



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GOVERNMENT DEGREE COLLEGE CHEBROLE

**MAIN ROAD, NEAR POLICE STATION, CHEBROLE, CHEBROLE MANDAL,
GUNTUR DISTRICT**

522212

<https://www.gdcchebrole.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College, Chebrole was established in 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 the required facilities for higher education and students aspiring for higher education have to travel to either Guntur city or Ponnur town in pursuit of higher education. More 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.

In 1983, this college was started in the premises of Government Junior College, Chebrole on shift system duly sharing their classrooms. In 1983, we started with two conventional courses B.A., (History, Economics, Political Science) and B.Com., (General). In 2004 this college was shifted into its present own buildings. In 2005, a new science programme B.Sc., (Mathematics, Physics, Chemistry) was started. Ramineni Foundation, USA donated Rs. 6.25 lakh as a donation towards corpus fund to start a new science programme. In 2015, two new programmes B.Sc., (Mathematics, Physics, Computer Science) and B.Com., (Computer Applications) were started. In 2021, another new programme B.Sc., (Botany, Zoology, Chemistry) was started.

From the academic year 2015-16, curriculum under choice-based credit system (CBCS) was introduced for all programmes as per affiliating university norms. We have 15 sanctioned posts of teaching faculty and 5 sanctioned posts of non-teaching staff. This college is included under sections 2(f) and 12(B) of the UGC Act and is eligible to receive central financial assistance. In 2016, this college was accredited by NAAC at Grade 'B' Cycle-1, with a CGPA of 2.26.

The college is striving for excellence by following innovative Student-Centric Teaching Learning and Evaluation methods. The teaching staff with advanced skills and research temper contribute to the holistic development of the college. The college provides a good academic environment with adequate physical and digital resources which include, ICT, e-resources, Digital and virtual Classrooms, sports facilities, and an eco-friendly campus.

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

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- This is a government institute with full financial support from the Government of Andhra Pradesh.
- This institute is under the administrative control of the Commissioner of Collegiate Education, Andhra Pradesh duly following the Conduct of Civil Service Rules and other Service Rules providing free and fair administration for staff and students.
- This college is established on its 1.2 acres of own land with its own buildings.
- Situated on the Guntur-Ponnur-Chirala state highway and provides better accessibility
- The college is included under sections 2(f) and 12(B) of the UGC Act, 1956 and is eligible to receive assistance from UGC.
- Blessed with permanent sanctioned posts of 15 teaching and 05 non-teaching posts. The college has dedicated and well-qualified pro-aproactive faculty.
- Offering diverse programmes to suit the needs of students. Our curriculum was embedded with foundation courses on life skills, skill development and computer skills in addition to 'short term internship' and 'long term internship'
- Sufficient infrastructure with ventilated classrooms and required laboratory facilities, ICT-enabled classroom facility, and "*Virtual classroom equipment*" with required electric, electronic and digital equipment.
- Free membership on 'Google Workspace for education' with 100 GB space
- Provided with high-speed internet connectivity up to 200 Mbps speed. Provision of free Wi-Fi facility for all students and staff.
- Offering remedial classes for slow and moderate learners.
- Sufficient library facility, automated with SOUL software in addition to a reading room facility.
- Having an N-list subscription with access to 6,000+ e-journals, 1,99,500+ e-books and 6,00,000+ e-books through NDL.
- Also offering additional skill-based courses like communication skills, analytical skills etc., through 'Jawahar Knowledge Centre' and 'APSSDC Skill Hub' centres sanctioned at this institute.
- Offering fee reimbursement for SC, ST, BC, Minority and Economically Backward category students through government scholarships.
- Mentor and Mentee system to take personal care of every student.
- implementing e-governance in student admissions and support, university examinations and financial matters.
- Inculcating social responsibility through extension activities.
- Conducting women empowerment activities through WEC, Grievance Redressal Cell to resolve grievances if any.
- Separate toilets for girls, boys and staff with running water facility.
- Collection of feedback from all stakeholders and recommending appropriate actions

