

GOVERNMENT DEGREE COLLEGE, CHEBROLE

Some Important Events



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GDC, CHEBROLE, SSR (CYCLE - 1)

GOVERNMENT DEGREE COLLEGE, CHEBROLE

GUNTUR (District)
ANDHRA PRADESH - 522212
www.gdcchebrole.org



Self Study Report (Cycle -I)

Submitted to
National Assessment and Accreditation Council,
Bangalore

2015

OFFICE OF THE PRINCIPAL,
GOVERNMENT DEGREE COLLEGE, CHEBROLE,
GUNTUR (DT), ANDHRA PRADESH
522212

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Date: 23.1.2016

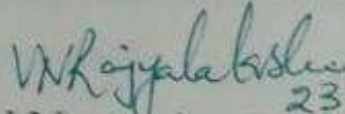
Declaration

I certify that the information and the data included in this Self-Study Report (Cycle-1) are true to the best of my knowledge.

This Self Study Report is prepared by our institution after several internal deliberations and no part of it is outsourced.

I am aware that the Peer Team will validate the information provided in the SSR during its visit.

Place: Chebrole


23.1.2016
(Dr. V. Nagarajya Lakshmi)
PRINCIPAL
GOVT. DEGREE COLLEGE
CHEBROLE, GUNTUR (Dist.)

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Government of India

Ministry of Human Resource Development

Department of Higher Education

Statistics Division

New Delhi

Certificate



Reference No. C-32624-2015

This is to certify that **NAGARAJYALAKSHMI VELAVOLU** of Govt. Degree College, Chebrolu has successfully uploaded the data of All India Survey on Higher Education(AISHE) 2015-2016.

(B N Tiwari)

Deputy Director General

Dated: 22/01/2016

IEQA SUBMISSION DATE-18/01/2016

INSTITUTIONAL ELIGIBILITY FOR QUALITY ASSESSMENT(IEQA) QUESTIONNAIRE

1 COLLEGE DETAILS			
Name of the college	GOVERNMENT DEGREE COLLEGE, CHEBROLE	Year of establishment	1983
Location of the college	RURAL		
2 ADDRESS			
Address	near police station, chebrole post, guntur district	City	Other
State	Andhra Pradesh	Pin Code	522212
Website	www.gdcchebrole.org	E-Mail	naac.chebrole@gmail.com
Phone STD Code	08644	Phone No	254221
Fax STD Code	0	Fax	0
3 HEAD OF THE INSTITUTION			
Name	Dr. V.NAGARAJYALAKSHMI	Designation	Principal
Status of appointment	PERMANENT		
4 CONTACT DETAILS OF HEAD OF THE INSTITUTION			
Phone std code	08644	Phone number	254221
Fax std code		Fax	
Mobile	+919394113848	E-Mail	jk.chebrole@gmail.com
5 DOES THE COLLEGE FUNCTION FROM			
a. MAIN CAMPUS			
	AREA OF THE CAMPUS IN ACRES	TOTAL BUILT UP AREA IN sq.m.	
OWN BUILDINGS	1.2	858.0	
RENTED BUILDINGS	0.0	0.0	
b. SATELLITE CAMPUS			
	AREA OF THE CAMPUS IN ACRES	TOTAL BUILT UP AREA IN sq.m.	
OWN BUILDINGS	0.0	0.0	
RENTED BUILDINGS	0.0	0.0	
6 NAME OF THE UNIVERSITIES TO WHICH THE COLLEGE IS AFFILIATED OR CONSTITUENT			
University1	Acharya Nagarjuna University, Guntur	Other	
Nature of relationship with the university	AFFILIATED	If affiliated, status of affiliation	PERMANENT
University2		Other	
Nature of relationship with the university		If affiliated, status of affiliation	
University3		Other	
Nature of relationship with the university		If affiliated, status of affiliation	
7 STATUTORY PROFESSIONAL REGULATORY COUNCIL(S)			
Does the college offer any programme recognized by any Statutory Professional Regulatory Council(s)?			no
Programmes offered		Name of the Regulatory Council(s)	
8 COLLEGE FUNCTIONING			
Type of college	CO-EDUCATION	Time of functioning	DAY COLLEGE
Nature of funding	GOVERNMENT	Management	GOVERNMENT
9 MANAGEMENT/TRUST DETAILS			

Name of the Management	COMMISSIONERATE OF COLLEGIATE EDUCATION, GOVT.OF ANDHRA PRADESH		Recognition under Ugc Act.1956	2f & 12b		
10 MANAGEMENT/TRUST OF THE COLLEGE IS REGISTERED UNDER						
Society's registration Act of 1960	no		Relevant Act of the respective state Govt.			
Any other(please specify)						
11 NUMBER OF DEGREES OFFERED BY THE COLLEGE						
UG	5		PG	0		
Research	0		Others	0		
Total	5					
12 DETAILS OF DEGREES OFFERED(B.A., M.A., B.Com., M.Com., B.Sc., M.Sc., M.Phil., Ph.D., etc.,)						
Arts	B.A (HISTORY,POLITICAL SCIENCE,ECONOMICS)		Commerce	B.COM (GENERAL) AND B.COM (COMPUTER APPLICATIONS)		
Science	B.SC (MPC) AND B.SC (MATHS,PHYSICS,COMPUTER SCIENCE)		Education			
Health Science			Engineering & Technology			
Management			Others			
Is the college opting for Assesment & Accreditation of Teacher Education department separately?				no		
Is the college opting for Assesment & Accreditation of Physical Education department separately?				no		
Number of departments				13		
13 TOTAL NUMBER OF STUDENTS(EXCLUDING THOSE IN SELF-FINANCING PROGRAMMES)						
	UG		PG		M.Phil/Ph.D	Value Added Courses(Certificate/Diploma)
	Male	Female	Male	Female	Male	Female
General	18	16	0	0	0	0
SC/ST	54	22	0	0	0	0
OBC	41	13	0	0	0	0
Total	113	51	0	0	0	0
Grand Total	164					
14 TOTAL NUMBER OF STUDENTS IN SELF-FINANCING PROGRAMMES						
	UG		PG		M.Phil/Ph.D	Value Added Courses(Certificate/Diploma)
	Male	Female	Male	Female	Male	Female
General	0	0	0	0	0	0
SC/ST	0	0	0	0	0	0
OBC	0	0	0	0	0	0
Total	0	0	0	0	0	0
Grand Total	0					
Total number of students in the college			164			
15 NUMBER OF TEACHING,TECHNICAL AND ADMINISTRATIVE STAFF						
	Permanent		Temporary		Total	
	Male	Female	Male	Female	Male	Female
Teachers with PG	6	0	2	1	8	1
Teachers with M.Phil.	1	0	0	0	1	0
Teachers with Ph.D	3	1	0	0	3	1
Teachers with NET/SLET	6	0	1	0	7	0
Technical staff	0	0	0	0	0	0
Administrative staff	3	2	0	0	3	2
Support staff	2	0	0	0	2	0
Total no. of teachers	10	1	2	1	12	2
16 SUPPORT SERVICES						
Number of titles of books			5608			
Number of journals			5			
Number of e-resources			1000			

Does the college have a registered Alumni Association?	no
Does the college have a functional Placement Cell?	yes
17 UNIT COST OF EDUCATION	
Unit Cost=Total annual expenditure divided by no. of students enrolled	83116.0
Unit cost calculated excluding salary component	1997.0
18 MENTION FIVE ACADEMIC MILESTONES OF THE COLLEGE	
First	CONDUCTED NATIONAL SEMINAR IN 2012 -2013 BY DEPARTMENT OF TELUGU
Second	CONDUCTED SKILL DEVELOPMENT WORKSHOP IN 2015
Third	SELECTED DISTRICT LEVEL BEST STUDENT STUDY PROJECT IN PHYSICS DURING 2015
Fourth	RELEASED MANUSCRIPT MAGAZINE MAYUKHA (2015 - 2016)
Fifth	CONDUCTING WORKSHOP ON FUNCTIONAL ENGLISH IN JANUARY 2016
Section 2: Institutional Data Questionnaire	
1. The college has in place a structured internal quality assurance system for ensuring continuous quality monitoring or improvement	YES
2. Library has reading room facilities for students and faculty separately	YES
3. The college uses the students feedback for analysis and improvement purposes	YES
4. Basic computer literacy is ensured for all students in a structured way such as add on courses	YES
5. The college provides financial aid to at least 10% of the general category students	YES
6. The college has a mechanism for counselling students	YES
7. An annual in-house academic calendar is prepared and implemented by the college	YES
8. The college has a mechanism for addressing grievances of students and staff	YES
9. The college promotes scholarly activities of the faculty beyond the syllabus	YES
10. Internet facility is available in the college for faculty and students	YES
11. The college campus is differently-abled friendly	YES
12. The college has a formal mechanism to promote research activities of its students and faculty.	YES
13. The college has adequate sports facility	YES
14. The college has developed a short term and a long term plan for its development and growth	YES
15. Percentage of classrooms equipped with LCD projector	25-50%
16. Percentage of teachers using audio-visual aids including computer-aided teaching	>40%
17. The average number of extension activities organised by the college during the last four years	>6
18. Average percentage utilization of annual allocated funds for the last four years	>75%
19. Maintenance expenditure on infrastructure as percentage of the total annual budget	>4%
20. Average pass percentage of graduating students	>70%
21. Computer students ratio	<1:30
22. Percentage of faculty benefitted from UGC and other staff development programmes (average of last four years)	>10%
23. Percentage of permanent teachers with Ph.D. qualification	20-40%
24. Percentage of classes taught by guest faculty or temporary teachers	<20%
25. Students teacher ratio	<30:1
26. Percentage of faculty positions filled against sanctioned posts	60-80%
27. Number of add-on courses conducted by the college	3-5
28. Awards received by the students in sports and cultural activities in the last four years	State or University Level
29. Percentage of teachers having on-going or completed research projects in the last four years	>25%
30. Number of academic seminars or conferences or workshops that the college has organized (average of last four years)	2-4
31. Number of Journals subscribed in the library National or International	<10
32. Percentage of students admitted against the reservation category as per Government of India norms	>75%
Certificate	
This is to certify that the information given in the IEQA application is true to the best of my knowledge and ability and if the same is found to be false or misleading, I authorize NAAC to initiate any action which it deems fit including withholding the outcome of the Peer Team Visit.	



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

(An Autonomous Institution of the University Grants Commission)

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

IEQA EVALUATION RESULT

DETAILS	RESULT
Track ID	APCOGN25943
Name Of The College	GOVERNMENT DEGREE COLLEGE, CHEBROLE
Address	near police station, chebrole post, guntur district
E-Mail	naac.chebrole@gmail.com
IEQA Submission Date	18/01/2016
IEQA Closing Date	18/01/2016
IEQA Evaluation Status	Congratulations ! You have earned IEQA status . Institution should submit SSR/SAR (5 hard copies and 1 soft copy) within two weeks from the date of obtaining IEQA Status. Please note that the SSR/RAR uploaded on your institutional website must not be password protected and accessible to public until completion of the A&A process by NAAC. For further details/ instructions on procedures and timelines for processing A&A applications kindly visit our website: www.naac.gov.in Note : a) No Separate intimation will be mailed on the above matter. b) Ensure submission of the SSR in the correct and applicable format. Please use the NAACs Manual for Self Study applicable to your institution. c) The Institutions are hereby advised to upload information on All India Survey of Higher Education in MHRD website (http://aishe.gov.in) under intimation to NAAC. At the time of submission of SSR/RAR to NAAC, institutions have to submit the documentary proof of uploading the AISHE information Please note that a copy of IEQA application submitted by college is to be annexed to SSR/SAR so that peer team can verify the data Kindly note: SSR/SAR should be submitted by post/courier only. SSR/SAR will not be accepted by hand in NAAC office.

Part-A

- a. Brief History of the Place and of the College
and**
- b. Executive Summary including SWOC Analysis**

PREFACE

It gives me immense pleasure to submit the **Self Study Report (First Cycle)** of our College to the **National Assessment and Accreditation Council (NAAC), Bangalore** for Assessment and Accreditation as per the new timelines.

We believe that this exercise has provided an opportunity to review and analyse our strengths and weaknesses from different viewpoints. The Internal Quality and Assurance Cell, which we started, though without any accreditation, has been instrumental in raising the bar of awareness for development and in implementing various student-friendly academic measures during the last four years.

The Self Study Report is the outcome of the collective efforts of all the members of staff – both teaching and non- teaching. I thank Dr.K.Vijaya Babu, Co-ordinator, IQAC and Sri A.Ramakrishna Rao, Joint co-ordinator and wholeheartedly appreciate the committed involvement and sincere and collaborative efforts of the whole team. In this context I also thank our Commissioner of Collegiate Education for the encouragement.

Though situated in a rural location with not so great an infrastructure , the college has been striving hard to serve the rural students from marginalised and first generation families through several innovative methods to motivate, shape and guide for acquiring better life skills, employability skills and qualities for ideal citizenship.

Our periodical meetings and discussions during the preparation of SSR have resulted in a precise yet qualitative report of our institution. Hence, we sincerely hope and believe that we shall have the pleasure of receiving a positive note from you regarding the next steps of the process of Assessment and Accreditation soon.

Dr. V.Naga Rajya Lakshmi
Principal
Government Degree College,
Chebrole

Significance of Our Emblem



The glowing lamp seated on a fully blossomed lotus against the blue-sky forms the emblem of our institution, i.e., Government Degree College Chebrole.

The glowing lamp is the symbol of knowledge.

The lotus is the symbol of purity of the body, speech, and mind.

The extended blue sky represents universal love.

The slogan ‘ tejaswi na - vadheetamastu’ (May the Divine Light Illuminate Our Studies) explains that the divine light of knowledge seated on the purity of the body, mind and speech illuminates constantly dispelling our ignorance and spreading universal love and brotherhood.



Executive Summary

i) Brief History of the Place and of the College

Government Degree College, Chebrole of Guntur district, was established in the year 1983, with a vision of extending higher education to the students of villages in and around Chebrole Mandal, which is located fifteen kilometers away from Guntur city.

The village Chebrolu had its name from 'Jayaprolu' the name of a Chieftain, called Jayapa Senani during the Kakatiya Dynasty. It was once a Buddhist site and territorial capital of Kakatiya dynasty. The Archaeological excavations revealed Buddhist artefacts of Satavahana and Ikshavaku period. During this period, it was also known with the name Tamrapuri. Terracotta figurines and two coins related to Roman Emperor Constantine were found in this place.



Several temples were built during the reign of Chalukya Bhima (892-922 A.D). It was also a place where several inscriptions of Cholas like Velanadu Chodas were found. Satyashraya of Eastern Chalukyas sent an army by his general Baya Nambi to seize of the areas of Chalukya Cholas. The general entered Vengi from the south, reduced the forts of Dharanikota and Yanamadala to ashes and established himself at Chebrolu.

Vasireddy Venkatadri Nayudu built a beautiful palace at Chebrolu and renovated and strengthened the temples. An inscription by Jayapa mentions a Jain



temple of Ananta Jina to which he made grants in 1213 A.D. The village has 101 temples and 101 wells and is regarded as *Dakshina Kasi*. [Source: Wikipedia].



The one and only, world famous Chaturmukha Brahma temple is in this village. Several inscriptions are still seen in and around the village. The place is known for its heritage buildings and temples dating back to the 13th and 14th Centuries.

Chebrolu, which is on the Guntur - Chirala Highway, has a special place in the history of freedom movement. Sri Vasili Venkata Lakshmi Narasimha Rao, a famous playwright, actor and critic belonged to this village. Forty Eight fighters from this village got imprisoned and sacrificed their lives. Fifteen of them were women. They followed the path of Gandhiji and implemented revolutionary decisions like eradication of untouchability, education for widows etc., This place is also known for freedom fighters, writers and exponents of women liberation movement.

A Word about the Establishment of Our College:

Govt. Degree College in Chebrole was established during 1983-84 with two traditional courses: B.A, and B.Com.

The Chebrole Education Society was formed during 1982 and the society was registered under Act. XXI of 1860 with No.171/82. The main objective of this society is to provide educational facilities to the rural students from and surrounding villages of Chebrole village. This committee collected donations from the villagers and Rs.1,00,000/- and remitted to the Govt. for the establishment of this college and also donated furniture. During 2006 Ramineni Foundation of USA deposited corpus fund for starting B.Sc, M.P.C course in the



college. And during 2015-16, B.Sc (Computers) and B.Com (Computers) courses were started in the College.

THE COLLEGE EDUCATION SOCIETY AT THE TIME OF ESTABLISHMENT:-

The following were the members of the committee:

01. **Sri** Challa Ramakrishna Reddy – Founder President
02. **Sri** Vasireddy Narayna Rao - Founder Secretary
03. **Sri** Mallavarapu Gnanamma - Vice President
04. **Sri** Kothamasu Ramakrishnaiah - Vice President
05. **Sri** P. Narasimha Rao - Joint Secretary
06. **Sri** Y. Ramakrishna Reddy - Joint Secretary

Donations / Contributions:

- **During 2005-06 Sri Suryadevara Lakshmi Narayana Prasad donated for construction one Class Room for B.Sc students and**
- **Sri Parimi Satyanarayana donated for construction of Class Room during 2015.**

The students, belonging to Chebrole and nearby villages, aspiring higher Education have to travel to either Guntur city or Ponnur town in pursuit of higher education. More over people from these areas cannot afford to pay high fees as demanded by private institutions. Many students are dropouts at primary or high school levels. Our institution caters to the needs of such rural students to continue their Higher education.

ii) Executive Summary of the Seven Criteria

A) Criterion I: Curricular Aspects

As this is a Government institution, it is guided and monitored by the Commissionerate of Collegiate Education (CCE) of the Government of Andhra Pradesh. Our college follows year-wise (for the old batches) and semester-wise Choice Based Credit System (initiated from this academic year (2015-16) by Acharya Nagarjuna University for all its courses.



The College offers **three conventional courses** (B.A, B.Com and B.Sc) and **two restructured courses** (B.Sc (Computer Sciences) and B.Com (Computer Applications)). Owing to its limited facility for implementing CBCS due to the non-availability of more courses and paucity of funds, to supplement the present day needs of the students, we offer **Certificate Courses** in *Functional English, Tally and Accounting, Journalism and Fabric Painting*.

The institution takes special care in implementing the curricular framework as advised by the affiliating University. The syllabus and changes if any, are communicated at the commencement of academic year, through a staff meeting by the academic co-ordinator to the staff members, who in turn prepare their month wise / semester wise annual curricular plans according to the university academic calendar and the annual academic plan of the Commissionerate of Collegiate Education, and implement them sincerely.

The IQAC helps the teachers in meeting the objectives through periodical discussions and meetings. Academic activities like seminars, group discussions, classroom seminars, subject quiz, guest lectures, etc., are conducted from time to time. Class room teaching is made interesting by using audio visual media like power point presentations, demonstrations in laboratory, use of live examples, project works etc. Field trips are organized to various places (like historical places, some industries, research institutes etc) to get practical knowledge.

An e-classroom has been allocated in the college to enrich students, to create a virtual ambience in various disciplines through power point presentations, materials from internet, and video recordings. Apart from the regular courses, the JKC wing, i.e., Jawahar Knowledge Centre, works as a finishing school to impart employability skills and encourages students for campus drives and other competitive examinations.

To enhance general knowledge and public awareness about cross cutting issues, events like NSS Day, International Youth Day, International Yoga Day, Voter's day, Consumer's day, World's Aids Day, Education Day, Hindi Day, World Population Day, Constitution Day, Library Week Celebrations, Anti Ragging Day etc., are celebrated and importance of these events is discussed. We organize guest lectures and discussions to



create awareness about cross cutting issues, and make students realise the need for equality and mutual respect.

We collect feedback through discussions and feedback format as was instructed by the CCE (Commissionerate of Collegiate Education) and send observations to the University regarding the problems faced by the students with reference to Curriculum. The institution follows the guidelines formed by the University from time to time.

B) Criterion II: Teaching, Learning and Evaluation

Right from the Day of Admissions to the Day of Result Announcement the college follows a systematic plan in a transparent way. The institution follows all the Reservation policies as stipulated by the Government and sees justice is done to all the applicants. Enough care is taken about the publicity regarding admissions and all the media sources are used by the Institution along with door-to door campaigning.

All the departments conduct bridge courses at the beginning of the year to initiate the students into the process of learning and make them ready for the next advanced activity. The 'bridge course' will function as a Refresher Program and it will help them to recapitulate their previous knowledge and get ready for the next course. Some basic skill tests are conducted in an informal way to assess the performance of the students through quiz, question games, etc.

In English, Telugu and Hindi, a bridge course is conducted in basic grammar principles and LSRW Skills. As the students are from low income and illiterate families, they hesitate to come forward and speak. These courses instill confidence among them. In subjects like Maths, Physics, Chemistry, History, Economics, Political Science and Commerce a course is conducted to revise the topics completed at the intermediate level.

The Institution encourages all the teachers to attend Seminars, Workshops, Orientation and Refresher Programmes for updating their knowledge.

The pro-active and democratic administration of the college focuses not only on the students but specially on the staff as they offer the input for a solidified learning. The institution encourages its entire staff to upgrade their skills from time to time through seminars, workshops and guest lectures.



Regular classroom assignments like slip tests, weekly tests, unit tests and exams like quarterly, pre - public, mid - exams and semester exams are conducted so that the students appear university exams with more confidence and without any inhibition. The progress graph has been upward and satisfactory.

The institution adopts various mechanisms like establishment of committees, cells, organization of lectures, workshops etc., to sensitize its staff and students about the procedures of the college and also regarding issues like environment, gender, health, hygiene and social responsibility. The institution believes in de-centralisation of the power and equal participation is encouraged for a smooth and effective functioning.

The departments of the institution do not openly classify 'low' and 'advanced learners' separately. The input is given in such way that it caters to the needs of both 'low' and 'advanced' achievers. The advanced learners are identified through formative assessment and through active and prompt attendance and student responses in the classroom.

These students are encouraged to act as class representatives or group representatives and they are given special work and encouragement for presentation of papers, demonstrations, seminars and also to guide the low achievers to develop their skills and knowledge and for development of higher order thinking.

Regarding academic plans, at the beginning of the academic year itself, the institution develops an annual academic plan on the basis of the academic almanac circulated by Acharya Nagarjuna University and the institutional Plan stipulated by the CCE. The Institution collects feedback on various issues related to curriculum and the analyses and observations are intimated to the University from time to time.

Teaching Plan with all activities and inputs will be designed by each teacher as per the requirements of each chapter. The Academic Plan is designed in such a way that it gives an overall view of the holidays and other teaching days and available teaching hours. Each department will plan its teaching and



formative evaluation schedules but a common time-table is followed for Quarterly, Half-Yearly and Pre-Final Exams well as Mid exams.

Though the College is getting ready for the first cycle, the IQAC, which we established for effective monitoring of the academic and administrative processes, plays a responsible role.

The Institution encourages individual, collaborative and interactive learning. Teaching is mostly carried in the student-centered ways by using techniques like TPS activities, Group discussions, brainstorming, probe questions and projects individually, in pairs and groups. Efforts are made to reduce Teacher Talk Time and increase Student Talk Time to make them more and more participatory and communicative.

The institution is able to set up an e-classroom to show PPTs, videos and movies related to their curriculum and which will connect them to the real world with academic values. The students also make use of MANA TV, an education channel run by the State Government. To promote experiential learning, field trips and industry visits are taken up periodically. Library book exhibitions, academic competitions are conducted. Guest lectures are arranged on important days on topics like ‘great and inspiring personalities’, ‘personality development’ and certain other crosscutting issues.

Student- made projects, and Seminars are assigned both individually and in groups to promote independent learning. Short-term certificate courses also make students more confident and autonomous learners.

All the teachers are well qualified and three of the teachers apart from the Principal hold PhD degrees. Five other teachers are pursuing PhDs. The staff members regularly research and publish papers in journals. They also encourage the students to develop this research temper.

Two of the members were honoured with the State Best Teacher Award and another member from the Department of English was selected for International Scholarship for e-training programmes by University of Oregon by Regional English Language Office of US Embassy.



C) Criterion III: Research, Consultancy and Extension:

As ours is an Undergraduate College this institution does not have any recognized research center. But the college promotes research temper among teachers and students through various activities.

The research committee of the college is comprised of the Principal and teachers who hold doctorate degrees.

The committee advises teachers to inculcate Research temper by continuous exposure to latest trends in their subjects, to attend Seminars and Workshops for enhancing their knowledge and to publish research papers in books and journals. Our teachers attend seminars / workshops and conferences and present and publish papers. Though ours is an Undergraduate College catering to the needs of rural, first generation students, our members are striving to create a research temper among the students through various activities.

The manuscript magazine (*Mayukha*), an initiative of the IQAC is prepared by the students and is contributing a lot for developing creative and critical thinking skills of students.

We also advise the students to compose and write their observations and views on topics related to curriculum and general cross cutting issues. The students are encouraged to browse the internet or newspapers and write short articles. The students are also assigned projects on topics related to their subjects. The teachers also collect relevant articles from newspapers and circulate for use by students in their departments concerned. The e-lab is used for various presentations to develop research attitude among students. The students are guided in the preparation of articles and projects. The students bagged special prizes in Physics Research Project at the District level.

Regarding consultancy the teachers of this institution act as resource persons and spend a part of the amount earned for the development of the institution. Consultancy is offered in Telugu, English, Economics and Commerce subjects.

This institution promotes the interface with the neighborhood community through the NSS unit. The NSS volunteers are trained to inculcate in them civic



sense, dignity of labor and social responsibility through service oriented activities in the village and also on the campus. The volunteers are made to involve the village heads, youth organizations and local people in the community work.

The NSS Volunteers of our college were selected as Special Volunteers the Foundation Stone Laying Ceremony of the New Capital of Andhra Pradesh. The NSS Volunteers are involved in service oriented activities and inculcate in themselves civic sense, discipline and working with the police department in traffic awareness from 5AM to 8 PM, bando-basth duties on festivals like Karthika pournami, Mahasivarathri; Pulse Polio Campaign etc.

D) Criterion IV: Infrastructure and Learning Resources

The budget that is allotted by the Commissionerate of Collegiate Education (CCE) is utilised by the college properly for the creation and enhancement of infrastructure. The college is run in six classrooms and four sheds. The science sections have two laboratories and we are putting the available space in a constructive and meaningful way. Apart from the six classrooms and four sheds we have a good library with reading room facility and two separate rooms for Principal's chamber and Administrative Office.

Our Institution has IQAC, Common Staff Room, Toilets, Grievance Redressal Cell, Red Ribbon Club, Eco-Club, Counseling and Career Guidance Cell and Placement Centre / JKC, Health Centre, Women's Cell, and Safe Drinking Water Facility. We do not have an auditorium and we conduct our functions on the open dais and meetings in one of the classrooms.

As the college has not received any major budget during the recent years from the CCE for infrastructure, the staff and the College Planning and Development Committee (CPDC) collected funds from philanthropic people for the development of infrastructure. That's how the college is able to procure Chemistry Lab, sheds (5) main-gate and fencing. The front compound wall, playground, toilets for girls, reading desks cum tables for students, and cycle shed were also raised only through donations by philanthropic people.

In spite of minimal infrastructure, the college is able to motivate students largely. We are putting the available infrastructure to maximum use. The college



has 13 computers with Internet facility. Ten systems were purchased recently with UGC funding under XII plan and the three old systems are upgraded.

The existing JKC lab, which has an LCD Projector, is being used as e-classroom. The systems in the Chamber of the Principal, IQAC / Department of English, e-classroom / JKC, the Library, the Staff room and the Office are connected with LAN and individual printer facility. Three computers with latest configuration and LAN are allocated for students.

Our college has a good library with a good number of books (5289) and we have subscribed for latest journals and e-resources. Though we don't have a full time librarian, one of our teachers acts as the incharge and makes the library as a great learning resource.

Regarding Physical Education, our senior member is looking after it as an in-charge as the post was not filled up. We have a Gym and Playground and our students bag prizes at District, University and State level competitions. We also invite the Physical Education Teacher periodically for training our students for competitions and sports meets. We conducted Inter University College Sports Meet in our college during 2014 -15.

E) STUDENT SUPPORT AND PROGRESSION

Our institution offers the best support for the progression of the students. Right from admissions to the award of degrees, our Staff take personal care in guiding the students. All our teaching and non-teaching members cooperate with the students and help them to know about the college and encourage the new students for admissions. The continuous success and pass percentage of the previous batches acts as a source of inspiration.

Almost all the students of our college have poor economical status and they are primarily from the families of agricultural labourers. A great majority of the Students belong to SC, ST, BC community and the rest are economically backward. Nearly 5% belong to Muslim minority community and very few



(almost nil this year) students belong to Physically Challenged category. Most of these students receive scholarships.

Our institution offers many support services and the following are only a few:

1. Book Bank Scheme facility is available in the college Library.
2. Remedial classes are conducted for the benefit of the students.
3. Model question Papers are being provided and study material is distributed among the students.
4. Lecturers also help the needy and bright students financially for buying the textbooks and Notebooks apart from helping them for competitions financially in curricular and co-curricular aspects.
5. Several guest lectures, seminars and workshops are arranged for the benefit of the students for developing creative and critical thinking skills.
6. The JKC Lab functions as a finishing school and trains the students in soft skills and communication skills and conducts campus drives.

At the beginning of the academic year itself the Principal and the staff plan for a fruitful academic calendar with diverse curricular and co curricular activities for the holistic development of the students. The college collects feedback during its annual meetings from passed out students and takes the opinions of the employers during campus drives. Based on the reviews the principal holds meetings with staff members and necessary decisions for improving standards are taken.

We do not have any grievances from students due to the efforts taken by the staff. Our Grievance Redressal Cell does not have any complaints. We do not even have issues related to ragging and other gender related bias. Our Women



Empowerment Cell motivates women students and makes them aware of their rights and other important issues.

F) GOVERNANCE, LEADERSHIP AND MANAGEMENT

As this is a Government institution, the policies are framed by the Commissionerate of Collegiate Education (CCE) and the affiliating University and at the college level the Principal, as the Head of the institution, ensures that such policies are implemented in letter and spirit. At the institutional level the Principal, in consultation with the faculty members, plans and monitors quality measures, implements and even improves upon those that were circulated by the CCE.

Though funding was not granted for establishment and implementation of IQAC as we have not even completed the first cycle, the IQAC coordinates various aspects that were essential for the academic stability of the institution. The Principal delegates various responsibilities of the quality management to the faculty members, monitors and reviews the same periodically.

As most of the students are from the marginalised sections, despite their education till +2 stage, they exhibit poor discipline and a very passive attitude towards the need for higher education. Most of the students prefer to continue as agricultural labourers and auto drivers. The teachers try a lot to dissuade them from the stereotypic thinking and inculcate in them the desire for pursuing higher studies and better employment. The teachers focus on shaping their attitude by counselling them about the need for higher learning, higher order thinking skills and the need for becoming employable in the global scenario. Hence to inculcate value oriented attitudes the institution tries to:

1. To provide qualitative traditional higher education to the rural students.
2. To impart skill-based education for overall personality development of the students along with conventional education



The principal ensures that the teaching, learning and evaluation policies of the institution received from CCE / the University are implemented and are running according to the academic calendar, annual curricular plan and whether the same is reflected in the results.

