



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GOVT DEGREE COLLEGE, MANDAPETA

**D.NO.1-454, NEAR SURYA CHANDRA PAPER MILL, DR.B.R.AMBEDKAR
KONASEEMA DISTRICT, MAREDUBAKA, MANDAPETA
533308**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College, founded in 1989 by the Government of Andhra Pradesh, stands as a beacon of learning dedicated to the principle **“KRUSHI THO NAASTI DHURBHIKSHAM.”** Affiliated permanently with Adikavi Nannaya University in Rajahmundry, the college earned a "B" grade from NAAC in 2016. It also holds recognition under Sections 2(f) and 12(b) of the UGC Act of 1965. Notably, it was the first government degree college in unified Andhra Pradesh to offer a B.Sc. program in Mathematics, Physics, and Computer Science.

Currently, the institution offers seven undergraduate programs and serves a student body of 278, supported by 21 faculty members and 9 staff. Our mission is to embed values of social responsibility, ethical conduct, and leadership within our students, preparing them to be proactive and responsible members of society. We are committed to addressing the educational needs of individuals, especially those from disadvantaged rural and farming backgrounds, with a particular focus on first-generation graduates from the region.

The college adopted the Choice-Based Credit System (CBCS) beginning in the 2015-16 academic year. All faculty members are highly qualified and selected through the Andhra Pradesh Public Service Commission. We are dedicated to creating student-centered educational programs that align with emerging and future needs, providing rigorous academic training that equips students with essential knowledge and skills.

Government Degree College fosters a vibrant community that supports individuals in achieving academic success, holistic development, and meaningful societal contributions.

Vision

To become a knowledge centre and an institution of excellence in higher education imparting quality instruction, shaping responsible future citizens with global competencies catering to the needs of National Development.

Mission

- To provide high-quality education through innovative teaching methods, cutting-edge research, and a dynamic curriculum that meets global standards.
- To foster a learning environment that cultivates critical thinking, creativity, and ethical values, empowering students to become responsible and socially conscious citizens.
- To develop global competencies by encouraging interdisciplinary learning, international collaborations, and exposure to diverse perspectives and cultures.
- To contribute to national development by producing skilled graduates who are prepared to address the social, economic, and technological challenges of the 21st century.
- To support continuous professional development for faculty and staff, ensuring the highest standards of academic excellence and service.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Committed and highly qualified teaching staff with a strong focus on quality education.
- Provision of scholarships and career development opportunities to enhance student success.
- Strong emphasis on social responsibility with active student engagement in community service and outreach programs.
- Enhanced learning environment through the use of ICT-enabled classrooms for interactive and experiential education.
- Eco-friendly campus with a 20KW solar panel system, rainwater harvesting, and ongoing green initiatives like regular plantation drives.
- Collaboration with the Andhra Pradesh State Skill Development Corporation (APSSDC) to offer skill-based courses.
- Availability of bridge and remedial courses to support and assist slow learners.
- Steady increase in student enrolment each year.
- Inclusive facilities and infrastructure to support differently-abled students.

Institutional Weakness

- As an affiliated college, there is limited flexibility to modify the curriculum, evaluation methods, or course structure, and suggestions based on curriculum feedback are rarely adopted by the university.
- Limited research output, particularly in the area of research projects.
- Low student placement rates due to limited access to multinational companies (MNCs).
- Despite an increase in overall enrolment, some departments continue to experience low enrolment rates.
- No hostel facilities available for students..
- Insufficient public transportation options for easy access to the campus.
- Fewer students advancing to higher education after completing their programs

Institutional Opportunity

- The institution has a strong ICT infrastructure, providing significant potential for e-content development.
- Teachers have the opportunity to create additional e-modules to benefit students.
- Qualified and regular teachers can serve as Research Guides or Supervisors to encourage research activities.
- The presence of rich agricultural and aqua corridors offers extensive opportunities for interdisciplinary programs, research, and consultancies focused on agro-industrial applications.
- There is potential for introducing new add-on and certificate courses to meet local demand.
- The institute can expand its offerings of skill-based vocational and professional courses.
- Opportunities exist for community engagement aimed at uplifting rural communities.

Institutional Challenge

- Generate corpus funds to support academic programs, considering the college's rural location.

- Offer placement services for students and provide consultancy services to the community.
- Train and support students from vernacular backgrounds to help them transition and succeed.
- Increase library usage and engagement among students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college, affiliated with Adikavi Nannaya University (AKNU), adheres to the university's syllabus while pursuing curricular enhancements to promote comprehensive student development. Each academic year, the Academic Coordinator and Heads of Departments formulate an academic calendar that integrates the university's schedule, covering curricular, co-curricular, and extracurricular activities, assessments, and institutional policies. This calendar receives approval from the Internal Quality Assurance Cell (IQAC) and is overseen by the Principal.

The Time-Table Committee devises a detailed timetable for both theoretical and practical classes, which is made available on noticeboards and the college website. Faculty members, engaged in academic bodies such as the Board of Studies, design and oversee lesson plans. The college conducts Orientation Programs for first-year students, provides bridge courses, and leverages ICT facilities to enrich the learning experience. In line with the National Education Policy 2020 (NEP), a diverse array of subjects is offered to students.

The curriculum addresses critical issues including Gender, Environment and Sustainability, Human Values, and Professional Ethics. To tackle gender-related matters, the college has established a "Women Empowerment Cell," led by a senior female faculty member, which organizes initiatives on women's empowerment, legal rights, and counseling for issues such as sexual harassment. The college maintains a supportive environment for gender discussions and regularly arranges guest lectures on women's safety, complemented by NSS activities focused on gender issues.

For Human Values and Professional Ethics, a mandatory course for first-semester students covers topics such as value education, human relationships, and ethical conduct. The college fosters ethical reasoning through debates, discussions, and social initiatives, including blood donation drives.

Regarding Environment and Sustainability, a required course for third-semester students is supported by energy-saving measures like solar panels and LED lighting. Environmental awareness is promoted through field trips, sustainability projects, and activities managed by various departments and the NSS unit.

Feedback is collected annually from stakeholders and analyzed by the IQAC. The results are reviewed in the Staff Council, and Heads of Departments use this feedback to plan improvements for the next academic year, incorporating practical experiences such as industrial visits, projects, and field trips to enhance learning.

Teaching-learning and Evaluation

Government Degree College is dedicated to fostering a supportive learning environment from the moment students begin their admission process. A dedicated counseling team assists students in choosing their programs, ensuring transparency in the admission procedure. The college offers various scholarships for economically disadvantaged students and provides orientation on academic, career, and personal development

issues.

The college emphasizes Outcome-Based Education (OBE), utilizing student-centric methods such as experiential and participative learning and problem-solving strategies. Teaching methods include lectures, interactive sessions, projects, fieldwork, and the use of ICT tools. Experiential learning is a key focus, with hands-on activities, internships, field trips, and certification programs integrated into the curriculum. Students are required to complete three internships, including a Community Service Project, a short-term internship, and a full-semester internship, as well as engage in village visits and social surveys.

Participative learning is promoted through seminars, guest lectures, and online assignments. Critical thinking is developed via debates and group discussions, while problem-solving skills are enhanced through expert lectures, workshops, and technical tests. ICT tools such as high-speed Wi-Fi, Interactive Flat Display Panels, and advanced computer labs support effective teaching.

The college maintains a structured system for fair assessments, with the Office of Examination overseeing internal and University exams. Continuous Internal Assessment (CIA) includes two midterm exams per semester, contributing 30% to the total marks starting from the 2023-24 academic year. Students must have at least 85% attendance to take internal exams. CIA marks are based on exams, assignments, projects, and attendance, and are displayed on notice boards for review. Grievances can be addressed through the Exam Cell or formal grievance forms.

The college follows the curriculum set by Adikavi Nannaya University, with clear Program Outcomes (POs) and Course Outcomes (COs) posted on the college website. Departmental meetings, faculty discussions, and evaluations ensure alignment with these outcomes. Outcomes are communicated to students through various channels, including the website, notice boards, WhatsApp groups, and orientation programs.

Research, Innovations and Extension

Recognizing the need for dynamic engagement in knowledge creation and dissemination, the college has developed a research policy to cultivate a strong research culture among its faculty and students. This policy aims to secure research funding and enhance research facilities. The college's library is well-resourced, offering access to a broad spectrum of national and international research journals, articles, and doctoral theses through memberships with N-List and Inflight. Additionally, the institution provides 1 Gbps high-speed Wi-Fi throughout the campus, supporting both academic and research activities.

Over the past five years, the college has actively engaged in a range of extension activities to strengthen ties with the local community and address social issues. The National Service Scheme (NSS), supported by 100 dedicated volunteers, plays a key role, organizing weekly meetings and a seven-day residential camp in an adopted village. Activities include cleanliness drives, tree planting, water conservation, and community awareness.

In addition to NSS, various departments and clubs, such as the Red Ribbon Club and Electoral Literacy Club, contribute to outreach efforts. Regular campus clean-ups and Swachh Bharat Abhiyan events are held, with students actively participating. On National Voters Day, students commit to their civic duties.

The Women Empowerment Cell aids underprivileged female students, while the Eco Club raises environmental awareness. The college also organizes blood donation camps, health and hygiene programs, and cultural events,

positively impacting students and enhancing their leadership and practical skills.

Infrastructure and Learning Resources

The institution is equipped with a comprehensive infrastructure designed to support a holistic educational experience. Spanning 8.29 acres, the college offers well-planned facilities to meet both academic and extracurricular needs.

The campus includes seventeen spacious, well-ventilated classrooms, each furnished with essential seating, lecture stands, fans, and lighting. Specialized laboratories, including those with modern equipment and LCD projectors, enhance hands-on learning. The college's high-performance computer labs are complemented by advanced ICT facilities, featuring high-speed Wi-Fi (1 Gbps) and Interactive Flat Display Panels (IFPDs) for effective teaching. CCTV surveillance ensures campus security, while a public address system facilitates communication. Additionally, the college's commitment to sustainability is evident in its installation of rooftop solar panels.

Sports facilities are extensive, with dedicated courts for various sports, an indoor stadium covering 5,900 square feet, and a multi-gym available for students and faculty. Yoga facilities are used for annual International Yoga Day celebrations, promoting well-being.

Cultural and academic events are supported by an air-conditioned seminar hall with a 200-person capacity, and there are common rooms for relaxation. The library, accessible to students with special needs, is well-stocked and regularly updated, with dedicated hours for study and special events like National Library Week. It also features an orientation program for new students.