Institutional Weakness

- The students are from rural and marginalized families without exposure to life skills, etiquette, and behavioural skills. The students are shy and with lack confidence.
- There are only two junior colleges locally available within a span of 15 km radius for feeding students into UG programmes.
- The college needs additional infrastructure facilities like 06 more classrooms, a separate library block, a seminar hall, and an auditorium for efficient output and expansion.
- The science sections need separate laboratories.
- Lack of sanctioned posts of Lecturer in Computer Applications, Lecturer in Botany, and Lecturer in Zoology
- The staff needs separate departments for better planning and implementation of their ideas.
- Lack of sanctioned NCC unit to this institute.
- Less number of published research papers and book publications.
- A minimal number of students are passing the national level examination.
- A limited number of students are progressing to higher education
- Reluctance by affiliated universities to grant recognition to research supervisors from affiliated colleges.
- Limited alumni contribution

Institutional Opportunity

- As the institute is situated on the state highway, better transport facilities are available for students from rural areas also
- Introduction of new computer-related programmes as per demand from the public
- Minimisation of dropouts and enhancement of pass percentage
- With a limited number of admissions, the college does not have problems related to discipline
- The staff have an opportunity to devise plans to teach the students with the lowest standards.
- Strengthening of e-content resources as part of digital infusion in the curriculum
- The college provides a platform to link up to the community efficiently.
- They are focusing on designing innovative plans to shape the skills of rural students.
- Strengthening of ward counselling for better achievement of programme outcomes
- Enhancement of employment opportunities for students by providing training on soft skills, analytical skills etc., through Jawahar Knowledge Centre, Career Guidance Cell, and Skill Hub of Andhra Pradesh Skill Development Corporation.
- Collaboration with Educational, Government and Non-Government agencies for enriched academic experience.
- Publishing more articles in peer-reviewed UGC-approved journals.
- Mobilisation of funds for research activities through funding agencies

Institutional Challenge

- The dependence on the government administrative body for funding and filling up vacant posts of both teaching and non-teaching post
- Strengthening conventional programmes as more students opt for engineering and technology programmes after their intermediate course of study nowadays in this state of Andhra Pradesh.
- Dependency on local students who studied intermediate courses elsewhere, for admission into first-year UG programmes here.
- Training on soft skills, analytical skills, etc., for rural students to meet global challenges

- The rural and illiterate families encourage early marriages, resulting in dropouts and acting as a barrier to student progression to higher studies and employment.
- School and Intermediate education in vernacular medium poses a challenge to the students in pursuing their UG courses offered in English medium.
- Lack of proficiency in English among the students at the entry-level.
- excessive use of social media like Facebook, Instagram, YouTube, etc., by students demotivates them from regular studies and leads to distraction.
- To meet the regional and national requirements, the college needs more MoUs with Institutions, Universities, and Industries of national reputations to share global knowledge, skills, research, and expertise through the student exchange programme
- Linkages with industry and recruiting agencies to be strengthened.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

In respect of curricular aspects, there is a well-planned and documented procedure for effective curriculum delivery at this Government Degree College, Chebrole. As an affiliated college, we adhere to the curriculum prescribed by the affiliating university in toto. The affiliating university has been implementing the Choice Based Credit System (CBCS) with effect from the academic year 2015-16 and revised from the academic year 2020-21. The prescribed curriculum is also enriched with the incorporation of Life Skill Courses like 'Information and Communication Technology' (ICT), 'Human Values and Professional Ethics (HVPE)', etc., and Skill Development Courses like 'Solar Energy', 'Insurance Guidance', 'Tourism Promotion', etc. Also, completion of (1) Community Service Project (2) Short Term internship and (3) Long Term Internships are mandatory for all students in all programs.

All faculty members would prepare course-wise, “Annual Academic Curricular Plan” (AACP), duly incorporating additional inputs, and planned co-curricular activities, before the commencement of every semester. While preparing AACP, the number of working days available would be considered, as per the ‘College Academic Calendar’ and ‘University Academic Calendar’. Each department has clearly defined Programme Outcomes (POs) and Course Outcomes (COs).