At the college level, the Principal, along with the Faculty members and the CPDC, formulates the future plans of the institution - particularly in the areas of teaching – learning and evaluation, initiation of new courses, infrastructure development, environment protection, community service etc. All the departments are advised to prepare plans related to Teaching, Learning and Evaluation like academic curricular plan, lesson plans, evaluation schedules, activities related to community services, students' progression, research etc., The Principal also sees that all the action plans are incorporated in the Annual Action Plan of the College and are implemented from time to time. Various committees formed for meeting different objectives meet periodically, analyse and estimate the outcome under the guidance of the Principal.

The college has a good democratic atmosphere and the Principal never acts as a boss but behaves as a team leader. The principal not only assigns work but shares and provides ideas for faster completion. The Principal encourages all the departments to plan ahead for meeting curricular needs, by designing departmental academic schedules, annual curricular plans and lesson plans as per University time table and year plan.

The Principal also encourages individual teachers for taking up Research Projects from UGC or other funding agencies from time to time and for organizing Seminars/workshops sponsored by funding agencies like UGC, State Government, etc for developing research temper among the staff and the students.

For a transparent administration the Principal involves the staff and the students in all committees and monitors the progress with timely intervention and suggestions. In areas such as taking decisions on policy matters by Staff Council, and other important areas like Anti Ragging, Discipline, NAAC, UGC, IQAC,



Purchase Committees and developmental projects, the Principal assigns the responsibilities to senior faculty members through various committees.

Despite the establishment of the college in 1984, the college has not been able to keep pace with the changing times. It gained momentum only during the last four years with the posting and involvement of committed staff members. As stated earlier the college has started certificate programmes and need based courses. In addition to the old classrooms (06), the college with the help of Alumni could get five more sheds and an additionally constructed classroom. Also this year we received a grant of Rs. 10 lakh under XII Plan for the purchase of computers and we procured 10 systems with latest configuration and LAN connection. The plans for expansion and development are discussed in detail under 6.2.2.

G) CRITERION VII: INNOVATIONS AND BEST PRACTICES

Despite the limited infrastructure and intermittent funding, our best practices have been attracting students in spite of a tough competition from surrounding private colleges.

The following are some of the best practices apart from the regular academic ones:

1. Jaladaan
2. Cheyutha (Contributory financial help for the academic needs of bright students)
3. **Mayukha** Manuscript Magazine
4. Health Awareness and Extension Programmes
5. Library Book Exhibitions

Though our institution is situated in green fields and sylvan surroundings far from the town, we see that pollution is comparatively almost minimal as it is



situated along the National Highway. We have big trees all around and our NSS volunteers keep the campus garbage free.

The Principal, the Staff and the Students are pro-active and motivated and this has been keeping the spirit of success on the campus alive.

iii) SWOC ANALYSIS

The following are the outcomes after the SWOC Analysis:

Strengths:

- The college is managed by the Comissionerate of Collegiate Education and the staff and the administration have guidance from time to time.
- The college has its own ground and building
- As this is situated on the highway, it provides better accessibility
- The college is identified by the UGC with 2(f) and 12(B)
- The college has dedicated and qualified pro-active staff and administration with a vision
- The CPDC members, students and the staff are positive in attitude and raise to the occasion

Weaknesses

- The college needs more classrooms, separate library block, seminar hall and auditorium for efficient output and expansion
- The students are from the rural and marginalised families with no exposure to life skills, etiquette and behavioural skills. The students are shy and lack confidence.
- The Science sections need separate labs
- The staff need separate Departments for better planning and implementation of their ideas.

Opportunities

- The staff have an opportunity to devise plans to teach for the students with lowest standards.
- The college provides a platform to link up to the community efficiently.



- With limited number of admissions, the college does not have problems related to discipline
- They are focusing on designing innovative plans to shape the skills of rural students
- With better funding, the college can grow autonomously

Challenges

- The dependence on the monitoring agency for funding and filling up of vacancies
- Low grade feeding from the existing Junior College
- Improper infrastructure



SECTION B: PREPARATION OF SELF-STUDY REPORT



Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name	GOVERNMENT DEGREE COLLEGE, CHEBROLE		
Address	NEAR POLICE STATION, CHEBROLE POST, CHEBROLE MANDAL, GUNTUR DISTRICT, ANDHRA PRADESH, PIN 522 212.		
City	CHEBROLE	Pin: 522212	State: Andhra Pradesh
Website	www.gdcchebrole.org		

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. V. Nagarajalakshmi	Office 08644-254221	9394113848		jkc.chebrole@gmail.com
Vice Principal	Dr.P.Venkateswarlu	Office 08644-254221	9849911625		jkc.chebrole@gmail.com
Steering Committee Co-ordinator	1.Dr.K.Vijaya Babu (Co-ordinator) 2. Sri A.Ramakrishna Rao (Joint Co-ordinator)	Office 08644-254221	8801823244 9949400204		naac.chebrole@gmail.com

3. Status of the Institution:

i.	Affiliated College	☒
ii.	Constituent College	☐
iii.	Any Other (Specify)	☐

4. Type of Institution:

a. By Gender

i.	For Men	☐
ii.	For Women	☐
iii.	For Co-Education	☒

b. By Shift

i.	Regular	☒
ii.	Day	☐

iii. **Evening**

5. It is a recognized minority institution?

Yes	☐
No	☒

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

Not Applicable

6. Sources of funding:

Government	☒
Grant-in-aid	☐
Self-financing	☐
Any other	☐

7.. a. Date of establishment of the college: **23-11-1983**

b. University to which the college is affiliated /or which governs the college (If it is a constituent college) :

ACHARYA NAGARJUNA UNIVERSITY

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	29-05-2008	
ii. 12 (B)	29-05-2008	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	NIL			
ii.	NIL			
iii.	NIL			
iv.	NIL			

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes ☐ No ☒



If yes, has the College applied for availing the autonomous status?

Yes ☐ No ☐

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes ☐ No ☒

If yes, date of recognition: (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes ☐ NO ☒

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

10. Location of the campus and area in
sq.mts:

Location *	RURAL
Campus area in sq. mts.	4816 sq. mts.
Built up area in sq. mts.	858 sq. mts.

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

• Auditorium/seminar complex with infrastructural facilities

• Sports facilities

* play ground ✓

* swimming pool

* gymnasium ✓

• Hostel

* Boys' hostel

i. Number of hostels

ii. Number of inmates

iii. Facilities (mention available facilities)

* Girls' hostel

i. Number of hostels



ii. Number of inmates

iv. Facilities (mention available facilities)

* Working women's hostel

i. Number of inmates

ii. Facilities (mention available facilities)

• Residential facilities for teaching and non-teaching staff

(give numbers available — cadre wise)

• Cafeteria —

• Health centre – ✓

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....

Health centre staff

Qualified Doctor Full Time Part time

Qualified Nurse Full Time Part time

• Facilities like banking, post office, book shops

• Transport facilities to cater to the needs of students and staff ✓

• Animal house

• Biological waste disposal

• Generator or other facility for management/regulation of electricity and voltage ✓

• Solid waste management facility

• Waste water management ✓

• Water harvesting ✓



12. Details of programmes offered by the college (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
1	Under-Graduate	B.Sc., (M.P.C.)	3 years	Intermediate	Telugu	30	05
		B.Sc., (M.P.Comp)	3 years	Intermediate	English	60	02
		B.A., (H.E.P.)	3 years	Intermediate	Telugu	50	24
		B.Com.,(General)	3 years	Intermediate	Telugu	30	29
		B.Com., (Comp.)	3 years	Intermediate	English	60	07
2	Post-Graduate	NA	NA	NA	NA	NA	NA
3	Integrated Programmes PG	NA	NA	NA	NA	NA	NA
4	Ph.D.	NA	NA	NA	NA	NA	NA
5	M.Phil.	NA	NA	NA	NA	NA	NA
6	Ph.D	NA	NA	NA	NA	NA	NA
7	Certificate courses	Functional English, Tally and Accounting, Journalism and Fabric Painting					
8	UG Diploma	NA	NA	NA	NA	NA	NA
9	PG Diploma	NA	NA	NA	NA	NA	NA
10	Any Other (specify and provide details)	NA	NA	NA	NA	NA	NA

13. Does the college offer self-financed Programmes? NO

If yes, how many?



14. New programmes introduced in the college during the last five years if any?

Yes	☒	No	☐	Number	2
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15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc)	UG	P G	Research
Science	Mathematics, Physics, Chemistry, Computer Science	B.Sc(MPC) & B.Sc Computer Science)		
Arts	History, Economics, Political Science	B.A.,		
Commerce	Commerce, Computer Science	B.Com (Gnl) & B.Com (Computer Science)		
Languages	English, Telugu, Hindi			
Others	Phy.Edcn, Library Sciences			

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)

- a. annual system ☒
- b. semester system ☒
- c. trimester system ☐

17. Number of Programmes with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

6. Does the college offer UG and/or PG programmes in Teacher Education?

Yes ☐ No ☒

If yes,

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)



and number of batches that completed the programme b.

NCTE recognition details (if applicable)

Notification No.:

..... Date:

..... (dd/mm/yyyy)

Validity:.....

- c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

☐ Yes ☐ No ☒

19. Does the college offer UG or PG programme in Physical Education?

Yes ☐ No ☒

If yes,

- a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)

and number of batches that completed the programme

- b. NCTE recognition details (if applicable)

Notification No.:

..... Date:

..... (dd/mm/yyyy)

Validity:.....

- c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes ☐ No ☐



20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government										
Recruited		1	4	0	6	1	3	2		
Yet to recruit			0	0	3		0	0		
Sanctioned by the Management/ society or other authorized bodies										
Recruited			0	0	0	0	0	0		
Yet to recruit			0	0	0	0	0	0		

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.		1	2	0	1	0	
M.Phil.					2	0	
PG			2	0	3	1	
Temporary teachers							
Ph.D.							
M.Phil.							
PG					2	1	
Part-time teachers							
Ph.D.							
M.Phil.							
PG					0	0	

22. Number of Visiting Faculty /Guest Faculty engaged with the College.

21



23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	21	8	11	3	29	7	12	12
ST	1	0	2	0	1	2	1	1
OBC	15	7	4	2	21	3	16	7
General	11	14	1	3	6	4	10	10
Others	0	0	0	0	0	0	0	0

24. Details on students enrolment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	69	-	-	-	69
Students from other states of India	-	-	-	-	-
NRI students	-	-	-	-	-
Foreign students	-	-	-	-	-
Total	69	-	-	-	69

25. Dropout rate in UG and PG (average of the last two batches)

UG PG

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component

Rs. 83,116

(b) excluding the salary component

Rs. 1,997

27. Does the college offer any programme/s in distance education mode (DEP)?

☐ Yes ☒ No

If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes ☐ No ☐



- b) Name of the University which has granted such registration.

- c) Number of programmes offered

- d) Programmes carry the recognition of the Distance Education Council.

Yes ☐ No ☐

28. Provide Teacher-student ratio for each of the programme/course offered

Course	Teacher-Student Ratio
B. Sc., (Mathematics, Physics, Chemistry)	6 : 37
B. Com., (General)	6 : 68
B. A., (History, Economics, Political Science)	6 : 63
B. Sc., (Mathematics, Physics, Computer Science)	6 : 2
B. Com., (Computers)	6 : 4

29. Is the college applying for Accreditation :

Cycle 1 ☒ Cycle 2 ☐ Cycle 3 ☐ Cycle 4 ☐

Re-Assessment: ☐

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re- accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 2: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: (dd/mm/yyyy) Accreditation Outcome/Result.....

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as



an annexure.

31. Number of working days during the last academic year.

190

32. Number of teaching days during the last academic year
(Teaching days means days on which lectures were engaged
excluding the examination days)

165

33. Date of establishment of Internal Quality Assurance Cell

(IQAC) IQAC **18-06-2012** (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

AQAR (i)

(dd/mm/yyyy)

AQAR (ii) (dd/mm/yyyy)

AQAR (iii) (dd/mm/yyyy)

AQAR (iv) (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)



CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Government Degree College, Chebrole of Guntur district, was established in the year 1983, with a vision of extending higher education to the students of villages in and around Chebrole Mandal, which is located fifteen kilometers away from Guntur city. Chebrole village does not have required facilities for higher education and students aspiring higher Education have to travel to either Guntur city or Ponnur town in pursuit of higher education. More over people from these areas cannot afford to pay high fees as demanded by private institutions. Many students are dropouts at primary or high school levels. Our institution caters to the needs of such rural students to continue their Higher education.

The following are the **vision** and **mission** of our college:

VISION:

To provide and promote quality education with necessary etiquette, behavioral skills, life skills and employability skills to students aspiring higher education who are mostly from impoverished and marginalized first generation families of surrounding villages.

MISSION:

The vision is translated as mission through

- Student – centered and experiential teaching – learning methods to foster creative and critical thinking skills
- Imparting of etiquette, behavioural skills, life skills and job skills for employability and global citizenship by creating necessary ambience
- Transparent and honest governance, team spirit and collective effort

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

- As this is a Government institution, it is guided and monitored by the Commissionerate of Collegiate Education of the Government of Andhra Pradesh.



- This college follows year-wise / semester-wise (initiated from this academic year (2015-16)) curriculum plan set up by Acharya Nagarjuna University for all its courses.
- The syllabus and changes if any, are communicated at the commencement of academic year, through a staff meeting by the academic co-ordinator to the staff members, who in turn prepare their month wise / semester wise annual curricular plans according to the university academic calendar and the annual academic plan of the Commissionerate of Collegiate Education, and implement them sincerely.
- These plans include not only systematic organization of prescribed syllabus but many activities like guest lectures, field trips, power point presentations, class room seminars, slip tests / assignments and mid and semester end examinations.
- Innovative ideas and student friendly activities always have a place in the plan and due importance is given for the strict implementation of this plan.
- Staff is regularly monitored through monthly meetings and an update in their work is obtained.
- Due encouragement and appreciation is given for each staff member for their committed work and enthusiastic functioning.
- The problems with curriculum and modifications required are regularly communicated to the universities through correspondence and by staff.
- Evaluation of implementation of curriculum and progress of students is done through regular assignments, slip tests / unit tests, mid/semester end exams.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

From University:

- The University informs about the change of curriculum, time-frames etc through circulars and meetings and also through its website. (www.nagarjunauniversity.ac.in)
- The University conducts workshops and induction programmes for teachers in academics whenever a new subject is introduced.

From the Management (Commissionerate of Collegiate Education)



- Commissionerate in collaboration with academic staff colleges of various universities regularly lists out the staff for one month orientation or refresher programmes.
- To update the subject related inputs it also conducts regular induction training programmes through DRCs.
- CCE also arranges lectures through MANA TV, a TV channel run by government for promoting e - learning.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

- To initiate the effective curriculum delivery, the teachers of our institution maintain Teaching Diary, Teaching Annual Plan & Synopsis for each topic. Each lecturer is supposed to plan his/her academic activity at the beginning of every academic year.
- Bridge courses are conducted to the newly admitted students at the beginning of academic year so that they are refreshed with their subjects.
- Synopsis of each topic is circulated to the students to provide a comprehensive idea about the chapter.
- Students are taught through interactive methods.
- Support material is prepared by the teachers in the form of PPTs, downloaded videos etc., for making the curriculum easy.
- Teachers also design activities on the basis of curriculum for better understanding
- Special classroom activities like Seminars and Group discussions are conducted.
- Guest lectures are arranged based on the need.
- Slip tests and Assignments are conducted.
- Involvement of students in activities like project works / group projects is encouraged to develop their practical outlook and research temper
- Updated knowledge of every aspect is given to students by organizing guest lectures, inviting eminent personalities in that field.
- Regular analysis of students' knowledge is done by conducting formative and summative tests.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

- As our institution is located in the Mandal headquarter, there are many small-scale industries in and around Chebrolu, like cotton spinning mills, soap factory, textile industry & milk factory.



- The students are taken to these places as part of field trips and awareness is created about various job opportunities available there.
- This enables them to develop necessary knowledge and skills related to their curriculum and also for employability.
- The observations and opinions of the employing agencies are intimated to the university.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members / departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

- The college strictly follows the curriculum prescribed by the university
- Generally, if there is any breach in the order of inputs in the concerned topics, teachers redesign their plans and give necessary inputs.
- The loopholes in the syllabus and suggestions from students regarding the difficult areas in the curriculum are communicated to universities through representatives of Board of Studies.
- Topic wise feedback of students is taken and difficult areas of student understanding are identified and necessary plans / remedial measures are designed.
- Dr. V.Nagaraja Lakshmi, Principal has been a member of the BoS, Telugu & Oriental Languages for the last five years.
- Student feedback is obtained periodically in the prescribed format and submitted to the CCE.
- The employers ask for necessary communication skills and job skills and training in these areas is provided by the Jawahar Knowledge Centre, which acts in all Government Degree Colleges as the 'finishing school'.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

- Institution does not develop any curriculum for the courses offered. It follows the curriculum prescribed by the university.
- But after analyzing the basic needs of the students, our institution develops curriculum for its Bridge / Certificate courses
- Our institution supplements the curriculum through activities and need based certificate courses



1.1.8 How does institution analyse / ensure that the stated objectives of curriculum are achieved in the course of implementation?

- After a close examination of the curriculum, each department plans a short term bridge course to initiate the students into the process of learning. For the freshers it helps as an orientation and for the second and third years it helps as a refresher programme.
- Staff members are instructed to stick to the annual plan strictly so that there will be proper time management for teaching, evaluation and revision.
- To evaluate the student's performance and understanding of curriculum each staff member conducts oral tests, slip tests, quizzes, and assignments after completion of each topic.
- Institution conducts regular examinations like unit tests, quarterly, half yearly and pre final exams/ mid and semester exams to analyze the overall performance of students.
- During the formative process academically weak students are identified and special coaching and counseling is given to them for improvement.
- Staff meetings are regularly conducted by the principal to take overall feedback of student's performance and apt suggestions are given by both staff and principal.
- Counseling classes are conducted to students to encourage and boost their performance.
- During these counseling sessions students are exposed to benefits of their course, the job opportunities available to them and academic growth they can achieve through their courses.
- Group projects are conducted among students so that there will be inflow of knowledge.
- Encouragement to students to participate in activities like quizzes, seminars, paper presentations, science exhibitions, field trips etc is always given top priority by our institution.
- The Principal and the staff observe if the intended goals of curriculum are met from time to time through interactive discussions and feedback.



1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate / diploma / skill development courses etc., offered by the institution.

- Short term certificate courses are planned by our institution in
 - Functional English
 - Journalism (Telugu)
 - Tally and Accounting (Commerce)
 - Tailoring and Fabric Painting (Women Empowerment Cell)

- Proposals sent to the UGC for grants to start funded certificate courses.

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

No such programmes are offered by our institution. The university is planning to start such courses soon.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability

- Range of Core /Elective options offered by the University and those opted by the college
- Choice Based Credit System and range of subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses
- Enrichment courses

As our institution follows curriculum prescribed by Acharya Nagarjuna University for the five courses B.A, B.Com, B.Com (Comp) B.Sc and B.Sc (Comp), we don't have courses in modular form.



1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

- Institution is planning to offer self-financed courses in the coming years.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

- As stated earlier, our college offers job oriented training courses on a special platform called "Jawahar Knowledge Centre" or JKC. JKC classes are conducted for final year students.
- These classes train the students in Behavioural skills, Communication Skills, Reasoning and basic mathematics. Students are trained for various competitive exams like bank exams, state government group exams etc.
- JKC invites various companies to conduct campus interviews for students of various degree colleges and empower them with employment before completing their degree course.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice? If 'yes', how does the institution take advantage of such provision for the benefit of students?

The University is now planning such programmes. They may come into force soon.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

- As our institution is not autonomous, it has to follow the curriculum prescribed by the university and hence it frames its general objectives with a focus on the curriculum prescribed by the university.
- Our institution integrates many other supplementary concepts in the university curriculum to meet its goals and objectives.
- Academic activities like seminars, group discussions, classroom seminars, subject quiz, guest lectures, are conducted from time to time.



- Class room teaching is made interesting by using audio visual media like power point presentations, demonstrations in laboratory, use of live examples, project works etc.
- To develop self-employment and communication skills among students a special programme called Jawahar Knowledge Centres or JKC are organized. This programme mainly trains students in spoken English, numerical ability, and general knowledge. It also invites various industries and co-operate bodies to conduct campus recruitment to students.
- Field trips are organized to various places (like historical places, some industries, research institutes etc) to get practical knowledge.
- To enhance general knowledge and public awareness, events like NSS Day, International Youth Day, International Yoga Day, Voter's day, Consumer's day, World's Aids Day, Education Day, Hindi Day, World Population Day, Library Week Celebrations etc., are celebrated and importance of these events is discussed.
- Regular classroom assignments like slip tests, weekly tests, unit tests and exams like quarterly, pre - public , mid - exams and semester exams are conducted so that student appears university exams without any inhibition.

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

- Our institution does not modify the curriculum but supplements it through various activities.
- An e-classroom has been constituted in the college to enrich students, to create virtual ambience in various disciplines through power point presentation, materials from internet, video recordings.
- Awareness programmes are conducted to students in various disciplines by inviting experts in that field.
- Stress is laid on etiquette, behavioural skills, soft skills and communication skills as these are most essential for employment capabilities. This is taken care of by JKC.
- Self employment courses for women like certificate course in Fabric Painting, Beautician course are conducted to train students in increasing employability skills.
- For boys, short term courses like Tally are conducted.



1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

- University curriculum itself includes courses like HVPE (for first yrs), OAT (for Second yrs), STD (Third years), Environmental Sciences, Contemporary India for students of all disciplines. Institution has allotted specified syllabus for these subjects and concerned subject lecturers so that regular academic activity is followed.
- To increase the general awareness in gender related problems, Women Development Cell has been constituted.
- A complaint box is made accessible to girl students and their problems are attended.
- Regular counseling, seminars and other awareness programmes are conducted for female students.
- Many committees like Red Ribbon Club, Eco Club, Consumer Club etc are present in our institution which increases awareness to the problems like aids, climate change, human rights etc.
- Frequently seminars and guest lectures are organized by inviting experts from various fields to update the knowledge of the wards.
- Power point presentations, audio visual presentations like documentaries, short films etc are shown to students.
- Under the NSS unit many activities like plantation of trees, cleaning of surrounding, medical camps, blood donation camps etc are arranged to inculcate awareness in both student community and the public in general.

1.3.4 What are the various value-added courses / enrichment programmes offered to ensure holistic development of students?

- Apart from the course in moral and ethical values (HVPE). Some important days like birth anniversary of Vivekananda (National Youth Day), Radhakrishnan (Teachers' Day), Maulana Abul Kalam Azad (Education Day), Potti Sreeramulu Jayanthi etc are celebrated so that their biographies and messages are shared with students.
- Guest lectures are arranged for students with various departments like law, police, health organizations (regarding aids) to inculcate both awareness and educate them in their character building.
- Institution has made it mandatory that all the staff members freely discuss



various issues with students so that every stage of development of students can be monitored.

- Ward counseling system is introduced to cater to the above needs. Each staff member has been allotted 20 to 25 students who in charge of overall holistic development of them.
- College library is gifted with many autobiographies, and biographies. Students are encouraged to read them.

Career Orientation and Employability

College runs the following to develop career orientation and employability

1) Jawahar Knowledge Centre or JKC 2) Career Development Cell.

- Under JKC, programmes like Communication Skills, Numerical ability, and Soft Skills are taken up and students are trained according to the requirement of latest job opportunities.
- With the help of JKC of Nodal College (Govt. Women's College, Guntur), campus interviews are arranged to the outgoing students so that they are employed immediately after their graduation.
- Our JKC also has entered into MoUs with companies like Hinduja Global Solutions, Sangam Dairy, NSL Textiles.
- Under career guidance and placement cell counseling is given to the students regarding various academic and job opportunities available after completion of their course.
- Many guest interactions are arranged between students and people from various industries, so that he is equipped with sufficient knowledge and skills required for development.

Community Orientation

- Programmes like NSS are taken up by our institution and students are encouraged to participate in camps so that they develop moral, ethical values and leadership qualities.
- Activities like leadership training programmes, youth festivals, national and international seminars, blood donation camps, Eco Club activities, health awareness programmes etc are conducted by Parent University and colleges associate with it. All these activities are communicated to students and they are encouraged to participate in them.

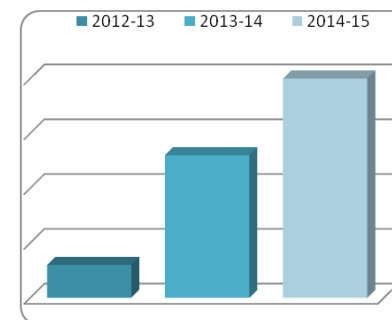


1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

- Feedback from students is taken regarding the curriculum and the areas of difficulty faced by them. The same is communicated to the members of board of studies.
- As our institution is situated in the rural area, parents of most of the students are illiterates, so we do not receive any feedback from them regarding enrichment of curriculum.
- Feedback from employers regarding the need for required skills is communicated to the University and is kept in mind by teachers during teaching.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment Programmes

- The following graph shows the impact of programmes related to Career Orientation and Employability for the last three years



- Direct evaluation of quality of enrichment programmes / value added courses is obtained by the number of campus recruitments achieved by the institution in that academic year.
- Feed back is taken from both regular and old students and curriculum of the programmes is modified / updated according to the need.
- Feedback of programmes is also taken from educated members and managers of small scale industries in and around the mandal who employ our college students.
- Career guidance Cell / JKC regularly monitors the latest job opportunities available in various industries and advises the students to acquire the needed skills

1.4 Feedback System



1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

- Our institution does not have any say in the designing of the curriculum.
- But the difficulties in the curriculum and the changes that are required in the curriculum are communicated to the members of board of studies of the affiliated university, i.e, Acharya Nagarjuna Univrsity.
- Analysis of the feedback from the students is done on the requirement of the changes in curriculum and the same is communicated to university through members of board of studies.
- Our institution supplements the curriculum with its own study plans, activities and materials.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Feedback is collected orally about the curriculum and its delivery.

Yes, feedback in the prescribed format is collected and submitted periodically to the CCE

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

Our institution, based on the need for developing computer skills, has introduced B.Com and B.Sc Computer courses this year.

Any other relevant information regarding curricular aspects which the college would like to include.

NIL



CRITERION-II

TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

A. The institution takes utmost care to publicise in the following way.

- As the college caters to the needs of rural and first generation students, a lot of publicity is done through newspapers, local cable TV and pamphlets.
- We also setup posters, advertisement stickers and Flexi Banners in the surrounding mandals and villages.
- Our teachers visit the surrounding junior colleges and encourage the students for admission.
- They also take up door-to-door campaign in the villages.
- We also display it on the college website : www.gdcchebrole.org
- The details of admission and its procedure are also displayed: <http://www.gdcchebrole.org/003.htm>

B. Regarding transparency, the admission committee set up by Principal will frame guidelines for admission of students strictly following merit and other reservations prescribed by Government for various categories.

- The college also brings out a prospectus to maintain transparency.
- The admission list is displayed on the notice board.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

As the rules of Government of Andhra Pradesh and the affiliating University do not allow to conduct an admission test, no admission test is conducted; but the applications received are duly verified and **a merit list** is prepared according to reservations as prescribed, for admission of students into various courses according to the norms prescribed by the University and the Government.

The merit list is displayed on the notice board and the students will attend interviews with original certificates for scrutiny.

The vacancies will be notified after each list and admission is done in an unbiased and transparent way.



2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

- As this college is set up in the rural area, we primarily encourage the admission of all interested students for higher studies. The minimum percentage of marks for admission at entry level is normally 40%.
- Also the students who fail to secure admission in the popular neighboring colleges / private aided colleges in the nearby city seek admission here.
- The following table shows the highest and lowest percentage of marks in various categories.

2015 -16				
COURSE	HIGHEST %	NAME & ADMISSION NUMBER	LOWEST %	NAME & ADMISSION NUMBER
I BA	95.6	M.N.Chandrasekhar /2693	25.2	AVL Narayana / 1599
I B.COM	81.2	D.Lakshmi / 5245	28.1	B.Prasangi / 2514-3
I B.Com (Comp)	88.2	G.Srinivasa rao / 24040	54.4	B.Dhananjaya Anil Sai Krishna/2159
I B.SC	67.6	M.Naga Gopi/5251	59.1	M.Pradeep Kumar / 11159
I B.Sc (Comp)	81.3	B.Yamuna / 3711	61.7	Pathan Meera Khan / 1803
2014 - 15				
COURSE	HIGHEST %	NAME & ADMISSION.NO	LOWEST %	NAME & ADMISSION.NO
I BA	85.1	J.Satyanarayana / 1304	23.1	P.Nagaraju / 531-1
I B.COM	96.6	M.Brahmananda reddy / 826	38.0	D.Pavan Kumar / 5146
I B.SC	84.1	G.Bala Satyamanasa / 2996	40.5	D.Srihari / 3067
2013-14				
COURSE	HIGHEST %	NAME & ADMISSION.NO	LOWEST %	NAME & ADMISSION.NO
I BA	80.8	V.Sunitha / 1093	29.11	P.Prashant / 2532
I B.COM	67.4	Ch.Sudhakar / 5029	42.5	K.Padma rao / 5114
I B.SC	74.3	Ch.Krishnaveni / 5052	26.1	K.Isrealraju / 1570



2012-13				
COURSE	HIGHEST %	NAME & ADMISSION.NO	LOWEST %	NAME & ADMISSION.NO
I BA	55.7	P.Revathi / 4793	39.5	K.Naveen Kumar
I B.COM	76.5	M.Ramadevi / 4940	39.2	J.Praveen / 5093
I B.SC	74.3	A.Kiranmayi /4921	40.7	Sk.Nagur Sharif / 010048

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If ‘yes’ what is the outcome of such an effort and how has it contributed to the improvement of the process?

(mechanism to review the admission process and student profiles outcome of the effort for improvement)

As most of the students belong to the marginalized sections and first generation families, encouragement is given during admission. As most of the parents do not show interest in continuing the education of their children for survival of their families and for livelihood, all the staff members take up door to door campaigns and convince the parents regarding the future of their children through education and employability skills.

Most of the students work on part time basis during holidays and outside the working hours of college. The staff members, if they observe a break in their continuity, take up counseling and make such students realize the need for attending classes.

Necessary teaching methods are adopted for the success of the students and this will have an effect on the next admission process.