IT infrastructure is robust, featuring up-to-date software and hardware. Two computer labs, funded by APSSDC, include 41 desktops and 22 laptops. High-speed internet connections from AP Fibernet and VBC Network, along with 15 Wi-Fi access points, ensure seamless connectivity. G Suite Enterprise for Education facilitates organized communication and collaboration. The institution also utilizes digital tools for administrative processes and classroom technology, including projectors and IFPDs, to enhance the learning environment.

Overall, the institution's facilities support a well-rounded educational approach, blending advanced technology with comprehensive support for academic and personal development.

Student Support and Progression

The primary goal of establishing Government Degree Colleges is to provide high-quality education to underprivileged sections of society through financial support such as scholarships and fee reimbursement. Over the past five years, 1,007 out of 1,179 students have benefited from government assistance.

The college publishes a monthly newsletter that highlights various events. To equip students with life skills, capacity-building programs are offered, and both in-bound and out-bound training sessions are organized to enhance self-awareness, emotional and physical health, leadership abilities, teamwork, and more.

The college has established various statutory cells, including the Internal Complaints Committee (ICC),

Grievance Redressal Cell, and committees for OBC, SC/ST, and Anti-Ragging, to address student concerns and provide support during crises. Students are encouraged to participate in state, national, and international cultural competitions and sports tournaments.

Students with physical disabilities are actively encouraged to engage in all college activities, promoting an inclusive educational environment. Visually and physically challenged students are provided with additional support during exams, such as extra time or assistance with readers and writers.

The Career Guidance and Placement Cell organizes programs to prepare students for competitive examinations. This training includes practice sessions for group discussions, interview techniques, and personal grooming, with additional input from the teaching faculty.

Governance, Leadership and Management

Our institution aligns its governance and leadership with core values and strategic objectives, aiming to guide students toward excellence through transformative education. We embrace the National Education Policy (NEP) 2020, focusing on skill development, outcome-based education, and integrating Indian languages and cultural elements. Our updated curriculum and new courses emphasize experiential learning, managed by specialized committees and faculty training.

Decentralized decision-making enables effective collaboration among departments and stakeholders, ensuring quick adaptation to educational changes. Policy development involves the Principal, Staff Council, College Planning and Development Council, Academic Council, and IQAC, with the Principal's leadership fostering staff engagement.

The College Staff Council and IQAC, guided by the Principal, create and implement action plans for academic and administrative activities, keeping the institution dynamic. Our strategic framework targets Academic Excellence, Research and Innovation, Infrastructure Enhancement, Student Placement, and Progression.

Our administrative structure ensures transparency and efficiency. Recruitment follows Andhra Pradesh Government guidelines and Commissionerate processes, with teaching staff appointed by the Commissioner and non-teaching staff overseen by the Regional Joint Director.

Teaching staff undergo annual evaluations through the Annual Self-Appraisal Report (ASAR) based on Andhra Pradesh Government guidelines. The IQAC reviews and scores these reports, which are then uploaded to the Commissionerate's website. ASAR includes Teaching Activities and Other Activities like student engagement and research.

The Academic and Administrative Development Report (AADPI) is assessed by the Regional Joint Director and scores are uploaded to the Commissionerate's website, influencing faculty career advancement and transfers.

Non-teaching staff are evaluated on qualifications, work experience, job responsibilities, and goal achievement. Benefits include General Provident Fund (GPF), pension schemes, APGLI & GIS, Employee Health Scheme (EHS), gratuity, earned leave, and various types of leave.

We support staff development through further education, seminars, and access to resources like libraries and

high-speed internet. Government Degree College, Mandapeta, manages funds from student fees, state allocations, and donations. Funds support infrastructure, ICT upgrades, and welfare programs. Regular audits ensure compliance, with findings reviewed by CPDC.

The IQAC enhances quality by analyzing feedback, conducting internal audits, and supporting faculty development, ensuring high standards in academic and administrative areas.

Institutional Values and Best Practices

We are dedicated to fostering gender equality and empowerment. Our institution's Gender Policy is readily accessible on our website. We commemorate the anniversaries of freedom fighters and notable figures to highlight their role in national progress.

Our college prioritizes environmental sustainability. We have implemented a 20KV on-grid solar power system to encourage the use of alternative energy and energy conservation. The campus features LED lighting throughout, and our classrooms are designed to maximize natural light and airflow.

Our college stands out for its exceptional infrastructure. We offer cutting-edge digital classrooms, well-equipped laboratories, a gymnasium, and extensive sports facilities, all contributing to a rich educational experience.

We ensure that students with disabilities receive full support, including suitable infrastructure, moral backing, and specialized educational software. A detailed code of ethics for students, faculty, and other stakeholders is published on our website, and discipline is overseen by a dedicated committee.

Our NSS volunteers play a vital role in maintaining a clean and eco-friendly campus, in line with the Swachh Bharat initiative.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT DEGREE COLLEGE, MANDAPETA
Address	D.No.1-454, NEAR SURYA CHANDRA PAPER MILL, Dr.B.R.AMBEDKAR KONASEEMA DISTRICT, MAREDUBAKA, MANDAPETA
City	MANDAPETA
State	Andhra Pradesh
Pin	533308
Website	www.gdcmandapeta.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	T K V SRINIVASA RAO	08855-232064	7981414513	-	jkcrjyec.mandapet@gmail.com
IQAC / CIQA coordinator	A ANANDA RAO	-	9642012265	-	anandarekanti@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	
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State	University name	Document
Andhra Pradesh	Adikavi Nannaya University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	20-09-2008	View Document
12B of UGC	20-09-2008	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	D.No.1-454, NEAR SURYA CHANDRA PAPER MILL, Dr.B.R.AMBEDKAR KONASEEMA DISTRICT, MAREDUBAKA, MANDAPETA	Rural	8.29	33549

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Physics, Physics	48	Intermediate	English	40	0
UG	BSc,Chemistry, Chemistry	48	Intermediate	English	40	11
UG	BSc,Computer Science, Computer Science	48	Intermediate	English	60	26
UG	BSc,Botany, Botany	48	Intermediate	English	40	9
UG	BSc,Zoology, Zoology	48	Intermediate	English	40	11
UG	BCom,Computer Applications, Computer Applications	48	Intermediate	English	60	31
UG	BA,Economics, Economics	48	Intermediate	English	40	32

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				19			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				19			
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				9
Recruited	5	2	0	7
Yet to Recruit				2
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				19
Recruited	19	0	0	19
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	1	0	0	1
Ph.D.	0	0	0	0	0	0	4	0	0	4
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	0	0	0	11	0	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	41	0	0	0	41
	Female	50	0	0	0	50
	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	35	37	40	22
	Female	38	33	34	29
	Others	0	0	0	0
ST	Male	6	6	5	4
	Female	2	3	1	3
	Others	0	0	0	0
OBC	Male	73	71	77	60
	Female	76	74	65	54
	Others	0	0	0	0
General	Male	19	19	23	24
	Female	24	24	18	17
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		273	267	263	213

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our college is fully aligned with the goals of NEP-2020 and is well-equipped to provide student-centered and holistic education. To this end, the college has introduced multidisciplinary and
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	<p>interdisciplinary courses at the undergraduate level. Reflecting the principles of NEP 2020, the Government of Andhra Pradesh implemented a revised CBCS curriculum for 4-year UG Honours Programmes starting from the 2020-21 academic year. The AP State Council of Higher Education (APSCHE) launched the 4-year UG Honours Program with a single major and a minor beginning in the 2023-2024 academic year. Honours Degree Programs are designed to foster interdisciplinary learning, allowing students to make connections between various fields of study. This approach broadens their perspectives and supports a more comprehensive education. Students learn to integrate knowledge across disciplines, equipping them to tackle complex challenges with a holistic approach. Our college empowers students with the freedom to choose subjects that resonate with their interests and add value to their knowledge, rather than being confined to compulsory subjects. This choice fosters a more collaborative relationship between teachers and students.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits is an integral part of National Education Policy 2020. The College is affiliated with Adikavi Nannaya University, Rajamahendravaram, Andhra Pradesh, and follows curriculum stipulated by the University. Therefore, college does not have academic flexibility. The State Government of Andhra Pradesh has also recognized ABC as a foundation for implementation of multi-disciplinary Education, enabling an ecosystem which offers more flexible career choices to students. College has been informed by the university about the necessary action regarding an implementation of ABC. The institute has taken initiative in creating awareness about Academic Bank of Credits (ABC) among the stakeholders. The committee has been constituted for keeping the record of ABC and providing the guidance to the students about the registration. The process of registration is initiated by the institute on the ABC portal. The students are informed about registration process of ABC through college website and notice.</p>
<p>3. Skill development:</p>	<p>To help students meet the growing demand for a skilled workforce with multidisciplinary abilities, Government Degree College has been promoting digital skills, communication skills, and analytical</p>

	<p>skills, and has entered into MoUs with APSSDC (Andhra Pradesh State Skill Development Corporation). College also taken MoU with local companies to train students Second year and III year students are sent there for internship. From 2021-22 onwards, A.P. State Council for Higher Education (APSCHE) has introduced life skill courses and skill development courses at UG level for 1st and 2nd year students. In turn college is offering skill as part of curriculum. Following skill courses offered by the college. Semester-1 1. Entrepreneurship Development 2. Leadership Skills 3. Analytical Skills 4. Communication Skills Semester-2 1. Business Writing 2. Marketing Skills 3. Investment Planning 4. Stock Market Operations 5. Digital Literacy Semester-3 1. Business Forecasting 2. Project Management 3. Information and Communication Technology 4. Data Analysis Our faculty members are trained to impart skill to students on these courses. Apart from this college offered certificate courses for the benefit of students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>A major recommendation of NEP 2020 emphasizes the importance of promoting the Indian Knowledge System. The institution actively commemorates key Indian festivals and events of national significance. "Sankranti Sambaralu" is one such celebration where students are encouraged to embrace and honor their cultural identity. To further support Indian culture, the college organizes food festivals and cultural events. Indian languages are woven into the curriculum, with faculty encouraged to employ bilingual teaching methods. The college also instills Indian values in students and offers a certificate course titled "Foundation Course in Vedic Mathematics" to help preserve and promote India's rich mathematical knowledge. Yoga is given importance, with an annual celebration of Yoga Day.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution has embraced Outcome-Based Education (OBE) and integrated it through a dedicated team. The University outlines the Graduate Attributes, while the University Board of Studies formulates the Program Outcomes and Program Specific Outcomes. Course Outcomes are developed by subject experts with a focus on Bloom's taxonomy. The mapping between Program Outcomes (PO) and Course Outcomes (CO) is carried out, and the attainment of these outcomes is measured at the</p>