Presently we are offering 04 UG programmes and have English, Telugu, Hindi, Mathematics, Physics, Chemistry, Botany, Zoology, History, Economics, Political Science, Commerce, and Computer Applications departments. During the last five years, we have introduced one new programme B.Sc., (Chemistry, Botany, Zoology) to meet the academic demand from the public.

As per Standard Operation Procedure, Internal assessment is continuous and comprehensive by conducting two mid-examinations along with due weightage given to assignments, student seminars, attendance, etc.

Also, our curriculum is enriched with Add-on and certificate courses offered by various departments to enhance academic flexibility. Through the Jawahar Knowledge Centre (JKC), coaching classes on communication skills, analytical skills and digital skills were provided for outgoing students.

The IQAC collects feedback on the curriculum from all stakeholders viz., students, alumni, teachers and employers. Also conducts Student Satisfaction Survey (SSS) from students. It analyses the collected data and prepares the Action Taken Report and displays the same on the college website.

Teaching-learning and Evaluation

During admissions, an average of 34 per cent of seats were filled and in respect of reserved categories, an average of 40 per cent of seats were filled under the categories of SC, ST, and OBC during the last five years. There are almost 95 per cent of full-time teachers against the sanctioned posts and more than 81 per cent of teachers are NET/SET/SLET/Ph.D/D.Sc., qualified. We have a student-teacher ratio of 1:11.

The Student profile reveals that many students are from marginalized communities and are mostly first-generation learners and this institute strives to reach out by creating an active and motivating learning atmosphere. The curriculum is integrated with projects that promote experiential and participatory learning. It is mandatory for all the students to complete a 'Community Service Project' (CSP). Students conduct a socio-economic survey and organize community awareness programs in the allotted community. There are mandatory short-term internship and long-term internship for all students that promotes experiential learning. 'Student Study Project' would be conducted with the objective of enhancing their problem-solving ability. Also, teachers organize several activities such as Group discussions, quizzes, Classroom seminars, role-plays, Group Discussions, and Poster Presentations on a regular basis to enhance the learning experience of students. All the departments organize field trips to ensure first-hand learning experiences among the students. All staff members use various ICT tools such as virtual classrooms, LCD projectors, recorded videos etc.

There is Continuous Internal Assessment (CIA) process which is comprehensive and transparent by conducting two mid-examinations along with due weightage given to assignments, student seminars, attendance, etc. The affiliating university conducts external assessments in an efficient and time-bound manner.

Each department has clearly defined Programme Outcomes (POs) programme specific outcomes (PSOs) and Course Outcomes (COs) which were displayed on the college website also. An awareness programme about COs, POs, and PSOs for students would be held at the beginning of the academic year. Every faculty would evaluate the attainment of COs and POs through special procedure.

The average pass percentage of final-year outgoing students is 71 per cent and necessary steps must be taken to enhance pass percentage.

Research, Innovations and Extension

This Government Degree College, Chebrole has emphases on skill development courses for all students to broaden their thinking and inspire innovative ideas. It is mandatory for every student of this college to undertake an innovative Community Service Project in their habitation during their course of study, which helps them to understand their surrounding social and economic as well. Also, every student should complete both short-term and long-term internships in their final year of study, which provide real onsite job experience for them.

This college has conducted six seminars/webinars during the assessment period to promote research ambience among the teaching faculty. A total of 22 research papers were published by our faculty in the journals notified in UGC care list and it is equal to 0.84 per cent per teacher during the assessment period. There are 09 publications in books or chapters in edited volumes/books published by our faculty which is equal to 0.35 per cent per teacher during the assessment period.