The following list showing number of admissions will clarify this:’



ADMISSIONS ABSTRACT : 2012-13																			
COURSE	SC		ST			BC			MUSLIM			OC		PH		GRAND TOTAL			
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL				
I BA	5	1	6	0	0	0	3	0	3	2	0	2	2	1	3	0	0	0	14
I BCOM	6	3	9	1	0	1	7	3	1	2	0	2	4	2	6	0	1	1	29
I BSC	9	4	13	0	0	0	3	4	7	0	0	0	1	10	1	0	0	0	31
II BA NEW ADMISSION NO:1849	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
III BCOM NEW ADMISSION NO'S: 1850 & 1851	0	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0	2
TOTAL	21	8	29	1	0	1	15	7	2	4	0	4	7	13	2	0	1	1	77
ADMISSIONS ABSTRACT 2013-14																			
COURSE	SC		ST			BC			MUSLIM			OC		PH		GRAND TOTAL			
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL				
I BA	1	1	2	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	4
I BCOM	5	2	7	0	0	0	1	1	2	0	0	0	0	2	2	0	0	0	11
I BSC	5	0	5	2	0	2	2	1	3	0	0	0	0	1	1	0	0	0	11
II BSc NEW ADMISSION NO:1763,1764, 1765	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



II NEW ADMISSION NO:	BCom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	BCOM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	BSc	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	11	3	14	2	0	2	4	2	6	0	0	0	1	3	4	0	0	0
ADMISSIONS ABSTRACT : 2014-15																			
COURSE	SC	ST		BC			MUSLIM			OC			PH						
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	
I BA	12	5	17	0	1	1	7	0	7	0	0	0	4	0	4	0	0	0	29
I BCOM	12	2	14	0	1	1	7	1	8	0	0	0	1	2	3	0	0	0	26
I BSC	4	0	4	1	0	1	7	2	9	0	0	0	1	2	3	0	0	0	17
II NEW ADMISSION NO:	B.Com	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL		29	7	36	1	2	3	21	3	24	0	0	0	6	4	10	0	0	73
ADMISSIONS ABSTRACT : 2015-16																			
SCSTBCMUSLIMOCPH																			



COURSE	M	A	T	F	TOTAL	MALE	FEMALE	M	A	T	F	TOTAL	MALE	FEMALE	GRAND TOTAL
I BA	5	2	7	0	0	0	0	5	2	7	0	0	0	7	24
I BCOM	4	6	10	1	1	2	5	4	9	0	0	0	3	5	29
I BCom (Comp)	0	1	1	0	0	0	3	0	3	0	0	0	0	0	04
I BSC	3	0	3	0	0	0	3	1	4	0	0	0	0	0	07
I BSc (Comp)	0	0	0	0	0	0	0	0	0	0	0	0	1	1	02
III BCOM NEW ADMISSIO N NO'S:	0	2	2	0	0	0	0	0	0	0	0	0	1	1	03
TOTAL	12	11	23	1	1	2	16	0	23	0	0	1	10	21	69

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

- * SC/ST
- * OBC
- * Women
- * Differently abled
- * Economically weaker sections
- * Minority community
- * Any other
(admission policy-Natural commitment)

Our institution strictly follows the reservation policy of the Government of Andhra Pradesh. The reservations for various categories are given as hereunder.

- 1) S.Castes-15%
- 2) Backward castes 25%
- 3) Different Abled-1%
- 4) Sports Quota-%
- 5) Minorites-4.5%
- 6) Ex Service men-1%
- 7) Women's Quota-33%



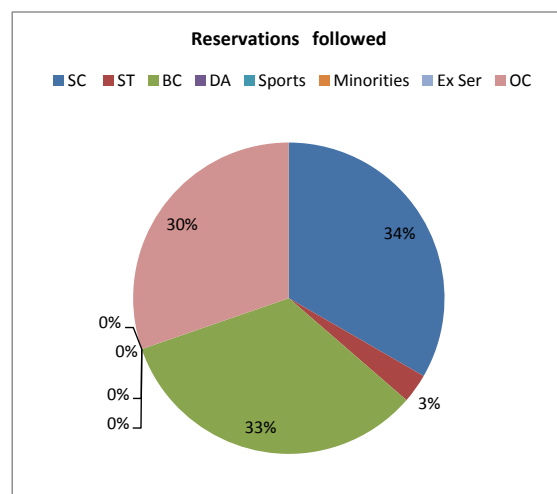
The following table explains the number of students and different percentages followed

Total No. of Students	Under categories	%
1st Year (2012-13)	SC..... 29/77	36.39%
(B.A-15	ST..... 01/77	1.29%
B.COM-31	Backward class 22/77	29.87%
B.Sc-31	Differently Abled 1/77	0
TOTAL-77	Sports Quota.....Nil...	1.29
	Minorites.....4/77	5.19%
	Ex.Service Men...Nil	0
	OC.....20/77	25.97%
	TOTAL	100%
	Women.....29/77	37.66%
	Men..... 48/77	62.34%
I Year (2013-14)	SC..... 14/26	53.84%
(B.A-	ST..... 02/26	7.69%
B.COM-	Backward class 06/26	23.07%
B.Sc-	Differently Abled NIL	0
TOTAL-)	Sports Quota..... NIL	0
	Minorites..... NIL	0
	Ex.Service Men...Nil	0
	OC..... 04/26	15.38%
	TOTAL	100% (99.98%)
	Women..... 08/26	30.76%
	Men 18/26	69.23%
1st Year (2014-15)	SC..... 36/73	49.3%
(B.A-14	ST..... 03/73	4.10%
B.COM-37	Backward class 24/73	32.87%
B.Sc-13	Differently Abled NIL	0
TOTAL-64	Sports Quota..... NIL	0
	Minorites..... NIL	0
	Ex.Service Men...NIL	0
	OC..... 10/73	13.69%
	TOTAL	100% (99.97%)
	Women.....16/73	21.91%
	Men 57/73	78.08%



1st Year (2015 - 16)	SC.....	22/66	33.33%
(B.A-	ST.....	2/66	3.03%
B.COM-	Backward class	22/66	33.33%
B.Sc-	Differently Abled	NIL	0
TOTAL-	Sports Quota.....	NIL	0
	Minorites.....	NIL	0
	Ex.Service Men...	NIL	0
	OC.....	20/66	30.30%
	TOTAL		100% (99.99%)
	Women.....	28/66	42.42%
	Men	38/66	57.57%

Comprehensive Pie-chart showing different reservations for the year 2015-16:



2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.



2012-13

UG Programmes	Number of applications received	Number of students admitted	Demand Ratio
BA	15	15	1:1
B.Com	31	31	1:1
B.Sc	31	31	1:1

2013 - 14

Programmes	Number of applications	Number of students	Demand
BA	4	4	1:1
B.Com	11	11	1:1
B.Sc	18	18	1:1

2014-15

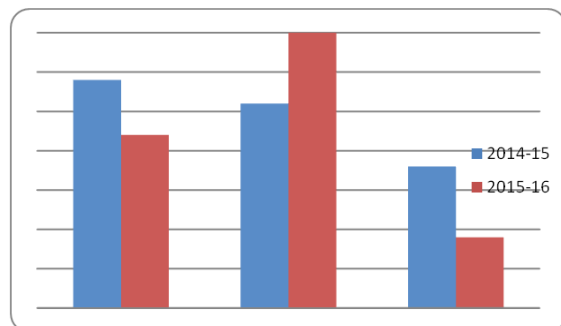
Programmes	Number of applications	Number of students	Demand Ratio
BA	29	29	1:1
B.Com	26	26	1:1
B.Sc	18	18	1:1

2015-16

Programmes	Number of applications	Number of students	Demand Ratio
BA	22	22	1:1
B.Com	35	35	1:1
B.Sc	9	9	1:1



The following graph shows the increase / decrease in the admission rate:



Comments on increase and decrease of strength:

The following are the reasons for increase/ decrease in the admissions:

1. As traditional B.A has lost its importance, students are not showing interest in seeking admission into it.
2. Regarding B.Com, our Certificate Course in Tally and the introduction of Computers resulted in a noticeable growth.
3. For B.Sc, the feeder junior college in the town has not evinced a greater pass percentage.

2.2 Catering to Diverse Needs of Students

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

- Differently abled students are admitted as per the norms of the Government.
- Our institution does not have differently abled students this year. But keeping the need in view, a ramp was constructed to help them for their tri cycles.
- Also, classes for such students will be conducted on the ground floor and such students are helped by fellow students and also the support staff of our college.
- The university also awards 10% of marks for such students.
- Keeping the needs of visually challenged students in mind, 'JAWS' software is also installed.



2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

Yes, all the staff members assess the needs of the students during the initial classes through questioning. After assessing their background knowledge they design short term (one or two week) Bridge courses and thus initiate them to UG studies.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.)

Though the students are admitted on the basis of merit, most of them will have low quality skills. Hence at the beginning of the academic year, a 'bridge course' is planned by teachers in their subjects concerned. The 'bridge course' will function as a Refresher Program and it will help them to recapitulate their previous knowledge and get ready for the next course. Some basic skill tests are conducted in an informal way to assess the performance of the students through quiz, question games, etc.

In English, Telugu and Hindi, a bridge course is conducted in basic grammar principles and LSRW Skills. As the students are from low income and illiterate families, they hesitate to come forward and speak. These courses instill confidence among them.

In subjects like Maths, Physics, Chemistry, Computer Science, History, Economics, Political Science and Commerce a course is conducted to revise the topics completed at the intermediate level.

Students also find these courses very useful as this is preparing them for the UG syllabus.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

Our institution adopts various mechanisms like establishment of committees, cells, organization of lectures, workshops etc., to sensitize its staff and students.

As this is a co-educational institution, students are monitored and lectures are arranged inviting the police officials to avoid ragging during the initial months fortnight after the admissions.



The **anti-ragging / Disciplinary Committee** setup by the principal takes care of this.

A toll-free number is displayed and circulated to make complaints if they have any. Along with this the contact numbers of the Anti Ragging Committee were also circulated.

Women students are provided care by **Women's Empowerment Cell**.

Gender related issues do not generally spring up because of an impartial and unbiased attitude displayed by the teachers.

Time-to-time meetings are conducted to focus on such issues that come up in news papers (Like those of Nirbhaya, Malala and recent Rishiteswari issue of ANU) to develop awareness and critical thinking.

Through Guest Lectures our institution tries to develop **tolerance towards other religions and gender issues**.

Environmental issues are time and again discussed and topics related to these will be given for development of thinking and attitude through Essay Writing and Elocution Competitions

2.2.5 How does the institution identify and respond to special educational / learning needs of advanced learners?

The departments of our institution do not openly classify 'low' and 'advanced learners' separately. The input is given in such way that it caters to the needs of both 'low' and 'advanced' achievers.

The advanced learners are identified through formative assessment and through active and prompt attendance and student responses in the classroom.

These students are encouraged to act as class representatives or group representatives and they are given special work and encouragement for presentation of papers, demonstrations, seminars to develop their skills and knowledge and for development of higher order thinking.

They are also encouraged to take up project work and guide low achievers. Those who display proficiency are given endowment prizes.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of



society, physically challenged, slow learners, economically weaker sections etc.)?

Our institution, due to its location, caters only to the needs of the **students from the disadvantaged sections of society, slow learners and economically weaker sections. This situation is its challenge and also an opportunity.**

- The teachers observe the performance of the students more through classroom behavior and performance through formative and summative assessments.
- Our institution also has a practice of collecting feedback from students to assess their interest levels, observations about teachers and the curriculum they are learning. The data collected thus is discussed in the staff meetings and the principal and committees assigned for it meet the students and analyse the issues, though it results in the drop out of certain students. Attendance aspect is one such.

In spite of the danger of dropouts due to warnings, our institution pursues them to be regular.

The teachers regularly monitor the attendance of the students and take up counseling sessions for those who are not regular and who appear to join the list of drop outs. The students' irregularity is due to their financial backwardness and their requirement for sustenance of the family. Such students are identified and helped by the staff through counseling and financial help.

Even slow learners are encouraged through remedial classes. Study material is distributed and the students are encouraged to read and write down for practice. This is giving them a lot of confidence.

Through these methods, which made the students realize the importance of attendance and academics, we control the attendance and the dropout.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

At the beginning of the academic year itself, our institution develops an annual academic plan on the basis of the academic almanac circulated by Acharya Nagarjuna University and the institutional Plan stipulated by the CCE.

Teaching Plan with all activities and inputs will be designed by each teacher as per the requirements of each chapter. The Academic Plan is designed in such a



way that it gives an overall view of the holidays and other teaching days and available teaching hours. Each department will plan its teaching and formative evaluation schedules but a common time-table is followed for quarterly, Half-Yearly and Pre-Final Exam.

Various days are planned and observed along with the Co-curricular activities.

A model plan is presented in the Annexure.

The annual calendar with stipulated days are observed as teaching days. Revision classes are generally held in February as examinations commence from the 1st of March.

As semester system is introduced from this academic year, mid exams and assignments are also planned to be conducted as per university calendar before the Semester examinations.

2.3.2 How does IQAC contribute to improve the teaching – learning process?

Though the College is getting ready for the first cycle, the IQAC, which was established for effective monitoring of the academic and administrative processes, plays a responsible role.

- IQAC explains the importance of Teaching-Learning and Evaluation Process and the need for supportive administration.
- IQAC also guides teachers regarding the student-centered methods and helps them in preparing necessary resources.
- IQAC helps teachers in preparing the annual plans, lesson plans, along with procuring of ICT tools from the internet.
- IQAC conducts NAAC awareness meetings for staff and students.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Teaching is mostly carried in the student-centered ways by using techniques like TPS activities, Group discussions, brainstorming, probe questions and projects individually, in pairs and groups.



Socratic questioning method is followed by some departments like English.

Efforts are made to reduce Teacher Talk Time and increase Student Talk Time to make them more and more participatory and communicative.

Our institution is able to set up an e-lab to show PPTs, videos and movies related to their curriculum and which will connect them to the real world with academic values.

To promote experiential learning, field trips and industry visits are taken up periodically. Library book exhibitions, academic competitions are conducted.

Guest lectures are arranged on important days on topics like ‘great and inspiring personalities’, ‘personality development’ and certain other crosscutting issues.

Student made projects, and Seminars are assigned both individually and in groups to promote independent learning. The students browse the internet and complete the project with very little guidance from teachers.

Short-term certificate courses also make students more confident and autonomous learners.

IQAC helps the teachers to procure videos and PPTs. The students, though slow in the beginning, turn themselves up and start responding. Thus individual, collaborative and interactive learning is promoted.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

Teaching is carried in a variety of ways - through lectures and interactive methods.

As our institution focuses to some extent on experiential methods like seminars, projects, individual and group work etc., scientific temper and creative and critical thinking skills are nurtured.

The involvement of students in the manuscript magazine makes them more creative.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and



National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

Though the college has thirteen computers, the teachers expose the students to virtual learning whenever there is availability and possibility. (As the college is situated in a rural place, frequent power-cuts are experienced.)

The students also make use of an open resource called Mana TV, a State Government Educational Channel. Short stories and PPTs are loaded in the systems and students make use of these in leisure time.

An e-class room was established with an LCD projector and screen and all the departments utilize this facility to offer ICT inputs.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Our institution organizes internal workshops and guest lectures for the development of students. Videos by experts are also shown on various important issues.

The faculty also attends the DRC workshops, seminars, orientation programs and expert lectures from time to time and share with the students.

2.3.7 Detail (process and the number of students \ benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

As the students are mostly from first generation rural families, counseling is taken up frequently in and outside classroom. Serious issues related to individuals regarding their behavior etc., are taken up during personal counseling sessions.

Academic and moral counseling is taken up normally in the classrooms and special academic counseling is done through ward-counseling. The ward counseling includes physical, psychological and academic aspects. The students are advised on health related issues, cleanliness, attendance and development of academic activities.

The changes are observed gradually and this has been showing positive results.

Career Guidance and Counseling Cell notifies various employment opportunities and encourages students to utilize such facilities.



Our institution through its best practice called ‘cheyutha’ (a helping hand) offers help to encourage poor but bright students to participate in competitions and attend campus interviews. The staff members rise to the occasion through a collective fund to help them.

To prevent dropout rate due to the non-availability of certain facilities like absence of drinking water, the staff have come up with the idea of ‘jaladaan’, through which mineral water is supplied to the students free of cost through the same collective fund. This has prevented many students from bunking the classes on the pretext of absence of water.

This has also controlled absenteeism and drop-out rate.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

Year	Name of the Department	Innovative Teaching Methods	Role of Institution	Importance of Such Practices
2012-13	Department of English Department of Telugu Department of Hindi Department of History Department of Economics Department of Political Science Department of Commerce Department of Maths Department of Physics Department of Chemistry	TPS, Group Work Socratic Methods, Poster Presentation , You tube Videos Internet, PPTs	Encouraging the staff and Providing Facilities	They are very important because they make the students enthusiastic and participatory. They prepare them for a global learning experience. They cater to heterogeneous learning styles and multiple intelligences.
2013-14	Department of English Department of Telugu	TPS, Group Work	Encouraging the staff and	They are very important



Department of Hindi	Socratic	Providing	because they
Department of History	Methods,	Facilities	make the
Department of Economics	Poster		students
Department of Political Science	Presentation ,		enthusiastic
Department of Commerce	You tube		and
Department of Maths	Videos		participatory.
Department of Physics	Internet, PPTs		They prepare
Department of Chemistry			them for a
			global
			learning
			experience.
			They cater to
			heterogeneous
			learning
			styles and
			multiple
			intelligences.

2014-15	Department of English	TPS,	Encouraging	They are very
	Department of Telugu	Group Work	the staff and	important
	Department of Hindi	Socratic	Providing	because they
	Department of History	Methods,	Facilities	make the
	Department of Economics	Poster		students
	Department of Political Science	Presentation ,		enthusiastic
	Department of Commerce	You tube		and
	Department of Maths	Videos		participatory.
	Department of Physics	Internet, PPTs		They prepare
	Department of Chemistry			them for a
				global
				learning
				experience.
				They cater to
				heterogeneous
				learning
				styles and
				multiple
				intelligences.
2015-16	Department of English	TPS,	Encouraging	They are very
	Department of Telugu	Group Work	the staff and	important
	Department of Hindi	Socratic	Providing	because they



Department of History	Methods,	Facilities	make the
Department of Economics	Poster		students
Department of Political Science	Presentation ,		enthusiastic
Department of Commerce	You tube		and
Department of Maths	Videos		participatory.
Department of Physics	Internet, PPTs		They prepare
Department of Chemistry			them for a
			global
			learning
			experience.
			They cater to
			heterogeneous
			learning
			styles and
			multiple
			intelligences.

2.3.9 How are library resources used to augment the teaching-learning process?

Our library has a good number of resources on a variety of subjects. The staff and the students make use of the library to the students make use of the library to the extent possible. The staff recommend good books to the students.

We also conduct/ed a book exhibition displaying all the titles as part of library week celebration to create awareness.

Though we do not have a handful of grants, our library is a great learning resource.

We also have taken the initiative to subscribe for valuable national and international journals for promoting research attitude among the students.

Our library subscribed for INFLIBNET – NLIST through which e-journals can be viewed and downloaded.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

The institutional plan is strictly followed and the teachers try to complete the syllabus within the timeframe; but due to the implementation of student-centered



methods, certain topics may demand more number of hours can planned. Then our teachers conduct extra classes and revise the difficult topics. We also conduct doubt clarification sessions.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

- The teachers collect in-class oral feedback and feedback through formats soon after the completion of every chapter.
- Necessary input is given to clarify issues related to academics.
- The written feedback is also taken in the prescribed manner and the teachers follow the analysis to improve their teaching. The teachers are guided by the Principal during review meetings.
- The learning process of the students is monitored through the formative assessment. Marks are recorded after every assignment/test and the poor performers are guided periodically.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.	1(Principal)		2		1		4
M.Phil.							
PG			2		4	1	7
Temporary teachers							
Ph.D.							
M.Phil.							



PG		1	1	2
Part-time teachers				
Ph.D.				
M.Phil.				
PG				

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes / modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

Our institution has been offering only traditional programmes. But IT is made a part of the curriculum and teaches who are trained in the subjects are allotted such courses. Guest lectures by experienced persons are also arranged for the benefit of students.

2012-13	Kum.K.Sai Divya, Information Technology.	Smt Deepika (Political Science)	V.Naga Rao, SBH, Branch Manager.
2013-14	11/15/2013	Dr.K.Tyagaraju	General Awareness
2014-15	2/19/2014	Dr.K.Bhagya Lakshmi	Competitive Exams
	10/5/2015	TMI e2E Academy Pvt Ltd-Kiran	Interview Skills STEP IN Programme
2015-16	7/25/2015	HGS Campus Drive	Job skills
	10/15/2015	Victory IMS,Vijayawada	Lifeskills Programme

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

The institute allows teachers to attend induction programmes in new subjects, Special Training Programmes, Orientation and Refresher Programmes conducted



periodically at the DRCs and by the Academic Staff Colleges. The following is the list of teachers that attended the training programs.

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated	Year
Refresher courses	4	2012-13, 2013-14, 2014 - 15
HRD programmes		
Orientation programmes	2	2012-13
Staff training conducted by the university	2	2013-14
Staff training conducted by other institutions (DRC)	2	2012-13, 2014-15
Summer / winter schools, workshops, etc.	1	2015-16

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

- ❖ Teaching learning methods/approaches
- ❖ Handling new curriculum
- ❖ Content/knowledge management
- ❖ Selection, development and use of enrichment materials
- ❖ Assessment
- ❖ Cross cutting issues
- ❖ Audio Visual Aids/multimedia
- ❖ OER's
- ❖ Teaching learning material development, selection and use

Our institution has not conducted any programmes due to the paucity of funds previously. But it is planning to conduct workshops from the current academic year as it is successful in procuring grants from the UGC.



Our institution allows its staff to act as resource persons and to present papers in seminars.

c) Percentage of faculty

* **invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies**

* The Principal of the College is invited as Chief Speaker by many Literary agencies

* Dr. P.Venkateswarlu is invited as Resource Person

* Dr. K.Vijaya Babu is invited as Resource Person and Plenary Speaker for several workshops and Seminars; also as a Consultant Teacher Trainer by many organisations like NLI, Govt. of India and recognized as English Language Teacher Trainer by RELO of US embassy for conducting workshops for teachers.

The names of Lecturers who presented papers in various seminars is given below.

* **participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies**

Sl.No.	Name of the Lecturer	No.of Seminars / Workshops / Conferences attended		
		S	WS	C
1.	Smt. V.Bhavani, Asst.Prof. Telugu,	3		
2.	Dr K.Vijaya Babu, Asst. Prof. English	15	06	01
3.	Dr. P.Venkateswarlu, Asst. Prof. Commerce	03	x	x
4.	Sri A.Ramakrishna Rao, Asst.Prof Physics	1	1	0
5.	Sri V. Koteswara Rao, Asst. Prof. Economics	4		1
6.	Sri B. Sudhakara Reddy, Asst.Prof Commerce	10	05	02
7.	Sri B.Koteswara Rao, Asst.Prof Chemistry			
8.	Dr. B.Srinivasa Rao, Asst.Prof Hindi	09		
9.	Sri M.Pamula Rao, Asst. Prof. Maths			



10.	Sri P.Sundar rao, Asst.Prof		
11.	Smt.M.Padmaja ,Cont. Political Sc.		
12.	Sri S.Siva Nageswara Rao, Sub.Commerce	01	01

* presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies

Sl.No.	Name of the Lecturer	No.of		
		Seminars Conducted	Workshops / Conferences Presented Papers	
		S	WS	C
1.	Smt. V.Bhavani, Asst.Prof. Telugu,	3		
2.	Dr K.Vijaya Babu, Assc. Prof. English	15	27	01
3.	Dr. P.Venkateswarlu, Assc. Prof. Commerce	03	x	x
4.	Sri A.Ramakrishna Rao, Asst.Prof Physics			
5.	Sri V. Koteswara Rao, Assc. Prof. Economics	4		1
6.	Sri B. Sudhakara Reddy, Asst.Prof Commerce	10	05	02
7.	Sri B.Koteswara Rao, Asst.Prof Chemistry			
8.	Dr. B.Srinivasa Rao, Asst.Prof Hindi	09		
9.	Sri M.Pamula Rao, Assc. Prof. Maths			
10.	Sri P.Sundar Rao, Asst.Prof. History			
11.	Smt.M.Padmaja ,Cont. Political Sc.			
12.	Sri S.Siva Nageswara Rao, Sub.Commerce			

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications, teaching experience in other national institutions and specialized programmes industrial engagement etc.)

From time to time the institution allows teachers to utilize the facilities as prescribed by the Commissionerate of Collegiate Education'



The institute encourages teachers to participate in the workshops, Seminars etc as Resources Persons/Participants.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance / achievement of the faculty.

- The Principal of our institution was felicitated with the State Best Teacher Award
- Dr.P.Venkateswarlu was felicitated with the State Best Teacher Award
- Dr.K.Vijaya Babu was recognized and awarded International scholarship twice for on-line courses by University of Oregon. He was also awarded a special badge as the best participant by University of Oregon.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

We have been collecting oral feedback and also the written feedback in the prescribed methods. The same is shared with the staff periodically in meetings. Proper suggestions are given to the teachers for improvement in the quality of teaching.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

The Principal appoints examination committee and the faculty members are instructed to follow the schedule of slip tests, Assignments and other tests.

The students are informed of the dates in advance by the Departments concerned and the focus areas of formative and summative tests.

The final exams are conducted as per the university schedule. This is all done through circulars and notices and oral announcements by Departmental Heads in a transparent way.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?



As this is a rurally situated college and is affiliated to ANU, it follows the rules prescribed by the university. The institute tries its best to inculcate strict discipline during examinations in spite of protest from some of the villagers.

The institute has avoided those who failed to put in a minimum percentage of attendance.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

The Principal and the staff have taken a major role in guiding the students about the reforms of the university and of our institution from time to time through meetings. The students also got tuned to these reforms and are cooperating well.

2.5.4 Provide details on the formative and summative evaluation approaches adapted to measure student achievement. Cite a few examples which have positively impacted the system/institution?

The departments of the institution conducted a number of slip tests, assignments, unit tests, seminars, projects etc for formative evaluation. Quarterly, and pre-final are conducted at the institutional level and Final exams are conducted at the university level as part of summative evaluation. As several periodical tests are conducted, the students gain much confidence for facing Final exams. Apart from this the students obtain a better grip over their learning areas.

2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course / programme? Provide an analysis of the students results/achievements (Programme / course wise for last four years) and explain the differences if any and patterns of achievement across the programmes / courses offered.

Our institution conducts ward counseling and through ward counseling.

The following is the analysis of results:

YEAR	B.A			B.Com			B.Sc		
	I year	II year	III year	I year	II year	III year	I year	II year	III year
2011-12	2/10	4/11	7/8	11/21	22/28	27/29	25/27	10/11	5/7



2012-13	3/12	01/6	7/10	12/29	8/13	28/28	27/31	20/24	7/11
2013-14	4/10	5/9	5/6	5/8	13/23	8/10	6/11	16/25	21/25
2014-15	3/24	1/4	5/7	12/23	5/8	16/22	7/13	/10	8/24

2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

Internal Assessment is taken up by some departments as part of evaluation. Internal Assessment is done on the basis of the regularity (attendance) of students their behavior, their receptive abilities and responses. Their academic performance i.e, independent learning, communication skills etc. are tested through slip tests / assignments, quiz programs, seminars, etc., All these are taken as basics for internal assessment.

2.5.7 Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Yes,

During the formative and periodical summative assessment the teachers observe the backward students and conduct remedial classes for their development. During internal meetings with the staff and with the students, the Principal assesses the achievement of learning objectives. Whenever such discrepancies are observed the Principal guides the teachers concerned for rectification.

The Examination committee monitors all formative and summative tests and the scripts are valued and the marks are informed to the students and posted in the registers. The students are also allowed to check their answer sheets and assess their own areas where improvement is required. The marks are posted in the Central Marks Register. As Acharya Nagarjuna University started posting them on website, this process has become more transparent from this year. The students are displaying gradual progress and an analysis of marks of the last four years is given below:



2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

As far as evaluation is concerned the students have not reported any grievances. Grievances, if any, will be dealt by the Examination Committee and its in-charge.

2.6 Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

Yes.

As the college focuses on holistic development of the students as its principal objective, from the beginning of the academic year the Principal nominates various committees to monitor various aspects that contribute to the overall development of the students.

The following are the committees and the highlighted ones deal with the progress of the students exclusively:

1. IQAC
2. RTI
3. Special Fee and Scholarships
4. Students Union Advisory Committee
5. Anti-ragging and Grievance redressal Committee
6. Faculty Forum
7. Alumni Association
8. Red Ribbon and Eco Club
9. Attendance Consolidation and Ward Counseling
10. UGC
11. JKC
12. NSS
13. Cultural Association
14. CPDC
15. Career Guidance cell
16. Magazine and Literary Association
17. Consumer Club
18. Parents Association
19. Women Empowerment Cell
20. Library Advisory Committee
21. Audio Visual and Mana TV Committee
22. Time table and Accommodation Committee
23. DRC
24. Website and Internet
25. Campus Cleaning and Beautification committee
26. Games and Sports



27. Press relations
28. Central Marks register
29. Exams, University and Internal
30. Research Guidance Cell
31. Annual Administrative Report committee
32. Construction and Repairs
33. Activities Register
34. Students Feedback Committee
35. Furniture Committee
36. Committee for College Information Centre

The staff and the students are informed of this progression and observations through various meetings, circulars and notices.

2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The staff design academic plans and lesson plans to offer curricular aspects in a student centered way. Detailed lesson plans with activities are prepared. Co-curricular and extracurricular activities are conducted periodically as detailed in the Annual Academic plan of our institution. The assessment process is also periodically planned in the form of assignments, projects and student seminars and various term end examinations. The results are communicated from time to time and the staff offer guidance and counseling to students who need motivation.

2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

Along with the traditional courses, the college is also offering restructured courses.

Apart from B.A (with History, Economics and Political Science combination), B.Com and BSc (MPC), our institution has started B.Sc Computers and B.Com Computers courses to provide better employment chances.

To remove the prejudices about the traditional courses and to boost confidence the members of staff have been motivating the students in various ways. The possibilities of exploring Travel and Tourism fields and Journalism with B.A, and Accountancy Jobs with B.Com and avenues of higher education, research and employability with BSc are time and again advocated to the students.

Apart from these, to promote the employability, the college has been conducting Certificate Courses for the last four years.



The following are the Certificate Courses:

1. *Certificate Course in Functional/Communicative English*
2. *Certificate Course in Journalism*
3. *Certificate course in Tally and Accounting Package and*
4. *Certificate Course in Fabric Painting(recently started)*

Our institution has entered into MoUs with the nearby Industries and invited them to conduct guest lectures and campus drives periodically. These efforts are showing positive results.

The Career Guidance Cell / JKC is conducting lectures and workshops for motivating the students for enhancement of employability.

The students are more motivated than in the past and they are showing interest in developing their communication and employability skills.

The following chart shows how students are trained and placed in job during campus drives during the last four years.

1. In 2012, 7 Students got selected in campus interviews for Hinduja Global solutions Private Ltd.
2. In 2013, 3 students were selected by Subhagruha Pvt. Ltd
3. In 2014, 2 students were selected by a BPO called Hinduja Global Solutions, 10 students by AMCAT and 1 student was selected for VRA post through a competitive exam conducted by APPSC
4. In 2015, the number has gone considerably high. 7 students were selected by HGS, 6 students by Abhivridhdhi vt.Ltd, 1 student by ILM, Bangalore, 4 students by Subhagruha Pvt.Ltd and 2 students by 24/7 Company. So far we have recorded the employment of 20 students.

S. No	Year	No. of students Trained	No. of Students Placed
1.	2012-13	30	7 Students
2.	2013-14	88	3 students
3.	2014-15	89	13 students
4.	2015-16	88	20 students

How does the institution collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning?



During the reopening time, the staff analyse the results and pass percentage of the students and take decisions about the planning of curriculum and lessons to improve the student learning. They analyse and plan necessary inputs for overcoming issues like lower pass percentage and for improving employability.

2.6.4 How does the institution monitor and ensure the achievement of learning outcomes?

The Principal and the staff review the progress of the academic plan and other Teaching, Learning and Evaluation aspects through periodical meetings and take decisions as to how the students' performance can be improved.