	end of each semester for Continuous Internal Assessment (CIA). The department heads then analyzes student performance based on these results and provides recommendations to principal to improve educational quality.
6. Distance education/online education:	Online education is a key element in NEP 2020, aiming to enhance inclusive learning and provide flexibility. Distance and online learning options give students the freedom to learn at their own pace, from any location, and at any time. As an affiliated institution, we must comply with the affiliating university's regulations, which currently do not permit us to offer distance or online education programs independently. Our faculty have successfully adapted to online communication tools, such as Zoom, Google Meet, Microsoft Teams, and video conferencing platforms. Institutional G Suite IDs are provided to both staff and students. The college is also registered as a local chapter on NPTEL. Additionally, some faculty members have received training in developing e-content and utilizing Learning Management Systems (LMS), with their resources available on the institution's and CCE's websites.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club was launched by the institution in the 2021-2022 academic year. This club is made up of a group of dedicated student coordinators, members, and a faculty coordinator. The aims of the Electoral Literacy Club are: • To inform students about voter registration, the electoral process, and to encourage greater student involvement in elections. • To help students appreciate the importance of their vote and to empower them to exercise their voting rights in a comfortable, confident, and ethical way. • To foster a democratic consciousness among students through the organization of extension lectures and rallies.
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?	The club consists of a dedicated team of student coordinators, members, and a faculty coordinator. For the 2023-24 and 2024-25 academic sessions, the current members of the Electoral Literacy Club

	include: Sri S. Rambabu (Nodal Officer), Dr. J. Nehru Naik (NSS Officer - Member), Sri A. Ananda Rao (Member), Jonna Sairam (II B.Sc., CS), and Nukilla Prema Jyothy (I B.Com. CA). The Nodal Officer leads the club and manages all its activities. The ELC started the tradition of observing National Voters Day on January 25, an event that takes place every year. The ELC has been active in organizing numerous orientation and awareness campaigns.
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.	The ELC implemented voter awareness programs aimed at both students and the local community to enhance understanding of electoral participation. Our faculty members serve various roles during Lok Sabha and State Legislative Elections, including Polling Officers, Supervisors/Observers, and Sector Officers. Non-teaching staff also participate as Polling staff and Booth Level Officers. NSS cadets assist the Election officials during training sessions, and select students are appointed as webcasting technicians at certain polling stations. Furthermore, mock polling events were organized on campus to educate students and community members about electronic voting with EVMs and VVPATs, in partnership with District Election authorities.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC carried out surveys to determine the number of students registered to vote. Following the survey findings, ELC members visited classrooms to explain the voter registration process and how to obtain a voter ID, guiding students through the enrolment procedure. The Political Science and History Departments, in conjunction with the NSS Officer, initiated a project to enhance awareness of elections and the electoral process at grassroots governance levels.
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.	The ELC has undertaken several initiatives to register students over the age of 18 for voting. All eligible students are now registered and had the opportunity to participate in the 2023 general elections.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
257	278	269	220	171

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

2 Teachers

2.1

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

Response: 39

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

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
19	19	17	17	17

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
57.78	36.11	9.57	0.60	2.64

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:

Our college is affiliated with Adikavi Nannaya University (AKNU) and adheres to the syllabus prescribed by the university. Within these established academic frameworks, our college strives to innovate in curricular planning and effectively delivers a curriculum that fosters holistic development for students.

At the start of each academic year, the Academic Coordinator, in collaboration with the Heads of Departments, drafts the academic calendar based on the university's schedule. This calendar is then approved by the Internal Quality Assurance Cell and includes curricular, co-curricular, and extracurricular activities, internal assessments, annual day events, sports day, general holidays, and institutional policies. The finalized academic calendar is shared with all stakeholders, and the Principal monitors its implementation.

To ensure the academic calendar is followed effectively, periodic meetings are held between the Principal and Heads of Departments to review and discuss the curriculum delivery. Intra-departmental meetings are also conducted to review teaching progress and plan assignments, seminars, and other activities.

The Time-Table Committee prepares a detailed schedule that allocates time slots for both theoretical classes and practical sessions. This timetable is promptly displayed on noticeboards and made available on the college website.

Faculty members, who serve on various academic bodies such as the Board of Studies, play a role in reviewing, assessing, and evaluating the curriculum. At the beginning of the academic session, lecturers create lesson plans that outline objectives, methodologies, outcomes, and schedules. These plans are closely monitored to address any gaps. Departments also organize certificate and add-on programs to fill gaps in the curriculum and enhance students' knowledge and skills. Innovative learning opportunities are provided through internships, projects, and field trips.

Our college conducts Orientation Programs for first-year students to introduce them to the faculty and provide information on available facilities, welfare schemes, code of conduct, discipline, and extracurricular activities. Departments offer bridge courses for new students, especially those from vocational backgrounds or those struggling in particular subjects.

The college is equipped with smart classrooms, audio-visual resources, and other ICT facilities, which lecturers utilize extensively to make curriculum delivery more engaging for students.

The institution recognizes the importance of assessment in evaluating the quality and outcomes of education. As part of the Continuous Internal Assessment (CIA), the college conducts two midterm examinations each semester, adhering strictly to the university's format, including question papers, seating arrangements, and timetables. According to the NEP guidelines provided by Adikavi Nannaya University, 30% of the marks are allocated to Class Internal Assessment, which is based on the average of two midterm exams, assignments, seminars, quizzes, attendance, and other criteria.

File Description	Document
Upload 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: 7

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: 43.35

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

2023-24	2022-23	2021-22	2020-21	2019-20
156	198	164	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum, designed by Adikavi Nannaya University, encompasses various topics and chapters that address important cross-cutting issues such as Gender, Environment and Sustainability, Human Values, and Professional Ethics, which the college is required to follow. Despite these limitations, the college makes every effort to address these crucial areas effectively.

Gender:

- The institution has established a "Women Empowerment Cell" led by a senior female faculty member as the convener, with other women faculty members serving as members.
- The Women Empowerment Cell, along with the internal complaints committee, organizes programs on women empowerment, legal rights for women, Women's Day celebrations, and provides counseling for students on issues like sexual harassment.
- The college has created a safe and inclusive environment for discussions on gender-related topics, fostering empathy and understanding among students.
- Guest lectures are regularly organized to educate students on legal provisions for women's safety.
- The college's NSS unit actively engages in various extension activities related to gender issues.

Human Values and Professional Ethics: In line with university regulations, the course on Human Values and Professional Ethics is mandatory for all first-semester students, carrying two credits.

- The curriculum includes modules on topics such as the importance, process, and classifications of value education, understanding values in human relationships, and professional ethics in education.
- Discussions and debates on ethical issues are organized to help students enhance their ethical

reasoning skills.

- The college regularly organizes blood donation camps and other social initiatives.
- The NSS unit is highly active, frequently arranging social and cultural activities within the college.

Environment and Sustainability: As per university guidelines, Environmental Education is a mandatory course for all third-semester students, also carrying two credits. Additionally:

- The institution has installed 20 KW solar panels on the second floor of the main building and replaced tube lights with LEDs and CFLs to conserve energy.
- The college is situated amidst lush greenery and actively promotes environmental awareness and sustainability through NSS-led extension activities.
- Students are encouraged to engage in experiential learning through field trips, sustainability projects, and participation in local environmental initiatives.
- The Botany department organizes activities such as poster and essay competitions on occasions like Ozone Day and International Forest Day.
- The Chemistry department has conducted initiatives like No Vehicle Day and plastic eradication campaigns.
- The Physics department has been involved in awareness programs on renewable energy sources.
- The NSS units have organized tree planting activities, expert lectures on environmental topics, and campaigns such as Swachh Bharat Abhiyan.

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: 91.05

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

Response: 234

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: 30.41

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

2023-24	2022-23	2021-22	2020-21	2019-20
105	75	121	138	75

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
320	290	360	360	360

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 42.96

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

2023-24	2022-23	2021-22	2020-21	2019-20
73	50	91	93	56

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

2023-24	2022-23	2021-22	2020-21	2019-20
160	145	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

2.2 Student Teacher Ratio

2.2.1

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

Response: 13.53

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 college is committed to Outcome-Based Education (OBE), emphasizing student-centric methods like experiential learning, participative learning, and problem-solving strategies. These approaches are designed to enhance students' skills and knowledge through a variety of interactive and practical experiences. Faculty members employ diverse teaching methods, including lectures, interactive sessions, projects, fieldwork, computer-assisted learning, and experiments. By integrating traditional and modern techniques, such as ICT tools and PowerPoint presentations alongside blackboard teaching, the college ensures effective teaching and learning.

Experiential learning is a core aspect of the college's educational approach, where students engage in hands-on activities, simulations, and real-world projects. This method helps students apply theoretical knowledge in practical situations. Examples include internships, field trips, laboratory sessions, and certification programs. Each department offers certificate courses to enhance interdisciplinary exposure and practical application of knowledge. Field trips and study tours provide students with personal experiences, linking theoretical concepts to real-world applications. The college mandates three internships for all students, irrespective of their study program. These internships include a Community Service Project during the summer break between the first and second years, a short-term internship between the second and third years, and a full-semester internship in the final year. Additionally, village visits and social surveys during the summer provide students with insights into societal challenges, promoting a holistic approach to problem-solving.

Participative learning is another key component, fostering active student involvement. The college organizes student seminars, where students present papers on contemporary topics to deepen their understanding. Guest lectures are also arranged, featuring alumni, industry experts, and academic professionals who share real-world insights and industry perspectives. Since the 2023-24 academic year, online assignments have been introduced, with midterm exams conducted through Google Classroom. Activities like debates and group discussions are encouraged to develop critical thinking skills as students collaboratively explore and analyze current issues.

The college also emphasizes problem-solving methodologies. Departments actively promote the development of problem-solving skills by organizing expert lectures, technical tests, workshops, and competitions. These initiatives provide students with industry insights and opportunities to apply their knowledge in real-world scenarios, challenging their abilities and enhancing their problem-solving techniques. Regular assignments, class presentations, educational games, quizzes, and case studies further reinforce these skills.

