities. Altogether 09 research articles published and 21 MOUs/collaborations established by the Institution during the assessment period 2018 to 2023.

50 Faculty Development Programs(FDPs) attended by the faculty members to update their subject domain knowledge during Assessment period.

Infrastructure and Learning Resources

The Institution has excellent infrastructure and other facilities on the Campus to run the existing academic programs as per the norms of AP State Council of Higher Education (APSCHE) and affiliating university. The College is in possession of 27 acres land to meet the future expansion of the institution.

Physical facilities available on the campus:

list of existing physical facilities equipped with all the required amenities on the campus

s.no	Name of the facility	No. available	Remarks
1	class room/ locative Hall	28	
2	Science laboratories	4	Physics, Chemistry, Botany, Zoology laboratories
3	Computer Centers (computer Science, Computer Application)	2	
4	Central Library.	1	
5	Seminar hall	2	
6	IQAC chamber	1	
7	Conference hall	0	
8	Principal chamber	1	
9	Administrative block	1	
10	Staff room	3	
11	Women Staff restroom	1	
12	Ladies waiting room	1	
13	Boys Hostel	1	
14	Girls Hostel	1	
15	Staff quarters	10	
16	Botanical garden	1	
17	APSSDC center	1	
18	open university study center	2	
19	vast play ground with facilities for all kinds of games / sports	1	
20	Function hall.	1	
21	Gymnasium (Boys & Girls)	2	
22	Canteen	1	

Computing facilities:

Location	No. of Computers	user

Principal chamber	01	Principal
Administrative block	04	Office staff
library	06	Students and faculty
Physics dept	01	faculty
Computer center	75	Staff and students
IQAC chamber	01	Co-Ordinator and members
JKC lab	30	Students and Faculty

ICT infrastructure:

S.no	Name of the facility	No. available
1	Smart Classrooms (Digital and Virtual)	06
2	LCD projectors	02
3	Xerox Machines	01
4	Printers & Scanners	15

Student Support and Progression

Excellent student support systems such as Sports/ Games & Cultural committee, Career Guidance Cell, Placement Cell have been established by the college and functioning very actively to provide appropriate guidance and support to the students. Coaching programs for attending various PG CET/ICET/CUCET examinations conducted by various State/ Central Universities are conducted for interesting students by respective departments to promote progression to the Higher Education

Institution maintains cordial relations with Alumni and encourages to organize specialized programs/activities in the interest of existing **students**.

Governance, leadership and management:

Institution was established in the 1985 in a Tribal area and dedicated to impart higher education to the downtrodden SC/ST categories in the society. Attached hostel facility has been provided to facilitate poor students with food and accommodation. All the students admitted into the college receive financial assistance in the form of fee reimbursement and scholarships.

The governance in the college promotes the functioning of the college through the policies and plans initiated and approved by the following statutory bodies/committees and implemented by the concerned authorities.

- Commissioner of Collegiate Education (CCE)
- Regional Joint Director for Collegiate Education (RJDCE)
- Academic Staff Council

- Finance Committee
- College planning and Development Council (CPDC)
- IQAC

Governance, Leadership and Management

It is the policy of the institution that the entire functioning and governance of the college must be done through the participative management and collective responsibility of the stakeholders. Meetings and discussions are held with the faculty, students, community representatives, Alumni and Parents in regular intervals to collect and finalize the activities and appropriate measures to be taken for the development of the college. The Principal in the capacity of head of the institution runs the administration through well-established statutory bodies to enhance the quality in all academic and administrative activities. The following committees are constituted for effective function of the college

- Academic Staff Council
- Finance Committee
- CPDC
- Examination Committee
- Research Promotion Committee
- Anti Ragging Committee
- Grievance Redressal Committee
- Games/Sports and Cultural Committee
- Women Empowerment Cell
- Feedback Committee
- Admission Committee

The self appraisal system is evident through API score and Academic and Administrative Audit(AAA) monitored by CCE every year. The academic Audit is aimed at self Assessment of teacher on the basis of Seven Criteria prescribed by NAAC.AAA is conducted by the external senior academic advisors from other colleges deputed by the CCE.

Institutional Values and Best Practices

The institution pays special attention in maintaining institutional values and adopting best practices for sustainable and eco-friendly campus maintenance.

Some of the best practices adopted by the institute include:

Gender equity: Several awareness programs are conducted by the college through Women Empowerment Cell of the college to sensitize the staff and the student to build a strong sense of gender equity. Men and women are treated on the same lines that women are no inferior to men in any respect.

Green campus initiatives: the institution has taken up various programs to make the campus green. The staff and the students together strive harder to maintain green campus by taking up plantation programs, maintenance of the plants by taking good care of them. The usage of plastic has drastically been reduced in the campus which makes the campus look even more beautiful.

The institution maintains healthy relationship with the community by extending service to it when requires. Through National Service Scheme (NSS) the students take part in various extension activities such as blood donation, awareness programs in respect of seasonal diseases and many other.

The college also takes up water conservation programs in the college at important locations to save water. This enables the students to be sensitized about the importance of saving natural resources.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE PADERU
Address	GOVERNMENT DEGREE COLLEGE, SUNDRU PUTTU, PADERU, ALLURI SEETHARAMA RAJU DIST
City	PADERU
State	Andhra Pradesh
Pin	531024
Website	https://gdcpaderu.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	V.CHITTAB BAI	08935-295115	9492346908	-	gdcpaderu.ac.in@gmail.com
IQAC / CIQA coordinator	P.KOTESWARA RAO	08935-250013	8985470026	-	koteshpuli109@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	Andhra University	View Document

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

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	GOVERNMENT DEGREE COLLEGE, SUNDRU PUTTU, PADERU, ALLURI SEETHARAMA RAJU DIST	Tribal	27	5200

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme	Name of Pro	Duration in	Entry	Medium of	Sanctioned	No.of

Level	gramme/Co urse	Months	Qualificatio n	Instruction	Strength	Students Admitted
UG	BSc,U G,BOTONY HONOURS	48	INTERMEDI ATE	English	40	39
UG	BSc,U G,CH EMISTRY HONOURS	48	INTERMEDI ATE	English	40	40
UG	BSc,U G,CO MPUTER SCIENCE HONOURS	48	INTERMEDI ATE	English	40	40
UG	BA,U G,HISTORY HONOURS	48	INTERMEDI ATE	English	40	40
UG	BCom,U G,GENARA L HONOURS	48	INTERMEDI ATE	English	60	60
UG	BA,U G,POL ITICAL SCIENCE HONOURS	48	INTERMEDI ATE	English	40	40
UG	BA,U G,SPL .ENGLISH HONOURS	48	INTERMEDI ATE	English	40	40
UG	BA,U G,SPL .TELUGU HONOURS	48	INTERMEDI ATE	English	40	40
UG	BCom,U G,C OMPUTER APLICATIO N HONOURS	48	INTERMEDI ATE	English	60	60
UG	BSc,U G,ZOOLOG Y HONOURS	48	INTERMEDI ATE	English	40	40

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				28			
Recruited	0	0	0	0	0	0	0	0	16	10	0	26
Yet to Recruit	0				0				2			
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				3
Recruited	2	1	0	3
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.	0	0	0	0	0	0	3	1	0	4
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	5	1	0	6
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	8	4	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	5		3		8

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	282	0	0	0	282
	Female	147	0	0	0	147
	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	1	1	2	1
	Female	1	0	0	1
	Others	0	0	0	0
ST	Male	224	223	267	381
	Female	127	175	141	156
	Others	0	0	0	0
OBC	Male	9	17	19	25
	Female	5	3	2	11
	Others	0	0	0	0
General	Male	2	2	5	3
	Female	0	0	2	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		369	421	438	580