CRITERION-3 :: RESEARCH, CONSULTANCY & EXTENSION

3.1 PROMOTION OF RESEARCH

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

Ours is an Undergraduate College and this institution does not have any recognized research center. But the college promotes research temper among teachers and students.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact:

Yes, this institution has a research committee. It is comprised of the Principal and teachers who hold doctorate degrees.

The committee advises teachers to

- Inculcate Research temper by continuous exposure to latest trends in their subjects
- Attend Seminars and Workshops for enhancing their knowledge
- Publish research papers in books and journals

Our teachers attend seminars / workshops and conferences and present and publish papers.

Though ours is an Undergraduate College catering to the needs of rural, first generation students, our members are striving to create a research temper among the students.

- We advise students to compose and write their observations and views on topics related to curriculum and general cross cutting issues.
- The students are encouraged to browse the internet or newspapers and write short articles.
- The students are also assigned projects on topics related to their subjects
- The teachers also collect relevant articles from newspapers and circulate for use by students in their departments concerned.
- Students are guided in the preparation of articles and projects.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes / projects?

This institution encourages the teachers to involve themselves in research activities.



Two of the following senior teachers were awarded Ph.Ds during 2014-15.

1. Sri P.Venkateswarlu, Lecturer in Commerce
2. Sri K. Vijaya Babu, Lecturer in English

Presently, five of the present teachers are pursuing Ph.D.

1. Sri V.Koteswara Rao, Lecturer in Economics
2. Sri Ch.Sudhakara Reddy, Lecturer in Commerce
3. Smt.V. Bhavani Lecturer in Telugu
4. Sri B.Sudhakara Reddy, Lecturer in Commerce
5. Sri B.Koteswara rao, Lecturer in Chemistry

Though our institution does not have enough number of computers for each of the departments, the systems with net connection in the JKC, Staff Room and IQAC are being used by teachers for research purposes.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

- Guest Lectures are arranged to create some basic awareness about the latest issues.
- The students are asked to participate in Elocution and Essay Writing activities on current issues related to society and gender issues.
- The students collect articles from news papers; browse from the internet; refer to the library books and thus prepare projects and give seminars
- The teachers facilitate them to bring out conclusions and findings from the issues.
- The manuscript magazine is encouraging students to develop creative and critical thinking skills.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual / collaborative research activity, etc.

Dr. V.Nagarajya Lakshmi, the Principal is acting as Research Guide. 8 students are pursuing research (Ph.D) under her guidance.

Awarded Ph.Ds : 01

Awarded M.Phs: 04

The following faculty members are involved in individual active research work



S. No	Name of teacher	Subject	Year of registration
1	Smt. V.Bhavani	Lecturer in Telugu	2007
2	Sri Ch.Sudhakar Reddy	Lecturer in Commerce	2008 (ON FDP)
3	Sri V.Koteswara rao	Lecturer in Economics	2002
4	Sri B.Sudhakara reddy,	Lecturer in Commerce	2014
5	Sri B.Koteswara rao,	Lecturer in Chemistry	2015

3.1.6 Give details of workshops / training programs / sensitization programs conducted / organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students:

Our institution is granted budget only this year and we are planning for Seminars, Workshops and Guest Lectures. We periodically arrange Guest Lectures for students.

3.1.7 Provide details of prioritised research areas and the expertise available with the institution:

S. No	Name of teacher	Subject	Prioritised Area
1	Dr.V.Nagarajya Lakshmi	Sanskrit and Telugu	Language and Literature
2.	Dr. P.Venkateswarlu	Lecturer in Commerce	Financial performance of Cooperative Sugar Industries
3.	Dr. K.Vijaya Babu	Lecturer in English	English Language and Literature; Student – Centered Methods and techniques in ELT
4	Dr.Srinivasa rao	Lecturer in Hindi	Language and Literature



3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

Our institution is inviting eminent researchers to deliver guest lectures in the college.

The following is the list:

Name of the Department	Name of the Visiting faculty
ENGLISH	- Dr. B.Varalakshmi, Rtd. Reader in English and ELT Trainer - Mrs.Santhi Sridevi, Asst.Professor, GDC(W), Guntur - Dr.K.Padmaja, Assoc.Professor and ELT Trainer (planned this January 2016)
TELUGU	- Dr. K.Bhulakshmi, Junior Lecturer in Telugu,GJC, Chebrole - Mrs. N.Vijayalakshmi Lecturer in Telugu, G.D.C (W),Guntur
ECONOMICS	- Dr K Madhu Babu, Asst Prof, ANU, Guntur, - Dr M Babu Rao, Asst Prof, CR College, Ch Pet, - Dr. P S S Naidu, Asst Prof, - Sri S A K Jilani, Asst Prof in Maths, GDC, Macherla
MATHEMATICS	
PHYSICS	- Dr. K. Srikanth, Assistant Professor of Physics, P.B.N. College, Nidubrole, - Dr. Linga Raju, Assistant Professor of Physics, Acharya Nagarjuna University, - Dr. Ravikumar, Assistant Professor of Physics, Acharya Nagarjuna University
CHEMISTRY	- Smt. Aparna seetharam, Lect. in Chemistry GDC(W),Guntur - Smt. K. Saritha Rani, Lect. in Chemistry , GDC(W), Guntur - Sri V.V. Ravindra, Head of the Dept. of Chemistry, TJPS College, Guntur - Dr.K.Lalitha .Principal BHH Degree College , Guntur - Dr.YRCS Babu .Principal, GDC, Vinukonda - Sr Pulla Reddy ,Asso Prof in Com, GDC W,Guntur - Dr.Thagaraj Asst Prof In Comrce, SABR GDC ,Repalle - K.Venu Gopal Asst Prof In Commerce GDC Women Guntur - DR.G.V Subba Rao,,Asst Prof in Com Sri MMJ College,Gnt - Dr Tulasi Das ,Assot Professor DEPT OF HRM ,ANU
COMMERCE	



3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities?

- Sri Ch. Sudhakar Reddy is now pursuing PhD under FDP programme.
- The other teachers who are actively engaged in research are actually utilizing the summer holidays and the term breaks such as Dassera, Christmas, and Pongal. They are doing research on their own.

How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

This has inspired the staff and the students to know about research and the need for developing research outlook.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness / advocating / transfer of relative findings of research of the institution and elsewhere to students and community (lab to land):

As this is primarily a UG College, much grant was not allotted for research activities. But the staff members try to share with other members and students whenever there is an opportunity through seminars, meetings and workshops.

3.2 RESOURCE MOBILIZATION FOR RESEARCH

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

AND

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

As this is an Undergraduate college no such funding / facility is available.

3.2.3 What are the financial provisions made available to support student research projects by students?

No financial provisions are made available for the students to work on study projects.

However the teachers guide the students for completion of projects and help the students:

- by providing stationery,
- printer facility,
- photocopying facility,



- internet facility,
- suggesting reference books etc.

3.2.4 How does the various departments /units /staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

The staff of our institution, though do not have inter disciplinary research topics, interact and discuss various issues related to research methodology and other related issues through faculty forum.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The laboratories existing on the campus such as Physics, Chemistry, Computer Science, Language lab have some equipment for the students' use. The teachers make the students in to groups and batches so that the students can utilize the available equipment optimally. The students are free to use the facilities available in the college for the purpose of their individual research needs.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details. –

AND

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

UGC funded for three MRPs taken up by Dr. V.Nagarajya Lakshmi in 2007, 2010 and 2013. She joined this Institution as Principal in 2015.

No faculty member or the student has received research funds for the last four years either from any funding agency or any industry.

Dr.Vijaya Babu, Lecturer in English was funded twice by Regional English Language Office of US Embassy for completing E-Teacher Courses from University of Oregon of USA.

3.3 RESEARCH FACILITIES

3.3.1 What are the research facilities available to the students and research scholars within the campus?

1. Laboratories - Chemistry, and Physics



2. Central Library with Network Resource Centre and Departmental Libraries.
3. Computer, Internet, and INFLIBNET facilities

The students make use of the library and Internet facilities available in the college for their projects and assignments. Recently the Physics project taken up by students received the district level award.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The college is planning to open research centres in the Departments of Commerce and English. Presently there are infrastructural and technical deficiencies for starting the centre. Once this is resolved, the college plans to augment its research facilities. Even now, our faculty members of the above said departments are offering suggestions for pursuing research.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', describe what are the instruments/ facilities created during the last four years.

AND

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

As the affiliating University is nearby, students pursuing research will approach the B.R.Ambedkar Library of the Acharya Nagarjuna University for help. In case they approach us, we will allow them to use Internet facilities and our Library.

3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

AND

3.3.6 What are the collaborative research facilities developed / created by the research institutes in the college? For ex. Laboratories, library, instruments, computers, new technology etc.

As this is an undergraduate college facilities required for undergraduate students only are available.

3.4 RESEARCH PUBLICATIONS AND AWARDS



3.4.1 Highlight the major research achievements of the staff and students in terms of

- * Patents obtained and filed (process and product):
- * Original research contributing to product improvement:
- * Research studies or surveys benefiting the community or improving the services:
- * Research inputs contributing to new initiatives and social development:

AND

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

As ours is an Undergraduate institution greater importance is given for Teaching, Learning and Evaluation and other important areas that contribute for the growth of students as individuals.

How ever the staff members pursue research, present and publish papers in Seminars and Journals.

3.4.3 Give details of publications by the faculty and students:

- * Publication per faculty:
- * Number of papers published by faculty and students in peer reviewed journals (national / international) Number of publications listed in International Database (for E.g.: Web of Science, Scopus, And Humanities International Complete, Dare Database- International Social Sciences Directory, EBSCO host, etc.)-
- * Monographs:
- * Chapter in Books:
- * Books Edited:
- * Books with ISBN/ISSN numbers with details of publishers:
- * Citation Index :
- * SNIP:
- * SJR:
- * Impact factor:
- * h-index:



Sl.No	Name of the Member	Department	No.of Publications	Peer-reviewd Monographs	Chapter in Books	Books Edited	ISBN/ISSN with details of Publishers	Citation Index	SNIP	SJR	Impact Factor	H-Index
	Dr.V.Nagarajya Lakshmi	Telugu/ Sanskrit	8+17 + 13+2 8 Poems									
	Dr. P.Venkateswarlu	Commerce	09				1.ISSN:0038-4046 2.ISSN:2249-6696 3.ISSN:2249-8117 4.ISSN:2320-8606 5.ISSN:2320-0383 6.ISSN:2321-8622 7.ISSN:2277-7881 8.ISSN:2249-8117 9.ISSN: 2349-6738					
	Dr.K.Vijaya Babu	English	9+ 30 poems and 4 Short Stories		04+ 40 for MA Online English		1.ISBN :978-81-7596-916-2 2;Cambridge University Press(Foundation Books) 2. ISBN: 81-7851-093-6; 3.ISBN:978-93-8282-989-8; 4.ISBN:978-93-517-102-3 5.ISBN: 978-81-7625-987-3 6.ISBN: 978-93-5207-038					
	Sri V.Koteswara rao	Economics	07									
	Sri B.Sudhakara Reddy	Commerce					1.ISSN:0976-7401 2.ISBN: 978-93-5097-139-0 3.ISBN:978-81-924180-1-8 4.ISSN:2320-8606 5.ISBN:978-93-82163-97-8 6.ISSN:2321-8622 7.ISSN:2277-7881					



Sri B.Koteswara Rao	Chemistry	1. ISSN 0974-2115 2. ISSN 0974-2115
Smt V.Bhavani	Telugu	3
Dr. B.Srinivasa Rao	Hindi	9

3.4.4 Provide details (if any) of

- * research awards received by the faculty:
- * recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally :
- * incentives given to faculty for receiving state, national and international recognitions for research contributions.:

Sl.No	Name of the Member	research awards received by the faculty	recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally	incentives given to faculty for receiving state, national and international recognitions for research contributions
01	Dr. V. Nagarajyalakshmi - Principal		State Best Teacher Award , 2001	
02	Dr. V. Nagarajyalakshmi - Principal		Prathibha Puraskar, Dist., Level,2006	
03	Dr. P. Venkateswarlu – Assoc. Professor of Commerce		State Meritorious Teacher Award,2012	
04	Dr. V. Nagarajyalakshmi - Principal		State Meritorious Teacher Award in Sanskrit ,2012	
05	Dr. K. Vijaya Babu – Assoc. Professor of English		International Scholarship by RELO, US Embassy in E-Teacher Programme by Oregon University, USA , 2009	
06	Dr. K. Vijaya Babu – Assoc. Professor of English		International Scholarship by RELO, US Embassy in E-Teacher Programme by Oregon University, USA ,2012 (Also won Best participant badge)	
07	Sri. A. Ramakrishna Rao – Lecturer in Physics		Best Student Study Project Award Dist., level	



08	Smt. G. Suvarna Ratnam – Senior Assistant	Yuvatharangam,2015	Best Senior Assistant Award in Dist., level Yuvatharangam,2015
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3.5 CONSULTANCY

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

Our institution is regularly in touch with the surrounding industries and has entered into MoUs with the surrounding industries and Employers for conducting Guest Lectures about the latest avenues regarding employability. These firms also conduct Job fairs on campus and recruit our students. The following are the details of MoUs and Career Placements.:

- NSL Textiles
- Hinduja Global Selections
- Sangam Dairy

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

AND

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The experts of our institution are well known within the state and they are invited to conduct workshops and for guest lectures to train their personnel. Our institution encourages the staff members to offer their services for neighbouring institutions from time to time.

i. List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years:

Sl No	Department	Area in which consultancy provided
1	Telugu/Sanskrit	Language and Literature
2	English	ELT, Lesson Planning, Effective Classroom



	management , Student Centered Methods, Personality Development Issues
3	Commerce Tally and Accounting

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

- The faculty members offer their services and expertise free of cost.
- Whenever income is generated the members spend for the welfare of students for paying fees, departmental needs, development of college etc.,
- The following teachers spend/t such income as shown in the following table:

Sl.No	Name of the Teacher	Income Generated through Consultancy	Income spent for:
1.	Dr. V.NagaRajya Lakshmi	Rs.25,000/-	Remodeling of Principal's Chamber
2	Dr.P.Venkateswarlu	Rs. 20,000/-	Upgrading of campus
3.	Dr.K.Vijaya Babu	Rs. 10,000/-	Computer Repairs and Website
4.	Sri V.Koteswara Rao	Rs. 10,000/-	Repairing of Furniture
5	Sri B.Sudhakara Reddy	Rs. 18,000/-	JKC Activities
6.	Dr. B.Srinivasa Rao	Rs. 20,000/-	White Washing of College Building
7.	Mrs.V.Bhavani	Rs. 13,000/-	Saraswathi Goddess Statue
8.	Sri M.Nagaraju	Rs. 10,000/-	

3.6 EXTENSION ACTIVITIES AND INSTITUTIONAL SOCIAL RESPONSIBILITIES-(ISR)

3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

This institution promotes the interface with the neighborhood community through the NSS, unit.

- The motto of NSS is 'not me but you'. To achieve this motto the volunteers are shifted from college to village and from the campus to the community in the 7 day special camps.
 - The NSS volunteers are trained to inculcate in them civic sense, dignity of labor and social responsibility through service oriented activities in the village and also on the campus.



- The volunteers are made to involve the village heads, youth organizations and local people in the community work.
- The NSS Volunteers of our college were selected as Special Volunteers the Foundation Stone Laying Ceremony of the New Capital of Andhra Pradesh.
- The NSS Volunteers are involved in service oriented activities and inculcate in themselves civic sense, discipline and working with the police department in traffic awareness from 5AM to 8 PM, bando-basth duties on festivals like Karthika pournami, Mahasivarathri; pulse polio campaign etc.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

Our institution has been involving the students into the activities of various clubs and associations depending on the interests.

- This college has clubs like Red Ribbon Club, Eco Club, Health club, Sports club, Consumer club, Gym club and associations like Literary association, Humanities association, Women Empowerment Cell, Anti Ragging Cell etc in which the students are actively involved.
- Each club has a convener and at least one faculty member and two student members.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

During internals, alumni, parents and CPDC meetings, we collect feedback orally and in written forms and based on these we take decisions collectively for the development of our institution.

3.6.4 How does the institution plan and organize its extension and outreach programs? Provide the budgetary details for last four years, and list the major extension and outreach programs and their impact on the overall development of students.

Our institution organizes extension activities in a planned way throughout the academic year without disturbing the curricular plan. As per the calendar of the affiliating University the NSS Division plans programmes and organizes them without fail.

- Details of the General Budget:



Year	Budget allocated by affiliating university (Rs)	Major activities	outreach	Activities held within the campus
2012-13	16000.00	10		12
2013-14	16000.00	08		10
2014-15	16000.00	13		12
2015-16	16000.00	10		12

- Details of Special Budget allocated for NSS Special Programmes

Year	Budget allocated by affiliating university (Rs)	Major activities	outreach	Activities held within the campus
2012-13	22000.00	08		03
2013-14	22000.00	09		02
2014-15	22000.00	09		02
2015-16	22000.00	09		02

The students become more disciplined and develop sufficient knowledge about the problems of their communities and how they should address such problems as members of community.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

- Our institution has an NSS unit. The NSS unit involves the students in socially useful activities through their special camps in the adopted villages.
- *The students take up activities like road laying, cleaning of the village canals, plantation, medical checkups, awareness campaigns on AIDS, epidemics and the importance of sanitation and hygiene in the public places.*
- Campaigns on literacy, women education, anti-ragging, water conservation, blood donation, power saving policies, Swatch Bharat etc. are also conducted by the students. These activities in fact promote good and responsible citizenship in students.
- The NSS students also involve themselves in the conduct of traffic in public places;

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?



As a gesture towards societal members and school dropouts, our institution has entered into an MoU with NSL Textiles, Budampadu, a nearby Industry. The Andhra Pradesh Textile Designing Corporation has come forward to fund a project to train women and dropouts in garment stitching / designing technology. They have promised to conduct a Certificate Course by providing machinery. The installation is being awaited.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

- The outreach activities taken up by the students of this college have had the following learning outcomes:

The NSS volunteers are able to learn about

- Team work, dignity of labor, discipline, self help, involvement of stakeholders of the village, participatory learning, socio-economic conditions in the village, cooperation and mutual help, citizenship, awareness on superstitions, AIDS, epidemics, health and hygiene, sanitation etc and become thus lifelong learners.
- The participants in NSS activities are fine tuned in the academics from experiences through their outreach programs and thus their education is becoming full-fledged and comprehensive.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

This institution certainly promotes community participation in the reach out activities held through the NSS. Without the participation of the community members these activities become incomplete. The institution that is why ensures the participation of the community as detailed below:

- Our institution encourages the students to work with the community heads in the villages that the NSS units have adopted. Fifty volunteers per unit are deputed for each of the 7 day special camps.
- It is mandatory in NSS to approach and contact the local people in the village like the youth associations, the sarpanch, the ward members and other administrative agencies to solicit their assistance during the camps.
- With their help and cooperation the students will take up activities like road laying, sanitation, clean and green, plantation, adult education



campaigns, awareness campaigns on AIDS, literacy, health and hygiene, thrift, insurance policies, medication etc.

- The local teachers are involved in the adult education campaigns.
- The youth associations are also involved into major works like road laying canal cleaning, sewage removal, removal of stray plants and trees etc.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities:

As member of DRC, we participate and partake our resources for the benefit of the community.

Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years:

Our institution has not received any such awards.

3.7 COLLABORATION

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives-collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

The college collaborates with the institutions associated with DRC – District resource centre which aims at sharing of resources and facilities whenever required. Every year DRC meets are held and staff attend trainings as participants and trainers in the DRC Workshops.

3.7.2 Provide details on the MoUs /collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

- The Institution has entered into an MoU at the behest of the CCE with **Tata Institute of Social Sciences (TISS)** for developing the employability of students.
- The college is trying to start a collaborative Project with **NSL Textiles** with help from **ATDC**. We are planning to start a Training to provide employment for girl students by training them in garment designing.



Efforts are in pipeline. If this takes a shape, this will help women members of the community as we are planning to include them in the programme as part of Women Empowerment.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

The college collaborates with the institutions associated with DRC – District resource centre which aims at sharing of resources and facilities whenever required. Every year DRC meets are held and staff attend trainings as participants and trainers in the DRC Workshops.

3.7.4 Highlighting the names of eminent scientists / participants, who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

In spite of absence of funding from the UGC, the college conducted a National Seminar on the famous poet Sri Annamacharya during 2012-13 by inviting world famous scholars and researchers on the famous 13th century poet. The Seminar was funded by TTD Project.

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated –

a)Curriculum development/enrichment:	We designed Complementary activities /and introduced Certificate courses
b)Internship / On-the-job training:	A Certificate Course in Garment Designing has to be started
c)Summer placement:	Training offered during summer and Students encouraged attending interviews conducted on our Campus and of other colleges too.
d)Faculty exchange and professional development:	Taken up on DRC platform by the Nodal College as per the Proceedings of APCCE
e)Research:	Two teachers were awarded PhD and



	five are pursuing; all staff members contribute to journals.
f)Consultancy:	Offered by Telugu, English, Hindi, History, Economics, Political Science, Physics, Chemistry and Commerce departments
g)Extension:	Our NSS programme offers good service
h)Publication:	Our staff publish papers and articles regularly
i)Student Placement:	The growth is steady and showing successful progress from year to year
j)Twinning programs:	Our affiliating university is planning to introduce
k)Introduction of new courses:	This year we introduced B.Sc (Computers) and B.Com (Computers)
l)Student exchange:	Not possible
m) Any other :	We started a manuscript magazine called <i>Mayukha (The Ray)</i> where students write and produce a magazine in manuscript form. It contains pictures, stories, poems, essays, cartoons and many other. This has been improving the creative as well as critical thinking skills of students. The students are also encouraged to present complex chapters / aspects of their curriculum in the form of posters.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages / collaborations.

- In spite of its location in a rural setting, our institution is encouraging students to develop necessary skills for better employment.



- The Instituion is inviting the General Managers and HR Managers of surrounding banks and Industries for interaction with our students and for throwing light on the need for various skills for better employment and citizen ship.
- We have entered into MoUs with HGS, NSL Textiles and Sangam Diary for Guest Lectures on Personality Development and Employability Skills.
- With the collaboration of NSL Textiles, we are planning to start a Certificate Programme in Garment Cutting and Stitching for women and school dropouts.





CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the institution for the creation and enhancement of infrastructure that facilitate effective teaching and learning?

The year wise budget that is allotted by the Commissionerate of Collegiate Education, Government of Andhra Pradesh is utilised by the college properly for the creation and enhancement of infrastructure. As the college has not received any budget during the last four years from the Commissioner of Collegiate Education, Government of Andhra Pradesh towards infrastructure, the staff and the College Planning and Development Council (CPDC) initiated steps to collect funds from philanthropic people for the development of infrastructure.

That's how the college is able to procure

1. One RCC roof Class room – cum - Laboratory with plinth area of 1000 sq. ft., was constructed and donated by Sri Suryadevara Lakshminarayana Prasad, Philanthropist, Chebrole during the year 2006
2. One RCC roof Class room with plinth area of 1000 sq. ft., was constructed and donated by Sri Parimi Satyanarayana, Philanthropist, Chebrole during the year 2015
3. Rs. 6,25,000 was donated by Ramineni Foundation, USA as corpus fund for starting of B.Sc., (M.P.C.) course at this college and this amount of Rs. 6,25,000 was deposited at Andhra Bank, Brahmanakodur branch, Guntur District.
4. The compound wall (on main road only) along with Main Gate was constructed and donated by Sri Suryadevara Lakshminarayana Prasad, Philanthropist, Chebrole at approximate price of Rs. 1,00,000
5. Cycle shed was also raised only through donations by philanthropic people.
6. Toilets for girls, reading desks cum tables for students were also raised only through donations by philanthropic people.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

a. Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.



Sl.No	Facilities available or not	Yes/no	Availability limitations & Alternatives
1	Class rooms	yes	B.A B.Com B.Sc (MPC) and BSc (Comp) 4 asbestos roof sheds 3 rooms on ground floor 2 rooms + 2 lab-cum-classrooms 1. Chemistry lab cum class-room 2. Physics Lab cum class-room 3. Computer Science Lab
2	Technology enabled learning spaces	yes	1. JKC Lab with 05 computers with internet connection and Printer facility 2. LCD Projector is also available. IQAC/Department of English : One computer with internet connection and printer facility
3	Seminar -Halls	No	All As there is no seminar hall a class room is being used as a seminar hall.
4	Tutorial spaces	No	All Some of the class-rooms, when there is no classwork, are utilized as tutorial spaces and also in the open air under the trees.
5	Laboratories	Yes	1. Physics Lab. 2. Chemistry Lab 3. JKC Lab & Computer Science Lab
6	Botanical Garden	No	Not Applicable. However medicinal plants like Aloe Vera, Neem, Tulasi etc., are planted and maintained by Eco Club
7	Animal House	No	Not Applicable
8	Specialised facilities for teaching Learning and research etc.	Yes	All Desktop Computers with internet (unlimited) connections are useful to browse/download available information from world wide



					websites. It is a good resource of learning/teaching/research. The Library is provided text books, reference books and journals We have subscribed for INFLIBNET – NLIST (National Library and Information Services Infrastructure for Scholarly Content). It provides access to e-resources through internet to students, researchers and faculty from colleges which are good resource for learning/research. The available equipment like two LCD projectors are also available which are useful as good resources of teaching and learning
9	Mana T.V (a State Government sponsored Educational Channel)	Yes	ALL		Live Programmes for I/II/III B.A., / B.Sc./ B.Com., courses are being telecast through MANA TV channel, which is being organized Society for Andhra Pradesh Network (SAPNET), Government of Andhra Pradesh. In our college, MANA TV is arranged in JKC Room. This MANA TV is provided with 29” Television, KU band satellite receiver and dish antenna. All MANA TV programmes are being watched by our students as per programme schedule
10	Library	Yes	All		We have subscribed for INFLIBNET – NLIST (National Library and Information Services



					Infrastructure for Scholarly Content). It provides access to e-resources through internet to students, researchers and faculty from colleges which are good resource for learning/research. The available equipment like two LCD projectors are also available which are useful as good resources of teaching and learning
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4.1.2 b Detail the facilities available for Extra-curricular Activities

Sl No	Facilities available or not	Rooms allotted or not	Availability, Limitations, Alterations
1	Sports	Yes	1.Physical Education Room 2.Play-ground
2.	Indoor & Out door games	Yes	1. Phy.Edu. room to play Indoor games like Chess-Carroms etc. Play Ground to play Shuttle, Volley ball, Kabaddi and Cricket.
3.	Gymnasium	Yes	Situated in Phy.Education room.
4.	Auditorium	No	1. Class-room is used as an Auditorium for limited gathering Open-air auditorium is arranged at the time of large gatherings and college functions.
5.	N.S.S	Yes	1. Shared with Phy.Education room for preserving utensils and files
6	N.C.C	No	We do not have a Unit
7	Cultural Activities	No	Any of the class rooms is used at the



				time of activity.
8	Public Speaking	No		An open-air auditorium will be arranged at the time of the activity.
9	Yoga	No		Open Air yoga classes will be conducted whenever there are guest lectures on Yoga
10	Health and Hygiene etc.,	No	1.	For cleaning the toilets, temporary arrangements are made by appointing a scavenger. A sweeper is appointed on adhoc basis for cleaning the class-rooms. First-aid box is available for immediate medication. The institution purchases mineral water in twenty liter refill cans from local vendors and it is being utilized by the students for drinking purpose

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any).

Sl.No	Facilities developed/augmented	2012-2013	2013-14	2014-15	2015-16	Remarks
1	Building	-	-	-	Rs. 7,00,000	Sri Parimi Satyanarayana, local philanthropist has constructed one class room with his own expenses as donation which costs about Rs.



					7,00,000 and this room was inaugurated on 23-11-2015.
2.	Furniture	-	-	-	18,850
3.	Equipment	1,61,299	-	26,750	8,00,000
4.	Any other	49,553	-	87,616	2,768
	Enclosures:				

Information regarding infrastructural and other facilities available:

Sl.No	Infrastructure	Yes/no	Number
1.	Class-rooms	Yes	06
2.	Library with Reading room	Yes	01
3.	Sheds	Yes	04
4.	J.K.C(Employability Skills/e- Lab)	Yes	01
5.	Physics Lab	Yes	01
6.	Chemistry Lab	Yes	01
7.	English Lab	No	
8.	Maths Lab	No	
9.	Cycle Shed	Yes	01
10.	Toilets	02	Another girls' toilet sanctioned
11.	Staff-room	Yes	02
12.	Administrative office	Yes	01
13.	Principal's Room (office)	Yes	01
14.	Physical Education Room	Yes	01



15.	Mana T.V	Yes	Shared with e-lab
16.	N.S.S	Yes	Shared with Physical Education
17.	Women Development Cell	Yes	01
18.	Cultural Activities	No	No specific room. Classrooms used for this
19	Yoga	No	Open air ground
20.	Health & Hygiene	Yes	With P.Ed and NSS
21.	Public Speaking	No special room	No specific room. Classrooms used for this
22.	Tutorials		No specific room. Classrooms used for this
23.	Botanical Gardens	Yes	Under way
24.	Seminar Hall	No	No specific room. Classrooms used for this
25.	Auditorium	No	Open Air Stage
26.	Animal House	No	
27.	Gymnasium	Yes	1
28.	Games & Sports Indoor & Out door	Yes	Only Outdoor
29.	Technology learning Places	Enabled Yes	JKC /e-lab (01)
30	Canteen	No	
31.	Drinking water Facility	No	The staff contribute and provide drinking water



4.1.3 Future Plans for Expansion

Establishment of

- 1.Seminar Hall
- 2.Auditorium
- 3.Well –equipped Gymnasium (i.e Latest Gym)
- 4.Centre for Health &Hygiene
- 5.Drinking –Water Facility
- 6.N.S.S Room
- 7.Canteen
- 8.Hostel
- 9.Toilets
10. Students Waiting room
11. Ladies Waiting Room
12. Reading-Room with separate library building
13. Garden
14. Establishment of P.G Courses
15. Establishment of Computer lab

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

Our institution currently does not have challenged students. But our institution is very careful about the physically disabled persons. They are having tri cycles of their own. So they face no problem to attend the college. Keeping in view, the classes are arranged to conduct at ground floor itself. A ramp is also constructed to facilitate them. Library, J.K.C Lab, English Department, Telugu &Hindi Class-rooms, Physical Education-room are established at Ground – Floor for their convenience.

4.1.5 Give details on the residential facility and various provisions available within them:

- Hostel Facility – Accommodation available
- Recreational facilities, gymnasium, yoga center, etc.
- Computer facility including access to internet in hostel
- Facilities for medical emergencies
- Library facility in the hostels
- Internet and Wi-Fi facility also in hostel
- Recreational facility-common room with audio-visual equipments
- Available residential facility for the staff and occupancy Constant supply of safe drinking water
- Security



Sl.No	Residential Facilities & Provisions	Yes/No
1.	Hostel Facility Accommodation Availability	Nil
2.	Recreational Facilities (gym, Yoga- centre etc)	Yes
3.	Computer facilities Including access to internet in Hostel	Nil
4.	Facilities for Medical emergencies	Yes
5.	Library Facility in the hostels	Nil
6.	Internet Wi-Fi facility	Yes
7.	Recreational facilities-common-room with audio-visual equipment	Yes
8.	Available Residential facility for the staff and occupancy of constant supply of drinking – water	Nil
9.	Security	Police station is adjacent and also a night watchman

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

First aid Box is available to give first-aid

A Government hospital is situated nearby for immediate Consultancy.