In addition to these methods, the college has invested in ICT-enabled tools to support teaching and learning. High-speed Wi-Fi (1 Gbps bandwidth) is available to both staff and students, ensuring seamless access to online resources. Classrooms are equipped with Interactive Flat Display Panels (IFPDs) and projectors, enabling faculty to deliver dynamic presentations and simulations that enhance students' understanding. The college's advanced computer labs and ICT facilities provide a state-of-the-art learning environment, ensuring that students are well-prepared to meet the demands of the modern world.

Through these comprehensive methods, the college ensures that students receive a well-rounded education that prepares them for both academic and professional success.

File Description	Document
Upload 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: 89.9

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

2023-24	2022-23	2021-22	2020-21	2019-20
19	19	21	20	20

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

2.4.2

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

Response: 55.06

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	10	09	10	10

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

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 system at Government Degree College, Mandapeta, is carefully structured to ensure fairness and transparency in the assessment process, supported by an efficient and timely grievance redressal mechanism. The Office of Examination is responsible for the smooth execution of both internal and University examinations at the College.

As part of the Continuous Internal Assessment (CIA), the College conducts two midterm examinations each semester, adhering strictly to the University's format, including question papers, seating arrangements, and timetables. In line with the NEP guidelines issued by Adikavi Nannaya University, starting from the academic year 2023-24, 30% of the total marks are allocated to Class Internal Assessment.

The scheduled dates for the CIA, including examinations, are announced in the College calendar. Students must maintain at least 85% attendance to be eligible to participate in the internal examinations. After evaluation, answer sheets are returned to students so they can review their performance and address any concerns regarding the evaluation process. This system allows students the opportunity to improve their grades and voice any grievances, which are addressed promptly by the respective teacher. The CIA also incorporates assignments, project work, and student attendance. The CIA marks are based on the average of two midterm exams, as well as assignments, seminars, quizzes, and attendance. There is no minimum pass percentage required for the Class Internal Assessment.

Students are informed well in advance about the dates for tests and assignment submissions. The College upholds the principles of natural justice and offers a provision for a retake of the sessional test for students who were absent on the test day due to valid reasons or illness.

All departments display internal assessment marks on notice boards, allowing students to review their scores before the semester examinations. The marks are thoroughly checked and verified by the concerned teacher before being sent to the University.

For grievances related to internal assessments, the respective faculty addresses the issues following the norms of the Exam Cell. If further action is needed, students can submit a formal grievance form, available in the Office and on the College website, to the Office of Exam. The grievance is resolved transparently within a week.

Regarding external assessments, Adikavi Nannaya University conducts examinations at the end of each semester. To pass, a student must secure a minimum of 35% in the Semester End Examinations and 40% when combining the Semester End Examinations and Class Internal Assessment. Students are required to maintain at least 75% attendance per semester in each subject to be eligible to sit for the end-semester examinations.

For grievances related to the external assessments, including results, revaluation, marks memos, and certificates, students should submit a formal complaint to the clerk in the Office of Examinations. A dedicated clerk is assigned to coordinate with the University to ensure these issues are resolved efficiently.

File Description	Document
Upload 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 college adheres to the course curriculum set by Adikavi Nannaya University. The university's Board of Studies is responsible for developing the course outcomes and program outcomes during the syllabus design process. When identifying and articulating the intended learning outcomes, the institutional vision and goals are taken into account.

To ensure comprehensive learning, the college offers a variety of programs, and the learning outcomes for each program, including Program Outcomes (POs) and Course Outcomes (COs), are clearly stated and displayed on the college website. Program Outcomes (POs) represent the specific skills and competencies that students are expected to acquire by the time they complete their respective programs.

The college implements several key practices to align with these outcomes:

- At the beginning of each semester, department meetings involving the principal and the Internal Quality Assurance Cell (IQAC) are conducted to review lesson plans and course objectives.
- Faculty meetings are held every semester to discuss POs, Program Specific Outcomes (PSOs), and COs in detail.

- The POs, PSOs, and COs are accessible to all stakeholders through the college website.
- Following departmental meetings, evaluations are conducted each semester to assess the effectiveness of POs, PSOs, and COs.
- Faculty members frequently participate in university-organized workshops focused on curriculum revision.
- Many faculty members serve on the University’s Board of Studies (BOS) and Board of Examination (BOE), where they contribute to discussions about program and course outcomes.

On the first day of each semester, faculty members explain the course plans, POs, PSOs, and COs to the students. Additionally, students are introduced to these outcomes during the orientation program at the beginning of the academic year.

The college has both formal and informal mechanisms in place to communicate program and course outcomes to students. These methods include:

- Displayed on the college website
- Inclusion in the curriculum
- Displaying on notice boards
- Sharing via WhatsApp groups
- Classroom discussions
- Orientation programs
- Informal meetings with parents, faculty, and alumni

Furthermore, Heads of Departments (HODs) emphasize the importance of POs and COs during their addresses to students. Faculty members, class teachers, mentors, course coordinators, and program coordinators also play a crucial role in informing students about these outcomes, raising awareness, and highlighting the importance of achieving them.

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:

Outcome-Based Education (OBE) Framework: Key Components and Measurement Methods

In Outcome-Based Education (OBE), two central elements are Course Outcomes (COs) and Program Outcomes (POs). The institution defines the desired achievements for students by the end of their program, which encompass knowledge, skills, and values, and these are termed Program Outcomes. The curriculum content, student experiences, and teaching methodologies are then aligned strategically to

ensure students reach these learning outcomes. To maintain high standards in a graduation program, both Program Outcomes (POs) and Program Specific Outcomes (PSOs) are critical. Each department in the college develops its curriculum with these POs in mind, and the PSOs are carefully formulated alongside curriculum planning.

The college uses a continuous improvement process to assess and enhance the effectiveness of every academic program. A well-structured mechanism is in place to gauge the attainment of POs, PSOs, and COs, using a mix of direct and indirect evaluation methods.

Direct Method of Evaluation:

To measure POs through the direct method, a CO/PO matrix is utilized. This matrix links the COs to the POs, as specified in the Course Syllabus blueprint. The direct assessment relies on various evaluation tools, including:

- Continuous Internal Assessments
- Semester-End Examinations
- Laboratory Performance Evaluations

Rubrics: The institution assigns weight to COs for each PO in the CO/PO matrix using a scale from 1 to 3, where:

- 1 indicates a Low Correlation
- 2 indicates a Medium Correlation
- 3 indicates a High Correlation

The attainment of COs and POs is calculated using the following formulas:

- **CO Attainment** = 75% from Semester-End Examination + 25% from Continuous Internal Assessment.
- **PO Attainment** = (Average of COs contributing to a PO / 3) x Final CO Attainment for the subject.

Indirect Method of Evaluation:

This method relies primarily on surveys and data collection from multiple sources, such as:

- Student Exit Feedback
- Feedback from Stakeholders
- Surveys conducted by Placement Officers

Rubrics: Survey questions are designed to reflect the POs. The survey responses are quantified on a scale (1, 2, 3) based on predefined levels:

- 60% of respondents scoring above 3 corresponds to Low (1)
- 70% of respondents scoring above 3 corresponds to Medium (2)

- 80% of respondents scoring above 3 corresponds to High (3)

The overall attainment of POs and PSOs is calculated as follows:

- **PO/PSO Attainment (%)** = (80% x Average Attainment from the Direct Method) + (20% x Average Attainment from the Indirect Method).

Based on these assessments, the Internal Quality Assurance Cell (IQAC) may recommend corrective actions, such as additional assignments on critical topics, extra classes, or practice with model question papers.

2.6.3

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

Response: 90.91

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

2023-24	2022-23	2021-22	2020-21	2019-20
91	89	28	28	44

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

2023-24	2022-23	2021-22	2020-21	2019-20
91	89	38	36	54

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.89

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)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description

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:

Academic institutions are expected to engage in three core activities: teaching, research, and extension. Among these, research stands out as a crucial academic pursuit that enables institutions to achieve excellence in education. Research and development activities not only open new pathways but also disseminate knowledge, enhancing both teaching and learning among faculty and students. Recognizing the significance of high-quality research for societal advancement, Government Degree College, Repalle has established an ecosystem that fosters innovation and integrates the Indian Knowledge System (IKS).

Research Committee:

To nurture and guide the institution's research initiatives, the college has established a Research Committee. This committee is dedicated to promoting high-quality research that can be shared and utilized by both the faculty and students.

Objectives of the Research Committee:

1. To raise awareness about the importance of research among faculty members.
2. To foster a culture of research through various initiatives and programs.
3. To encourage faculty to publish research papers and undertake socially relevant research projects.
4. To assist in organizing workshops, seminars, and conferences aimed at knowledge transfer and sharing.
5. To support faculty and students in submitting project proposals to funding agencies.
6. To ensure that the institution maintains adequate infrastructure to support research activities.

Thanks to the efforts of the Research Committee, 33 research papers by our faculty have been published in prestigious international and national journals. Additionally, our faculty members have authored or edited two books/book chapters. Our students, under the expert guidance of our staff, have undertaken innovative and socially relevant projects.

Establishment of IPR Cell:

The institution has recently established an Intellectual Property Rights (IPR) Cell to raise awareness about intellectual property rights among students and faculty. This cell is responsible for organizing workshops, seminars, and other programs to educate the college community on the importance of protecting their ideas, inventions, and innovations.

The institution also encourages faculty and students to participate in seminars, workshops, and conferences hosted by other institutions to stay informed about current research trends. Faculty are supported in joining professional bodies through membership fee reimbursement, and students are encouraged to participate in internships for hands-on experience. Field visits and extension talks organized by the institution provide opportunities for students to interact with professionals and deepen their understanding of theoretical knowledge.

To support active research on campus, the institution provides 1 Gbps high-speed internet connectivity with Wi-Fi access, a library with 11,132 books including reference materials, and access to 199,500 e-books and 6,000 e-journals through an N-List subscription.

File Description	Document
Upload 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: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	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: 0.64

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

2023-24	2022-23	2021-22	2020-21	2019-20
23	0	0	1	1

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

3.3.2

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

Response: 0.03**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**

2023-24	2022-23	2021-22	2020-21	2019-20
1	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:**

Over the past five years the college organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The college runs effectively National Service Scheme. The Cell has been very vibrant and active with 100 volunteers. It conducts regular weekly meeting of volunteers to discuss the plan of action. NSS organizes a residential seven-day camp in nearby adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness, tree plantation, water conservation, awareness and sensitization in and outside Campus etc.