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our college is affiliated with Andhra University, we follow the curriculum designed by the State Council of Higher Education and University. We have been implementing 4 year Honours with a Single major
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	<p>system in line with NEP-2020 policy as per the State of Andhra Pradesh guidelines and the State Council of Higher Education. It gives flexibility to the student regarding choosing courses and Multi-entry and exit options in UG. In this revised curriculum students can learn multidisciplinary courses, Life skill courses, Skill Development Courses and Community Service Projects. A four-year honour degree provides flexibility for students to choose courses and Multi-entry and exit options at the end of the year. Being an affiliated college we follow the University's prescribed curriculum, which gives a wide range of scope to learning multiple skills. In multidisciplinary/Interdisciplinary courses, students must study Arts and Science courses. Also, B.Sc students have to study Arts stream courses and Arts students have to study Science courses. So students can gain knowledge and improve multiple skills in the newly prescribed curriculum. In addition, students have to study the Environmental education course, the Indian Knowledge System(IKS) and skill enhancement course are implemented in the curriculum. The following multidisciplinary courses are in a 4-year honours degree. Multidisciplinary Courses for B.Sc Majors Semester – 1 A student has to choose any ONE of the following three courses 1. Introduction to Social Work 2. Principles of Psychology 3. Indian History Multidisciplinary Courses: for B.A./B.Com./BBA/BCA Majors Semester – 1 A student has to choose any ONE of the following three courses 1. Principles of Biological Sciences 2. Principles of Chemical Sciences 3. Principles of Physical Sciences</p>
2. Academic bank of credits (ABC):	<p>Our college is affiliated with Andhra University, as per the guidelines of the University we have initiated the process of creating an Academic Bank of Credits (ABC) for all the students. We have successfully registered Students' Academic Bank of Credit and Digi Locker. We conducted awareness programs for students to create ABC and Digi Locker. As per the guidelines of the university, we uploaded the ABC ID data to the University portal. The State of Andhra Pradesh is implementing the NEP-2020 policy (4-year honours with a single major) from the academic year 2023-2024 in which students have the opportunity to learn multidisciplinary courses, multi-entry and exit options to students.</p>

<p>3. Skill development:</p>	<p>The State of Andhra Pradesh Government and State Council of Higher Education have been taking all necessary steps to improve skill-based education and Job seeking Or Life Surviving Skills among the students by implementing the Internship/Apprenticeship training courses as part of the program. At the end of the Second Semester students do two weeks of Community Service Project (CSP), Short-term Internship and Long-term Internship, which are related to their subject of interest. So that students can gain Job training skills and survival skills. The student will go for Internship/Apprenticeship training for one full semester in the final year of the three-year degree course. Andhra Pradesh State Skill Development Corporation has established a Skill Development Centre in the college where students can learn computer Skills and job interview skills and they conduct Job Mela Programs every end of the academic year. Also, we have the Jawahar Knowledge Centre (JKC) in our college; the mission of the JKC is to enhance employment opportunities through conducting training classes for the students. We have been conducting training classes for the students like interview skills, analytical skills and Communication skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The appropriate integration of the Indian Knowledge System(IKS) into education can help students better understand their cultural heritage and connect with their roots. We have been following a few steps for integrating Indian Knowledge Systems into education, particularly through teaching in Indian languages and culture. As per the NEP-2020 policy, the State of Andhra Pradesh is implementing a new education policy(4 year Honours with a Single major system) in UG. As an affiliated college, we strictly follow the University curriculum, so we have integrated Indian Knowledge into students' curriculum by organizing various events like Stage performances of local folk dances, local festivals and quizzes, The Department of Commerce conducted field trips and projects for commerce students to understand and promote the local food varieties and trading practices. The Department of Telugu and Hindi have conducted Seminars, and workshops for understanding the local native languages, their culture and food habits and we conduct Food</p>

	<p>festivals on our college campus. Our college is locating Agency Area (Tribal Area), and most of the students belong to the tribal community. Here almost 3 tribal languages are largely spoken by native people and our students. But still, there is no script for those languages. We organize Youth Festival programs every year in our college to promote and encourage local culture and traditions and their talent. “Dimsha” is a local folk dance for native people. Our students also dance in Youth Festival Programs. We have been using the Telugu language (Bilingual Method) in all English medium courses to encourage a better understanding of concepts. Telugu is a regional language so students are being used largely in both written and spoken form.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome Based Education is an essential tool in every Institution. Our college has been implementing the New Education Policy 2020 so that we strictly follow and take all possible methods to implement the program outcomes and course outcomes of our curriculum. We have been using online tools for better understanding of the topics, conducting various activities regarding teaching learning and providing teaching learning materials. And also we engage stakeholders, such as employers and industry partners so that this will ensure that the learning outcomes are relevant to the needs of the industry and that graduates are prepared for the workforce.</p>
6. Distance education/online education:	<p>Distance education and online education are essential for the students. It gives accessibility to learning new courses, different aspects and skills. Our faculty are using online platforms like, Google Meet, OBS, Google Classroom and Google Forms for teaching online classes. We use Google Classroom and Google Forms for Internal evaluation. During the pandemic, our faculty taught lessons to the students by using online platforms. Our students are registered in the SWAYAM portal for learning new courses through online mode.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club has been established in the college following the principal's guidelines.
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	<p>The principal serves as the club's chairperson, with one staff member appointed as the coordinator. Additionally, two lecturers and several students have been included as members, ensuring a diverse and effective team dedicated to promoting electoral literacy and engagement within the college community.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the college appoints the student coordinator and the coordinating faculty members. The Electoral Literacy Clubs (ELCs) are fully functional and active within the college. They are representative in character, comprising a diverse group of members including the principal as the chairperson, a staff member as the coordinator, two lecturers, and several students, ensuring a comprehensive approach to promoting electoral literacy and engagement.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Our students, being well-versed in the principles of democracy and the Indian election system, including the procedures for electing representatives to the Parliament and State Assemblies, fully understand the importance of participating in the electoral process. The first crucial step in this process is registering oneself as a voter. Embracing this challenge, our students ensured that they registered as voters if they met the eligibility criteria. In addition, they undertook extensive campaigning to raise awareness among the public about voter registration. Their dedicated efforts resulted in many previously unregistered youth enrolling in the electoral list. This proactive approach not only enhanced voter registration rates but also underscored the importance of civic engagement and participation in the democratic process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Every year on January 25th, we observe National Voter's Day to highlight the importance of democracy and voting. As part of this initiative, some of our students conducted surveys among the public, preparing questionnaires that included pertinent questions about the concept of democracy, the importance of elections in safeguarding the constitution, and how democracy is upheld. The public participated actively, although our students occasionally encountered irrelevant questions or doubts. Despite these challenges, the students successfully clarified their doubts and convinced the participants about the significance of the electoral</p>

	<p>process. Additionally, our students organized awareness drives to emphasize the importance of participating in elections. These efforts yielded remarkable results, fostering a deeper understanding of democratic values within the community. This annual observance reinforces the importance of civic engagement and ensures that eligible individuals are informed and encouraged to register and vote.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Every year on January 25, in celebration of National Voter’s Day, our college conducts an awareness meeting on the importance of democracy and voting. This initiative is organized with the support of local revenue teams, students, and staff. During the event, we emphasize the significance of participating in the democratic process and exercising one's right to vote. Additionally, a voter enrollment drive is conducted, enabling eligible candidates to register as voters. This annual event not only educates and motivates our college community about their civic duties but also actively facilitates voter registration to ensure that everyone has the opportunity to contribute to the democratic process.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1391	1393	1199	1088	1106
File Description		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: 36