4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

1. **IQAC:** Department of English and IQAC function in the same room. It provides guidance related to useful resources from the internet regarding teaching and learning.



2. **Grievance & Redressal Cell:**

Grievance & Redressal Unit is established in the College. The unit is established with Principal as president lecturers and two students as members.

A grievance (complaints) Box is arranged near the Principal's room and students will drop their grievances, if any, in the box. Once in a fortnight the committee members open & go through to solve the problems mentioned.

3. **Red Ribbon Club:**

A Red Ribbon Club is established in the college with Principal as President and two lecturers and two students as members. It conducts awareness Programmes, (like health awareness, AIDs awareness campaigns etc. It encourages students to donate 'blood' in other areas (like ANU) as on the college campus.

4. **Eco-Club:**

An Eco Club is established in the college with Principal as President and two lecturers and two students as members. It invites resource persons to give awareness on ECO Protection. It conducts campaigns and rallies against Plastic usage, global warming etc.

5. **Counseling and Career Guidance Cell and Placement- (JKC)**

This is looked after by the JKC, a unit which works as a finishing school. It offers training in Communication Skills, analytical skills and soft skills and prepares the students ready for interviews. It invites resource persons from various other institutes and provides training to students. This has MoUs with neighbouring industries and agencies which conduct Campus Drives.

6. **Health Centre:**

We have a first aid kit as part of primary health care.

Government Hospital is situated nearby at Chebrole for their consultancy.

7. **Canteen:**

We donot have a separate canteen on the campus. But one of the C.P.D.C members (Parent member) is running a canteen nearby for the benefit of the students.

8. **Women's Cell:**

A room is allotted for the women Development & Progression activities.

A Committee is formed with Principal as President, a woman Lecturer as convener and 2 lecturers and students as members. Anti-ragging cell is affiliated to this.

1. The committee invites resource persons to create awareness to the girl students on gender related issues, women-Protection Acts, (like house hold crime, Sexual-harassment, Divorces, Ragging,



self-employment schemes, so on) & other women empowerment activities.

2. It counsels the students personally to solve their individual problems inside & off the campus.
3. The Committee conducts meetings and discuss the day to day problems faced by women.
4. To give them proper exposure, it encourages them to participate in literary and cultural activities conducted in outside colleges.
5. It conducts self-employment programmes for the benefit of students.

8. Safe Drinking Water Facility:

There is no provision for it in the college. But the staff under the *Jaladaan* programme, contribute and offer drinking water to the students.

9. Auditorium:

As there is no separate Auditorium built. One of the class rooms is used for small gatherings & open air stage is arranged at the time of large gatherings.

10. Recreational Facility:

Library reading room & Gym, outdoor games act as moments of recreation for the students.

Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes.

It has an advisory Committee with Principal as President and two lecturers and two students as members.

For the last four years the under mentioned activities have been taken up.

1. For enriching the awareness & knowledge of the students Library week is celebrated once in a year where all books will be kept (subject wise) for exhibition.
2. To encourage the students to prepare for projects & Class-room seminars
3. At the time of examinations allowing students to borrow-books on the name of staff members.

4.2.2 Provide details of the following:

- * Total area of the library (in Sq. Mts.)
- * Total seating capacity
- * Working hours (on working days, on holidays, before examination days, during examination days, during vacation)



1.Total area of the library.	As it is a small college with limited buildings, a large room is allotted for library. The area of the Library is 48.25 sq. mts.
2.Total seating capacity	40 persons can sit conveniently.
1. Working Hours	- Though there has been no permanent Librarian appointed for the last four years, we are providing services to the staff and students by allotting the charge to a staff member. Hence the working hours are limited. - Because of want of rooms, the library is used as library- cum-reading room. - Only seating arrangement is available. - Separate reading room for students and separate reference place is provided for faculty.
The working Hours:	
1.On working days-9.00A.M to 6.00P.M	
2. On Holidays-10 Am to 12 PM	
3.Before Exams-10.00 A.M to 5.00P.M	
4. During exams-10.00 A.M to 5.00P.M	
5. During vacation-No Library.	
4.Lay out of the library	

Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

Library has two rooms – one for storewells and the other for reading purposes.

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

No funding was done during the last four years except under boon-bank scheme

Library holdings	Year -1 (2012-13)		Year - 2 (2013-14)		Year - 3 (2014-15)		Year - 4 (2015-16)	
	Number	Total Cost	No.	Total Cost	No.	Total Cost	No.	Total Cost
Text books					307	87616.00	12	2900.00
Reference Books								
Journals/ Periodicals			02	2790.00	02	2790.00	02	2790.00



e-resources					E journals		More than 1000	5000.00
Any other (specify)								

Information of Books in Library

SL.No		
1.	General Library Books	3,882
2.	Book Bank Books	1,222
3.	Gifted Books	0,185
4.	UGC Books	-
Total No. of Books		5,289 + 319 = 5608
Department wise books:		
01. Languages:		
a.English		670
b.Telugu		714
c.Hindi		092
02) Commerce		771
03) Arts a)Economics		463
b)Political Science		325
c)History		364
04)sciences a)Maths		052
b)Physics		063
c)Chemistry		062
05)General Books other then subjects		156
06)Reference Books		210



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4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

1.	OPAC	NO
2.	Electronic Resource Management package for e-journals	NO
3.	Federated searching tools to search articles in multiple databases	NO
4.	Library Website	NO
5.	In-house/remote access to e-publications	YES
6.	Library automation	PARTIALLY COMPLETED
7.	Total number of computers for public access	03
8.	Total numbers of printers for public access	01
9.	Internet band width/ speed ☐ 2mbps ☐ 10 mbps ☐ 1 gb (GB)	2 mbps
10.	Institutional Repository	College Magazine, Old Question Papers
11.	Content management system for e-learning	NO
12.	Participation in Resource Sharing Networks (like INFLIBNET)	INFLIBINET

4.2.5 Provide details on the following items:

1.	Average number of walk-ins	25 %
2.	Average number of books issued/returned	60 %
3.	Ratio of library books to students enrolled	1 : 34



4.	Average number of books added during last three years	307
5.	Average number of login to OPAC	NIL
6.	Average number of login to e-resources	-
7.	Average number of e-resources downloaded/printed	-
8.	Number of information literacy trainings organized	-

4.2.6 Give details of the specialized services provided by the library

Manuscripts	-
Reference	Yes
Reprography	Yes
ILL (Inter Library Loan Service)	Nil
Information deployment and notification (Information Deployment and Notification)	-
Download	Yes
Printing	Yes
Reading list/ Bibliography compilation	-
In-house/remote access to e-resources	Nil
User Orientation and awareness	Yes
Assistance in searching Databases	-
INFLIBNET/IUC facilities	Yes



4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

The library staff offer the following services:

1. Providing the books necessary for the staff and the students.
2. Giving suggestions to get relevant material.
3. Providing (temporary issues) references if necessary.
4. Enriching the knowledge by providing monthly & daily magazines & news papers respectively.
5. Allowing the students to get paper clippings or material from dailies to do project work & seminar work.
6. Allowing the staff to cut & get sufficient information from dailies as additional inputs.
7. Exhibiting the highly needed information on notice-board.
8. Conducting Library-week celebrations every year to enrich the awareness in the students about Library belongings.
9. Issuing books for each student for 15 days and getting them back to allow other students also to read. This facilitates each and every student to get benefit with the limited books available.
10. In the case of dull & slow readers the books are renewed for 10 more days.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

1. Helping them in searching the books.
2. Making proper seating arrangements.
3. Reading from books whenever necessary
4. JAWS soft ware available

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)

Yes, the library is getting feedback from the users.

1. Strategies deployed: Users are given a given a printed format to fill and are asked to give their suggestions once in a year.
2. The feedback from users analysed. and observed that some common inconveniences are faced by the users

They are:

1. Necessary text books are not available
2. Update information is not available.
3. G.K Books are not limited to 53
4. General Magazines & News papers are not sufficient



5. Regular references are not available
6. Permanent Librarian is not there for offering continuous services.
7. Sufficient computers are not available.
8. Separate reading room is needed.

Suggestions to improve Library Services from Staff and Students:

1. Dailies & Weeklies should be more in number.
2. New text books and subject material should be purchased.
3. Permanent librarian should be appointed to give continuous services.
4. **Computer Automation should be done.**
5. **Books should be kept in glass-rocks for immediate selection.**
6. **The Computer based information like C.Ds & printer facility to get information from the net as a hard copy.**
7. **Net connection should be given in the reading-room**
8. **Reading room should be separated from the library & should have modern facilities.**
9. Monthly/Yearly budget should be provided to buy the books according to the new syllabus and to buy update General Knowledge information.

Action Taken

4, 5, 6, 7, 8 are addressed as they are under the control of the Principal.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

Sl.No	Item	Details
1	Number of computers with Configuration (provide actual number with exact configuration of each available system)	10 (New Systems) 03 (Old systems) <u>Configuration of NEW Desktop Computers:</u> Dell Make – Model Dell Optiplex 3020 - Intel Core i3 - 4130 Processor - H81 Chipset - OEM Motherboard - 4GB DDR3 RAM - 500 GB SATA(7200 RPM) HDD - Mouse - Keyboard – Min 16x SATA DVD Writer - 18.5”TFT LED Color Monitor - HDMI Port



		Operating System: Microsoft Windows 7 Professional with recovery media - Antivirus Quick Heal Warranty: 3years UPSs details: NUMERIC UPS – Model 600 VA - 600 VA line interactive - 12V, Total 14 AH Battery with one year warranty <u>Configuration of Old Systems:</u> Acer Make – Intel P IV - 2.97 MHz Processor – OEM Mother Board – 512 MB Ram – 80 GB SATA (7200 RPM) HDD – Mouse – Keyboard – DVD Writer – 14” CRT Monitor Operating System: Microsoft Windows XP Professional
2	Computer-student ratio	1:10
3	Standalone facility	NIL
4	LAN facility	YES, all the computers are connected with LAN
5	Licensed software	YES, all the desktop computers are having licensed Operating Systems i.e., all the ten new systems have licensed Microsoft Windows 7 Professional – 64 bit operating system along with licensed Anti-Virus software ‘Quick Heal’ and all the old systems have licensed Microsoft Windows XP operating system.



6

Number of nodes/ computers 10
with Internet facility

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

As the campus is wi-fi enabled staff and students make use of the facility for academic purposes. The staff show pictures related to chapters and videos related to their lessons. The students also refer to online material and download question papers etc.,

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Plans

1. Establishment of the state-of the art Computer Lab.
2. Faster Net Connection
3. Minimum 20 Systems to be available with U.P.S Support.
4. L.C.D. projectors for all the departments
5. Academic Resources (C.D's) Reading/study material should be up dated enhanced.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

Provision of annual budget for-	2012-13	2013-14	2014-15	2015-16
Procurement	***	***	***	***
Up gradation	***	***	***	***
Deployment	***	***	***	***
Maintenance of Computers & its accessories in the institution.	***	***	***	***

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

- 1.The JKC is offering ICT teaching and is being used by all the teachers



2.The J.K.C Lab is improving communicative skills of students through PPTs and videos on soft skills.

3. Staff are benefited to get additional inputs and information from IQAC

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

Sl. No	Learning activities and technologies deployed	Accessories
1.	On line Teaching & Learning Resources	Through J.K.C.,&L.C.D. Projector
2.	Independent Learning	Library &Paper-Clippings
3.	I.C.T enabled class rooms/Learning Spaces	J.K.C &English Language Lab.

The institution provides Communication skills, Spoken English, 'pronunciation' current events, etc., through ICT. The JKC which acts as the finishing school takes care of it.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

Yes, National Knowledge network connectivity is available.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?



	2012-13	2013-14	2014-15	2015-16
Building	***	***	***	***
Furniture	***	***	***	***
Equipment	***	***	***	***
Computers	***	***	***	***
Vehicles	***	***	***	***
Any other	***	***	***	***

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

Our institution appoints various committees for the Maintenance and Upkeep of the Infrastructure in the college. The committees which include both teachers and students take care of the infrastructure.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

The Lab equipment, Computers, Xerox machine, Inverter, L.C.D. projector are taken care of by the concerned Lecturers. For every three months the committees meet and assess the damage/loss done if any. Repairs are immediately taken up. In addition to this the annual stock verification committee inspects and recommends necessary inputs for upkeep and maintenance.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

1. Computers & other equipment reach its expenditure for maintenance & service by C.C.E technicians.
2. The expenditure caused due to the maintenance and repairs of Lab. Equipment will be met from the special fee amount.
3. Toilets are cleaned every day. A Scavenger on adhoc basis is appointed.



4. Black-Boards and Building walls are regularly maintained.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.



Criterion-V

STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT MENTORING AND SUPPORT:

5.1.1 Does the institution publish its Prospectus/Hand Book annually? If yes, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes. Our College publishes its prospectus in the form of a brochure in the regional language stating all the details about the College - the details of affiliation, about the teaching and library facilities, about the teaching and non – teaching staff and the particulars of fees, particulars of scholarships etc. We also advertise the same through pamphlets, posters and the news and TV media. All our teaching and non-teaching members cooperate with the students and help them to know about the college and encourage the new students for admissions. The continuous success and pass percentage of the previous batches acts as a source of inspiration.

5.1.2 Specify the type, number and amount of Institutional Scholarships / Free ships given to the students during the last Four Years and Whether the Financial aid was available and disbursed on Time?

Yes. Almost all the students of our college have poor economical status and they are primarily from the families of agricultural laborers. Majority of the Students belong to SC, ST, BC community and the rest are economically backward. Nearly 5% belong to Muslim minority community and very few (almost nil this year) students belong to Physically Challenged category.

The Government of A.P provides two types of Scholarships to SC, ST, BC, EBC, muslim minority, and disabled students in the form of RTF and MTF. The entire MTF Scholarship is directly credited to the respective student's bank account and the RTF (Reimbursement of Tuition Fee) is only credited to the College Scholarship Account directly for disbursement among the eligible students.

We are helping the students in submitting their Scholarship applications online to the Government. The Scholarship committee of our college is taking care of the students. The following students are in receipt of the scholarship for the last Three years.

A table showing the particulars of the scholarships and the details of disbursement are given on the next page.



Nature of Scholarship	RTF 2012-13	MTF	RTF 2013-14	MTF	RTF 2014-15	MTF	TOTAL RTF	TOTAL MTF
SC (F)	56080 (22)	73120	34820 (14)	49790	53480 (23)	79625	144380 (59)	202535
SC (R)	38480 (15)	52140	76220(30)	113940	80040(32)	133875	194740(77)	299955(77)
BC (F)	38780 (15)	39270	17000 (7)	20545	39320(17)	46085	95100(39)	105900
BC (R)	33400 (14)	37110 (14)	51060 (20)	61455	43200(17)	58335	127660(51)	156900
EBC (F)	30920(12)		19100(8)		7860(3)		57880(23)	
EBC (R)	18340(7)		41400(16)		30100(12)		89840(35)	
ST (F)			5240(2)	7090	2620(1)	2895	7860(3)	9985
ST (R)	7860(3)	10755(3)	2620(1)	4215	5240(2)	7740	15720(6)	22710
MIN (F)	13100(5)	10560	2620(1)	3020	7860(3)	6000	23580(9)	19580
MIN (R)	10480(4)	12510	15720(6)	18515		9120	26200(10)	40145
	247440(97)	235465	265800(105)	278570	269720(110)	343675	782960(312)	857710

5.1.3 What percentage of students receive Financial assistance from State Government, Central government and other national agencies ?

More than 95% of students receive financial assistance from State Government.

Government is sanctioning scholarships to all the applicants as most of the students belong to marginalized sections.

5.1.4 What are specific support services/Facilities available for students from SC/ST/OBC AND economically weaker sections.

1. Book bank Scheme facility is available in the college Library.
2. Remedial classes are conducted for the benefit of the students.
3. Model question Papers are being provided and study material is distributed among the students.
4. Lecturers also help the needy and bright students financially for buying the text books and Note books.

Students with physical disabilities:

1. Acharya Nagarjuna University provides 10% marks concession to the physically challenged students.
2. We arrange Class Rooms and examination halls in the ground floor keeping in view of the physically challenged.
3. Study material is provided to the students.
4. A ramp is constructed for their convenience



Overseas Students:

Our college is established in the year 1983 with a vision and foresight to impart higher education to the poor and rural students of the nearby villages. So far no overseas students have taken admission in this college.

Students to participate in various competitions/national and International :

1. Our college students represented the Acharya Nagarjuna University at National level competitions. Three of our college students participated in Cycle Yatra from Jammu to Delhi.
2. Our college boys and girls participate every year in Youth Festival Games and Sports and achieve prizes. Recently III BSc student Mr. Naveen won special prize in high/long jump competitions conducted by DRC under Yuva Tarangam programme.
3. We provide financial support for the students who wish to participate in academic, curricular and co-curricular activities/competitions like essay writing, quiz, debate etc., in the district.
4. The staff members accompany the students for their protection and take care of girl students till they reach home.

Medical assistance to students:

There is a Health Center run by the Government of A.P in our Mandal. It caters to the needs of our students for taking first aid and free medical check-up and medicines. We are also proposing to establish a health center at the college premises.

Organizing Coaching Classes for Competitive Exams:

Jawahar Knowledge Center, which acts as a 'finishing school' is taking the responsibility in training students for developing communication skills and for competitive exams.

Skill development:

1. Training in Communication skills is offered by our English faculty.
2. Fundamentals of computer Knowledge is given to the Students.
3. We also conduct a Certificate Course in Tally



Support for slow learners:

1. Remedial classes are conducted for slow learners. Model question Papers and study material is provided to the students.

Exposure of students to other institutions of higher learning/Corporate/business house etc.

1. Our Students participate in the activities conducted by the District Resource Centre and we too arrange Personality Development workshops, activities and guest lectures. Leadership Training classes at Acharya Nagarjuna University campus and at Government Degree College for Women, Guntur also accommodate our students..

Publication of Student Magazine.

We encourage our students for contributing to a manuscript magazine. The students under the guidance of a language teacher produce, fair draft and bring out the manuscript magazine. It is released on the College Day and it encourages students to develop their creative and critical thinking skills.

5.1.5 Describe the efforts made by the Institution to facilitate entrepreneurial skills among the students and the impact of the efforts.

- Guest Lectures were arranged with the help of Local ex- MLC Sri.K.S.Lakshmana Rao on entrepreneurial Skills and on personality development during 2014 – 15 and 2015 - 16.
- We invite the Bank Managers / private firms to clarify the Loan structure to run own business.
- We also conduct short term courses for skill development like 'Fabric Painting'

5.1.6 Enumerate the Policies and Strategies of the institution, which promote the participation of students in extracurricular and co-curricular activities such as sports, quiz competitions, debate and discussions, cultural activities etc.

1. Various committees are nominated to take up extracurricular and co-curricular activities like sports, quiz competitions, debate and discussions, and cultural activities.
2. The academic calendar supplied by the University is being followed. Youth festival called Yuva Tarang is conducted every year by the Commissioner of Collegiate Education ,AP, Hyderabad at Unit Level, District Level and State level and various competitions are organized and our students participate in these various competitions and win prizes .

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams given details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-



NET,UGCNET,SLET,ATE,CAT GRE, TOFEL,GMAT,CENTRAL,STATE SERVICES.DEFENSE, CIVIL SERVICES Etc.

As most of the students are from marginalized families, they need jobs. Hence they are initially given training in English Communication skills and job skills. The students with greater potential are trained for pursuing higher education.

5.1.8 What type of counseling services are made available to the students academic, personal, career, psycho-social.

1. Through ward counseling students are counseled in academic, personal and psycho-social areas.
2. JKC trains students in career related areas

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If “Yes “details on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during Campus interviews by different employers (list the employers and the programmes.)

1. Our college is offering training on the platform of JKC and Career Guidance and Placement Cell to guide the students for procuring employment.
2. In 2012, 7 Students got selected in campus interviews for Hinduja Global solutions Private Ltd.
3. In 2013, 3 students were selected by Subhagruha Pvt. Ltd
4. In 2014, 2 students were selected by a BPO called Hinduja Global Solutions, 10 students by AMCAT and 1 student was selected for VRA post through a competitive exam conducted by APPSC
5. In 2015, the number has gone considerably high. 7 students were selected by HGS, 6 students by Abhivridhithi vt.Ltd, 1 student by ILM, Bangalore, 4 students by Subhagruha Pvt.Ltd and 2 students by 24/7 Company. So far we have recorded the employment of 20 students.
6. Most of the students show interest in getting selected for the posts of police constables/Home guards/Excise constables etc.

5.1.10 Does the institution have a student grievance redressal cell? If yes list (if any) the grievances reported and redressed during the last four years.

1. We have a Grievance Redressal Cell and a complaint box on the college campus.



2. Almost all the Lecturers are taking care of the students and no major complaints are received so far.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

1. The students are regularly monitored and counseled regularly regarding ethical behaviour.
2. The college is also situated very near to the Police Station and so far we have not received any complaint on sexual harassment. Further this college is having a Women Development Cell to take care of the students.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four Years and what action has been taken on these?

- Our Institution has the committee and we are glad to mention that there is no ragging case reported so far in this college.

Enumerate the welfare schemes made available to students by the institution.

Apart from disbursing scholarships on a regular basis as per norms, the college offers the following facilities and welfare schemes through a contributory fund:

- The students are provided with financial help for purchase of books, attending curricular, co-curricular competitions etc.,
- The students are provided with study material and guidance
- Safe, purified drinking water is provided
- Slow learners are offered guidance and care
- Medical first aid is available
- Various Counseling Divisions like academic counseling, personal counseling, health counseling, career counseling etc., offer facilities for the welfare of the students

5.1.14 Does the institution have a registered Alumni Association? If yes, what are its activities and major contributions for institutional, academic and infrastructure development?

Though the college does not have a registered alumni association, it conducts the alumni meet and stays in touch with the alumni members. Our alumni members come to our aid whenever we need some financial help.

They helped us in procuring infrastructure, classrooms and other needs of the college.

The following are the achievements of the alumni, which was started in 2012 – 13:



1. During 2013 – 14 the alumni association got the classroom sheds constructed with the help of M/s Sri Annapurna Satram
2. During 2014 – 15 the alumni association got the cycle shed constructed with the help of a retired lecturer Sri P.Narasimha Rao.
3. During 2014 – 15 the alumni association got an additional classroom constructed with the help of Sri Parimi Satyanarayana, our CPDC member.

5.2 STUDENT PROGRESSION

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

STUDENT PROGRESSION	PERCENTAGE
U.G to P.G	10%
P.G to M.Phil	NA
P.G. to Ph.D	NA
EMPLOYED	20%
Campus Selection	2012-13: 3 2013-14:13 2014-15:20
Other than campus recruitment	

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (batch wise) as stipulated by the university. Further programme wise details in comparison with that of the previous performance of the same institution and that of the colleges of the affiliating university with in the City / District.

YEAR	COURSE	APPEARED	PASSED	PASS PERCENTAGE	G.D.C REPALLE / GDC(W) PASS PERCENTAGE
2011-12	B.Com	29	26	89.65	
	B.A	8	7	87.50	
	B.Sc	7	0	0	
2012 -13	B.Com	28	17	60.71	
	B.A	10	7	70.00	
	B.Sc	11	6	54.54	
2013-14	B.Com	10	08	80.00	
	B.A	6	5	83.33	
	B.Sc	25	21	84.00	
2014-15	B.Com	22	17	77.27	
	B.A	7	5	71.42	
	B.Sc	24	8	33.33	

5.2.3. How does the institution facilitate student progression to higher level of education and /or towards employment?



1. We are encouraging the students to pursue higher education like M.A, M.Com and MSc MBA, B.Ed, and for P.G.CET.
2. Through JKC we are training in job skills to get through competitive exams to get employment.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

- On identification of failure students and dropout candidates, personal counseling is being given to such students.
- Further Special classes are conducted for them. In some subjects xerox material is being supplied to the students on some important topics.

5.3 STUDENT PARTICIPATION AND ACTIVITIES

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

1. There is a gym equipment in the Physical Education Dept for the regular practice of the students. Cricket, Soft Ball, Volley Ball, Kabaddi, Shuttle, caroms and Chess for boys and for girls games like Tennikoit, Shuttle Badminton, Kabaddi, Shuttle, Carroms and chess are being the regular activities in this college.
2. Recreational games are being conducted on Republic day, and Independence Day in the college.
3. Our college students participated ANU Intercollegiate Tournaments in Cricket, Softball , Volley Ball Athletics & Cross country meet and Eenadu Inter collegiate Cricket Tournament. As per the direction of the Commissioner of Collegiate Education,AP,Hyderabad Youth Festival is organized.Our college boys and girls are participate in Youth Festival Games and Sports and achieve prizes. Recently III BSc student Mr. Naveen won First prize in high jump competitions conducted by DRC
4. Industrial Tour Programme to Sangam Dairy (2012), NSL Textiles and JOCIL were taken up in the year 2015 . Infotainment tour was also arranged with students to Amaravathi during this year.
5. MANA TV (a live telecast Programme conducted by the CCE,AP,Hyderabad) classes are viewed by our students on the college campus as part of ICT
6. We organized a Skill Development Workshop by IMS in 2015.
7. We conducted a Blood grouping Awareness Programme in 2015
8. Our students participated as Volunteers in Capital Initiation Day in October 2015
9. A national level Seminar was organized by the college in 2013– 14 with the co-operation and participation of our college students.
10. There are 100 NSS Volunteers in the college. This NSS Unit has been doing a great service to the society since its inception in this Chebrole Village.



11. NSS volunteers of this college have been undertaking different activities in college campus namely
12. College Campus Cleaning,
13. Plantation,
14. conducting World Population Day and participating in government programmes like
15. World Literacy Day Rally,
16. Swatchatha Yathra Rally, etc.
17. NSS day,
18. AIDS day,
19. Human Rights day etc are observed in the college with the participation of NSS volunteers.
20. Swatch Bharat Programme is organized on every Saturday

5.3.2 Furnish the details of major student achievements in co-curricular activities, extra curricular and cultural activities at different levels University / state/zonal/national /International etc for the previous four years.

Year	University	State	Zonal	National	International
2015-16	First Prize in High Jump by Mr. Naveen		Best Student Study Project in Physics		
2015-16	Ms.K.Karuna of II B.A				Qualified for Internationals in Athletics

5.3.3. How does the College seek and use data and Feedback from its graduates and employers to improve the performance and quality of the institutional provisions?

The college collects feedback during its annual meetings from passed out students and takes the opinions of the employers during campus drives. Based on the reviews principal holds meetings with staff members and necessary decisions for improving standards are taken.

5.3.4 How does the college involve and encourage students to publish materials like catalogues wall magazines, college magazine and other material? List the Publications /materials brought out by the students during the previous four academic sessions.

We encourage our students for contributing to a manuscript magazine . The students under the guidance of a language teacher produce, fair draft and bring out the manuscript magazine. It is released on the College Day and it encourages students to develop their creative and critical thinking skills.



5.3.5 Does the college have a student council or any similar body? Give details on its selection, Constitution, Activities and funding.

- The Govt of AP banned Students' General elections in the colleges.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

- All the committees of our college have student representatives along with our CPDC committee
- The student representatives are selected on the basis of their participation and performance in curricular/co-curricular activities
- The Committee Representatives Sheet is attached as annexure

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the institution?

The college conducts the alumni meet and stays in touch with the alumni members. Our alumni members come to our aid whenever we need some financial help. They helped us in procuring infrastructure, classrooms and other needs of the college.

The following are the achievements of the alumni, which was started in 2012 – 13:

- During 2013 – 14 the alumni association got the classroom sheds constructed with the help of M/s Sri Annaurna Satram
- During 2014 – 15 the alumni association got the cycle shed constructed with the help of a retired lecturer
- During 2014 – 15 the alumni association got an additional classroom constructed with the help of Sri Parimi Satyanarayana.

5.3.8 Any other relevant information regarding student support and progression which the college would like to include.

- We are helping the students in sending their online scholarship applications.
- At our request zero balance bank accounts are opened by the Nationalized bank authorities.
- Voter enrollment is encouraged at the institutional level.
- Scholarships are distributed with the cooperation of the Teaching Staff.
- Women development cell is taking the responsibility of girl students.
- We are providing better library facilities for promoting reading culture and research temperament.



CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

As the college is located in Chebrole mandal, it caters to the needs of the rural poor students who come from impoverished and marginalised families. Most of the students work as agricultural labourers and attend the college to get their desire of achieving higher education fulfilled. The following are the vision and mission statements of our institution:

VISION:

To provide and promote quality education with necessary behavioral skills, life skills and employability skills to students aspiring higher education who are mostly from impoverished and marginalized first generation families of surrounding villages.

MISSION:

The vision is translated as Mission through

- Student - centered and experiential teaching - learning methods to foster creative and critical thinking skills
- Imparting of behavioural skills, life skills and job skills for employability and global citizenship by creating necessary opportunities and ambience
- Transparent and honest governance, team spirit and collective effort

As most of the students are from the marginalised sections, despite their education till +2 stage, they exhibit poor discipline and a very passive attitude towards the need for higher education. Most of the students prefer to continue as agricultural labourers and auto drivers. The teachers try a lot to dissuade them from the stereotypic thinking and inculcate in them the desire for pursuing higher studies and better employment. The teachers focus on shaping their attitude by counselling them about the need for higher



learning, higher order thinking skills and the need for becoming employable in the global scenario. Hence to inculcate value oriented attitudes our institution tries to:

1. To provide qualitative traditional higher education to the rural students.
2. To impart skill-based education for overall personality development of the students along with conventional education

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The policies are framed by the Commissionerate of Collegiate Education (CCE) and the affiliating University and at the college level the Principal, as the Head of the institution, ensures that such policies are implemented in letter and spirit.

At the institutional level the Principal, in consultation with the faculty members, plans and monitors quality measures, implements and even improves upon those that were circulated by the CCE.

Though funding was not granted for establishment and implementation of IQAC, the IQAC coordinates various aspects that were essential for the academic stability of our institution.

The Principal delegates various responsibilities of the quality management to the faculty members, monitors and reviews the same periodically.

6.1.3 What is the involvement of the leadership in ensuring:

- the policy statements and action plans for fulfilment of the stated mission
- The principal ensures that the teaching, learning and evaluation policies of our institution received from CCE / the University are implemented and are running according to the academic calendar, annual curricular plan and whether the same is reflected in the results.



- The Principal also monitors the implementation of the plans through various committees and ensures continuous improvement in the outcome.
- The Principal also oversees that the State government policies on education, reservation, various types of financial assistance in the form of grants etc., are strictly followed by the concerned departments/sections.

• **formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**

At the college level, the Principal, along with the Faculty members and the CPDC, formulates the future plans of our institution - particularly in the areas of teaching – learning and evaluation, initiation of new courses, infrastructure development, environment protection, community service etc.

All the departments are advised to prepare plans related to Teaching, Learning and Evaluation like academic curricular plan, lesson plans, evaluation schedules, activities related to community services, students' progression, research etc.,

The principal also sees that all the action plans are incorporated in the Annual Action Plan of the College and are implemented from time to time.

Various committees formed for meeting different objectives meet periodically, analyse and estimate the outcome under the guidance of the principal.

• **Interaction with stakeholders and**

• **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders.**



Periodically the Principal interacts with the staff the students and their parents, the CPDC members, the employing organisations and the alumni at regular intervals to elicit their opinions, feedback and observations for making necessary changes in the plans, for ensuring the comfort and convenience of the staff, for rectifying the problems of the students, and for collecting the opinions of the employers.