Other than NSS unit the various departments of the college, Red Ribbon Club, Electrol Literacy Club etc. are actively and aggressively organizing and participating in various extension activities and outreach program. The college campus is kept clean on a regular basis, and the Swachh Bharat Abhiyan is held on October 2nd each year. As part of Swachh Bharat efforts, our students actively clean the campus and its environs. On National Voters Day, students take a solemn oath to emphasize the importance of exercising their voting rights as responsible citizens contributing to the nation's progress.

The Women Empowerment Cell in the campus catering to needs of the underprivileged women students. The establishment of the Eco Club within the college serves the purpose of raising environmental awareness among students and encouraging efforts to protect our environment.

Some of the significant social activities conducted for the benefit of nearby communities are:

1. Plantation
2. Blood Donation camps have been organized
3. Independence Day and Republic Day celebrations
4. Yoga Day celebrations
5. National Youth Day
6. Distribution of food, grains and fruits
7. Organized awareness campaign for Voters Day
8. Awareness Program on Health and hygiene.
9. Organized lectures on Gender equity and justice.
10. Organize cultural programme and sports with other organizations to create healthy environment.
11. Green and Clean Environment.
12. Drug Awareness.
13. Women Empowerment.
14. NSS Day celebrations
15. Celebration of International Day of Girl Child
16. Awareness on social media etc.

All these mentioned activities have a positive impact on the students, and they developed student community relationships, leadership skills, and self-confidence of students. It also helped in cultivating the hidden personality of students and creating awareness among students.

Additionally, these activities serve as a bridge between theoretical knowledge and practical application, enriching students' educational experience.

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

3.4.2

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

Response:

NIL

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: 32

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

2023-24	2022-23	2021-22	2020-21	2019-20
09	10	07	06	00

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 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: 11

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

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 is equipped with a robust infrastructure that fosters a comprehensive learning environment, catering to both academic and extracurricular needs. The facilities are thoughtfully designed to address the diverse requirements of students and faculty, promoting an environment conducive to holistic development.

Situated on a spacious 8.29-acre campus, the college boasts ample infrastructure and physical facilities that support teaching and learning. This includes classrooms, laboratories, ICT-enabled resources, computing equipment, and spaces for cultural and sports activities, such as a gymnasium. The college has seventeen spacious, well-ventilated classrooms, each equipped with essential seating, lecture stands, fans, and lighting. Beyond traditional classrooms, the institution houses multiple specialized laboratories tailored to various disciplines, as well as classrooms fitted with LCD projectors. These labs are outfitted with modern equipment, providing students with the necessary tools for hands-on learning and experimentation. The computing facilities are state-of-the-art, featuring high-performance computer labs equipped with the latest hardware and software.

The college also provides advanced ICT facilities, including cutting-edge computer labs. A key highlight is the provision of high-speed Wi-Fi with a 1 Gbps bandwidth available to both staff and students. Classrooms are equipped with Interactive Flat Display Panels (IFPDs) to enhance the learning experience. The entire campus is monitored by CCTV surveillance, ensuring discipline and the safety of female students. Additionally, a public addressing system is installed across the campus for efficient communication. In line with the institution's commitment to sustainability, rooftop solar panels have been installed to conserve energy, contributing to an eco-friendly campus.

The Department of Physical Education is well-resourced with facilities for both indoor and outdoor sports. The college hosts intramural and extramural tournaments annually, especially during the Annual Day and Sports Day celebrations. Some of our students have also been selected for university-level teams, reflecting the high standard of sportsmanship fostered here.

Sports Facilities: The college offers a wide range of sports facilities to cater to the varied interests of its students. These include dedicated courts for badminton, basketball, volleyball, and handball, as well as specialized grounds for cricket, Kho-Kho, and Kabbadi. For athletics, there are designated areas for shot put, discus throw, and javelin throw. Additionally, the institution features an indoor stadium covering

5,900 square feet, which includes two indoor shuttle courts. Students also have access to various indoor games, such as chess, carrom, and table tennis, providing ample opportunities for both recreational and competitive sports on campus.

Gym Facilities: The college maintains a well-equipped multi-gym facility with assigned hours each evening after college for students and faculty.

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: 38.25

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

2023-24	2022-23	2021-22	2020-21	2019-20
29.16	11.65	00	00	00

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 institution recognizes the significance of the library as a vital source and center for learning. Our college library, a newly constructed separate block with a plinth area of 1705 square feet, was established with the support of philanthropists. The library is fully computerized and automated, equipped with the OPAC (Online Public Access Catalog) system. The institution has also subscribed to various e-resources and provides access to Open Educational Resources (OER) repositories. As a member of the N-list, the library offers access to over 6,000 e-journals on various subjects and thousands of e-books, all available to users free of charge. We provide reference services to assist students in locating desired books using the OPAC system. Additionally, the library offers internet and reprography facilities for students.

The library strictly adheres to the institution's library policy to ensure efficient operation. Its collection is updated annually with an average budget of Rs. 16,492. Between 2019 and 2024, approximately 552 books were added, with a total expenditure of Rs. 82,462. To maximize usage, a daily visitors' register is maintained, recording around twenty transactions each day. On average, about thirty students use the reading room and reference section daily to access books, newspapers, journals, and the internet. The library operates from 9:00 A.M. to 6:00 P.M. and extends its hours from 8:00 A.M. to 8:00 P.M. during examinations.

In addition to the central library, some departments maintain their own libraries, providing students with quick access to reference materials and book loans. We are also proud members of the National Digital Library of India (NDLI) club, demonstrating our commitment to digital learning and resource sharing. 90% of staff members and students registered with NDLI. The library is designed to accommodate students with special needs, offering features such as ramp access and Braille books for visually impaired students.

Every year, National Library Week is celebrated from November 14th to 20th to encourage library use among students. The events include an essay writing competition, a book exhibition, and guest lectures by distinguished speakers, with prizes awarded to the winners. An orientation program is conducted at the beginning of each academic year to help first-year students learn how to effectively use the library and its resources. The library is also accessible to the general public with prior permission and actively engages with the local community by organizing outreach programs and initiatives to promote literacy and a love for learning.

In conclusion, our commitment to technological integration, security measures, and abundant resources ensures that the library remains a central and valuable asset for the entire academic community.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure**4.3.1**

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

connection

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

Response:

The institution is dedicated to maintaining state-of-the-art IT facilities, recognizing their crucial role in enhancing the teaching and learning experience. This commitment includes ensuring that all computers are equipped with the latest software and hardware, thereby fostering a technologically advanced environment.

Comprehensive IT Facilities: The institution emphasizes the importance of up-to-date IT resources, including the latest software needed to support the teaching-learning process. There are two dedicated computer laboratories featuring 41 desktops and 22 laptops, sponsored by the Andhra Pradesh State Skill Development Corporation (APSSDC), for practical sessions, training purposes, and accessing online resources.

e-Content Development: Faculty members create e-content using the available facilities, which is then made accessible to students through the CCE LMS portal.

Internet Connectivity: The campus has been significantly upgraded with a high-speed internet connection of 1 Gbps provided by AP Fibernet, along with an additional 150 Mbps high-speed connection from VBC Network as a backup.

Wi-Fi Enabled Campus: The institution maintains 15 Wi-Fi access points across the campus, ensuring seamless connectivity for both students and faculty to support various online activities. Faculty members use these facilities to upload daily student attendance and details of topics covered to the CCE OLTP app.

Online Processes: Since 2021, the institution has streamlined various administrative processes, including online admission, fee payments, and student registration.

G Suite Enterprise for Education: The institution uses G Suite Enterprise for Education to provide official email IDs to all students, faculty, and staff. This platform facilitates organized communication, collaborative document creation, and access to a wide range of productivity tools within a secure, education-focused digital environment.

Classroom Technology: Most classrooms are equipped with projectors and Interactive Flat Display Panels, enhancing the overall learning environment.

Other Facilities: Additional facilities, such as CCTV cameras, printers, photocopiers, and the institution's website, are regularly updated to ensure they remain effective and up-to-date.

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: 6.43

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

Response: 40

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: 0.17

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)

2023-24	2022-23	2021-22	2020-21	2019-20
0.025	0.13	0.025	00	00

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: 84.27

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

2023-24	2022-23	2021-22	2020-21	2019-20
207	225	234	196	145

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](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: 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: 26.78

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

2023-24	2022-23	2021-22	2020-21	2019-20
91	58	107	30	34

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: C. 2 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

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: 5

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

2023-24	2022-23	2021-22	2020-21	2019-20
02	03	03	04	02

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

2023-24	2022-23	2021-22	2020-21	2019-20
91	89	28	28	44

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: 0

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.)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	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: 6

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

2023-24	2022-23	2021-22	2020-21	2019-20
04	02	00	00	00

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

5.3.2

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

Response: 3.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
04	09	05	00	00

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:

Yes, there is a registered Alumni Association named "**STUDENT UNION OF MANDAPETA ALUMNI**", which was recently registered on 29-07-2024 with Society Register No. 167 of 2024. The association actively contributes to the development of the institution by providing financial support and other services to enhance the growth and welfare of the college and its community.

Here are some potential future activities that the "**STUDENT UNION OF MANDAPETA ALUMNI**" could undertake to contribute to the development of the Government Degree College, Mandapeta.

Future Activities of the "STUDENT UNION OF MANDAPETA ALUMNI" in the Degree College:

1. **Scholarship Programs:** Establishing scholarships for deserving and economically disadvantaged students to encourage academic excellence and support their education.
2. **Infrastructure Development:** Contributing to the improvement of college infrastructure, such as funding for new classrooms, laboratories, libraries, sports facilities, or technology upgrades.
3. **Career Guidance and Mentorship:** Organizing workshops, seminars, and guest lectures with alumni members to provide career guidance, mentorship, and skill development sessions for current students.
4. **Alumni-Student Networking Events:** Hosting annual alumni meets, networking events, and interactive sessions to build connections between alumni and current students, fostering collaboration and knowledge exchange.
5. **Internship and Placement Support:** Facilitating internship opportunities and job placements by leveraging the professional network of the alumni, helping students gain practical experience and secure employment after graduation.
6. **Fundraising for Special Projects:** Initiating fundraising campaigns for special projects, such as establishing research centers, innovation hubs, or scholarships for exceptional talents in specific fields.
7. **Community Service and Outreach:** Encouraging alumni and students to engage in community service projects, such as health camps, environmental initiatives, literacy drives, and other social welfare activities to promote civic responsibility.
8. **Support for Extracurricular Activities:** Sponsoring cultural, sports, and extracurricular events that promote holistic development, teamwork, and leadership skills among students.
9. **Digital and Technological Upgrades:** Contributing towards the digital transformation of the college by providing resources for smart classrooms, online learning platforms, and access to digital libraries and databases.
10. **Faculty Development Programs:** Offering grants or funding for faculty development initiatives, including workshops, training programs, and research opportunities to enhance teaching quality and academic standards.