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
64.57945	53.56418	31.28041	193.18643	13.97471
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The college has been affiliated to Andhra University, Visakhapatnam since 1985. The design of the curriculum and its periodical revision will be governed by the university in accordance with the guidelines Andhra Pradesh State Council of Higher Education (APSCHE). At the very beginning of every academic year, the institutional academic calendar is prepared in line with the affiliating university calendar as per the suggestions and recommendations of all Heads of department. Subject-wise academic plans for coverage of syllabus and other co-curricular activities planned to be conducted during the academic year are collected from all teaching departments. Syllabus copies of each subject are circulated among the students and also hosted on the website. All the academic records such as teaching diary, curricular plan, teaching notes and activity register are maintained in CCE-prescribed formats by all the faculty members and are reviewed by the concerned Head of the department and principal periodically. The examination committee prepares the schedule of internal examinations for each semester and conducts the examinations as per the timelines prescribed by the affiliating University. Two MID examinations are conducted in each core subject for 25 marks. The examination is conducted for 35 marks covering all short-answer, And answer questions and a Weightage of 5 marks for assignments, 5 marks for performance in seminars and other academic competitions, and 5 marks for participation in extension activities. The total evaluation of the MID examination is taken for 50 marks and scaled down to 25 marks. Innovative teaching methodologies by using ICT equipment such as PPTs, online videos, demos etc., in addition to regular chalk and chat methods, are adopted by faculty members to make the regular teaching-learning process more effective.

Further seminars, guest lecturers, group discussions, Quiz competitions, assignments, field trips and industrial visits are conducted to all the students for effective delivery of the curriculum. All the documents prepared by the departments are reviewed by the Principal and IQAC periodically. Two internal examinations are conducted in each core subject as per the SOP prescribed by the CCE. Remedial classes are conducted to identify academically slow learners for the betterment of their performance. Special coaching classes covering the content of various State/Central universities' PG CET examinations and competitive examinations are conducted for all interesting students.

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: 40

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

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: 53.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
1231	659	180	673	581

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:

For all the UG programs the following courses were introduced by the affiliating University under Foundation Course (Part-II) in CBCS pattern up to the academic year 2019-2020.

1. Human Values and Professional Ethics
2. Science and Civilization
3. Environmental Education
4. Entrepreneurship
5. Leadership qualities

Later from the academic year 2020-2021, the above courses will be offered under the title Life Skill courses (LSCs) in addition to some useful skill Development courses (SDCs) such as Poultry management, electrical appliance, Information Communication Technology, Health and Hygiene, analytical skills and Basic Statistics as per the revision of curriculum by APSCHE.

Special lecturers are arranged to create environmental awareness among the students by inviting eminent personalities as resource persons. Messages to create awareness on environmental concerns, water conservation, uses of tree plantation, rainwater harvesting, power conservation etc., are displayed in different corners of the campus. Special focus is given to avoiding the use of plastic materials to make the campus plastic free zone. Women Empowerment Cell is very actively functioning to address the gender issues and welfare of female students. Awareness programs covering gender discrimination, domestic violence, early girl child marriages, eve teasing, Women's health and hygiene, women's rights and family values are conducted by inviting eminent resource persons. Yoga and meditation programs are also arranged on How to control emotions and stress management which helps the students to lead a beautiful, peaceful and ideal life. NSS Programme Officers organize youth festivals, special camps in adopted villages and awareness programmes on socio-economic issues to promote leadership and event-organizing skills among students. Inclusion of the subjects offered under Life Skill and Skill Development Courses significantly improved the all-round capacities of the students.

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: 58.09

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

Response: 808

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 97.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
531	580	438	421	369

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
580	580	438	421	369

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: 23.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	73	45	43	38

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

2022-23	2021-22	2020-21	2019-20	2018-19
290	290	180	180	180

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: 53.5

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Institution adopts various innovative student-centric methods to make the teaching-learning process much more effective and to enhance learning outcomes. The learning process is enriched and empowered by the practices which develop critical thinking, communication and listening skills, problem-solving skills and participation in various academic programs and competitions which makes the learning process very interesting. Assignments, unit tests, presentations and viva voce are the regular internal assessment methodologies. The college encourages the personal, intellectual and professional development of the students by adopting participatory student-centric methods. All the faculty members take care of allocating an adequate number of teaching hours for the inclusion of innovative student-centric methods in curricular plans and lesson plans. All the planned academic activities are conducted by the faculty as per the schedule without any deviation. The conduct of scheduled academic activities is regularly monitored by IQAC and the Principal periodically.

All the faculty members are very well trained in using modern ICT in the regular teaching and learning process. Under the LMS (Learning Management System) initiative by CCE, some of the faculty members created subject-wise videos and uploaded them in student groups to promote self-study among the students. It is very well received and appreciated by the students.

Some of the student Centric methods adopted by the institute under experiential learning include Conduct of practical sessions, viva-voce, Computer practical sessions, conduct of field trips/industrial visits, Field/study projects assigned by Zoology, Botany, Physics, Chemistry, Computer Science/Applications, History and Commerce departments, PPT presentations, project documentation and demo, Community Service Projects (CSP) under the guidance of faculty members and Internships under the mentorship of the faculty members.

Participative learning and problem-solving methodologies include student seminars, Participation in workshops organized by various departments, Participation in debates and group discussions conducted by the departments, Participation in Quiz programs organized by the departments and Participation in extension activities.

Students are encouraged to make use of the available ICT infrastructure in the college to prepare their seminar topics, presentations, project reports and videos.

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: 87.14**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	28	28	28

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: 49.18**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

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

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:

The assessment of the students is carried out by each department on the basis of marks obtained in internal examinations, assignments, practical examinations, performance in academic competitions and end semester examinations. In each core subject, the internal examination is conducted for 25 marks and an end-semester examination is conducted by the university for 75 marks. Two MID examinations are conducted in each core subject for 25 marks. The examination is conducted for 35 marks covering all short-answer, And answer questions and a Weightage of 5 marks for assignments, 5 marks for performance in seminars and other academic competitions, and 5 marks for participation in extension activities. The total evaluation of the MID examination is taken for 50 marks and scaled down to 25 marks. The evaluation methodologies and weightage are communicated to all the students by the respective departments in the beginning of the academic year itself. The schedule of Internal Examinations along with the portion of the syllabus is communicated to the students well in advance and also posted in student's Whatsapp groups.

Marks obtained by the students in all the internal examinations conducted by the college are displayed on the notice board within 7 to 10 days. The students are provided with valued answer scripts by the respective subject teacher. Doubts and queries raised by the students are clarified by the concerned teacher. If any wrong posting or discrepancy is traced, appropriate corrections are made by the examiner before finalizing the award list to be submitted to the affiliating university. The internal assessment is also done by the faculty members in the areas of attendance, participation in various academic competitions and extension activities.

The Institution has set up a perfect mechanism to deal with the examination-related grievances of the students. The Examination Committee takes care of resolving all types of examination grievances received from the students. Grievances expressed by the students in internal examinations are settled within a week by the respective subject teacher. Mistakes noticed in totalling or posting of marks are corrected by the examiner immediately. After announcing the end-semester results by the university, students who are not satisfied with the marks obtained in their subjects approach the Examination Grievance Committee for guidance. Members of the Examination Grievances Committee provide necessary guidance and support to the students in submitting data required by the university for re-totalling/valuation along with the prescribed university fee within the stipulated time.