Most of the parents are illiterate and some of them are school dropouts. But we call them whenever necessary for interaction.

The employers from nearby firms and industries also visit our college and advise students to develop employability skills.

• **Reinforcing the culture of excellence and**

The Principal monitors every day and observes excellence in every aspect of the college, i.e, from campus cleanliness and punctuality to the achievement of better grades.

The performing staff members are encouraged openly in internal meetings and the students in college functions. The students are given books, prizes etc., for better performance and for inspiring other students.

The staff members are time and again advised to pursue research, publish and present papers and share the results of research with staff and students.

• **Champion organizational change**

- Despite limited infrastructure, our institution is trying its best for bringing a change in the organisational performance.
- The campus is wifi-enabled and the staff members make use of ICT tools whenever necessary.
- The students are provided with necessary guidance for improving their academic standards and research temper.



- As regards staff/student discipline, strict measures are taken in a democratic way.
- Biometric machine is installed for regularity and punctuality.
- Through periodical meetings the Principal reiterates the need for excellence in every aspect of institution.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

- Most of the policies are framed by the CCE and the Principal has to implement them at the college level.
- For framing of policies, plans, and execution of projects at college level, various Committees are constituted by the Principal at the beginning of each academic year. These committees in coordination and guidance from the Principal design plans and implement them to achieve progress.
- Periodic meetings are organized by the Principal along with the Committees in order to review the progress and problems faced, if any, in the implementation of the plans/projects.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

As this is a Government Institution, this is managed by the CCE. However the Principal, as the representative leads the whole team in a democratic way through discussions, suggestions and review meetings.

- The Principal never acts as a boss but behaves as a team leader. The principal not only assigns work but shares and provides ideas for faster completion.
- Encourages all the departments to plan ahead for meeting curricular needs, by designing departmental academic schedules, annual curricular plans and lesson plans as per University time table and year plan.



- Encourages individual teachers for taking up Research Projects from UGC or other funding agencies from time to time.
- Encourages different departments for organizing Seminars/workshops sponsored by funding agencies like UGC, State Government, etc for developing research temper among the staff and the students.
- Provides 'On Duty Leave' to teachers for attending academic Seminars/Conferences in specific/general subjects and presenting research papers.
- Allows Teachers to avail the leave as per UGC norms to complete research on FDP basis
- Facilitates methodological change in classroom-teaching using technological devices such as computers and internet, projectors, virtual classrooms etc.
- Motivates administrative sections for achieving targets within given time through proper encouragement and guidance.

6.1.6 How does the college groom leadership at various levels?

- Under the present organizational structure, the Principal is the sole head-both Academic and Administrative activities of the college. Yet, there are certain areas where he needs assistance from the senior faculty members.
- In areas such as taking decisions on policy matters by Staff Council, and other important areas like Anti Ragging, Discipline, NAAC, UGC, IQAC, Purchase Committees and developmental projects, the Principal assigns the responsibilities to senior faculty members through various committees.
- By appointing senior teachers as convenors and by distributing responsibilities for effective monitoring the leadership expects effective outcome.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?



The in charge of each department is given autonomy and responsibility for planning and implementation of the respective curriculum for paper-wise/unit-wise distribution of curriculum among the teachers, planning practical classes, and both internal and external practical examinations. Right from the moment of admissions till the announcement of results, all the responsibilities are decentralised providing operational autonomy.

6.1.8 Does the college promote a culture of participative management? If ‘yes’, indicate the levels of participative management.

Yes.

By decentralising academic and administrative issues in the form of committees the college makes the staff and the students as part of academic administration. All the important aspects of an institution like curricular and co-curricular issues, discipline, sports and games, library and community service etc are taken care of.

Each committee is comprised in such a way that it includes both senior teachers and juniors as well as students.

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The quality policy is laid down by the State government from time to time. The said quality policy is reflected in the curricular as well as extra-curricular activities of the college.

The Academic coordinator reviews the academic aspects of the college and the IQAC, which has been recently established recently offers guidance regarding quality sustenance.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.



Despite the establishment of the college in 1983, the college has not been able to keep pace with the changing times. It gained momentum only during the last four years with the posting and involvement of committed staff members.

As stated earlier the college has started certificate programmes and need based courses. In addition to the old classrooms (06), the college with the help of Alumni could get five more sheds and an additionally constructed classroom.

Also this year we received a grant of Rs. 10 lakh under UGC - XII Plan- CDP grants for the purchase of computers and we procured 10 systems with latest configuration and LAN connection.

Therefore, the aspects included in the future plans are:

- (a) Physical infrastructure
- (b) Technology-enabled classrooms
- (c) Professional Courses that can create more job opportunities for students.

The following are our future plans:

Establishment of

- Seminar Hall
- Auditorium
- Well –equipped Gymnasium (i.e Latest Gym)
- Centre for Health &Hygiene
- Drinking –Water Facility
- N.S.S Room
- Canteen
- Hostel with LAN and Wifi facility
- Toilets for Staff
- Students Waiting room
- Ladies Waiting Room
- Library building with separate Reading-Room with more e-resources
- Garden
- Establishment of P.G Courses



- Establishment of State – of – the – art Computer lab

6.2.3 Describe the internal organizational structure and decision making processes.

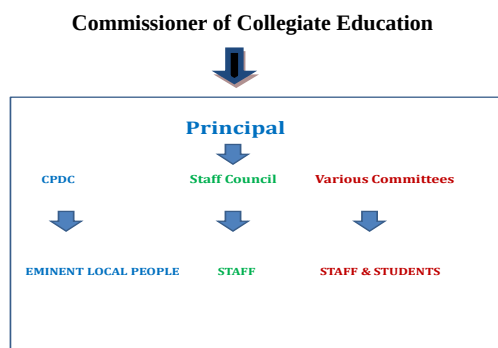
At the institutional level the Principal is the final authority on administrative matters. As far as the financial matters are concerned, the Principal manages the utilization of all government funds with the help of staff council.

For the utilization of UGC grants the Principal constitutes a separate UGC committee as per UGC norms.

For spending of local developmental funds, CPDC is constituted with Principal and other members representing teachers, parents and eminent local people.

Staff Council is the sole Body functioning in the college, the decisions of which have the statutory standing.

An Organization Chart including the Principal and the Staff is shown below;



6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

Our institution is taking the following steps to ensure quality :

• Teaching & Learning

- To devise a uniform format for Curriculum planning and implementation in the departments.
- To create a learner-centric system of learning in the classrooms.
- To regularize the attendance of students in the classrooms.
- To bring down the drop out rate of students by improving their pass percentage.
- To organize training sessions for teaching staff to enable them to use technological teaching devices in the classrooms.
- To develop research temper through experiential teaching
- To devise a format for feedback from students and parents.

• Research & Development

- To organize seminars/workshops in as many subjects as possible so that involvement of teachers is ensured.
- To encourage students to participate in class seminars/project works/curricular and co-curricular activities
- To encourage teachers to attend both national and international academic seminars /conferences and present/publish papers and participate in Faculty Forum sessions

• Community engagement

- Through NSS, the college organizes Camps through students for various activities related to social development.



• Human Resource Management

- The college administration sees optimum utilization of available human resources by effectively deploying the academic and administrative staff and students.

• Industry interaction

- The college entered into MoUs with nearby industries and employing agencies for organising training camps, personality development issues and conduct campus drives for better employment.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

- The **Public Information Centre**, established under RTI is available in the college through which necessary information related to the college, staff and students can be accessed by proper identified persons. a staff member is in charge of this.
- It also collects the feedback about our institution related to staff and students and certain other suggestions/grievances from students/parents.
- The Principal and the senior faculty members discuss and address these problems/suggestions during periodical meetings.
- In addition, through continuous interaction with the teachers and students, the Principal collects information on various academic/extra-curricular activities of the college and uses this information for further improvement.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?



- Most of the general institutional processes are designed by the CCE and the Principal has to implement them at the college level.
- For involving the staff in the framework of policies, plans, and execution of projects at college level, various Committees are constituted by the Principal at the beginning of each academic year. These committees in coordination and guidance from the Principal design plans and implement them to achieve progress.
- Periodic meetings are organized by the Principal along with the Committees in order to review the progress and problems faced, if any, in the implementation of the plans/projects.
- Thus our institution involves staff for improving the effectiveness of and efficiency of the institutional processes.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

As this is a government organisation, the "Staff Council", the institutional decision making body, acts as the management council. The Principal is the chairman and the in charges of all the departments act as members. This council meets under the chairmanship of the Principal as and when needed to make decisions on important issues related to the functioning of our institution.

The Council has met 03 times during the last one year and following are some decisions made and executed/implemented:

1. Date of the Meeting : 19.06.14

Resolution: **Resolved to take up serious campaigning with Teaching and Non-Teaching Staff in the nearby villages to improve the admissions.**



Status: **The admissions increased when compared to the previous year**

2. Date of the Meeting : **14.10.2014**

Resolution: **Resolved to get ready with all Academic Records for Internal and External Academic Audit**

Status: **Teachers were ready with updated records**

3. Date of the Meeting: **18.06.2015**

Resolution: **Resolved to Conduct Doubt Clarification Sessions to improve the pass percentage of students for the year 2015 - 16**

Status: **Teachers conducted the sessions**

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

No. The affiliating university does not provide autonomy to the colleges.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

Yes.

The following committees are constituted by the Principal at the beginning of every academic year:

1. Anti Ragging Committee
2. Women Empowerment Cell
3. Disciplinary Committee

The mechanism is as follows:



As soon as a complaint is received by the Principal from the Grievance Redressal Cell a meeting is convened with all the members of staff. The Principal forms a committee to solve the issue.

The committee summons the aggrieved students, makes an evaluation of the whole situation, arrives at an appropriate conclusion, and makes recommendations to the Principal for necessary action.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

No. There had been no court case/s filed by or against the college in the last four years.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

For obtaining the feedback of the students on teacher performance and on the efficacy of the curriculum a format as prescribed by the CCE is circulated and feed back is obtained. The feedback thus collected will be analysed and necessary suggestions will be given to the teachers and steps for remediation will be taken up.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The college encourages its teaching staff

- for attending Orientation/Refresher programmes conducted by various CCE/ universities / colleges for upgrading their skills and knowledge
- for taking up Research Projects from the UGC and other funding agencies and facilitates their visits to various libraries and fieldwork related to their research work.



- On duty leave is permitted for attending academic seminars /conferences / workshops.
- Encourages departments for organizing seminars in the relevant topics.
- conducts short term training camps in writing skills, computer management etc., for administrative staff.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

- The faculty are encouraged to attend Orientation and Restructured Courses, Seminars and Workshops conducted by the CCE, Universities and DRCs.
- Apart from guest lectures by eminent persons, training sessions for use of technological devices such as computers, internet, LCD Projectors, are conducted for both teaching and non-teaching staff members.
- Through review meetings the staff are motivated to attend training in new subjects
- Those who have already attended training will be asked to share their experiences with other members for motivation
- Our institution also conducts a faculty forum every month where two staff members share important topics with other staff members for sharing knowledge

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.



- The CCE has designed a format on the lines of the recommendations of the UGCC for appraising the performance of the Principal, lecturers and non-teaching staff.
- For the regular teaching staff, the college follows the same "Academic Performance Indicators" format as was devised by the CCE.
- In the said API format, in addition to teaching, information on all the activities assigned to each faculty member is objectively evaluated and scores awarded to each criterion are consolidated as the final scores.

The following are the criteria assessed in the API format:

1. Teaching, tutorials, and evaluation work done
2. Reference/Study materials provided to the students.
3. Participation of the individual teacher in the Co-Curricular activities / community services etc., of the college.
4. Research, Publication and other Academic contributions are also evaluated

Based on the API score awards for Best Principal, Best Teacher, Best Non-Teaching Faculty will be awarded.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The performance appraisal is done by a three member committee chaired by the Principal of the college, which is then forwarded to the Regional Joint Director of the respective zone for his comments before being forwarded to the final authority i.e. the Commissioner, Higher Education, Government of Andhra Pradesh.

At the Commissioner level, the API ratings are taken into account in the promotions and placements of individual teacher/non-teaching staff.



6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

- Faculty is deputed for Orientation and Refresher Courses
- Encouraged for full time Ph.D. program by paying full salary on FDP basis.
- Advance payment and loans to staff.
- First aid unit in the College.

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

- As this college is a government institution, all the appointments, postings etc. are under the care and management of the Department of Higher Education of the State Government.
- Apart from creating a congenial working atmosphere, the college administration does not have much to do in this area.
- But regarding the filling of certain vacancies like the FDP vacancies, the college takes necessary care for choosing highly qualified people to do justice for the posts.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

- As budget is sanctioned by the CCE, prime areas of need are identified through Departmental meetings and submitted for approval. After sanctioning budget is spent as per the heads assigned.
- Funds are also collected from philanthropic persons and spent judiciously based on the need. Greater importance is given to the needs related to the students. That's how we could get sheds for classrooms, additional classrooms, compound wall and cycle shed constructed.
- UGC funds released under XII plan are allocated for the purchase of computers with latest configuration.



6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

- The Principal checks all the teaching records periodically.
- A team from the CCE visits all colleges periodically and conducts Academic Audit every year.
- Audit related to finances is also conducted every year by the team from Regional Joint Director's Office and also the CCE.
- So far there have been no audit objections. The Administrative Staff were advised to learn how to write cashbook properly.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

- Though this college was established in 1983 it has not received proper funds so far. Hence the Principal and the staff approached the philanthropic persons of the town and procured some amounts and got various facilities for the benefit of our institution.
- Accounts are properly maintained.

6.5 Internal Quality Assurance System (IQAS)

The Internal Quality Assurance cell was established on 18.06.2012 with a view to streamline the academic activities of our institution. After many discussions we formed many committees keeping in mind the seven criteria prescribed by the NAAC. From time to time the committees and activities are monitored by the Chairman, i.e, Principal for effective outcomes. The regular classroom activities were streamlined and recorded and this has been possible only through IQAS.



6.5.1 Internal Quality Assurance Cell (IQAC)

The college has not completed any of the cycles of its accreditation. But IQAC was established on 18.06.2012 as part of Internal Quality Assurance to get our institution ready for accreditation. Various academic and student centered measures were taken up.

a. Academic Upliftment

- Various Committees were formed.
- To supplement Curriculum, Certificate Courses and Guest Lectures were planned.
- Teaching is carried through Student Centered and Eclectic ways.
- All the staff members create virtual ambience through PPTs, e-Learning systems like MANA TV and subject related videos.
- The college has planned seminars and workshops and internal trainings for the staff.
- A National Seminar was conducted with funding from TTD.
- The staff started applying for MRPs and several student centered practices were also initiated in the classrooms.
- Jawahar Knowledge Centre was started and training in behavioural and communication skills was initiated.
- The students were exposed to virtual lessons and a sense of regularity in academic activity and an academic atmosphere was created.

2. Administrative

- It was decentralised through different committees and the Principal as Chair Person monitors through periodical meetings.
- Administrative staff was given training in MS Office and were involved in IQAC activities not only for streamlining and maintaining data but for an awareness of their role in the successful functioning of institution.

The following are the activities of the IQAC:



Contribution of IQAC

	Criterion	Contribution
1	Curricular Aspects	Certificate Courses
2	Teaching, Learning and Evaluation	Student Centered Methods, Seminars, Projects, Formative and Summative Tests
3	Research, Consultancy and Extension	Student Study Projects, Poster Presentation, Student Seminars, Experiential learning methods, Community Service , Research by Staff, Paper Presentations and Publications, Manuscript Magazine to improve reading, writing , creative and thinking skills
4	Infrastructure and Learning Resources	Putting Infrastructure to Maximum Use, JKC/E-Lab, Library and E-books
5	Student Support and Progression	Training in Life Skills and Employability Skills, Scholarships, Aiding Challenged students, Remedial Classes, training for PG CET and Competitive Exams
6	Governance and Leadership	Decentralization of administration through various committees, e-mudra initiated by Government of Andhra Pradesh Periodical Monitoring based on Student Feedback, Interaction with Stakeholders, Prompt planning and Utilisation of Budget
7	Innovative Practices	Jaladaan, Cheyutha, Mayukha - Manuscript Magazine, Health Awareness and Extension Programmes, Library Book Exhibitions

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.

Yes,

- The Institution has strictly follows the Annual Academic Plan issued by CCE and the Academic Calendar issued by the affiliating Acharya Nagarjuna University. In addition to these the College prepares its



Academic Action Plan keeping the holidays in view for an effective Teaching Programme.

- Various Curricular and Co-Curricular activities are planned and implemented.
- Additional care and importance is given to transparency and decentralisation.
- Various committees are formed involving teaching, non-teaching and students with Principal as the Chairman.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Yes.

- The institution allows the Teaching staff for trainings, seminars and workshops in their respective and interdisciplinary fields for their development in their fields concerned.
- The Administrative Sections are monitored and trained within the college and in the DRCs also.
- These trainings are resulting in better academic and administrative outputs.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

Yes,

- Apart from the internal audit by the Principal, the audit teams from the CCE and the RJDCE conduct audit in matters related to Academics and Finances.
- The Academic Plans, Teaching Diaries, Lesson Plans, PPTs prepared, Student Seminar records and Project Records, etc., will be examined by the Audit Teams.
- There have been no complaints about these issues of the college.
- The Finance audit is conducted every year by the RJDCE Office and the Accountant General office, AP. As we could not procure much budget, we donot have any serious issues related to these.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?



The quality assurance mechanisms are designed in tune with the prescriptions and guidelines of the seven point criteria of the NAAC. As we are getting ready for the first cycle, after the report of the Peer Team, we will replan / reframe policies and mechanisms for further development.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

- The Institution has strictly follows the Annual Academic Plan issued by CCE and the Academic Calendar issued by the affiliating Acharya Nagarjuna University.
- In addition to these the College prepares its Academic Action Plan keeping the holidays in view for an effective Teaching Programme.
- Various Curricular and Co-Curricular activities are planned and implemented.
- As this is an affiliated college, we do not have any role in the designing of curriculum. We follow the curriculum prescribed by the Affiliating University and to supplement it we introduced need based certificate courses.
- The institution allows the Teaching staff for trainings, seminars and workshops in their respective and interdisciplinary fields for their development in their fields concerned.
- Based on the feedback , and keeping the assessment systems in view, the Principal reviews the progress of Teaching and Learning systems.
- For the last four years the placement rate is increasing and the trajectory is upward and progressive.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?



We share the plans, programmes and outcomes with students , parents, alumni and employers through meetings from time to time. In spite of limited infrastructure we are able to carve a niche for our effective teaching and learning processes in the neighbourhood.



CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Yes,

Our institution takes care of the greenery of the campus against the polluting agents of modern life.

As our institution is situated in green fields and sylvan surroundings far from the town, pollution is comparatively almost minimal. We have big trees all around and our NSS volunteers keep the campus garbage free.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

- * Energy conservation
- * Use of renewable energy
- * **Water harvesting**
- * Check dam construction
- * Efforts for Carbon neutrality
- * **Plantation**
- * **Hazardous waste management**
- * **e-waste management**

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

- We tried to decentralize power by forming various committees to bring in transparency in academic and administrative aspects of college.
- We focused more on student – centered activities for improving student participation and autonomous learning
- We started conducting campus interviews to promote confidence among students regarding employability
- We started library book exhibitions and manuscript magazine to promote



creative and critical thinking skills

7.3 Best Practices

7.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Title of the Best Practice:

1. Jaladaan – Free Purified Drinking Water for Students

Goal:

To provide purified drinking water to students

To provide water on cost sharing basis by staff

Context:

Students come from far off places

They need water on the campus

The well water is not suitable for drinking

The Panchayat Tap is not functioning properly

The students need safe and purified drinking water

The students are from poor families and they cannot contribute for the payment

Practice:

It is observed that some students who come from far off places are dropping out due to the non-availability of water on the campus. The water available with the well is not potable. Hence all the members of staff have decided to contribute and offer free and safe drinking water to the students on cost sharing basis. For the last three years this practice has been going on and the students are reaping the benefit out of it.

Evidence of Success:



Students' attendance increased

Students started taking lunch on campus

Problems Encountered:

Continuous Funding required

Resources Required

Staff Contributing the Cost on sharing basis

Notes: This may not be the problem with every institution. We donot have drinking water facility on the campus and the Municipal authorities were unable to lay pipelines. Hence this Practice!

Title of the Best Practice:

2. Cheyuta – Contributory Financial Support for Poor Students

Goal:

To provide financial to poor students apart from the help provided by Government

Context:

Students come from first generation impoverished families

They need help for buying books, attending competitions in other colleges and for transport

Practice:

It is observed that most of the students who attend college are from first generation families. They are mostly from marginalized sections. They work on part time basis to help their parents and attend college. They hesitate to come forward to participate in competitions and though intelligent, they lag behind due to their inability to purchase books, note books etc., Hence the staff members have decided to extend a supportive hand (Cheyutha) by providing them books, notebooks and also paying their fees and extending financial help to attend competitions in other places.

Evidence of Success:



Students' attendance increased

Students started participating in competitions and bag prizes

Their self-confidence has increased.

Problems encountered

NIL

Resources

Staff Contributing the Cost on Sharing basis

Notes:

As our students belong to the marginalized sections and from impoverished families, and as the scholarship also failed to support them, we took up this practice.

Title of the Practice

3. *Mayukha* - Manuscript Magazine

Goal:

To promote creative and critical thinking skills among students

To promote writing and reading skills among students

Needs Identified:

Students lack reading and writing ability in mother tongue as well as in English

Students need imagination and thinking skills to solve problems in real life

Practice:

After a long observation regarding the absence of imagination, thinking skills, reading and writing ability, it is decided to encourage them to pen their ideas in the form of short stories, short essays on current problems, poems, songs and cartoons on various aspects of their lives and bring it In the form of a manuscript magazine. As it is a hand-written magazine it does not involve much expenditure and periodically the articles/poems etc., are collected, edited and written and will be brought out in the form of a magazine and will be released on the college day every year. The copies of this magazine will be kept in the library for reading.



Evidence of Success:

Students after initial hesitation contributing and enjoying

They also discuss issues related to magazine in the classes and on the campus.

Resources

Enthusiastic Teachers and Students

Title of the Practice

4. Health Awareness and Extension Programmes

Goal

To provide awareness in the neighbouring community regarding various aspects related to cleanliness, health and hygiene

Context

College located in rural area

Villagers have no awareness regarding health, hygiene and cleanliness

Practice:

The college has various clubs related to gender issues, AIDS awareness, health awareness etc., in the form of Red Ribbon Club, and NSS. We organize guest lectures, health camps and workshops involving doctors and various experts to students and the villagers of the neighbouring community periodically.

Evidence of Success:

Students' regularity increased due to better health

Villagers also attending such campaigns enthusiastically

Problems Encountered

Villagers show resistance to participate in Blood Grouping, AIDS Awareness and Other Campaigns.

Resources Required

Various Volunteering Agencies



Staff members for motivation

Title of the Practice
5. Library Book Exhibitions

Goal

To promote awareness about library and reading skills

Context

Students do not have the practice of attending library, reading or borrowing books for reading

Good reading skills develop life skills

Practice:

During the Library week celebrations we arrange a book exhibition with books from library duly dividing them under various categories depending on their nature. Students and staff participate in arranging the books. We invite students from other colleges and educated elite of the town to visit the exhibition. We also arrange lectures about the need for reading. We also encourage the educated community from the village to visit our library during working hours and utilize its services.

Evidence of Success:

Students started attending the library

Students showing interest in borrowing books

Problems encountered

Nothing, but committee formation and team spirit required.

Resources

College Library



Name of the Principal: Dr. V.Nagarajya Lakshmi

Name of the Institution: Government Degree College, Chebrole

City / Mandal : Chebrole

Pin Code: 522212

Accredited Status: Getting ready for Cycle -1

Work Phone: 08644-254221,

Website: www.gdcchebrole.org

Mail: jkc.chebrole@gmail.com



Department of English

1. Name of the department: **English**
2. Year of Establishment: **1983**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):

Sl.No	Name of the Course
1	B.A (HEP)
2	B.Com (Gen)
3	B.Com (Comp)
4	B.Sc (MPC)
5	B.Sc (Comp)
6.	Certificate Course in Functional English

4. Names of Interdisciplinary courses and the departments/units involved:
NIL
 5. Annual/ semester/choice based credit system (Programme wise):
- | | |
|--------------------------------|-----------------|
| For I Year UG Courses | Semester System |
| For II and III Year UG Courses | Annual System |
6. Participation of the department in the courses offered by other departments
NIL
 7. Courses in collaboration with other universities, industries, foreign institutions, etc.
NIL
 8. Details of courses/programmes discontinued (if any) with reasons
NIL
 9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors	01	01
Asst. Professors		



10. Faculty profile with name, qualification, designation, specialization, D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr.K.Vijaya Babu	M.A, B.Ed, M.Phil., Ph.D, (CTS and TS IW – U.Oregon)	Assoc. Professor of English	Romantic Age and Commonwealth Literature (South African Drama and ELT (Student Centered Methodology)	17	Applying for Research Guideship

11. List of senior visiting faculty
 1. Dr. B.Varalakshmi, Rtd. Reader in English and ELT Trainer
 2. Mrs. Santhi Sridevi, Lecturer in English, GDC(W), Guntur
 3. Dr. K.Padmaja, Assoc. Professor, ELT Trainer (Proposed this year)
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty :
No Temporary Faculty
13. Student -Teacher Ratio (Programme wise)

B.A	I Yrs: 69:1 II Yrs: 63:1
B.Com (General and Computers)	
B.Sc (General and Computers)	

14. Number of academic support staff (technical) and administrative staff;



sanctioned and filled :

NIL

15. Qualifications of teaching faculty with ~~DSc/D.Litt/~~ **Ph.D/ MPhil / PG.**

1.Academic Qualifications:

M.A, B.Ed,NET, M.Phil, Ph.D;

2. Additional Qualifications:

1. Certificate in Critical Thinking Skills (E-Teacher Programme from University of Oregon)
2. Developing Teaching Skills through Interactive Web (E-Teacher Programme from University of Oregon) and
3. ELT Master Trainer Certificate from Regional English Language Office, US Embassy, Delhi and AP Commissionerate of Collegiate Education

16. Number of faculty with ongoing projects from
a) National b) International funding agencies and grants received :

NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:

NIL

18. Research Centre /facility recognized by the University :

The faculty member is recognized by the affiliating university as Content Generator for on-line M.A.English Programmes.

19. Publications:
* a) Publication per faculty
* Number of papers published in peer reviewed journals (national / international) by faculty and students

By Faculty : 10

By Students : NIL

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs : (More than 30 poems and 4 Short Stories)

* Chapter in Books (Module)



By Faculty : 01 Module = 10 Units (Poly Skills published by CUP,India)

- * Books Edited

By Faculty : 01

- * Books with ISBN/ISSN numbers with details of publishers

1. *Enhancing English and Employability Skills* (Edited) Published by State Board of Technical Education
2. *Poly Skills* with module on Critical Thinking Skills by Cambridge University Press under the imprint of Foundation Books (ISBN 978-81-7596-916-2) (2011)
3. *Perspectives on ELT and Select Essays*, "Developing Critical Thinking Skills through English Language Teaching", Prestige Books, 2011 (ISBN 81-7851-093-6)
4. *Accreditation of Higher Educational Institutions- Issues,Challenges,Experiences and Perspectives*, "Strengthening Accountability in Academic Institutions for Accreditation by NAAC", Spectrum Books, 2014 (ISBN 9-789382-829898)
5. *New Trends in English Language Teaching*, "Communicative Language Teaching and the Role of Grammar", Research India Press 2014 (ISBN 9-789351-710233)
6. *Dialectics of Language and Literature*, " The Dialectic Approach and the EFL Classroom Activities" V S University Publication, 2014, ISBN 978-93-5156-70-97)
7. *An Anthology of Criticism on Six Indian English Poets*, "Personal Observations,People and Places: A Study of The Native Embers (1986) and Dharmashala and Other Poems (1993) of I.K.Sharma , Sarup Book Publishers Pvt Ltd., 2015, ISBN 978-81-7625-987-3
8. *The Heterogeneity of Story Writing : A Critical Evaluation of Eight Indian Short Story Writers in English* , " The Indian Woman – a Kaleidoscopic View : A Study of the Selection of Short Stories The Unwed Mother by Nalini Sharma", Authors Press, 2015, ISBN 978-93-5207-038-1

* Citation Index

* SNIP

* SJR

* Impact factor (for the last two works: 7.3)



* h-index

20. Areas of consultancy and income generated

- English Language Teaching – Student Centered Methods
- Activity Based Teaching of Functional English,
- Critical Thinking Skills and
- Soft Skills

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....

Acharya Nagarjuna University Online PG (M.A) English Content Generation

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme

60%

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

NIL

23. Awards / Recognitions received by faculty and students

By Faculty

- Awarded Scholarship by US Embassy for attending a ten week E-Teacher Training Programme (CTS-EFL Course in University of Oregon) in Dec 2009
- Awarded Scholarship by US Embassy for attending a ten week E-Teacher Training Programme on Scholarship (DTSIW-EFL Course in University of Oregon) in Jan 2012
- Awarded a Special Badge as the best participant in the e-Teacher programme from University of Oregon
- English Language Teacher Trainer (ELT Trainer) for State/District training Programmes for English lecturers of Government Degree Colleges
- Consultant Teacher Trainer for Navodaya Leadership Institute, Government of India, Andhra Pradesh in Student Centered Methods



24. List of eminent academicians and scientists / visitors to the department

- **Dr. B.Varalakshmi, Retired Reader and ELT Trainer**
- **Mrs.Santhi Sridevi, Lecturer in English, GDC(W), Guntur**

25. Seminars/Conferences/Workshops organized & the source of funding

- a) National **NIL**
b) International **NIL**

Guest Lectures: 02 (College)

**Workshop Proposed in the month of January 2016
(District Resource Centre)**

26. Student profile programme/course wise:

Name of the Course/ programme (refer question no. 4)	Applications received	Selected	Enrolled	
			M	*F
2011-12	89	71	47	24
2012-13	99	66	38	28
2013-14	45	31	18	13
2014-15	103	77	58	19

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A	100		xxx
B.Com (Gnl)	100		xxx
B.Com (Comp)	100		xxx
B.Sc (MPC)	100		xxx
B.Sc (Comp)	100		xxx



28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

This is an Undergraduate College

29. Student progression

Student progression	Against % enrolled
UG to PG	5%
PG to M.Phil.	Not Applicable
PG to Ph.D.	Not Applicable
Ph.D. to Post-Doctoral	Not Applicable
Employed	20-30%
Entrepreneurship/Self-employment	70%

Results of Students (2014-15)

Sl No	Class	Students Appeared	Students Passed	%
1	I B.Com	23	09	39
2	I BSc	13	10	77
3	I BA	24	10	42
4	II BCom	08	06	75
5	II BSc	10	10	100
6	II BA	04	04	100

30. Details of Infrastructural facilities

- a) Library :

The department also has a library with a limited number of books. English newspaper and some useful books are made available in the department and



students are encouraged to read regularly.

- b) Internet facilities for Staff & Students

As the Department is functioning in the IQAC chamber, internet facility is available. The campus is also Wi-Fi enabled. Necessary inputs like pictures, mp3 pod casts, you tube videos are displayed with the help of desktop computer and i-pad by the faculty.