These activities would help the "**STUDENT UNION OF MANDAPETA ALUMNI**" play a pivotal role in the continuous improvement and growth of the Government Degree College, Mandapeta, benefiting both the students and the broader educational community.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our institution is dedicated to ensuring that its governance and leadership align closely with the core values and strategic objectives outlined in our vision and mission. Our vision focuses on guiding students toward excellence by providing a transformative education. We are committed to empowering students to make well-informed decisions and engage in impactful actions on both personal and community levels.

As a Government College operating under the Commissionerate of Collegiate Education, Mangalagiri, Andhra Pradesh, we adhere strictly to established rules and regulations. The principal oversees the enforcement of these guidelines, ensuring compliance throughout our institution.

We have embraced the National Education Policy (NEP) 2020, reflecting our dedication to this progressive vision. Our initiatives are designed to enhance skill development, implement outcome-based education, and integrate Indian languages and cultural elements into our curriculum. As a multidisciplinary institution, we have introduced new courses and revised existing ones to align with NEP guidelines, with a strong focus on experiential learning. To facilitate effective implementation, we have established specialized committees to oversee our progress, and faculty members have been trained on the NEP 2020 to deliver the updated curriculum effectively.

Our approach to decision-making is decentralized, empowering various departments and stakeholders to collaborate and take ownership. This method allows us to adapt swiftly to changes in the educational sector. We promote participatory management through various cells and committees, each led by coordinators who make decisions and incorporate input from staff and students. Policy statements and action plans are developed collaboratively by the Principal, Staff Council, College Planning and Development Council, Academic Council, and IQAC. The IQAC is crucial in maintaining the quality of academic initiatives and institutionalizing best practices. The Principal's democratic and participative leadership style encourages active engagement from both teaching and non-teaching staff.

The College Staff Council and IQAC, guided by the Principal, are responsible for developing and implementing both short-term and long-term action plans for the institution's academic and administrative activities. These plans are crafted to guide our development while remaining adaptable to emerging trends and challenges in education. By continuously reviewing and updating these plans, we ensure that our institution stays dynamic and relevant in an ever-changing educational landscape.

In conclusion, our institution is committed to aligning its governance and leadership with its vision and mission. Through the effective implementation of the NEP, ongoing institutional growth, decentralization, and active governance participation, we strive for excellence in education. Our efforts

not only benefit our students but also contribute to broader societal development, demonstrating our dedication to making a lasting impact.

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:

Our college is a government institution which is purely governed by the rules and regulations framed by the government of Andhra Pradesh. Our College affiliated to Adikavi Nannaya University. Academics of the college are closely monitored by the University and both academic and administrative setup is maintained by Andhra Pradesh Commissionerate of collegiate education, Mangalagiri.

The institutional perspective plan is a comprehensive strategic framework designed to ensure the effective operation of various institutional bodies such as the Staff Council, the College Planning and Development Council, and other associated committees. This plan encompasses several key areas including Academic Excellence, Research and Innovation, Human Resource Development, Infrastructure Enhancement, Student Placement, and Progression.

In the execution of this plan, the Principal and Vice Principal play pivotal roles. The Principal is responsible for providing overall leadership and direction across all aspects of institutional management, while the Vice Principal supports this by overseeing both academic and administrative functions. Department Heads are crucial to the plan's success, as they work to align departmental goals with the broader institutional objectives. Their responsibilities include ensuring that their departments operate efficiently and collaborating with external industries and institutions to offer students valuable hands-on learning opportunities.

The Staff Council and the Internal Quality Assurance Cell (IQAC) are actively involved in the decision-making processes to integrate the perspective plan effectively into the institution's academic and administrative operations. Key positions such as the Placement Officer, Librarian, and Director of Physical Education are specifically aligned with the institutional goals outlined in the plan. These roles contribute significantly to various facets of the institution, including enhancing student support services, managing library resources, promoting physical fitness programs, and facilitating placement training for students. Additionally, the Senior Assistant in the Office plays a central role in leading the administrative staff, ensuring that the operations of the Administrative Office are managed and coordinated efficiently.

The college's administrative framework is characterized by transparency, efficiency, and effectiveness.

It features a well-defined organizational structure that clarifies the roles and responsibilities of faculty, staff, and administration. Recruitment and service regulations are governed by a transparent process established by the Andhra Pradesh Government and the Andhra Pradesh Commissionerate of Collegiate Education. The criteria for recruiting teaching staff are determined by the Andhra Pradesh Government and the Andhra Pradesh Public Service Commission. For the recruitment of both teaching and non-teaching staff, the AP Government's criteria include written examinations and a structured selection committee process. The Commissioner of Collegiate Education is responsible for appointing teaching faculty, while the Regional Joint Director of Collegiate Education in Rajahmundry oversees the appointment of non-teaching staff. Promotion policies adhere to the Career Advancement Scheme (CAS) rules, which are subject to updates from the University Grants Commission (UGC) and the Andhra Pradesh Government.

Moreover, the college has established well-defined procedures for handling essential administrative functions such as student admissions, examination management, fee payments, salary slip issuance, and tax computations. These procedures are designed to ensure smooth and efficient operations across all administrative aspects of the institution.

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

Appraisal System for Teaching Staff:

Teaching staff are evaluated using the Annual Self-Appraisal Report (ASAR). According to guidelines established by the Government of Andhra Pradesh (G.O. Ms.No.14, Higher Education (UE) Department, dated 13-02-2019), college teachers must submit the ASAR to the Internal Quality Assurance Cell (IQAC) at the end of each academic year. The IQAC reviews these reports and forwards them to the principal, who assigns scores. These scores are then uploaded to the Commissionerate's website.

The ASAR is divided into two categories:

- **Category I:** Teaching Activities: This involves participation in lectures, practical sessions, tutorials, and other teaching-related tasks to maximize engagement.
- **Category II:** Other Activities: Teachers are also expected to contribute to student engagement and research activities within the college, supported by documented evidence.

Academic and Administrative Development Report (AADPI):

The principal of the college is required to submit the AADPI to the Regional Joint Director (RJD). The RJD team assesses the report and assigns scores based on established criteria, which are then uploaded to the Commissionerate of Collegiate Education (CCE) website.

The scores from the ASAR and AADPI are integral to decisions regarding faculty career advancement and transfers.

Appraisal System for Non-Teaching Staff:

Non-teaching staff are appraised based on factors such as their qualifications, work experience, assigned job responsibilities, and achievement of specific goals and targets.

Comprehensive Employee Benefits:

- **General Provident Fund (GPF):** Full-time employees are enrolled in the General Provident Fund from their first salary to ensure financial security.
- **Pension Schemes:** Employees appointed before September 2004 are covered under the Old Pension Scheme, while those appointed after this date fall under the Contributory Pension Scheme (CPS).
- **APGLI & GIS:** Deductions from employees' salaries contribute to the Andhra Pradesh Government Life Insurance (APGLI) and Group Insurance Scheme (GIS), which are compulsory for all staff.

- **Employee Health Scheme (EHS):** This scheme offers medical reimbursement to employees and their dependents in accordance with current government policies.
- **Gratuity and Earned Leave:** These benefits are provided upon retirement.
- **Leave Benefits:** The institution offers a range of leaves, such as casual, duty, medical, child care, maternity, and paternity leave, as needed by the employee.

Professional Development and Career Growth:

The institution emphasizes staff development by promoting continuous learning and skill enhancement. Employees are encouraged to pursue further education and certifications. Faculty are also supported in attending seminars and conferences at both national and international levels to keep up with developments in their fields. The college provides "On Duty" leave for such activities and supports academic pursuits with resources like libraries and ICT facilities. High-speed internet access with a 1 Gbps bandwidth is also available to staff.

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

6.3.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	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 / workshop s 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: 28.46

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	11	06	06	04

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

2023-24	2022-23	2021-22	2020-21	2019-20
07	08	08	09	09

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

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:

Government Degree College, Mandapeta follows a structured process for mobilizing and optimally utilizing funds and resources. This process is overseen by the Commissionerate of Collegiate Education of the Andhra Pradesh Government, under the leadership of the Principal.

Mobilization of Funds

The college primarily generates funds through student fees and state government allocations. Additional financial support comes from alumni, staff, and philanthropists, which contributes to the college's development. As a non-profit institution, the college is dedicated to assisting economically disadvantaged students in the Mandapeta area, ensuring that its fees remain accessible to all segments of society. A large number of students receive scholarships under the JVD program, allowing them to promptly pay their fees upon reimbursement from the government. The college also collects an Additional Special Fee for the Restructured B.Com (Computer Applications) and B.Sc (MPCs) programs, which supports the costs associated with these programs and enhances academic and physical facilities. Additionally, the college receives salary grants from the state government for its teaching and non-teaching staff.

Optimal Utilization of Funds

The college has clear procedures for allocating funds to various operations. These funds are utilized for developing infrastructure and ICT capabilities, organizing student training and extension activities, updating the library, maintaining facilities, and implementing welfare initiatives.

Internal Audit

The college conducts regular internal and external audits of its accounts. An internal auditor, appointed by the institution, performs an annual financial audit. The Office Senior Assistant reviews the accounts, and the Principal further scrutinizes them. An external auditor then conducts a final verification. After

this, the budget, accounts, and audited statements are submitted to CPDC meetings for final approval.

External Audit

The external audit is regularly carried out by three entities: the A.G. Audit (Accountant General) Team, the L.F. Audit (Local Fund) Team, and the RJDCE Office (Regional Joint Director of Collegiate Education). These teams audit the budgetary allocations and expenditures to ensure compliance. Any discrepancies identified during the audit are reported to the Principal as audit objections. The Principal, along with the relevant committee, is responsible for addressing and correcting these issues within a specified timeframe.

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:

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in planning, guiding, and overseeing the quality of academic and administrative functions within the institution. It is dedicated to fostering a culture of quality, which has led to the development of a system for analyzing feedback.

To establish quality benchmarks, the IQAC identifies discrepancies in quality and examines the standards set by top higher education institutions. This approach aids in defining quality objectives and setting both short-term and long-term goals for various departments and the institution as a whole.

Internal Audits: Internal audits are performed every semester to evaluate program quality and measure the progress of various departments, cells, and committees. Findings and recommendations are communicated to faculty members to promote enhancements.