File Description	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:

The attainment of Program Outcomes (POs) and Course Outcomes (Cos) plays a vital role in ensuring the quality of education and preparing students for their future endeavours. POs represent the overall goals of the educational program whereas Cos describe the specific learning objectives of the individual courses. Departmental meetings are held periodically to discuss and finalize the Pos and Cos of their respective subjects and communicate to IQAC for final approval. After finalizing all the Pos and Cos of the programs offered by the college, they are displayed in the departments and hosted on the website. The attainment of POs and COs are evaluated in the following key points pertaining to a specific Program of study.

1. Curriculum design
2. Teaching-Learning methodologies
3. Assessment strategies
4. Feedback mechanism
5. Continuous improvement
6. Industry interface
7. Co-curricular and extra-curricular activities

At the end of each program, the PO assessment is done from the CO attainment of all curriculum components. Each course has a defined set of course outcomes and corresponding evaluation criteria. The course outcomes are mapped to the program outcomes which are used to provide the quantitative measurement of how well the program outcomes are achieved. In each course, the level of attainment of each CO is compared with the predefined targets. With the help of CO against PO mapping, the POs attainment is calculated for the 2021-2023 graduated batch for each program.

File Description	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:

The Pos and COs are the qualities that must be imbibed in the graduates by the time of completion of

their program. At the end of each program, the assessment of Pos and COs is done from the attainment of all curriculum components. Each course has a defined set of course outcomes and corresponding evaluation criteria. The course outcomes are mapped to the program out comes which are used to provide the quantitative measurement of how well the program out comes are achieved. In each course, the level of attainment of each Cos is compared with the pre-defined targets. Using CO s against PO s mapping, the attainment is calculated for 2020-2023 graduated batches for each program is given below.

Pos/Programs		PO1	PO2	PO3	PO4	PO5	PO6	PO7
B.A HEP	DA	83.16	86.12	87.89	86.52	84.12	88.24	87.37
	IA	86.34	89.92	90.12	82.32	84.15	86.12	85.35
	FA	87.16	87.25	84.36	81.26	80.28	85.21	84.12
B.A SPL. ENGLISH	DA	82.20	89.12	81.24	89.16	89.68	92.65	85.23
	IA	82.24	88.12	89.10	82.36	84.12	86.12	84.32
	EFA	83.16	82.22	83.37	80.24	80.27	85.23	81.13
B.A SPL. TELUGU	DA	81.26	84.14	79.79	78.54	82.14	89.24	86.36
	IA	82.35	88.94	90.16	81.32	84.16	86.12	85.45
	EFA	86.16	88.22	90.36	82.26	83.25	86.22	81.13
B.SC MPC	DA	79.19	83.11	89.82	81.54	82.14	88.22	87.36
	IA	82.34	88.94	89.12	82.32	80.15	86.16	85.75
	FA	82.16	81.22	81.36	81.48	82.28	83.22	82.12
B.SC MPCs	DA	80.26	79.18	79.80	85.54	81.12	89.22	86.56
	IA	85.36	88.96	89.16	82.32	81.16	85.12	84.48
	FA	88.18	86.24	87.36	82.22	82.28	86.22	81.18
B.SC BZC	DA	82.25	87.12	81.25	79.16	89.62	90.65	85.24
	IA	81.22	81.12	89.15	85.32	80.12	83.14	82.34
	FA	83.18	83.24	82.39	81.24	83.27	80.24	82.13
B.SC BZH	DA	81.21	87.22	80.21	79.12	88.61	89.66	82.22
	IA	79.22	81.11	79.95	85.39	85.12	82.15	82.38
	FA	81.12	89.24	79.39	79.26	81.29	80.22	82.16
B.COM GEN	DA	79.28	80.14	82.80	85.56	81.21	87.24	84.58
	IA	81.36	86.16	87.17	80.32	83.16	84.14	82.46
	FA	86.14	84.26	88.36	84.24	81.22	85.28	82.16
B.COM CA	DA	79.21	84.24	86.21	82.14	82.66	89.68	81.24
	IA	79.28	80.12	80.94	84.38	85.16	82.15	82.40
	FA	80.12	89.26	79.42	79.28	81.32	81.23	82.18

File Description	Document
Provide Link for Additional information	View Document

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 99.12**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
371	373	312	310	446

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

2022-23	2021-22	2020-21	2019-20	2018-19
384	386	325	317	450

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

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process**Response:** 3.51

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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, Paderu has recognized the importance of fostering innovation, promoting research culture, awareness about Intellectual Property Rights (IPR) and facilitating knowledge transfer among students and faculty. The institution has taken up and successfully implemented the following initiatives to achieve the objectives of ecosystem innovations and transfer of knowledge.

1. Provided mentorship and guidance by all the faculty members to the students in the successful completion of Community Service Projects (CSP), Short-term internships and long-term internships. Conduct of CSP under the able guidance of faculty members in rural remote villages received a lot of appreciation from the community and Village Administration Authorities.
2. A good number of Entrepreneurship Development Programs are organized by inviting successful Entrepreneurs as resource persons to promote entrepreneurship ideas among students.
3. Arranged short-term / Long-term internships with students in nearby industries and Business

Organizations to promote the transfer of knowledge and technology between academia, industry and society.

4. In association with The Deputy Controller General of Patents, Trademarks Designs (CGPDTM) Chennai, the Research Promotion Committee has conducted online awareness programs for the students and faculty on IPR Laws, Process of Patenting, copyrighting, trade marking and best practices.
5. Established MoUs/Collaborations with reputed NAAC-accredited HEIs and Business Organizations to share their expertise, resources and networks for mutual benefit.
6. A good number of add-on/certificate Courses were conducted under the guidance of senior faculty members to enhance the subjective knowledge as well as the Computational skills of the students.

By implementing the above strategies, the college has created a vibrant eco-system that fosters innovation, awareness of IPR and transfer of knowledge.

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: 26

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	13	3	0	2

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

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**Response:** 0.33**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	2	00	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
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:** 0.14**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
05	0	0	0	0

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

3.4 Extension Activities

3.4.1

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

Response:

More Than 90% of the admitted students into the College come from rural areas with Poor backgrounds and mostly depend on the financial assistance provided by the Government in the form of scholarships. Hence, they are familiar with the socio-economic problems of underprivileged sections of society. They are exposed to the problems and social issues of weaker sections through the extension activities conducted by the college that lead to their holistic development. NSS Volunteers are involved very actively in organizing Community development activities. As a part of the Social responsibility of the institute, the college has adopted 2/3 villages viz., Vanthadapally, Kindangi, and conducts socio-economic surveys and awareness programs regularly in the interest of the community.

Awareness programs on several social issues such as environmental protection, Girl Child Education, Child labour and early marriages, Road Safety, Cashless transactions, ODF, HIV/AIDS, Cybercrimes, use of LED bulbs, clean & green hazards of plastic materials, tree plantation etc., are conducted in the interest of the community. Regular conduct of the Swachh Bharath program has created a sense of civic responsibility among the students.

Swachh Bharath drives have been conducted by NSS units to clean the Surrounding places of the College and also some identified public places such as nearby government schools, hospitals and wards in the Villages.

Blood donation camps are regularly conducted in association with Red Cross/Government Area Hospital blood banks, with active involvement from NSS volunteers and students. Over the past five years, both students and staff of this college have voluntarily come forward to donate blood, resulting in the collection of as many as 156 units. The chief objective of this blood donation program was to aid female students in the region in fighting sickle cell anaemia, a perennial disease. Through this activity, students have been enlightened on the importance of extending their services to society beyond regular studies.

Voter awareness programs and registration drives are conducted for students above 18 years of age in association with Revenue authorities. NSS volunteers are deputed to render Voluntary services during local village festivals / Jatharas.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

In the journey of organizing various awareness programs and extension activities in the neighbourhood community, the College has been honoured with the following appreciations and recognitions.