- c) Class rooms with ICT facility

The classroom cum department has internet facility. As the strength is small, videos are displayed on the monitor. The institution has one common classroom with e-learning / ICT facility.

- d) Laboratories

Though the department does not have a special English Language Lab, communicative activities are conducted through games and worksheets, which do not actually need a special lab. For training students in accent, stress and pronunciation, the faculty uses PPTs, mp3 podcasts and audios. The Department also maintains a face book page 'Our English Class' offering several inputs related to the development of English language. (Fb link: <https://www.facebook.com/Our-English-Class-689078687872600/>)

31. Number of students receiving financial assistance from college, university, government or other agencies :

Almost all the students, i.e., 85 – 90% of students

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

During the last three years, the department conducted two Guest Lectures and is planning for a workshop in January 2016.

- As the students are from first generation families and marginalized sections they come without any exposure to English.
- Their basic standards are so poor that they cannot even read or write words correctly without any mistake.
- Their listening and speaking skills are also very low and hence the faculty member designs a suitable **Bridge Course** to give them exposure to basic verbs, sentence patterns, pronunciation of words etc.,



- Through guided **activities and games**, the department leads to build their **LSRW Skills**.
 - By the end of first year the **pair and group activities, lectures, projects and seminars** make them confident. This programme has been helping the students and it has improved their participation and in-class attendance too.
 - The Department also arranges **Guest Lectures** by inviting competent persons in the areas of importance.
 - The Department also focuses on developing creative and critical thinking skills of the students through **Socratic Method of teaching**.
 - The **Certificate Course** conducted by the department is also encouraging the students.
33. Teaching methods adopted to improve student learning:
- More Student Centered Practices like
- Socratic Questioning,
 - Pair and Group Activities,
 - Vocabulary Games, Quiz,
 - PWP (Pre, While, Post method Teaching plans),
 - Functional English activities,
 - Poster Presentations,
 - Guided and Independent Practice Exercises etc., and also Lecture method whenever required.
 - Greater thrust is given on student centered LSRW Practice activities.
34. Participation in Institutional Social Responsibility (ISR) and Extension Activities
- The department as a part of the institution, participates in all activities conducted for the betterment of society.
35. SWOC analysis of the department and Future plans

Strengths

- **Qualified and Trained Faculty**
- **Student Centered Methods**
- **Commitment**
- **Interest in Students**
- **Small Classes for conducting Pair / Group work activities**

Weaknesses

- **Absence of Necessary Infrastructure**
- **Rural background and First Generation Students**
- **Low levels of Confidence among Students**
- **Studies in Vernacular Medium**

- **Absence of Exposure**
- **Poor LSRW Skills at entry level itself**

Opportunities

- **Scope for Designing Innovative Lessons even for Beginners**
- **More personal focus due to small classes**
- **Personal care for observing student needs and progress**
- **Scope for research in teaching functional English for rural students with no exposure**

Challenges

- **Absenteeism among students due to poverty**
- **Low confidence levels and shyness**
- **Need constant motivation for participation and speaking in English**
- **Lack of funding for better infrastructure and learning resources**

FUTURE PLANS

- **Establishment of Communications Skills Lab**
- **Introduction of e-resources**
- **Encouraging students for Massive Open Online Courses (MOOCs)**
- **Starting of PGCET and NET/SLET Centre**

Department of Telugu



1. Name of the department: **TELUGU**

2. Year of Establishment : **1983**

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.) :

Sl.No	Name of the Course
1	B.A (HEP)
2	B.Com (Gen)
3	B.Com (Comp)
4	B.Sc (MPC)
5	B.Sc (Comp)

4. Names of Interdisciplinary courses and the departments/units involved

NO

5. Annual/ semester/choice based credit system (programme wise) :

For I Year UG Courses	Semester System
For II and III Year UG Courses	Annual System

6. Participation of the department in the courses offered by other departments

NIL

7. Courses in collaboration with other universities, industries, foreign institutions, etc.,

NIL

8. Details of courses/programmes discontinued (if any) with reasons.

NIL

9. Number of teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	01	01

10. Faculty profile with name, qualification, designation, specialization, D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Smt.V.Bhavani	M.A., B.Ed	Asst Professor		05	

11. List of senior visiting faculty :

- Dr. K. Bhulakshmi, Jr. Lecturer in Telugu, Government Junior College visited in 2013-2014,**
- N.VIJAYALAKSHMI Lecturer in Telugu G.D.C (W) in 2014-2015.**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty :

No Temporary Faculty

13. Student -Teacher Ratio (programme wise):

100 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG

Smt. V. Bhavani, M.A.,(PhD)

16. Number of faculty with ongoing projects from a) National b) International funding



agencies and grants received :

NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received :

NIL

18. Research Centre /facility recognized by the University: **NIL**

19. Publications:

* a) Publication per faculty: **01**

* Number of papers published in peer reviewed journals (national / international) by faculty and students : **NIL**

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

NIL

* Monographs: **NIL**

* Chapter in Books: **NIL**

* Books Edited: **NIL**

* Books with ISBN/ISSN numbers with details of Publishers

1. Gurazada Aadugujada ISBN no 978-93-82163-11-4

2. Telugubhasha Sahityam Samajakatha ISBN No 978-93-5235-907-3

3. Sahityam Samajam ISBN No 978-15-15-218546

* Citation Index: **NIL**

* SNIP: **NIL**

* SJR: **NIL**

* Impact factor: **NIL**

* h-index: **NIL**

20. Areas of consultancy and income generated :

NIL

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....:

NIL

22. Student projects



a) Percentage of students who have done in-house projects including inter departmental/programme: **NIL**

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies : **NIL**

23. Awards / Recognitions received by faculty and students:

NIL

24. List of eminent academicians and scientists / visitors to the department : **03**

1. Dr. K. Vijaya Lakshmi,

2. N.VIJAYA LAKSHMI, GDC (W), Guntur

3. SRINIVASA RAO, GDC, Vinukonda

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National.

National Seminar with financial assistance from Tirumala Tirupathi Devasthanams, Tirupathi on “ ANNAMACHARYA KRITHIS” in 2012-13.

b) i nternational : **NIL**

26. Student profile programme/course wise:

Name of the Course/ programme (refer question no. 4)	Applications received	Selected	Enrolled	
			M	*F
2011-12	89	71	47	24
2012-13	99	66	38	28
2013-14	45	31	18	13
2014-15	103	77	58	19

*M = Male *F = Female

27. Diversity of Students



Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A	100		
B.Com (Gnl)	100		
B.Com (Comp)	100		
B.Sc (MPC)	100		
B.Sc (Comp)	100		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	5%
PG to M.Phil.	Not Applicable
PG to Ph.D.	Not Applicable
Ph.D. to Post-Doctoral	Not Applicable
Employed	20-30%
Entrepreneurship/Self-employment	70%

30.Details of Infrastructural facilities

- Library: 100 books available**
- Internet facilities for Staff & Students: Common Facilities For Staff**
- Class rooms with ICT facility : Only one common for all**
- Laboratories: NIL**

31. Number of students receiving financial assistance from college, university, government or other agencies :

80% OF THE STUDENTS

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts :

Guest lecturers & seminars



33. Teaching methods adopted to improve student learning:
student centered method

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

1) NSS Programme 2) AIDS RALLY 3) SWACHABARATH

35. SWOC analysis of the department and Future plans

Strengths	❖ Pro-Active students ❖ Student Centered teaching methods ❖ Small sized class enables guidance and personal care with each student ❖ Teaching with latest information
Weaknesses	➤ Feeding through Rural Students (1st generation student) ➤ Improper Infrastructure and learning resources ➤ Improper attitude for learning
Opportunities	• Helping and motivating low standard students • Teaching for this type of slow learners gives more job satisfaction
Challenges	○ Absence of separate Dept , ○ Low standard of students ○ Absence of learning attitude ○ Regulation of absenteeism (Due to Unavoidable seasonal employment) and to increase their percentage of marks. ○ Improper Infrastructure

FUTURE PLANS

- ❖ To improve the infrastructure facilities in the Department of Telugu
- ❖ To start PG courses at this college



Department of Hindi

1. Name of the department : **HINDI**
2. Year of Establishment : **1983**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :

Sl.No	Name of the Course
1	B.A (HEP)
2	B.Com (Gen)
3	B.Com (Comp)
4	B.Sc (MPC)
5	B.Sc (Comp)

4. Names of Interdisciplinary courses and the departments/units involved :
NIL

5. Annual/ semester/choice based credit system (programme wise) :

For I Year UG Courses	Semester System
For II and III Year UG Courses	Annual System

6. Participation of the department in the courses offered by other departments:
NIL

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:

NIL

8. Details of courses/programmes discontinued (if any) with reasons:
NIL

9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	01	01



10. Faculty profile with name, qualification, designation, specialization, D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. B. SRINIVASA RAO	Ph. D.	Asst. Professor in Hindi	HINDI NOVEL	03	

11. List of senior visiting faculty

Smt. B. Anuradhadevi, Lecturer in Hindi, Govt. College for Women, Guntur

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty :

No Temporary Faculty

13. Student -Teacher Ratio (programme wise)

I B.A , B.Sc., B. Com.,	12 : 1
II B.A., B.Sc., B.Com.,	2 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled :

NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG. :



Dr. B. Srinivasa Rao, Asst. Professor, M.A., M. Phil., Ph.D.,

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received :

NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received :

NIL

18. Research Centre /facility recognized by the University :
NIL

19. Publications

* a) Publication per faculty ; **04**

* Number of papers published in peer reviewed journals (national / international) by faculty and students

National: 03; International: 01

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.)

* Monographs : **NIL**

* Chapter in Books : **NIL**

* Books Edited: **NIL**

* Books with ISBN/ISSN numbers with details of Publishers

1. T.V AUR DALITH VIMARSH ISBN NUMBER 978-81-921270-2-6,
2. DALITH VIMARSH : SAMAKALEEN PRASHN ISBN NUMBER 978-93-81980-28-6
3. HINDI SAHITHYA MEIN PRAKRUTI AUR PRYAVARAN ISBN NUMBER 9- 78892-835-884
4. DHARM NIRAPEKSHTA ,SAMSKRTIK RASHTRAVAD AUR BHARATEEYA SAHITYA ISSN NUMBER 2348-5884

* Citation Index; **NIL**

* SNIP : **NIL**

* SJR : **NIL**

* Impact factor : **NIL**

* h-index : **NIL**

20. Areas of consultancy and income generated :



NIL

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards.... :

NIL

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme :

50 %

1. MUHAVAREN 2012-2013,
2. LOKOKTIYAN 2013-2014
3. LOK- GEETH 2014-2015
4. LOK-KAHANI 2015-2016

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

NIL

23. Awards / Recognitions received by faculty and students :

NIL

24. List of eminent academicians and scientists / visitors to the department:

Smt. B. Anuradhadevi, Lecturer in Hindi, Govt. College for Women, Guntur

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National: **NIL**

b) international : **NIL**

26. Student profile programme/course wise:

Name of the Course/progr amme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M	F	
2011-2012	04	04	01	03	100%
2012-2013	07	07	02	05	100%
2013-2014	11	11	06	05	100%
2014-2015	02	02	01	01	100%
2015-2016	12	12	06	06	



*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A	100 %	-	-
B.Com (Gnl)	100 %	-	-
B.Com (Comp)	100 %	-	-
B.Sc (MPC)	100 %	-	-
B.Sc (Comp)	100 %	-	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	40%
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus	20%
Entrepreneurship/Self-employment	80%

30. Details of Infrastructural facilities

- Library: 200 Books available
- Internet facilities for Staff & Students: Common facility for staff
- Class rooms with ICT facility : Yes available
- Laboratories : NIL



31. Number of students receiving financial assistance from college, university, government or other agencies :

80% students

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : Guest lectures & seminars

- DEV NAGARI LIPI KA VIKAS 2012-2013
- HINDI BHASHA KA VIKAS 2013-2014 ,
- RAJA BASHA AUR RASHTRA BASH 2014-2015
- PRAYOJAN MOOLAK HINDI 2015-2016

33. Teaching methods adopted to improve student learning :Lecture method; Student centered method;

PPT; ICT; INTERNET

34. Participation in Institutional Social Responsibility (ISR) and Extension activities :

1) NSS program 2)AIDS rally 3)SWACHABHARAT RALLY

35. SWOC analysis of the department and Future plans

Strengths:

- Qualified and Trained Faculty
- Students with interest in Hindi are opting Hindi as Second Language
- Small Classes for conducting Class Room activity
- Good number of Library books in Hindi

Weaknesses

- Almost all the students are from rural areas
- Hindi is not being taught at Primary and Upper Primary Levels in this state of Andhra Pradesh

Opportunities

- After completion of graduation with Hindi as one subject at UG level, all the students are eligible as teachers at Secondary Level
- Learning Hindi at UG level, students are eligible for the post of TRANSLATORS

Challenges

- Almost all the students are hailing from poor families for which we are imparting education.
- Encouraging the students to learn Hindi in non-speaking Hindi areas

FUTURE PLANS

- To develop infrastructure facility
- To initiate certificate course in “TRANSLATION FROM HINDI TO ENGLISH AND FROM ENGLISH TO HINDI”



DEPARTMENT OF HISTORY

1. Name of the department : **HISTORY**
2. Year of Establishment : **1983**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

S.No.	Name of the Programme
1	B.A., (History, Economics and Political Science)

4. Names of Interdisciplinary courses and the departments/units involved
NIL

5. Annual/ semester/choice based credit system (programme wise)

For I year B.A., course	Semester system
For II and III year B.A., course	Annual system

6. Participation of the department in the courses offered by other departments
NIL

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

NIL

8. Details of courses/programmes discontinued (if any) with reasons;
NIL

9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	01	01

Faculty profile with name, qualification, designation, specialization, D.Sc./ D.Litt./ Ph.D. / M. Phil. etc.,)



Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
P.SUNDARARAO	M.A	Assistant Professor in HISTORY	Environmental Archeology	05	

11. List of senior visiting faculty

1. **Sri. C. Jacob Paul, Asst. Professor, GDC (W), Guntur**
2. **Sri. M. Madhsudana Rao, Asst. Professor, GDC, Repalle**
3. **Sri. R. Anuradha, Asst. Professor, GDC (W), Bapatla**

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty :

No Temporary Faculty

13. Student -Teacher Ratio (programme wise)

63 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG .:

Sri. P. Sundara Rao, M.A., B.Ed.,

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

NIL



17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

NIL

18. Research Centre /facility recognized by the University :

NIL

19. Publications:

- * a) Publication per faculty: **NIL**
- * Number of papers published in peer reviewed journals (national / international) by faculty and students : **NIL**
- * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

NIL

- * Monographs : **NIL**
- * Chapter in Books : **NIL**
- * Books Edited : **NIL**
- * Books with ISBN/ISSN numbers with details of publishers : **NIL**
- * Citation Index : **NIL**
- * SNIP : **NIL**
- * SJR : **NIL**
- * Impact factor : **NIL**
- * h-index : **NIL**

20. Areas of consultancy and income generated :

NIL

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards.... :

B.O.S member in G.D.C(W), GUNTUR

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme

10%

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies

NIL



23. Awards / Recognitions received by faculty and students :

Mr. K. Yesuratnam, III B.A., (2014-15) got First Prize in Essay Writing at District Level

24. List of eminent academicians and scientists / visitors to the department

- 1. Sri. C. Jacob Paul, Asst. Professor, GDC (W), Guntur**
- 2. Sri. M. Madhsudana Rao, Asst. Professor, GDC, Repalle**
- 3. Sri. R. Anuradha, Asst. Professor, GDC (W), Bapatla**

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National **NIL**

b) international **NIL**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2011-2012-1B.A	10	10	8	2	100%
2012-2013-1B.A	13	13	9	4	100%
2013-2014-1B.A	10	10	5	5	100%
2014-2015 -1B.A	29	29	18	11	83%

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
2011-2012 - 1B.A	100 %	0 %	0 %
2012-2013 - 1B.A	100 %	0 %	0 %
2013-2014 - 1B.A	100 %	0 %	0 %
2014-2015 - 1B.A	100 %	0 %	0 %



28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	2 %
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	10%
Entrepreneurship/Self-employment	90%

30. Details of Infrastructural facilities

- a) Library: **20 books available**
b) Internet facilities for Staff & Students : **Common facilities for staff**
c) Class rooms with ICT facility : **Only one common for all**
d) Laboratories: **NIL**

31. Number of students receiving financial assistance from college, university, government or other agencies :

80% OF THE STUDENTS

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts :

Guest lectures & seminars

33. Teaching methods adopted to improve student learning :
Student Centered Method

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

1) NSS Programme 2) AIDS RALLY 3) SWACHABARATH

35. SWOC analysis of the department and Future plans

Strengths	❖ Pro-Active students ❖ Student Centered teaching methods ❖ Regular and Qualified Staff ❖ Small sized class enables guidance and
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	personal care wrt each student (Remedial Classes) ❖ Teaching with latest information
Weaknesses	➤ Feeding through Rural Students (Ist generation students) ➤ Lack of ICT facility ➤ Most of the students depends only on readymade notes, as they hailed from such institutions in earlier classes ➤ Improper Infrastructure and learning resources ➤ Improper attitude for learning
Opportunities	➤ Helping the poor students by paying their fee ➤ Helping and motivating low level standard students ➤ Semester/CBCS system pattern ➤ Coaching for PG courses ➤ MANA TV classes ➤ Invention of innovative teaching methods ➤ Teaching for this type of slow learners gives more job satisfaction
Challenges	✓ Absence of Dept , Class room And Lab with adequate ICT facilities ✓ Low standard of students ✓ Absence of learning attitude ✓ Regulation of absenteeism (Due to Unavoidable seasonal employment) and to increase their percentage of marks. ✓ Improper Infrastructure ✓ Increase of Admissions

Future Plans

- To Develop Infrastructure in the College with UGC Funds
- To start PG Courses in this college



Department of Political Science

1. Name of the department : **POLITICAL SCIENCE**
2. Year of Establishment : **1983**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :

S.No.	Name of the Programme
1	B.A., (History, Economics and Political Science)

4. Names of Interdisciplinary courses and the departments/units involved :
NIL

5. Annual/ semester/choice based credit system (programme wise) :

For I year B.A., course	Semester system
For II and III year B.A., course	Annual system

6. Participation of the department in the courses offered by other departments :
NIL
7. Courses in collaboration with other universities, industries, foreign institutions, etc. :
NIL

8. Details of courses/programmes discontinued (if any) with reasons :
NIL

9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	1	One Contract Faculty is working



10. Faculty profile with name, qualification, designation, specialization, D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
M. PADMAJA	M.A	Contract Faculty in Political Science	POLITICAL SCIENCE	07	

11. List of senior visiting faculty :

1. Sri M. Naga Raju, Associate Profess, GDC (W), Bapatla
2. Sri B. S. Bhramba, Asst. Professor, GDC (W), Guntur

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

By Temporary Faculty 100 %

13. Student -Teacher Ratio (programme wise) :

63 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG:

Smt. M. Padmaja, M.A.,

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received :

NIL



17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and
Total grants received:

NIL

18. Research Centre /facility recognized by the University :
NIL

19. Publications:

- * a) Publication per faculty : **NIL**
- * Number of papers published in peer reviewed journals (national / international) by faculty and students : **NIL**
- * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
NIL
- * Monographs : **NIL**
- * Chapter in Books : **NIL**
- * Books Edited : **NIL**
- * Books with ISBN/ISSN numbers with details of publishers : **NIL**
- * Citation Index : **NIL**
- * SNIP : **NIL**
- * SJR : **NIL**
- * Impact factor : **NIL**
- * h-index : **NIL**

20. Areas of consultancy and income generated :
NIL

21. Faculty as members in
a) National committees b) International Committees c) Editorial Boards.... :
NIL

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme :
5 %



- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies :

NIL

23. Awards / Recognitions received by faculty and students :

Mr. K. Yesuratnam, III B.A., (2014-15) got First Prize in Essay Writing at District Level

24. List of eminent academicians and scientists / visitors to the department :

- 1. Sri M. Naga Raju, Associate Prof., GDC (W), Bapatla**
- 2. Sri B. S. Bhramba, Asst. Professor, GDC (W), Guntur**

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National : **NIL**

b) international : **NIL**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2011-2012 1B.A	10	10	8	2	100%
2012-2013 1B.A	13	13	9	4	100%
2013-2014 1B.A	10	10	5	5	100%
2014-2015 1B.A	29	29	18	11	83%

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
2011-2012 1B.A	100 %	0 %	0 %
2012-2013 1B.A	100 %	0 %	0 %
2013-2014 1B.A	100 %	0 %	0 %
2014-2015 1B.A	100 %	0 %	0 %



28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed	
• Campus selection	10%
• Other than campus	
Entrepreneurship/Self-employment	90%

30. Details of Infrastructural facilities

- a) Library: 20 books available
- b) Internet facilities for Staff & Students : common facilities for staff
- c) Class rooms with ICT facility : Only one common for all
- d) Laboratories : NIL

31. Number of students receiving financial assistance from college, university, government or other agencies :

80% OF THE STUDENTS

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : Guest lectures & seminars

Seminar, Assignments, Guest Lectures

33. Teaching methods adopted to improve student learning: student centered method

Student Centered Teaching Methods

34. Participation in Institutional Social Responsibility (ISR) and Extension activities :

- 1) NSS Programme
- 2) AIDS RALLY
- 3) SWACHABARATH

35. SWOC analysis of the department and Future plans



Strengths	❖ Pro-Active students ❖ Student Centered teaching methods ❖ Small sized class enables guidance and personal care wrt each student (Remedial Classes) ❖ Teaching with latest information
Weaknesses	➤ Feeding through Rural Students (1st generation students) ➤ Lack of ICT facility ➤ Most of the students depends only on readymade notes, as they hailed from such institutions in earlier classes ➤ Improper Infrastructure and learning resources ➤ Improper attitude for learning
Opportunities	➤ Helping and motivating low level standard students ➤ Semester/CBCS system pattern ➤ Coaching for PG courses ➤ MANA TV classes ➤ Invention of innovative teaching methods ➤ Teaching for this type of slow learners gives more job satisfaction
Challenges	✓ Low standard nature of students ✓ Absence of learning attitude ✓ Regulation of absenteeism (Due to Unavoidable seasonal employment) and to increase their percentage of marks. ✓ Improper Infrastructure ✓ Increase of Admissions

FUTURE PLANS

- To start PG courses at this college
- To develop infrastructure facilities



Department of Economics

1. Name of the department: **ECONOMICS**
2. Year of Establishment : **1983**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

S.No.	Name of the Programme
1	B.A., (History, Economics and Political Science)

4. Names of Interdisciplinary courses and the departments/units involved

No such Courses

5. Annual/ semester/choice based credit system (programme wise)

Annual	For Second & Final Years
Semester	For First Years

6. Participation of the department in the courses offered by other departments

No Such Courses

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

No Such Courses

8. Details of courses/programmes discontinued (if any) with reasons

No Such Courses/Programmes

9. Number of teaching posts

	Sanctioned	Filled
Professors		
Associate Professors	01	01
Asst. Professors		



10. Faculty profile with name, qualification, designation, specialization, D.Sc./ D.Litt./ Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
VEMURI KOTESWARA RAO	M.A.,NET	Associate Professors	DEMOGRAPHY	17 Years	-

11. List of senior visiting faculty

SNo	Name Of The Faculty	Name Of The Institution
1.	Dr K MADHU BABU, Asst Prof	ANU, Guntur
2	Dr M BABU RAO, Asst Prof	CR College, Ch Pet
3	Dr. P S S NAIDU, Asst Prof	GDC, Rayadurgam

12. Percentage of lectures delivered and practical classes handled (programme Wise) by temporary faculty

NIL (No Temporary faculty)

13. Student -Teacher Ratio (programme wise)

B.A (HEP)	63 : 1
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14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

NIL & NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG. PG : M.A.,BEd (Pursuing Research)

Sri Vemuri Koteswara Rao, M.A., NET



16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

NIL & NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

No Such Projects & NIL

18. Research Centre /facility recognized by the University

No Such Centre/ Facility

19. Publications:

- * a) Publication per faculty
- * Number of papers published in peer reviewed journals (national / international) by faculty and students
- * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- * Monographs : **NIL**
- * Chapter in Books : **NIL**
- * Books Edited : **NIL**
- * Books with ISBN/ISSN numbers with details of Publishers

ANU Journal of Social Sciences

- * Citation Index : **NIL**
- * SNIP : **NIL**
- * SJR : **NIL**
- * Impact factor : **NIL**
- * h-index : **NIL**

20. Areas of consultancy and income generated

No Consultancy & NIL

21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards....



Member of BOS, Department of Economics, GDC (W), Guntur

22. Student projects :

No Student Projects

- a) Percentage of students who have done in-house projects including inter departmental/programme
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

23. Awards / Recognitions received by faculty and students :

K . Yesu Ratnam, III B.A(2014-15) got 1st prize at District level Essay writing Competition

24. List of eminent academicians and scientists / visitors to the department

SNo	Name Of The Faculty	Name Of The Institution
1	Dr K MADHU BABU, Asst Prof.	ANU, Guntur
2	Dr M BABU RAO, Asst Prof.	CR College, Ch Pet
3	DR P S S NAIDU, Asst Prof.	GDC, Rayadurgam

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National
- b) international

No seminar/ Conference/Workshop organized by the Department

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2011-12(B.A)	10	10	08	02	100%
2012-13(B.A)	13	13	09	04	67%
2013-14(B.A)	10	10	05	05	100%
2014-15(B.A)	29	29	18	11	46%

*M = Male *F = Female

- 27.Diversity of Students:



Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A	100%	--	--

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	20%
PG to M.Phil.	--
PG to Ph.D.	--
Ph.D. to Post-Doctoral	--
Employed	--
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	80%

30.Details of Infrastructural facilities

- a) Library: **No Departmental Library**
b) Internet facilities for Staff & Students
Common facility for all staff members
c) Class rooms with ICT facility
Only one for the entire College
d) Laboratories: **No Laboratory**

31. Number of students receiving financial assistance from college, university, government or other agencies

90% of Students receiving financial assistance from Government through Scholarships

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Seminars, Assignments and Guest Lectures



33. Teaching methods adopted to improve student learning

Student Centered methods (Pair work/Discussions/ Seminars/Assignments)

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

All programmes conducted by NSS

35. SWOC analysis of the department and Future plans

Strengths	❖ Pro-Active students ❖ Student Centered teaching methods ❖ Regular and Qualified Staff ❖ Small sized class enables guidance and personal care for each student (Remedial Classes) ❖ Teaching with latest information
Weaknesses	➤ Feeding through Rural Students (1st generation students) ➤ Lack of ICT facility ➤ Most of the students depends only on readymade notes, as they hailed from such institutions in earlier classes ➤ Improper Infrastructure and learning resources ➤ Improper attitude for learning
Opportunities	➤ Helping the poor students by paying their fee ➤ Helping and motivating low level standard students ➤ Semester/CBCS system pattern ➤ Coaching for PG courses ➤ MANA TV classes ➤ Invention of innovative teaching methods ➤ Teaching for this type of slow learners gives more job satisfaction
Challenges	✓ Absence of Economics Dept , Class room And Lab with adequate ICT facilities ✓ Low standard nature of students ✓ Absence of learning attitude ✓ Regulation of absenteeism (Due to Unavoidable seasonal employment) and to increase their percentage of marks. ✓ Improper Infrastructure ✓ Increase of Admissions

FUTURE PLANS

- **To improve infrastructure facilities**
- **To start other combinations like B.A., (Computers) at this college.**



Department of Mathematics

- Name of the department : **MATHEMATICS**
- Year of Establishment : **2006**
- Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

UG COURSES

B.Sc.	General(MPC)
B.Sc.,	Restructured (MPCs)

- Names of Interdisciplinary courses and the departments/units involved
No such Courses
- Annual/ semester/choice based credit system (programme wise)

Annual	For Second & Final Years
Semester	For First Years

- Participation of the department in the courses offered by other departments
NIL
- Courses in collaboration with other universities, industries, foreign institutions, etc.
No Such Courses
- Details of courses/programmes discontinued (if any) with reasons
No Such Courses/Programmes
- Number of teaching posts

	Sanctioned	Filled
Professors		
Associate Professors	01	01
Asst. Professors		



- Faculty profile with name, qualification, designation, specialization, D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
MATHE PAMULA RAO	M.Sc., NET.,	Associate Professors	--	17 Years	--

- List of senior visiting faculty
Sri S A K JILANI, Asst Prof in Maths, GDC, Macherla
- Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty
NIL (No Temporary faculty)
- Student -Teacher Ratio (programme wise)

BSc (General)	37:1
BSc (Restructured)	2:1

- Number of academic support staff (technical) and administrative staff; sanctioned and filled
NIL & NIL
- Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

Sri M. Pamula Rao, M.Sc., NET.,



16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

NIL & NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

NO Such Projects & NIL

18. Research Centre /facility recognized by the University

No Such Centre/ Facility

19. Publications:

- * a) Publication per faculty
- * Number of papers published in peer reviewed journals (national / international) by faculty and students **01**
- * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

NIL

* SNIP

* SJR

* Impact factor

* h-index

20. Areas of consultancy and income generated

No Consultancy & NIL

21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards....

No Faculty as Members

22. Student projects :

No Student Projects

- a) Percentage of students who have done in-house projects including Inter departmental/programme



- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

23. Awards / Recognitions received by faculty and students :

NIL

24. List of eminent academicians and scientists / visitors to the department

Sri S A K JILANI, Asst Prof in Maths, GDC, Macherla

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National

- b) i nternational

No seminar/ Conference/Workshop organized by the Department

26. Student profile programme/course wise:

Name of the Course/programe (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2011-12	37	27	14	13	96 %
2012-13	50	31	13	18	79 %
2013-14	20	11	7	4	40 %
2014-15	40	19	15	4	77 %

*M = Male *F = Female

27. Diversity of Students :

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BSc (Gen)	97%	3%	--
BSc(Res)	100%	--	--

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?



NIL



29. Student progression

Student progression	Against % enrolled
UG to PG	10%
PG to M.Phil.	--
PG to Ph.D.	--
Ph.D. to Post-Doctoral	--
Employed	--
• Campus selection	
• Other than campus recruitment	
Entrepreneurship/Self-employment	90%

30 . Details of Infrastructural facilities

a) Library: **No Departmental Library**

b) Internet facilities for Staff & Students

Common facility for all staff members

c) Class rooms with ICT facility

Only One for the entire College

d) Laboratories : **No Laboratory**

31. Number of students receiving financial assistance from college, university, government or other agencies

90% of Students receiving financial assistance from Government

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Seminars and Guest Lectures

33. Teaching methods adopted to improve student learning

Student Centered methods (Pair work/Discussions/ Seminars/Assignments)

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities

15 Students enrolled in NSS.

35. SWOC analysis of the department and Future plans

Strengths	❖ Pro-Active students ❖ Student Centered teaching methods ❖ Regular and Qualified Staff ❖ Small sized class enables guidance and personal care wrt each student (Remedial Classes)
Weaknesses	➤ Feeding through Rural Students ➤ Lack of ICT facility ➤ Most of the students depends on readymade notes, as they hailed from such institutions in earlier classes ➤ Improper learning resources ➤ Improper attitude for learning
Opportunities	➤ Helping and motivating low level standard students ➤ Semester/CBCS system pattern
Challenges	✓ Absence of Maths Dept , Class room And Lab with adequate ICT facilities ✓ Low standard nature of students ✓ Absence of learning attitude ✓ Regulation of absenteeism (Due to Unavoidable seasonal employment) ✓ Improper Infrastructure

Future Plans

- ✓ Regulation of absenteeism (Due to Unavoidable seasonal employment)
- ✓ To establish Mathematics Lab with all required ICT facility



DEPARTMENT OF PHYSICS

- Name of the department: **DEPARTMENT OF PHYSICS**
- Year of Establishment: **2006**
- Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

COURSE	COMBINATION
B.Sc.,	Mathematics, Physics, Chemistry
B.Sc., (Restructured Course)	Mathematics, Physics, Computer Science

- Names of Inter disciplinary courses and the departments/units involved
NIL

- Annual/semester/choice based credit system (programme wise)

For I Year UG Courses	Semester System
For II and III Year UG Courses	Annual System

- Participation of the department in the courses offered by other departments
NIL

- Courses in collaboration with other universities, industries, foreign institutions, etc.