Administrative Enhancements and Best Practices: The IQAC supervises academic audits and provides guidance to staff in preparing Academic Performance Indicators (APIs) and Annual Self-Assessment Reports (ASAR). The analysis of performance data influences the Career Advancement Scheme (CAS) and is submitted to the Commissionerate of Collegiate Education (CCE).

Stakeholder Feedback: The commitment to continuous improvement by the IQAC is driven by feedback from stakeholders. Insights gathered from employers, industry specialists, and alumni regarding the curriculum, supplementary programs, and skill development efforts contribute to the maintenance of

educational quality and excellence.

Curriculum Implementation: As an affiliated institution, the college plays an essential role in executing the designated curriculum. It offers a structured format for teacher diaries that includes the academic calendar, semester teaching schedules, evaluation timelines, support strategies for varying learner needs, result analyses, and programs for skill enhancement.

Experiential Learning: The IQAC advocates for experiential learning techniques, such as flipped classrooms, interactive discussions, laboratory experiments, field expeditions, group projects, internships, and practical training. These techniques are regularly assessed to ensure they effectively boost students' knowledge, skills, and attitudes, with corrective steps taken when necessary.

Collaborations and MoUs: Over the past five years, the IQAC has successfully established 15 Memorandums of Understanding (MoUs) and partnerships with various organizations, focusing on internships, on-the-job training, project work, exchanges for students and faculty, and collaborative research.

Advancement in ICT: The IQAC promotes the integration of Information and Communication Technology (ICT) in teaching and learning to improve student engagement and understanding. The institution requires that at least 20% of the curriculum be delivered through ICT tools, with student seminars and project presentations also utilizing these technologies.

E-Content and Research Initiatives: Faculty members are encouraged to create e-content on a variety of topics to aid in student development. Furthermore, students are urged to present and publish research papers on contemporary subjects in their fields to promote innovation.

Faculty Development Programs: The IQAC supports faculty involvement in various professional development activities, including workshops, webinars, and training sessions, to ensure they stay updated with the dynamic landscape of higher education and to foster research engagement.

These initiatives exemplify the IQAC's dedication to upholding high-quality standards across both academic and administrative domains.

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: A. Any 4 or more of the above

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

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:

Government Degree College, Mandapeta has been actively promoting gender equity over the past five years through a range of initiatives in both academic and extracurricular areas. These efforts have created an inclusive environment that empowers women on campus, with gender sensitivity seamlessly integrated into every aspect of college life.

Gender Audit and Safety Measures:

Gender audits are conducted annually to assess gender-related policies and practices, ensuring a safe and secure environment for female students, as well as teaching and non-teaching staff. These audits help identify strengths and challenges in promoting gender equity, guiding future actions to create a more inclusive atmosphere.

Women Empowerment Cell:

The college has established a Women Empowerment Cell to raise awareness about career opportunities, social challenges, and stereotypes. The cell provides support and guidance, empowering female students to excel in their chosen fields and overcome societal stigmas.

Partnerships for Safety and Awareness:

The institution collaborates with the Police Department to conduct awareness programs on the DISHSA app, which helps students seek immediate assistance during emergencies.

Curricular Activities:

The college curriculum incorporates various aspects of human ethics and values, such as personal, social, and moral values, to promote gender sensitivity and highlight the role and significance of women in society.

Co-curricular Activities:

1. Women Empowerment Cell Initiatives:

- Conducts workshops and programs on women's empowerment and rights to raise awareness and

instill a sense of empowerment among female students.

1. **Health Engagement:**

- Organizes sessions on various health topics, including breast cancer awareness and nutritional care, contributing to the holistic development of women.

1. **International Women's Day Celebrations:**

- Celebrates International Women's Day annually, recognizing accomplished women as "Women Icons" to inspire and motivate students.

1. **Leadership Promotion:**

- Promotes leadership by ensuring equal opportunities for male and female class representatives and encouraging active involvement of female students in organizations like the NSS.

1. **Workshops on Women's Health:**

- Focuses on breast cancer awareness, mitigation strategies, and nutritional care sessions to promote overall well-being.

1. **Facilities Provided:**

- Ensures safety through the installation of CCTV cameras at strategic locations
- Provides dedicated common rooms and washrooms equipped with sanitary vending machines for female students.
- The institution maintains a zero-tolerance policy towards gender bias and discrimination and encourages active participation of women in sports.

Through these initiatives, Government Degree College, Mandapeta, continues to work towards fostering an inclusive, safe, and supportive environment that promotes gender equity and empowers all students.

File Description	Document
Upload 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
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

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:

Since its establishment in 1989 the college has played a pivotal role in creating or instilling religious, cultural and social values not only in its students, but also among the public in the surrounding villages.

As a part of creating communal harmony and inclusive environment the college encourages minority students to join the institute. The college has even a minority cell that looks after the needs of the minority students. The college often invites representatives from Om Shanti Ashram, local Muslim group, and from local churches to address the students. The installation of an RO Water plant by a Christian organization, Mission Ruwa, itself is a glaring example of Our inclusive efforts. The college has organized various lectures or discussion programmes about Triple Talaq, Abrogation of article 370, Amendment of CAA, Uniform civil code etc.

Our department of cultural activities is hyperactive and is involved in a variety of programmes such as conducting cultural programmes, taking students to various cultural events, preparing the students for state level and national level competitions.

In addition to the introduction related to religious values, we have also tried to introduce social values among the students. Through NSS the students are trained to understand the importance of physical work. Each student, irrespective of social, economic or religious status, has to take part in the activities organized by the NSS. The college recognizes those students who show utmost courage and resilience during crisis. We felicitate those who help persons injured in road accidents. Any student who insults or misbehaves with girls is summarily punished and the college immediately rusticates him from the institute.

Human values and professional ethics have been introduced as a paper in the first semester and the students are not awarded degree if they fail. Students are also encouraged to understand environmental values. Being students from rural area, the students do know the importance of environment naturally. But they have to clear a paper about environment in their fifth semester.

It may look strange, but we try to create awareness about the fundamental duties in the illiterate and semi-literate people in nearby villages of the college. As part of this initiative, we organize programmes to ward off blind beliefs among the rural people. We recently organized rallies and informative programmes about the need for voting and the importance of right choice during the recent elections. Our students offered services as volunteers during elections in polling booths. In addition to national Independence Day and republic day, the department of political science organizes constitutional day every year on 26th November and Human Rights Day on 10th December.

Thus, the college tries to instil all types of values even from the scarce resources available.

File Description	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:

Title of the Practice1: DIGITAL INITIATIVES

In view of the prominence of digitalization in present day world, a new approach towards digitalization could be seen in the college during the last five years. This digitalization could be witnessed in administration, academics, infrastructure, and society.

Objectives of the Practice:

Through digitalization the college wants to:

1. Bring administration to the doorstep of the student and create more facilities;
2. To build capacity of the student to compete with the present day world;
3. Create digital infrastructure to enhance the learning capacity of the student; and
4. Create awareness among the public in around Mandapeta about the need for digital literacy.

The Context and Practice:

The college introduced QR Code for the payment of any fee in 2021-2022 to avoid discomfort to students who had to walk three KM for any bank branch. This has been replaced by a new app known as F-Map by the CCE. The college is in the process of digitalizing all records for expeditious release of certificates. We are planning to introduce ID Cards with QR Codes to preserve the whole information of a student since his/her admission. The college encourages digital learning as well as teaching. At least one mid-exam should be written On-line. Teachers and students are encouraged to do On-line courses. As many of the students come from deprived background, the college provides them with high speed (1 GB leased line) internet and works even beyond scheduled hours for their sake. Teaching notes and teaching diaries have also been digitalized from this year. The college has about 70 computers, 5 digital interactive screens and another 4 projectors catering to the needs of 250 students. The college imparts digital skills to common people from villages in the vicinity of the institute. Our students conduct camps in the villages to create awareness about the advantages and problems of digitalization.

Evidence of Success:

Installation of sophisticated digital equipment resulted in increase in strength. Students are now adept in using smart phones and computers than the students of five years ago. Almost all the teachers and the students have completed at least one On-line course during the last three years.

Problems encountered and Resource Required:

There exists a digital divide among the students. Parents prefer traditional type of education as they are unaware of the need for digitalization. Many students don't have the necessary digital infrastructure at home. Rural colleges do not have the means of either purchasing or maintaining the state-of-the-art digital equipment. Lack of sufficient knowledge in English also proves a hindrance for digital advancement of the institute.

Though the college cannot fill the digital divide, it is trying hard to reduce the gap by providing access of computer laboratories to all students irrespective of their subjects. In parent teacher interaction we try to convince them to permit their wards to have their own smart phone. The college is trying to improve English level of students by collaborating with reputed institutions.

Title of the Practice 2: Social Capitalism

Social capital means the net worth of a person or a society without considering physical wealth. It indicates the level of bonding between institution and the society in this context. Since its establishment in 1989 GDC Mandapeta has been trying to impart education to the deprived sections of the society. To attain this goal the college maintains good relation with the society.

The college caters to needs of about forty villages in and around Mandapeta.

Objectives:

The college has strong bonding with the society by

1. Taking from the society around it and
2. Giving back something to it, that is reciprocal.

Practice and context:

What we take from the society: The college involves all types of people from all walks of life in developmental activities; improvement of academics; strengthening financial resources; and even day-to-day administration. As the college does not have strong financial strength it receives help from philanthropists. The following developmental activities could be witnessed during the last five years:

- (a) Building of a new library block worth about 20lakhs.
- (b) Installation of a new RO plant worth 2lakhs;
- (c) Purchase of 100 dual desks worth 2lakhs;
- (d) Building or renovation of toilet blocks worth 8lakhs.
- (e) Levelling of ground worth 5lakhs.

In addition to the major initiatives mentioned above many have donated lights, fans, green boards, park benches, books for the library and many more. The college engages many local experts and industrialists to enlighten the students about various opportunities after degree and some even offer jobs to them. Some parents of the students, who cannot afford financial help, render free service to the institute.

What does the institute offer to the society?

- (a) Our students and staff often organize or participate in blood camps and donate blood;
- (b) Our students and staff take part in flood relief activities as this is a flood prone area;
- (c) We often conduct various types of camps in villages related to health, modernization of agriculture, digital payment systems, etc.
- (d) We run some skill courses to outsiders free of cost.
- (e) We invite the students and staff of nearby schools and junior colleges to give them a firsthand experience of our state of the art laboratories.