1. Received appreciation letters from the Red Cross Society for conducting blood donation camps and donating a good number of blood packets every year (156 Units of blood donated in the past 5 years).
2. received appreciation Letters from Village Sarpanch and Village Administrative Authorities for successfully organizing special comps of 7/10 days duration and conducting various useful social awareness programs in the interest of villagers.
3. received appreciation letters from the Organizers of local village festivals for extending voluntary services in queue line control, distribution of prasadam, announcements etc.,

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: 53

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	11	11	7	10

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: 20

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institution has excellent infrastructure and other facilities on the Campus to run the existing academic programs as per the norms of the AP State Council of Higher Education (APSCHE) and affiliating universities. The College is in possession of 27 acres of land to meet the future expansion of the institution.

list of existing physical facilities equipped with all the required amenities on the campus.

s.no	Name of the facility	No. available	Remarks
1	classroom/ locative Hall	28	
2	Science laboratories	4	Physics, Chemistry, Botany, and Zoology laboratories
3	Computer Centers (Computer Science, Computer Application)	2	
4	Central Library.	1	
6	Seminar hall	2	
7	IQAC chamber	1	
8	Conference hall	0	
9	Principal chamber	1	
10	Administrative block	1	
11	Staff room	3	
12	Women Staff restroom	1	
13	Ladies waiting room	1	
15	Boys Hostel	1	
16	Girls Hostel	1	
18	Staff quarters	10	
19	Botanical garden	1	

20	APSSDC center	1	
21	open university study centre	02	
22	vast playground with facilities for all kinds of games/sports	1	
23	Function hall.	1	
24	Gymnasium (Boys & Girls)	2	
26	Canteen	1	

Computing facilities:

Location	No. of Computers	user
Principal chamber	01	Principal
Administrative block	04	Office staff
library	06	Students and faculty
Physics dept	01	faculty
Computer center	75	Staff and students
IQAC chamber	01	Co-Ordinator and members
JKC lab	30	Students and Faculty

ICT infrastructure:

S.no.	Name of the facility	No. available
1	Smart Classrooms (Digital and Virtual)	6
2	LCD projectors	02
3	Xerox Machines	01
4	Printers & Scanners	15

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

4.1.2

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

Response: 66.86**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
44.51622	2.41968	2.187	188.48359	0.8175

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The college has a spacious Central Library with a large Collection of textbooks, reference books, and back volumes. journals, old literature, encyclopedias, books for Competitive examinations, Periodicals and dailies. All the activities of the library are monitored by the Library Advisory Committee under the chairmanship of The Principal. Whenever changes occur in the curriculum, the Library Advisory Committee calls for the indent of the departmental requirements of textbooks & reference books and submitted to the principal for placing the order. The vision and mission of the institute are successfully realized through the library by providing information services and access to print resources in a comfortable environment to the students, scholars and staff members.

Altogether it Caries

S.No	Details	Information
1	Total area of the Library	1400 Sq.ft
2	Total Seating Capacity	60
3	Total No. Of titles	5280
4	Total No. Of Books	24570
5	Total No. of Journals	05

6	Total No. of Magazines	03
7	Total No. of CDs	300
8	E-Resource	INFLIBNET

Bar-coding technology is used in transactions. The library is kept open between 9 am to 5 pm on all working days and catering the needs of more than 1500 students and staff members. On average 75 to 100 students and 15 to 20 faculty members visit the library daily for their academic needs and references.

Facilities and services available in the library

1. All library services are fully automated using Soul 3.0 software
2. LAN and internet facility provided in the library
3. 5 computer systems with unlimited internet facilities are provided for accessing online e-resources.
4. The library has open open-access system.
5. WiFi facility
6. Access to DELNET and NDL e-resources.
7. Journal/ magazine reference
8. Photocopying facility
9. Gate register
10. Fire extinguishers
11. CC Camera surveillance

Budget amounts allocated for the library during the past 5 years

Year	Budget
2018-2019	751572
2019-2020	0
2020-2021	0
2021-2022	139500
2022-2023	232000

Notifications pertaining to various State/Central universities Post Graduate Common Entrance Tests and employment notifications issued by SSC, IBPS, Private organizations etc., are displayed on the library notice board and awareness programs organized by the library staff.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The IT facilities provided on the campus have been updated in several phases during the last five years.

1. Upgradation of hardware has been carried out on a regular basis as per the requirements of software prescribed for Computer Science / Applications departments.
2. The majority of the old systems have been replaced with the latest configuration systems.
3. All the systems are connected through LAN with an Internet facility.
4. 6 Internet connections with 100 Mbps bandwidth are available on the campus
5. Bio-metric attendance devices are available for recording staff and students' attendance.
6. The campus is Wi-Fi enabled.
7. The activities of the institute are under video surveillance with 25 CC cameras.
8. Internet connectivity of 50 Mbps during 2018-19 has been increased to 100 Mbps by 2023.

Software available:

1. C, C++ and Java
2. HTML, CSS, JAVA Script
3. PHP/ MY SQL
4. PHOTOSHOP
5. MS OFFICE
6. TALLY

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: 13.38

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

Response: 104

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

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: 33.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
20.06323	51.1445	29.0934	4.70284	13.15921

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

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: 84.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
1364	1183	945	864	891

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](#)

5.1.2

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

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

Response: A. All of the above

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

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: 42.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
1122	525	193	355	440

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: 3.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	29	02	05	03

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

2022-23	2021-22	2020-21	2019-20	2018-19
335	372	305	295	329

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

5.2.2

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

Response: 1.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	0	0	01	02

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

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: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	0	01	01	03

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 22.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	17	01	22	32

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:

There is no registered Alumni Association in the college. However, active Alumni members with their respective batch mates hold meetings in the college and contribute significantly for the welfare and benefit of the students. Efforts have been started to establish GOVERNMENT DEGREE COLLEGE ALUMNI ASSOCIATION – PADERU (GDCAAP) under the guidance of Principal, IQAC Coordinator and active members of Alumni with the following aims and objectives from the academic year 2024-25.

Aims & Objectives

To maintain a database of the Alumni to create awareness among the former students of GDC, Paderu.

To motivate and inspire the present students by conducting interactive sessions with well-settled and top-positioned members of the Alumni.

To establish cordial relations with the faculty and students of the college.

To offer medals and incentives (cash prizes) for academically bright students and best performers in Sports & Games and cultural events.

To arrange awareness sessions and guest lectures on employment opportunities in IT, Pharma, Chemical, banking, insurance etc., sectors.

Contribution of the Alumni

1. The Alumni Members donated grass cutters to NSS UNITS.
2. The Alumni Members donated bulletin boards/pin-up boards.
3. The Alumni Members donated plants, including 20 apple trees, 220 pineapple plants, and other varieties.

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:

VISION

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

MISSION

1. To strive for academic excellence through coordinated and consistent efforts.
2. To empower students with employable skills along with academic learning.
3. To make students more confident and self-reliant through all-round development of personality through co-curricular activities.
4. To produce students with commitment, and integrity coupled with entrepreneurial skills required for sustainable livelihood.

The institution was established in the year 1985 by the Government of Andhra Pradesh in a rural Agency Area and is dedicated to imparting higher education to the downtrodden ST category students. The attached hostel facility has been provided since inception to facilitate poor students with food and accommodation. All the students admitted into the college receive financial assistance in the form of fee reimbursement and scholarships. More than 90% of the students come from Agency tribal families. The institution has gained a great reputation for maintaining good traditions and values for the past 6 years in addition to providing quality education to the students. Consistent increase in student progression even in the present-day competition from private institutions side stands as a clear indication of the reputation gained by the institution.