NIL

- Details of courses/programmes discontinued (if any) with reasons
NIL

- Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate		
Asst.	1	1



- Faculty profile with name, qualification, designation, specialization, D.Sc./D.Litt./Ph.D./M.Phil. etc.,

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students Guided for the Last 4 years
A. Rama krishna Rao	M.Sc.,	Asst. Professor	Physics (Microprocessors)	10 years	-

- List of senior visiting faculty

- Dr. K. Srikanth, Assistant Professor of Physics, P.B.N. College, Nidubrole, Guntur District has delivered guest lecturer in 2014**
- Dr. Linga Raju, Assistant Professor of Physics, Acharya Nagarjuna University has visited our college and delivered guest lecture on 07-10-2015**
- Dr. Ravikumar, Assistant Professor of Physics, Acharya Nagarjuna University has visited our college and delivered guest lecture in 2015.**

- Percentage of lectures delivered and practical classes handled (programme wise)

by temporary faculty : NIL

- Student-Teacher Ratio (programme wise) ;

For B.Sc., M.P.C., ratio is 37 : 1

For B.Sc., M.P.Cs., ratio is 2 : 1

- Number of academic support staff (technical) and administrative staff; sanctioned and Filled



Number of support staff sanctioned	Filled	Remarks
NIL	NIL	One Store Keeper was allotted jointly/commonly for Department of Physics and Department of Chemistry from the redeployed staff who actually belongs to MVGRR College, Bhattiprolu, Guntur Dt.

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.

A. Ramakrishna Rao, Asst. Professor	M.Sc.,
--	---------------

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

NIL

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants Received

NIL

18. Research Centre/facility recognized by the University

NIL

19. Publications:

- * a) Publication per faculty : **NIL**
- * Number of papers published in peer reviewed journals (national/international) by faculty and students : **NIL**
- * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.) : **NIL**
- * Monographs : **NIL**
- * Chapter in Books : **NIL**
- * Books Edited : **NIL**
- * Books with ISBN/ISSN numbers with details of publishers : **NIL**
- * Citation Index : **NIL**
- * SNIP : **NIL**
- * SJR : **NIL**
- * Impact factor: **NIL**
- * h-index : **NIL**

20. Areas of consultancy and income generated :
NIL



21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards
: **NIL**

22. Student projects

- a) Percentage of students who have done in-house projects including inter Departmental / programme

15 %

- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies

NIL

23. Awards/Recognitions received by faculty and students

A Study Project on 'MARS ORBITAR MISSION' done by the III B.Sc., students of our college was selected at the district level competitions and sent for state level competitions during Yuvatharangam, 2015 conducted by the Commissioner of Collegiate Education, A.P.,

24. List of eminent academicians and scientists/visitors to the department

- a) **Dr. K. Srikanth, Assistant Professor of Physics, P.B.N. College, Nidubrole, Guntur District has delivered guest lecturer in 2014**
- b) **Dr. Linga Raju, Assistant Professor of Physics, Acharya Nagarjuna University has visited our college on 07-10-2015 and delivered guest lecture.**
- c) **Dr. Ravikumar, Assistant Professor of Physics, Acharya Nagarjuna University has visited our college and delivered guest lecture in 2015.**

25. Seminars/Conferences/Workshops organized & the source of funding

- a) National b) international

NIL

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2011-12	37	27	14	13	96 %
2012-13	50	31	13	18	79 %
2013-14	20	11	07	04	40 %
2014-15	40	19	15	04	77 %

*M=Male *F=Female



27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
I.B.Sc., (M.P.C.)	100	0	0
II.B.Sc., (M.P.C.)	100	0	0
III.B.Sc., (M.P.C.)	99	1	0
I.B.Sc., (M.P.Comp.Sc.)	100	0	0

28. How many students have cleared national and state competitive examination such as NET, SLET, GATE, Civil services, Defense services, etc.?

NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	35 %
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	15%
Entrepreneur ship/Self-employment	50 %

30. Details of Infrastructural facilities

- Department Library is provided with 35 book containing Text Books, reference books and practical manuals
- Internet facilities for Staff & Students Common internet facility is provided in the JKC lab
- Class rooms with ICT facility. One e-class room is provided commonly for all the students of our college



d) Laboratories: Department of Physics is equipped with all required lab equipment for all the students of I, II and III year B.Sc., students

- Number of students receiving financial assistance from college , university, government for other agencies :
95%

- Details on student enrichment programmes (special lectures/workshops/seminar) with external experts

Guest lecturers, Seminars

- Teaching methods adopted to improve student learning

Though we are using lecture method we are adopting student centered method to improve student learning.

- Participation in Institutional Social Responsibility (ISR) and Extension Activities

Participation in SWACHA BHARATH, Eco Club, Aids Awareness Programmes

- SWOC analysis of the department and Future plans

STRENGTHS

- Adequate equipped Physics Laboratory and adequate infrastructure
- Qualified, experienced and dedicated staff
- Students centered teaching methods
- High focus on every student due small class room strength

WEEKNESSES

- We have common Class Room - Cum - Physics Laboratory
- Plinth area of the Physics Laboratory is not sufficient to arrange all the equipment
- No separate laboratory for Mechanics, Optics, Electricity and Magnetism and Electronics
- No Dark Room facility
- No ICT facility exclusively for the Department of Physics
- No adequate library facility (sufficient text books, reference books and journals in physics are not available)
- Improper learning resources with the students

OPPORTUNITIES



1. It is very good opportunity for all staff members to address/serve the educational needs of rural poor students belonging to first generation literates
2. Inventing and innovative teaching methods
3. It is a very good opportunity to motivate the students towards higher education also.
4. It is very good opportunity to motivate the students towards public/private employment after their studies

CHALLENGES

1. To improve the percentage of marks along with percentage of Pass
2. To improve required infrastructure and lab facility
3. To control continued absenteeism of the students due to seasonal employment
4. To motivate all students towards higher studies in general and girl students in particular
5. To motivate all students towards public/private employment in general and girl students in particular

FUTURE PLANS

1. To improve student strength at least up to 50% of sanctioned strength
2. To take necessary steps so that there is separate laboratory for the department of Physics



Department of Chemistry

1. Name of the department : **Chemistry**
2. Year of Establishment : **2006**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :

B.Sc.	Mathematics, Physics, Chemistry
--------------	--

4. Names of Interdisciplinary courses and the departments/units involved :
No
5. Annual/ semester/choice based credit system (programme wise)

For I Year UG Courses	Semester System
For II and III Year UG Courses	Annual System

6. Participation of the department in the courses offered by other departments
NIL
7. Courses in collaboration with other universities, industries, foreign institutions, etc.:
No
8. Details of courses/programmes discontinued (if any) with reasons:
No
9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	01	01



10. Faculty profile with name, qualification, designation, specialization, D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
B.KOTESWARARAO	M.Sc.,	LECTURER IN CHEMISTRY	ANALITICAL CHEMISTRY	03	1

- Smt. Aparna seetharam, Lect. in Chemistry GDC(W),Guntur
- Smt. K. Saritha Rani, Lect. in Chemistry , GDC(W), Guntur
- Sri V.V. Ravindra, Head of the Dept. of Chemistry, TJPS College, Guntur

12. Percentage of lectures delivered and practical classes handled (programme wise)

Temporary 0% Regular 100%

13. Student -Teacher Ratio (programme wise)

For B.Sc., (M.P.C.) 37:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled :

**sanctioned - Nil filled – Nil
One Store Keeper. is allotted from redeployed staff.**

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG. : PG

Sri. B. Koteswara Rao, M.Sc.,

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received :

NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received :

NIL

18. Research Centre /facility recognized by the University :

NIL

19. Publications: **02**

- * a) Publication per faculty
- * Number of papers published in peer reviewed journals (national / international) by faculty and students
- * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- * Monographs
- * Chapter in Books
- * Books Edited
- * Books with ISBN/ISSN numbers with details of Publishers

TOPIC:E-WASTE

- 1) ISSN 0974-2115 Journal Of Chemical And Pharmaceutical Science
DATE 22-08-2014 to 23-08-2014

- 2) ISSN 0974-2115 Journal Of Chemical And Pharmaceutical Science
DATE 17-10-2014 to 18-10-2014 TOPIC:E-WASTE

- * Citation Index
- * SNIP
- * SJR
- * Impact factor
- * h-index

20. Areas of consultancy and income generated :

NIL

21. Faculty as members in

- a) National committees b) International Committees c) Editorial Boards...

NIL

22. Student projects : **10**



- a) Percentage of students who have done in-house projects including inter departmental/programme :
80%
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
NIL

23. Awards / Recognitions received by faculty and students

**Miss. Jostna, III B.Sc award from GDC (W) Guntur,
Seminar topic: PESTICIDES**

24. List of eminent academicians and scientists / visitors to the department

1. **Smt. Aparna seetharam, Lect. in Chemistry GDC(W),Guntur**
2. **Smt. K. Saritha Rani, Lect. in Chemistry , GDC(W), Guntur**
3. **Sri V.V. Ravindra, Head of the Dept. of Chemistry, TJPS College, Guntur**

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National: **NIL**
b) international :**NIL**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2011-2012 BSC	37	27	14	13	100%
2012-2013 BSC	50	31	13	18	100%
2013-2014 BSC	20	11	7	4	100%
2014-2015 BSC	40	19	15	4	90%

*M = Male *F = Female

27. Diversity of Students



Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
2011-2012 BSC	100%		
2012-2013 BSC	90%	10%	
2013-2014 BSC	100%		
2014-2015 BSC	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	20%
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	20%
Entrepreneurship/Self-employment	80%

30. Details of Infrastructural facilities

- a) **Library : 25 Books available**
- b) **Internet facilities for Staff & Students: Common facility for staff**
- c) **Class rooms with ICT facility : Yes available**
- d) **Laboratories : yes available**

31. Number of students receiving financial assistance from college, university, government or other agencies :All most all students

90 %



32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts :

Guest lectures & seminars

33. Teaching methods adopted to improve student learning :

Lecture method & Student centered method

34. Participation in Institutional Social Responsibility (ISR) and Extension activities :

1)NSS program 2)AIDS rally 3)SWACHABHARAT RALLY

35. SWOC analysis of the department and Future plans

A) STRENGTH :

- Proactive students
- Equipped lab
- Qualified, Experienced and dedicated staffs
- student centered teaching methods
- Coaching for P.G students
- Personal care and guidance for slow learners

B) WEAKESSES :

- Students from rural area
- Most of the students are first generation students
- No separate class room
- No separate lab for organic and inorganic
- Low quality students
- Lack of ICT facility

B) OPPORTUNITIES:

- Helping and motivate low standard students
- Coaching and guidance provide for P.G courses
- Helping students through the study material for U.G courses
- Invention of innovative teaching methods
- Motivating the students towards higher studies

C) CHALLENGES :

- ❖ Absentennce of learning activities
- ❖ Regulating absentisam among the students
- ❖ improper infrastructure and learning resources
- ❖ To increase number of admissions in 1 B.SC course

FUTURE PLANS

- 1. TO DEVELOP INFRASTRUCTURE FACILITIES**
- 2. TO ESTABLISH E-CLASS ROOM FOR DEPARTMENT OF CHEMISTRY EXCLUSIVELY**

DEPARTMENT OF COMPUTER SCIENCE

1. Name of the department: **DEPARTMENT OF COMPUTER SCIENCE**
2. Year of Establishment: **2015**
3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

COURSE	COMBINATION
B.Sc., (Restructured Course)	Mathematics, Physics, Computer Science

4. Names of Inter disciplinary courses and the departments/units involved
NIL

5. Annual/semester/choice based credit system (programme wise)

For I Year UG Courses	Semester System (CBCS)
-----------------------	------------------------

6. Participation of the department in the courses offered by other departments
NIL

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

NIL

8. Details of courses/programmes discontinued (if any) with reasons
NIL

9. Number of Teaching posts

	Sanctioned	Filled
Professors	Nil	
Associate	Nil	
Asst.	Nil	

10. Faculty profile with name, qualification, designation, specialization, D.Sc./D.Litt./Ph.D ./M.Phil. etc.,



Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students Guided for the Last 4 years
S.Lakshmana Rao	M.C.A.,	Asst. Professor	-	03 YEAR	-

11. List of senior visiting faculty
Smt. G. Soujanya, Asst. Professor, GDC (W), Guntur
Smt. K. Adilakshmi, Asst. Professor, GDC (W), Guntur
Dr. Shaheda Akthar, Asst. Professor, GDC (W), Guntur
12. Percentage of lectures delivered and practical classes handled (programme wise)
by temporary faculty : 100 %
13. Student-Teacher Ratio (programme wise) ;
For B.Sc., M.P.Cs., ratio is 2 : 1
14. Number of academic support staff (technical) and administrative staff; sanctioned and Filled
NIL
15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.

S. Lakshmana Rao	M.C.A.
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16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
NIL
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants Received
NIL

18. Research Centre/facility recognized by the University
NIL
19. Publications:
 * a) Publication per faculty : **NIL**
 * Number of papers published in peer reviewed journals (national/international) by faculty and students : **NIL**
 * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.) : **NIL**
 * Monographs : **NIL**
 * Chapter in Books : **NIL**
 * Books Edited : **NIL**
 * Books with ISBN/ISSN numbers with details of publishers : **NIL**
 * Citation Index : **NIL**
 * SNIP : **NIL**
 * SJR : **NIL**
 * Impact factor: **NIL**
 * h-index : **NIL**
20. Areas of consultancy and income generated :
NIL
21. Faculty as members in
 d) National committees b) International Committees c) Editorial Boards : **NIL**
22. Student projects
 a) Percentage of students who have done in-house projects including inter Departmental / programme
NIL
 b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
NIL
23. Awards/Recognitions received by faculty and students
NIL
24. List of eminent academicians and scientists/visitors to the department
Smt. G. Soujanya, Asst. Professor, GDC (W), Guntur
Smt. K. Adilakshmi, Asst. Professor, GDC (W), Guntur
Dr. Shaheda Akthar, Asst. Professor, GDC (W), Guntur



25. Seminars/Conferences/Workshops organized & the source of funding

a) National b) international

NIL

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2011-12	NA				
2012-13	NA				
2013-14	NA				
2014-15	NA				
2015-16	4	4	1	1	

*M=Male *F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
I B.Sc., (M.P.Cs)	100		

28. How many students have cleared national and state competitive examination such as NET, SLET, GATE, Civilservices, Defenseservices, etc.?

NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneur ship/Self-employment	



30. Details of Infrastructural facilities

a) **Library**

1. Department Library is provided with 10 book containing Text Books, reference books
2. Internet facilities for Staff & Students Common internet facility is provided in the JKC lab
3. Class rooms with ICT facility. One e-class room is provided commonly for all the students of our college
4. Laboratories: Computer Science Laboratory

31. Number of students receiving financial assistance from college ,university, government tor other agencies :

50 %

32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts

Guest Lecturers

33. Teaching methods adopted to improve student learning

Though we are using lecture method we are adopting student centered method to improve student learning.

34. Participation in Institutional Social Responsibility (ISR) and Extension Activities

Participation in SWACHAHBHARATH, Eco Club, Aids Awareness Programmes

35. SWOC analysis of the department and Future plans

STRENGTHS

- Equipped Computer Science Laboratory and adequate infrastructure
- Qualified, experienced and dedicated staff
- Students centered teaching methods
- High focus on every student due small class room strength

WEEKNESSES

- No ICT facility exclusively for the Department of Computer Science Department
- No adequate library facility (sufficient text books, reference books and journals in physics are not available)



OPPORTUNITIES

- It is very good opportunity for all staff members to address/serve the educational needs of rural poor students belonging to first generation literates
- Inventing and innovative teaching methods
- It is a very good opportunity to motivate the students towards higher education also.

CHALLENGES

- ❖ To improve required infrastructure and lab facility
- ❖ To control continued absenteeism of the students due to seasonal employment
- ❖ To motivate all students towards higher studies in general and girl students in particular

FUTURE PLANS

- To improve student strength at least up to 50% of sanctioned strength
- To take necessary steps so that there is separate laboratory for the department of Computer Science



Department of Commerce

1. Name of the department: **COMMERCE**
2. Year of Establishment: **1983**
3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

1	B.com (General)
2	B.com (Computers)

4. Names of Interdisciplinary courses and the departments/units involved:

NIL

5. Annual/ semester/choice based credit system (programme wise)

Annual System	For 2nd and 3rd year UG Courses
Semester System	For 1st year UG Courses

6. Participation of the department in the courses offered by other Departments

NIL

7. Courses in collaboration with other universities, industries, foreign Institutions, etc.

NIL

8. Details of courses/programmes discontinued (if any) with reasons

NIL

9. Number of Teaching posts : 03

	Sanctioned	Filled
Professors		
Associate Professors	01	01
Asst. Professors	02	02



10. Faculty profile with name, qualification, designation, specialization, D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

S.No.	Name	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
1	Dr. P. Venkateswarlu	Associate Professor	Advanced Banking	23 years	.
2	B.Sudhakara Reddy	Asst. Professor	Costing, Accountbting	5 years	.
3	S.Sivanageswara Rao	Asst Professor	Accounting	15 years	.

11. List of senior visiting faculty:
1. Dr. K. Lalitha, Principal, BHH Degree College, Guntur.
 2. Dr. YRCS Babu .Principal Govt Degree College Vinukonda.
 3. C. Pulla Reddy, Associate Prof of Commerce, GDC(W), GUNTUR.
 4. Dr. Thayagaraj, Asst. Prof of Commerce, Sri ABR GDC, REPALLE.
 5. K. Venu Gopal Asst. Prof of Commerce GDC Women Guntur .
 6. Dr. G.V Subba Rao, Asst. Prof of Commerce, Sri Mahavir Memorial Jain College Guntur,
 7. Dr. R. Nagi Reddy, Principal, GDC, Khammam.
 8. Dr. Tulasi Das, Assot. Professor, DEPT OF HRM, ANU

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

0% (No Temporary Faculty)

13. Student -Teacher Ratio (programme wise)

B.Com., General	66 : 3
B.Com., (Computers)	4 : 2

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

Dr. P. Venkateswarlu	M. Com., Ph.D.,
B.Sudhakara Reddy	M. Com., M.Phill., M.B.A.,
S. Siva Nageswara Rao	M. Com., B.Ed.,

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received.

NIL

18. Research Centre /facility recognized by the University.

NIL

19. Publications:



- * a) Publication per faculty
Ten Publication in respect of Dr. P. Venkateswarlu
Seven Publications in respect of Sri B. Sudhakara Reddy
- * Number of papers published in peer reviewed journals (national / international) by faculty and students
NIL
- * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
NIL
- * Monographs **NIL**
- * Chapter in Books **NIL**
- * Books Edited **NIL**
- * Books with ISBN/ISSN numbers with details of publishers **NIL**
- * Citation Index **NIL**
- * SNIP **NIL**
- * SJR **NIL**
- * Impact factor **NIL**
- * h-index **NIL**

20. Areas of consultancy and income generated

Consultancy on Income Tax matters
Consultancy on Preparation of IT Returns

21. Faculty as members in
a) National committees b) International Committees c) Editorial Boards....

Sri Bandi Sudhakar Reddy, Asst. Professor is a member in GREEN FIELD ADVANCED RESEARCH PUBLISHING HOUSE

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme Group projects

20%

- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

NIL



23. Awards / Recognitions received by faculty and students

Dr. P.venkateswarlu, Associate Professor of Commerce was awarded State Best Teacher Award in 2012.

24. List of eminent academicians and scientists / visitors to the department

1. Dr.K. Lalitha .Principal BHH Degree College, Guntur.
2. Dr. YRCS Babu .Principal Govt Degree College Vinukonda,
3. C. Pulla Reddy, Associate Prof of Commerce,GDC(W), GUNTUR,
4. Dr. Thagaraj Asst. Prof of Commerce ABR GDC ,REPALLE,
5. K. Venu Gopal Asst. Prof of Commerce GDC Women Guntur .
6. Dr. G.V Subba Rao, .Asst. Prof of Commerce Sri Mahavir Memorial Jain College Guntur,
7. Dr. R. Nagi Reddy, Principal, GDC, Khammam.
8. Dr. Tulasi Das, Assot. Professor, DEPT OF HRM, ANU

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National **NIL**
b) i nternational **NIL**

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2010-2011 B.Com (Gen)	36	24	20	04	90%
2011-2012 B.Com (Gen)	42	34	25	09	88%
2012-2013 B.Com (Gen)	36	22	16	06	77%
2013-2014 B.Com (Gen)	15	10	06	04	62%
2014-2015 B.Com (Gen)	34	29	25	04	59%
2015-2016 B.Com (Gen)	45	31	16	15	
2015-2016 B.Com (Computers)	10	04	03	01	

*M = Male *F = Female

27. Diversity of Students



Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Com., General	100%	NIL	NIL
B.Com., General	100%	NIL	NIL
B.Com. General	100%	NIL	NIL
B.Com. General	100%	NIL	NIL
B.Com. General	100%	NIL	NIL
B.Com., Comp.	75%	25%	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	50%
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	50%

30. Details of Infrastructural facilities
a) Library 50 books
b) Internet facilities for Staff & Students available for staff and students
c) Class rooms with ICT facility: Available
d) Laboratories NIL
31. Number of students receiving financial assistance from college, university, government or other agencies



From State Government 80%

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts ;

Guest lecturers, seminars. work shops

33. Teaching methods adopted to improve student learning :

lecture method, student centered method

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Participated in NSS program me. AIDS Rally , Swatch Bharat

35. SWOC Analysis:

Strengths :

- Personal care and guidance for slow learners,
- Addressing the needs of rural students
- Teaching experience staff with research oriented NET AND SLET qualified staff
- Tally and accounting package certificate course

Weakness:

- Due to lack of funds, unable to purchase computers
- Poor students rural back ground frequent absent in agriculture period
- First generation students not aware of importance of education

Opportunities

- Offering Tally and Accounting package students are getting employment opportunities
- Helping students through study material 03: Guidance and material giving for PG. courses

Challenges :

- Many of the students are low quality students feeding through rural area
- Many of the students are not aware of importance of education
- Improper infrastructure and learning resources.

FUTURE PLANS

- To establish full-fledged computer lab for Department of Commerce
- To improve strength of students in UG courses
- To start PG courses in Commerce with NET/SLET Coaching Centre at this college



Department of Physical Education



1. Name of the department

DEPARTMENT OF PHYSICAL EDUCATION

2. Year of Establishment :

1983

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) :

NIL, This Department doesn't offer any courses.

4. Names of Interdisciplinary courses and the departments/units involved :

NIL

5. Annual/ semester/choice based credit system (programme wise) :
Annual & Semester

Not Applicable

6. Participation of the department in the courses offered by other departments :

NIL

7. Courses in collaboration with other universities, industries, foreign institutions, etc. :

NIL

8. Details of courses/programmes discontinued (if any) with reasons

NIL

9. Number of teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	01	NIL

10. Faculty profile with name, qualification, designation, specialization, D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr.P..VENKATESWARLU	M.Com. M.phil, P.hD	In-Charge of Department of Physical Education	Not Applicable	Not Applicable	

11. List of senior visiting faculty :

- 1. Dr. K. Varaprasadrao, Retired Lecturer in Physical Education, Bapatla**
- 2. Sri P.Ganesh, Lecturer in Physical Education, GDC, Vinukonda**
- 3. P. Suseela, Lecturer in Phy. Edn., GDC (W), Guntur**

12. Percentage of lectures delivered and practical classes handled(programme wise)by temporary faculty :

Temporary - 0% Regular - 100%

13. Student -Teacher Ratio (programme wise) :

160:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

NIL

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG .

Dr. P.VENKATESWARLU, M.Com., M. Phil., PhD.,



In charge of Department of Physical Education

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received :
NIL
17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received :
NIL
18. Research Centre /facility recognized by the University :
NIL
19. Publications:
- * a) Publication per faculty : **NIL**
 - * Number of papers published in peer reviewed journals (national / international) by faculty and students : **NIL**
- Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- * Monographs
 - * Chapter in Books
 - * Books Edited
 - * Books with ISBN/ISSN numbers with details of publishers
 - * Citation Index
 - * SNIP
 - * SJR
 - * Impact factor
 - * h-index
20. Areas of consultancy and income generated :
NIL



21. Faculty as members in
a) National committees b) International Committees c) Editorial Boards.... :
NIL
22. Student projects
a) Percentage of students who have done in-house projects including inter departmental/programme :
NIL
- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
NIL
23. Awards / Recognitions received by faculty and students :
- **10km Marathon Running Programme - Inter College Programme Arranged in 2012-2013.**
 - **2015-2016 Participated in University Level Tournaments in Volley Ball, Kabaddi, High Jump.**
 - **District First In High Jump by K. Naveen**
 - **K.Karuna of II B.A qualified for Internationals in Athletics**
24. List of eminent academicians and scientists / visitors to the department :
- 1. Dr. K. Varaprasad Rao, Retired Lecturer in Physical Education, Bapatla**
 - 2. Sri P.Ganesh, Lecturer in Physical Education, GDC, Vinukonda**
 - 3. P. Suseela, Lecturer in Phy. Edn., GDC (W), Guntur**
25. Seminars/ Conferences/Workshops organized & the source of funding
a) National b) International
NIL
26. Student profile programme/course wise:
NOT APPLICABLE
27. Diversity of Students
NOT APPLICABLE
28. How many students have cleared national and state competitive examinations? such as NET, SLET, GATE, Civil services, Defense services, etc.?
NIL
29. Student progression

Student progression	Against % enrolled
UG to PG	30%
PG to M.Phil.	



PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	10%
Entrepreneurship/Self-employment	90%

30. Details of Infrastructural facilities

- a) **Library: 20 books available**
- b) **Internet facilities for Staff & Students : common facilities for staff**
- c) **Class rooms with ICT facility : Only one common for all**
- d) **Laboratories : NIL**

31. Number of students receiving financial assistance from college, university, government or other agencies:

80% OF THE STUDENTS

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts :

Guest lectures & seminars

33. Teaching methods adopted to improve student learning:

Student centered method

34. Participation in Institutional Social Responsibility (ISR) and Extension activities :

1) NSS Programme 2) AIDS RALLY 3) SWACHABARATH

35. SWOC analysis of the department and Future plans

Strengths	❖ Pro-Active students ❖ Student Centered teaching methods ❖ Small sized class enables guidance and personal care wrt each student ❖ Teaching with latest information
Weaknesses	➤ Feeding through Rural Students (Ist generation students) ➤ Lack of ground facility ➤ Improper Infrastructure and learning resources ➤ Improper attitude for learning



Opportunities	➤ Helping and motivating low level standard students ➤ Teaching for this type of slow learners gives more job satisfaction
Challenges	✓ Low standard nature of students ✓ Absence of learning attitude ✓ Regulation of absenteeism (Due to Unavoidable seasonal employment) and to increase their percentage of marks. ✓ Improper Infrastructure

FUTURE PLAN

1. To take necessary steps to fill the post of Physical Director in this college.
2. To develop infrastructure facilities in the Department of Physical Education in this college.



Department of Library Science

- Name of the department: **LIBRARY SCIENCE**
- Year of Establishment **1985**
- Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

NOT APPLICABLE

- Names of Interdisciplinary courses and the departments/units involved ;

NOT APPLICABLE

- Annual/ semester/choice based credit system (programme wise) ;

NOT APPLICABLE

- Participation of the department in the courses offered by other departments;

NOT APPLICABLE

- Courses in collaboration with other universities, industries, foreign institutions, etc.;

NOT APPLICABLE

- Details of courses/programmes discontinued (if any) with reasons

NOT APPLICABLE

- Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	01	NIL



- Faculty profile with name, qualification, designation, specialization, D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr B.Srinivasa Rao	M.A., M.Phil., Ph.D.,	In charge of Department of Library Science	Not Applicable	01	NIL

- List of senior visiting faculty ,

Sri. UMA KANTHA REDDY, Retired Librarian
Sri Sampangi Rao, Librarian, Sri ABR GDC, Repalle

- Percentage of lectures delivered and practical classes handled (programme wise)

By temporary faculty 0%,

- Student -Teacher Ratio (programme wise)

164:1

- Number of academic support staff (technical) and administrative staff; sanctioned and filled

K.Ramesh, Record Assistant
(He was deputed from M.V.S.R.R. College, Bhattiprolu on ON DUTY basis)



15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

Dr. S. Srinivasa Rao, Ph.D., In-charge of Department of Library

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

NIL

18. Research Centre /facility recognized by the University

NIL

19. Publications:

* a) Publication per faculty **NIL**

* Number of papers published in peer reviewed journals (national / international) by faculty and students

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

20. Areas of consultancy and income generated



NIL

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards....

NIL

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme :

NIL

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies

NIL

23. Awards / Recognitions received by faculty and students

NIL

24. List of eminent academicians and scientists / visitors to the department

**Sri. UMA KANTHA REDDY, Retired Librarian
Sri Sampangi Rao, Librarian, Sri ABR GDC, Repalle**

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National **NIL**

b) international **NIL**

26. Student profile programme/course wise:

NOT APPLICABLE

27. Diversity of Students

NOT APPLICABLE

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	30%
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	



Employed • Campus selection • Other than campus recruitment	10%
Entrepreneurship/Self-employment	90%

30. Details of Infrastructural facilities

- a) Library ; 5813
- b) Internet facilities for Staff & Students
YES ,FOR STUDENTS AND STAFF
- c) Class rooms with ICT facility 01
- d) Laboratories NIL

31. Number of students receiving financial assistance from college, university, government or other agencies

80% FROM STATE GOVT

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Book Exhibition

33. Teaching methods adopted to improve student learning

- **Subscribed for INFLIBNET - NLIST membership to have access to large number of e-journals**
- **Library Automation with SOUR software is under process**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

NSS PROGRAMME, AIDS RALLY , SWATCH BHARAT

35. SWOC analysis of the department and Future plans

STRENGTHS:

- Number of Books are available
- Computers with Internet Connection with LAN is available for automation
- Purchased SOUL software for library automation
- Subscribed for INFLIBNET-NLIST to have access to large number of e-journals through internet
- Book-Bank scheme is also available



WEAKNESSES:

- No full time Librarian
- Though number of books are available, latest editions are not available

OPPORTUNITIES

- **Students can access through INFLIBNET-NLIST for large number of e-journals**
- **Good number of books are available on Telugu Literature**

CHALLENGES

- **To procure books with latest editions**
- **To develop Book Bank scheme so that all the students can be benefitted**

FUTURE PLANS

- ❖ **To Develop Library Infrastructure**
- ❖ **To procure more number of books with latest edition**