Problems encountered and Resource Required:

Maintaining cordial relations with the society is a double edged knife. Any small mistake totally destroys confidence of people in the administration. Commutation of students to the spot of camp is another difficulty. Involving girl students in social activities in traditional society is another challenge. Social capital building is a team work and even a small difference of opinion does have adverse effect on the outcome.

Evidence of success:

- (a) Total renewal and restructuring of college in the last five years.
- (b) Organic growth of student strength.
- (c) Local officials and police seek assistance from the college for various purposes.
- (d) Conduct of an international conference of global standards with an minimum expenditure of about 25 thousand rupees.
- (e) Increase number of requests seeking permission to organize social, political, cultural, or sports events from the society.

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

7.3 Institutional Distinctiveness

7.3.1

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

1000 words

Response:

Any higher education institute is a spectrum of spectra of people from various walks of life. Though primarily a degree college is dedicated to education of students, many other activities also play a pivotal role such as:

1. social awareness;
2. skill enhancement;
3. taking forward of flagship programmes of the government;
4. Create awareness about the fundamental duties of a citizen throughout the catchment area of the college.

When it comes to a higher education institute of government, the primary stakeholders are from the deprived classes. They are not only economically deprived, but also deprived off social status. Hence, we find lack of confidence among the students.

So, the prime objective of the college is to instil confidence among its students. We often expose them to the world by providing high-speed internet which plays a pivotal role for those students to become a global citizen. In addition to organizing guest lectures from other degree colleges, we invite world-class scientists, actors from the past, historians and others to inspire the students. This may not seem to be a great achievement, but for a remote rural college it is a great victory. The increasing number of students pursuing post-graduation is a witness to Our efforts.

As we are all aware, the condition of girl students in this deprived class is like second rate citizens. They are forced to drop out even at the smallest pretext. Many of the girl students who completed intermediate are not permitted to join degree or forced to marry. Observing this the college encourages the joining of girl students. Half of the students are girls in Our college. They too are given exposure to society. We take them to competitions held out of the district. It is very difficult to convince their parents to send them to these events. But the college has succeeded in motivating them to go out of the town and compete. The college has even permitted Nagarjuna University distance education centre to establish one branch on Our campus to encourage dropped outs to restart their education. The number of girl students pursuing higher education after degree has seen growth during the past five years.

Another social responsibility of the college is to provide comfortable education opportunities for differently abled. In addition to necessary software in the library the college offers free desktops to visually challenged students. It also makes arrangements for scribes regularly. We also make wheelchairs available for those who have no free movement. From next year we are planning to procure hearing aids for students who have difficulty in listening.

The college recognizes that only academics is not enough for the advancement of 21st century students. Hence the college gives priority to the skill enhancement of students. As a part of the initiative we have established a skill hub in Our college. In addition to tailoring, beautician and other computer courses, we also offer courses like two-wheeler mechanism, plumbing, and domestic electrician courses. With the

help of some NGOs we are planning to offer hotel management certificate course with hundred percent employment guarantee. During zero hours we train students in all India level and state level examinations like civil services, groups etc. We are in discussions with an NGO for the establishment of a community radio station on Our campus which shall enhance the speaking and interviewing skills of students. Students can also learn video and audio auditing skills.

As has been mentioned above the college is not a centre of academics only. The college takes the responsibility to take forward the flagship programmes of the government. The college regularly takes part in plantation programmes as directed by the state government. Through community service project survey, we try to understand various issues in nearby villages and try to address the issues based on the survey. Recently one of Our students has done a survey on the menace of beggars in the town. We brought it to the notice of the municipality and tried to help the poor beggars. In addition to regular health related programmes like blood donation through RRC, we organize health camps in nearby villages and try to create awareness about health and hygiene, especially to women. We assist the government officials while they organize health camps and help them in the distribution of medicine. For instance, our students took active part in the distribution of deworming tablets in the surrounding villages. We encourage the students to organize walk and talk programmes in villages and spread awareness about central and state Government schemes. Beforehand we ourselves train the students in the college. Thus, we succeeded in creating awareness about free solar power scheme, Mudra schemes and many other centrally sponsored programmes.

It may look strange, but we try to create awareness about the fundamental duties in the illiterate and semi-literate people in nearby villages of the college. As part of this initiative, we organize programmes to ward off blind beliefs among the rural people. We recently organized rallies and organized informative programmes about the need for voting and the importance of right choice during the recent elections. Our students offered services as volunteers during elections in polling booths. Through student support services like NSS we visit villages to conduct many more society related programmes.

Thus the college has become a centre for many activities other than academics. Our objective is to create responsible, educated, ethical and self-confident students who can create a better society in future.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college has witnessed a phenomenal growth in the last five years in the field of infrastructure, academics and facilities for students. All the developments could be achieved primarily with donations from public and staff. For some activities the expenditure had to be met from college funds.

The college procured 100 dual desks with the monetary help extended by the honourable MLA Sri Vegulla Jogeswara Rao garu. A Christian organization, Mission Ruwa donated an RO water plant worth 2.5 lakhs for students. Sri Chaitanya of Madhavi Edibles built a new library block worth Rs 20 lakhs for students. With the assistance extended by the staff and other public we could level about 5 acres of uneven land into a playground. In some of the levelled ground we are planning to grow a botanical garden. We brought into use the two abandoned buildings with the help of Sri Golla Babu garu's whole hearted help.

With the funds available at the college we procured five digital smart interactive screens; installed nearly 30 CC cameras; installed a public address system. In lieu of the space provided by the college AP Fibre net has provided the college with high-speed internet of 1 GB leased line. The honourable district collector has sanctioned Rs 18.7 lakhs for the purchase of computers and other laboratory equipment and the same has been done last year. With the permission of the honourable CCE commissioner we procured another 25 desk tops for B.Com students.

As the college is far from any road point, naturally students show tendency to join degree colleges nearer to road point. Hence with the help of a philanthropist we are providing free transport to students from the main junction of the town. The college also offers free uniforms to those who join the college in their first year. With the help received from donors we also give free desktops to visually challenged students with software and audio books.

Even the staff of the college is well qualified and genuinely student oriented. The principal of the college is a research director with four students undergoing PhD under him. He is the first visually challenged research director in India in English subject. Our economics lecturer is a D Lit, though coming from St community. The staff has published more than 60 research papers in the last five years which is remarkable in the context of the geographical condition of the college. Recently the college has conducted an international conference in the subject of physics titled xxx. This may not be great task for universities or colleges situated in cities or metropolitans. But conducting a world-class international conference in a remote location is really a challenge. with only expenditure of 26 thousand rupees from college funds is unbelievable and the college has done it. The remaining expenditure has been borne by philanthropists of the town.

With its meagre resources the college has produced world champions in tennikoit held in South Africa. The college is planning to build a world-class swimming pool and a multi-purpose indoor stadium in very near future.

To summarize the college is progressing on right path and is trying to produce global standard students from rural background.

Concluding Remarks :

The college is dedicated to realizing its vision and mission by delivering exceptional higher education. The Principal takes comprehensive steps to offer a well-rounded and transformative educational experience that cultivates future leaders. The devoted and skilled faculty, together with the supportive staff and enthusiastic students, has played a crucial role in advancing the college to its current status. The core principle guiding both academic and extracurricular activities is the empowerment of students. As the college prepares for its second cycle of assessment and accreditation, the Self-Study Report (SSR) has been developed under the direction of the Internal Quality Assurance Cell (IQAC). Since the initial accreditation, there have been notable improvements in both qualitative and quantitative aspects, and the college has successfully implemented measures to enhance quality.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :7</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p>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</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>235</td> <td>234</td> <td>233</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>156</td> <td>198</td> <td>164</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	235	234	233	0	0	2023-24	2022-23	2021-22	2020-21	2019-20	156	198	164	0	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
235	234	233	0	0																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
156	198	164	0	0																	
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</p> <p>Answer before DVV Verification : 235</p> <p>Answer after DVV Verification: 234</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p>																				

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
100	64	118	131	67

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
105	75	121	138	75

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
320	290	360	360	360

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
320	290	360	360	360

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
73	50	101	93	56

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
73	50	91	93	56

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
160	145	180	180	180

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

2023-24	2022-23	2021-22	2020-21	2019-20
160	145	180	180	180

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
19	19	20	20	20

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
19	19	21	20	20

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
10	10	12	10	10

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	10	09	10	10

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
16	15	0	0	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
23	0	0	1	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2	0	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	0	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
34	11	18	0	17

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
09	10	07	06	00

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :11

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
31.14827	14.10693	.01300	00	00

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
29.16	11.65	00	00	00

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0.96793	0.73348	0.17590	0.1	0.36020

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0.025	0.13	0.025	00	00

Remark : As per the revised data and supporting documents provided by HEI based on that DVV

input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
67	98	72	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
91	58	107	30	34

Remark : As per the revised data and supporting documents provided by HEI based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and supporting documents provided by HEI based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
02	03	03	04	02

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
02	03	03	04	02

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
91	89	38	36	54

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
91	89	28	28	44

Remark : As per the revised data and supporting documents provided by HEI based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
05	02	02	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
04	02	00	00	00

Remark : As per the revised data and supporting documents provided by HEI based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
07	16	06	00	00

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

04	09	05	00	00
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Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	20	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : As per the revised data and supporting documents provided by HEI, based on that financial support of less than Rs. 2000/- could not be considered so DVV input is recommended accordingly.

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:

2023-24	2022-23	2021-22	2020-21	2019-20
10	11	06	08	06

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	11	06	06	04

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
07	08	08	09	09

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
07	08	08	09	09

Remark : As per the revised data and supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>273</td> <td>267</td> <td>263</td> <td>213</td> <td>163</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>257</td> <td>278</td> <td>269</td> <td>220</td> <td>171</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	273	267	263	213	163	2023-24	2022-23	2021-22	2020-21	2019-20	257	278	269	220	171
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273	267	263	213	163																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
257	278	269	220	171																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 53</p> <p>Answer after DVV Verification : 39</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>21</td> <td>25</td> <td>17</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>17</td> <td>17</td> <td>17</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	21	21	25	17	17	2023-24	2022-23	2021-22	2020-21	2019-20	19	19	17	17	17
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21	21	25	17	17																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
19	19	17	17	17																	
3.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>37.00203</td> <td>17.72462</td> <td>0.51150</td> <td>0.11000</td> <td>0.59800</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	37.00203	17.72462	0.51150	0.11000	0.59800	2023-24	2022-23	2021-22	2020-21	2019-20					
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2023-24	2022-23	2021-22	2020-21	2019-20
57.78	36.11	9.57	0.60	2.64