The governance in the college promotes the functioning of the college through the policies and plans initiated and approved by the following statutory bodies/committees in accordance with the guidelines of the Regional Joint Director (RJD) and Commissioner of Collegiate Education (CCE).

1. Academic Staff Council
2. IQAC
3. College Planning and Development Council (CPDC)
4. Admissions Promotion Committee
5. Examination Committee
6. Research Promotion Committee
7. Anti-ragging committee
8. Grievance Redressal Committee

9. Sports and Games Committee
10. Fine Arts Committee
11. Feedback committee
12. Women Empowerment Cell
13. NSS Advisory Committee
14. Library Advisory Committee
15. Finance Committee

It is the policy of the Institution that the entire functioning and governance of the college must be done through participative management and collective responsibility of stakeholders. Meetings and discussions are held with the faculty members, students, community representatives, alumni and parents at regular intervals to collect and finalize the activities and appropriate measures for the development of the college. The Principal in the capacity of Head of the Institution runs the administration through the well-established statutory bodies as per the SOP and guidelines of RJDCE and CCE to enhance the quality of all academic and administrative activities.

NEP recommendations have been implemented in all the private and government degree colleges of Andhra Pradesh from the academic year 2023 – 2024. As a result, all the traditional three major Science, Arts and Commerce courses were replaced by Single Major Honors Degree programs. As per the decision taken by the Academic Staff Council, 10 Single major programs have been introduced in the college from the academic year 2023-24.

File Description	Document
Upload 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:

Every year at the very beginning of the academic year, perspective plans are evolved and deployed in the identified areas through academic and administrative activities, budget allocation, effective action plans and regular review of outcomes to ensure the achievement of strategic plans. Committees constituted by senior faculty members make need analysis at the ground level and are followed by the identification of resources. Financial resources and requirements are submitted to the government through CCE for approval. Based on the funds released by the government, plans are executed.

Keeping in view the recommendations of the previous NAAC peer team, the following perspective plan has been set to achieve during the NAAC assessment period 2018 to 2023.

S.no.	Strategic Plan	Implementation
1	Conduct of Skill based Value Added Courses and English Proficiency courses	13 skill development Courses have been conducted by the Faculty in the areas of soft Skills, Life Skills and Technological Skills.
2	Formal feedback mechanism from all stakeholders be strengthened for future planning and development	Feedback collected from all the stakeholders, analyzed under the guidance of IQAC and submitted to the Principal for necessary action.
3	Conduct of Add on/ Certificate Courses	40 Add-on courses and –Certificate courses successfully organized by the various departments and awarded certificates.
4	Establishing MOUs/Collaborations with nearby reputed HEIs and Organizations	21 MOUs/ Collaborations established with nearby HEIs and Organizations. Activities also conducted for mutual benefit
5	Enhancing the use of ICT in regular Teaching Learning Process	The use of ICT in the regular teaching-learning process is significantly improved by the faculty. To make the learning experience more effective
6	Increasing Internet Bandwidth	Internet bandwidth increased from 50 Mbps to 100 Mbps during the assessment period

The Academic Staff Council plays the role of the top management and works in close cooperation with the Principal to regulate and maintain the academic environment in the college. Principal as Head of the institution in consultation with the members of the following committees implement the decisions and policies.

1. Academic Staff Council
2. IQAC
3. College Planning and Development Council (CPDC)
4. Finance Committee
5. Admissions Promotion Committee

6. Examination Committee
7. Research Promotion Committee
8. Anti-ragging committee
9. Grievance Redressal Committee
10. Sports and Games Committee
11. Fine Arts Committee
12. Feedback committee
13. Women Empowerment Cell
14. NSS Advisory Committee
15. Library Advisory Committee

Recruitment and promotions of regular teaching & non-teaching staff members of the college will be done as per the guidelines of the Commissioner of Collegiate Education and Government of Andhra Pradesh.

Service and leave rules applicable to the regular teaching & non-teaching staff members of the college are governed by the CCE and the government of Andhra Pradesh.

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

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:

Performance Appraisal of the teaching staff members will be assessed in the following two ways.

API scores are scored by individual staff members at the end of every academic year as per the UGC guidelines.

Overall performance of the individual teaching staff member in the Academic and Administrative Audit conducted by the Academic Advisors appointed by CCE.

The UGC-prescribed format is supplied to the individual faculty members at the end of every academic year and collected by IQAC. It consists mainly of the categories covering Teaching, Learning and evaluation-related activities, Professional development, Co-curricular and extension activities, and Research and Academic contributions. The formats collected from the individual faculty members were forwarded to the Principal for final evaluation after due verification of IQAC. The final API scores obtained by the teaching staff members are submitted to the Commissioner of Collegiate Education online every year.

API scores are mandatory for all types of promotions such as Career Advancement Scheme, Associate Professor, Professor, Principal etc., and also for selection for the State Best Teacher award.

At the end of every academic year, Academic Advisors deputed by the Commissioner of Collegiate Education visit the college and conduct the Academic and Administrative Audit (AAA) of individual faculty members and also the institute. The performance of individual faculty members for all the items in the CCE-prescribed format is evaluated and grades are awarded.

Academic Advisors award a final grade to the institution by considering the grades of all the faculty members and evaluating the performance of other supporting activities of the college,

All the welfare measures offered by the Government of Andhra Pradesh such as APGLI, GPF, GIS, EHF etc., apply to the teaching and teaching staff members of the college.

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: 21.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	0	0	0	0

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

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: 36.5**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
25	10	6	5	4

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

The major resources for the mobilization of funds are student tuition fees, special fees, CPDC fees, restructuring fees and skill development fees. The Institution has been recognized under 2(f) and 12(b) sections of UGC and has eligibility to receive funds for various schemes and programs sponsored by UGC.

1. Salaries for regular/contract/guest faculty members and non-teaching staff members are paid by the Government. Maintenance and running expenditures such as electricity bills, telephone & internet bills, stationary bills etc., will be met from the budget sanctioned by the government.
2. In addition to the regular salary and maintenance grants from the Government of Andhra Pradesh, the college receives additional grants from funding agencies such as UGC, RUSA etc., under various schemes. Grants received for specific purposes are utilized for the same and the audited reports along with utilization certificates will be submitted to the respective Agency.
3. College receives special grants under the heads SC/ST BOOK BANK FACILITY for procuring textbooks & reference books for exclusively SC/ST students and MACHINERY & EQUIPMENT (M&E) for procuring computers, printers, scanners and equipment required for science laboratories.
4. IQAC make all the efforts to apply for all the eligible schemes offered by UGC and other funding agencies.
5. New buildings for the creation of additional classrooms were constructed by utilizing the grants received under the scheme UPGRADATION TO MODEL DEGREE COLLEGE from RUSA 2.0. Digital classrooms, virtual labs, and JKC computer lab were also established with all the required ICT facilities such as scanners, printers, digital podiums, Xerox machines etc.,
6. The Finance Committee and Planning and Monitoring Unit (PMU) constituted by the college regularly monitors the proper utilization of finances.
7. Financial audit of the institution is carried out every year both internally and externally. Internal audit is conducted by the Finance Committee under the supervision of the Principal. Auditors deputed by the O/o Regional Joint Director (RJD) conduct financial audits periodically. RJD of Collegiate Education shall also conduct internal visits and inspections periodically.
8. All the financial transactions of the institution take place through account payee cheques or online account transfers.

File Description	Document
Upload 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:

IQAC plays a crucial role in ensuring and enhancing the quality of education and the overall functioning of the Institution. It is responsible for developing and implementing benchmarks and regularly reviews the academic and administrative performance of the Institution.

REVIEW OF TEACHING-LEARNING PROCESS

1. At the very beginning of every academic year, IQAC holds a meeting and discusses all the matters pertaining to curriculum, teaching methodologies, internal evaluation methodologies and the preparation of the institutional annual academic plan. The items discussed and decisions taken are submitted to the Principal for approval. After getting approval from the Academic Staff Council, the academic plans and teaching methodologies are circulated to all the departments through HODs.
2. All the faculty members are supplied with books printed in CCE-approved formats for recording curricular plans, daily teaching activities and teaching notes. These records are monitored and reviewed by HODs, IQAC Coordinator and Principal at regular intervals.
3. Faculty members are encouraged by IQAC to make use of ICT tools extensively in their regular teaching-learning process.
4. IQAC in consultation with HODs prepares the schedule of add-on programs, certificate programs, field visits/trips and guest lectures to be conducted by respective departments.
5. Conduct of remedial coaching classes for academically slow learners and study/field projects for advanced learners is also scheduled by IQAC in consultation with HODs and the Principal.
6. Internal evaluation methodologies adopted by all the departments are also reviewed and monitored by IQAC.
7. Feedback on teachers by students is collected and analyzed by IQAC and appropriate suggestions are offered to the faculty members for betterment.
8. The list of text and reference books required in view of the changed syllabus by the staff and students are also recommended to the Librarian by IQAC.

REVIEW OF DEPARTMENTAL PREPARATIONS FOR ACADEMIC AND ADMINISTRATIVE AUDIT BY IQAC

1. IQAC provides guidance to all the departments in the preparation of documents and supporting evidence to be produced before Academic Advisors.
2. IQAC assists the Principal in the preparation of documents related to College Profile, supporting wings such as NSS, Physical Education, Women Empowerment Cell, Career Guidance and Placement Cell etc., to be presented before the Academic Advisors.
3. With the continuous support and guidance provided by IQAC in all academic administrative activities, the college has been placed in A grade for the last five years and received appreciation.

INCREMENTAL IMPROVEMENTS

1. The maintenance of academic records by the faculty members significantly improved.
2. A good number of add-on/certificate courses are organized by various departments.
3. A good number of MOUs/Collaborations established with nearby HEIs and Industries/Business organizations.
4. The use of ICT in the regular teaching-learning process by the faculty considerably increased.
5. Feedback collected from all the stakeholders was analyzed and submitted a report to the Principal for necessary action.
6. Due to the continuous efforts by the faculty under the guidance of IQAC, the pass percentage in University end semester examinations significantly improved.

File Description	Document
Upload 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:

The institution pays special attention to organizing gender equity & sensitization programs and also to providing facilities for women on campus.

1. All the Classrooms and Laboratories are under CC camera surveillance.
2. Members of the Discipline Committee and Anti-ragging Committee make surprise visits to the campus and take care of the safety and security of the female students. Any type of misbehaviour with female students is viewed seriously.
3. Special lectures are arranged for girls students on Women achievers and to enhance Leadership Qualities.
4. Anti-ragging messages and punishments are also displayed at several corners of the campus.
5. Women's Day is celebrated every year by conducting motivational lectures and various competitions for female students.
6. Women Empowerment Cell organizes various gender-sensitive activities, campaigns, awareness programs and workshops.
7. Girl students are trained periodically in self-defence techniques to face any kind of emergency.
8. Complaint boxes are set up to address the issues of eve teasing and harassment within the campus.
9. Provided a separate ladies' waiting room with a lady attendant.
10. Mentor-ward counselling sessions are allotted in a regular timetable.
11. Counselling sessions are conducted with female students on issues such as health and hygiene, handling of eve teasers, evil of early marriages etc.,
12. Mechanism for resolving of complaints received from female students in a sensitive, fair and timely manner.
13. The college has a spacious common room facility for the women students for recreation and mutual contact among the students.
14. A common reading room was made available in the library for ladies and gents.

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The Institution encourages the celebration of programs and events that commemorate the traditions, languages and customs of different regions and communities. These events provide students with opportunities to learn from each other, fostering understanding and appreciation for diverse cultures.

Events organized by the college every year:

1. Sankranti Sambaralu: During the first week of January every year, various cultural events such as group dance, message-oriented skits, solo and group folk dance, patriotic songs and performances, Rangoli are conducted with massive participation of students and staff to observe important festival Sankranti.
2. Alluri Sitaramaraju (a great freedom fighter from the Manyam area) Jayanthi is also celebrated on a large scale with the massive participation of students in cultural competitions and patriotic programs.
3. Tribal day celebrations

In addition to the above programs, the Institution also conducts awareness programs for all the students on constitutional values such as values, rights, duties and civic responsibilities of citizens. National Constitution Day on 26th, November is observed in the college by organizing awareness programs to the students on constitutional obligations. Voter awareness programs and registration drives are conducted for all students above 18 years old in association with Revenue authorities.

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 1:

Title of the Best Practice: ICT for Better Learning Experience

The context:

1. The context is very relevant in that the present-day student is a student of a new generation that is the age of Information.
2. Information and communication technology will surely enable the students to expand their learning resources.
3. They will be able to succeed in the dynamic job market.

Objectives of the Best Practice:

1. To enrich the technical skills of the students
2. To encourage students to explore the new ways of gaining knowledge.
3. To enable the students to catch up with the students from urban localities.
4. To make the students enjoy learning through technology.

Practice:

1. The students are exposed to learning from online sources even without the assistance of the facilitator.
1. Complex topics which are difficult for the students to understand if taught in conventional methods are chosen to be taught in this method.
2. Students are encouraged to prepare their PPTs.

Evidence of success:

1. All the faculty members gained expertise in handling smart classrooms and offering an online teaching-learning process.
2. The students are acquiring considerable knowledge and skills by being exposed to this kind of

novel and interesting method of learning.

3. During the pandemic times, this methodology was best utilized.
4. The students can apply the ICT knowledge in various aspects such as submission of data through Google Forms and Google Classroom is better utilized by them.
5. Explicitly the impact can be gauged if we talk to the student community regarding ICT learning.
6. So much time is saved and the learning becomes an enjoyable thing as the student is always engaged.

Problems encountered and resources required:

1. Some students find it difficult as they do not have technical knowledge.
2. Lack of command over the English language among students.
3. Procuring the required ICT equipment requires finances in huge amounts.
4. The students who are accustomed to learning in conventional modes find it difficult to get in tune with this kind of learning.
5. Setting up virtual and Digital Classrooms has become highly expensive.

Best practice 2:

1. Title of the best practice: Comprehensive Internal Assessment System

2. Objectives of the practice:

A continuous internal assessment system aims to enrich the learning experience and ensures a comprehensive assessment of the students.

1. To provide regular feedback to the students
2. To foster active learning
3. To reduce examination stress on the student
4. To provide an incessant assessment of the set outcomes
5. To promote diverse learning
6. To enhance students' active participation in the learning system and evaluation
7. To enable the teachers to guide the students in all aspects
8. To foster the all-round development of the student since assignments, seminars, quizzes and clean and green programs are included in the assessment.

1. The Context:

A continuous comprehensive evaluation system is an assessment technique which is different from a traditional evaluation system. It was introduced in 2020.21 by the Commissionerate of Collegiate Education, Andhra Pradesh in line with the New Education System (NEP) of the Government of India. It focuses on the holistic development of a student unlike the conventional system of internal assessment process which was in practice before the introduction of this novel system. This new assessment system provides continuous feedback to students about their academic performance by helping them understand their strengths and weaknesses. The Government Degree College, Paderu has adopted this system of internal assessment and successfully executed it keeping given the needs of the students from rural backgrounds which drastically helped them in achieving bright results not only in the semester-end examinations but in attaining seats in higher educational institutions also.

1. The practice:

The continuous internal evaluation system has been implemented in the college since its introduction in 2020-21 by the Commissioner of Collegiate Education (CCE), Andhra Pradesh. The midterm examination system has been replaced with this new assessment system duly following the guidelines prescribed by the CCE. The examination cell of the college takes care of this aspect. The committee prepares the timetables to conduct these examinations following the annual academic schedule of the college. Every department is expected to hand over the examination question papers at least a week before the examinations commence. This happens twice every semester. Every teacher is supposed to evaluate the answer scripts strictly following all the evaluative techniques.

In each core subject, an internal examination is conducted for 25 marks and an end-semester examination is conducted by the university for 75 marks. Two MID examinations are conducted in each core subject for 25 marks. The examination is conducted for 35 marks covering all short-answer and long-answer questions and a Weightage of 5 marks for assignments, 5 marks for performance in seminars and other academic competitions, and 5 marks for participation in extension activities. The total evaluation of the MID examination is taken for 50 marks and scaled down to 25 marks. After the evaluation is done, marks are declared to all the students. Those marks are recorded in a register called a CIA record. Those students who do not score well are given special remedial coaching. With this, they too will get better and feel confident. Those students who perform well in the mid-examination are graded as advanced learners and are given additional support. The advanced learners present student seminars and do projects that help them explore more.

V. Evidence of Success:

Effective conduct of Continuous Internal Evaluation (CIA) significantly enhanced the pass percentage of the students in University end Semester examinations. A consistent pass percentage of above 90% has been recorded with a good number of O, A+ and A Grades.

File Description	Document
Best practices as hosted on the Institutional website	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:

Institutional Distinctiveness

GDC PADERU: THE EPITOME OF ACADEMIC EXCELLENCE AND HOLISTIC DEVELOPMENT OF STUDENTS IN THE AGENCY AREA

Government Degree College, Paderu stands tall as a beacon of academic brilliance and holistic development of underprivileged sections of the agency area. Renowned for its remarkable pass percentage and soaring demand for admissions, this esteemed institution has carved a position for itself in the higher education realm.

Academic Expertise:

At GDC, Paderu, academic excellence is not just a goal; it's a way of life. With a distinguished faculty comprising rich experience and expertise in their respective subjects, the college ensures a nurturing environment conducive to learning. A rigorous curriculum coupled with innovative teaching methodologies fosters critical thinking, creativity, and intellectual growth among students.

Exceptional Pass Percentage:

Year after year, GDC, Paderu boasts an exceptional pass percentage, setting new benchmarks for academic success. This excellent achievement is a testament to the unwavering commitment of both faculty and students towards academic excellence. The college's relentless focus on comprehensive learning ensures that every student is equipped with the knowledge and skills needed to excel in their chosen field.

Unparalleled Demand for Admissions:

The increasing demand for admissions at GDC, Paderu for all the courses offered speaks volumes about its sterling reputation and unparalleled quality of education. Students from far and wide aspire to be part of this prestigious institution, drawn by its illustrious track record, state-of-the-art facilities, and enriching academic environment. GDC, Paderu caters to a diverse array of educational pursuits, empowering students to realize their fullest potential.

Beyond Academics:

At GDC, Paderu, education transcends the confines of textbooks and classrooms. The college prides itself on offering a holistic educational experience that nurtures not just academic proficiency but also character development, leadership skills, and social responsibility. An array of extracurricular activities, clubs, and associations ensure that students have ample opportunities to explore their interests, sharpen their talents, and cultivate lifelong friendships.

In the heart of the agency area, GDC, Paderu stands as a beacon of hope, empowerment, and academic excellence. With an unparalleled pass percentage, soaring demand for admissions, and a commitment to holistic development, this institution continues to shape the leaders, innovators, and change-makers of tomorrow.

“For those seeking not just education but transformation, GDC, Paderu is more than just a college; it's a journey of self-discovery and endless possibilities”

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Brief Summary of the College

Government Degree College, Paderu, is a distinguished institution offering a range of undergraduate programs such as Bachelor of Science (B.Sc.), Bachelor of Arts (B.A), and Bachelor of Commerce (B.Com). Known for its commitment to academic excellence. The college provides a remarkable educational foundation through a blend of curricular, co-curricular, and extracurricular activities.

Academic Programs and Curriculum:

The college offers diverse courses under its B.Sc., B.A, and B.Com programs, catering to a wide range of academic interests and career aspirations. The B.Sc. program includes specializations in fields such as Physics, Chemistry, Mathematics, Botany, Zoology, and Computer Science. The B.A. program offers courses in subjects like History, Economics, Political Science, Journalism, English and Telugu and literature. The B.Com program is designed to impart comprehensive knowledge in Commerce, Accounting, Computer Applications and Finance. Each program is structured to ensure a thorough understanding of theoretical concepts, practical skills, and the latest developments in the respective fields.

Co-curricular and Extracurricular Activities:

To foster a holistic development of students, Government Degree College, Paderu, emphasizes the importance of co-curricular and extracurricular activities. These activities include debates, quizzes, cultural events, sports, and literary competitions. The college encourages students to participate actively in these events, helping them develop critical thinking, teamwork, leadership, and communication skills.

Extension Activities:

The college is also committed to its social responsibility through various extension activities. These initiatives aim to create awareness and bring positive change in the community. Activities such as blood donation camps, health camps, environmental awareness programs, and literacy programs are regularly organized. These programs help students connect with society, understand social issues, and contribute meaningfully to community development.

Field Visits and Internships:

Field visits and internships are integral parts of the college's curriculum. These practical experiences help students apply theoretical knowledge in real-world settings. Field visits to industries, research institutions, and historical sites offer practical insights and exposure to professional environments. Internships enable students to gain valuable work experience, develop professional skills, and build networks that can assist them in their future careers.

Concluding Remarks :

Agency College with Excellent Student Performance:

Government Degree College, Paderu, stands out as an agency college with a track record of excellent student performance. The student's achievements in academics, co-curricular, and extracurricular activities are commendable. Many students secure seats in prestigious universities and higher educational institutions, continuing their academic journey with confidence and competence. Additionally, a significant number of graduates from the college successfully secure employment in various sectors.

In conclusion, Government Degree College, Paderu, is a symbol of academic excellence and holistic development. Through its comprehensive programs, vibrant activities, and committed leadership, the college nurtures students to become knowledgeable, skilled, and socially responsible individuals. The institution's focus on academic strength, practical experience, and community engagement ensures that its graduates are well-equipped to excel in their chosen fields and contribute positively to society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 833 Answer after DVV Verification: 808</p> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.</p>																				
3.5.1	<p><i>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.</i></p> <p>Answer before DVV Verification : Answer After DVV Verification :20</p> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.</p>																				
5.1.1	<p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1364</td> <td>1183</td> <td>945</td> <td>864</td> <td>889</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1364</td> <td>1183</td> <td>945</td> <td>864</td> <td>891</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the data shared by the HEI and the value is upgraded.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1364	1183	945	864	889	2022-23	2021-22	2020-21	2019-20	2018-19	1364	1183	945	864	891
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1364	1183	945	864	891																	
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

14	29	02	05	03
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	29	02	05	03

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
371	373	312	310	446

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
335	372	305	295	329

Remark : DVV has made changes as per the data shared by the HEI and the value is downgraded.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	11	5	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	10	6	5	4

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made necessary changes.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 26 Answer after DVV Verification : 36