One of the students got appreciation from the Regional Joint Director, of Collegiate Education, Guntur and got 1st prize at the Zonal level, for his 'Community Service Project' with the topic of 'Banking Service Habits of Chebrole Town'. Dr P. Srinivasulu, Lecturer in Telugu at our college won the GOLD MEDAL in September of 2023, for his PhD thesis which was submitted in 2018.

This Government Degree College, Chebrole has conducted extension activities in the neighbourhood community, to sensitize the students to social issues and for their holistic development. The NSS unit of our college is more responsible for the conduct of these extension activities.

In the past five years of assessment period, this college had conducted 41 extension and outreach programs with organised forums including NSS, WEC along with active involvement of the community. This institute has 33 active MoUs / linkages with educational institutions / firms / industries for the conduct of internships, on-the-job training, project work, student / faculty exchange and collaborative research during the past five years of assessment period.

Infrastructure and Learning Resources

This college was established on its own campus on 1.2 acres with its own buildings with a built-up area of 985 sq. m on the roadside of state highway. We have 18 rooms of which 14 rooms are with RCC roof and 4 rooms are with asbestos sheet roof. Of these, 8 rooms are being utilized as classrooms. There are established Principal Chamber, Administrative Office, Staff Room, Laboratories, Library and Reading Room, and Common Hall. Four rooms are '**ICT enabled**' and of these one room has had '**Virtual Class Room equipment**'.

There are well-equipped Physics, Chemistry, Botany, Zoology, and Computer Applications laboratories. This College is equipped with ICT equipment like computers (12 Nos) laptops (30 Nos) LCD Projectors (3 Nos) Collar mikes (02 Nos) Web Cameras (02 Nos) scanners (07 Nos), and Printers (07 Nos) audio-visual equipment to enhance the quality of the teaching-learning process. The student-computer ratio is 4:1.

We have two BSNL Optical Fibre Internet connections with speeds up to 200 Mbps to meet our internet connectivity. Our campus is free Wi-Fi enabled. This college has a subscription for a free 100 GB Google Workspace for education.

Our college library is located in two spacious rooms with a plinth area of 750 sq. ft. There are 7,478 volumes comprising textbooks, reference books, general books, PG entrance examination books. We have subscriptions for 16 journals and periodicals. Our college library is automated using SOUL 2.0 - Limited Edition Software. We subscribed to NLIST, which extends access to 6,000+ e-journals and 1,99,500+ e-books and additional access to 600,000+ e-books through NDL.

The Department of Physical Education is equipped with sufficient infrastructure for the conduct of outdoor and indoor games. Facilities for games like Volleyball, Kabaddi, Shuttle, and Ball badminton are available. A five-stationed gym is available in addition to cycling equipment, and abdomen exercise equipment.

We have an '**Open Air Auditorium**' provided with a dais having the capacity of 500 members.

Separate toilet facilities for boys (01), girls (01) and staff (02) are available.

There is parking facility in addition to rainwater harvesting and vermin-compost pits.

Student Support and Progression

This Government Degree College provides various financial support facilities to its students from the government. During this assessment period, 70 per cent of enrolled students were benefitted by receiving scholarships or freeships from the government.

Jawahar Knowledge Centre (JKC) has been established in our college by our Commissioner of Collegiate Education, Government of Andhra Pradesh. There is a full-time mentor, and this JKC conducts special coating classes for all final-year students on soft skills, analytical skills and digital skills so that the students can face the job market in an efficient manner. The Department of Physical Education conducted add-on course on Yoga during the assessment period.

The Career Guidance Cell provides guidance on available career opportunities and conducts coaching classes for competitive exams to the most possible extent with the help of teaching faculty. During the assessment period, 66 per cent of our students benefitted from guidance for competitive examinations and career counselling classes offered by this Institution. There is SKILL HUB centre in our college which was established by the AP Skill Development Corporation. This centre conducts training programmes for the welfare of students from the public.

There are various mechanisms like Grievances Redressal Cell, Anti-Ragging Cell and Internal Complaint Committee in this college to address the grievances of our students. These committees conduct various awareness programmes on safety and sexual harassment. There is a provision for submission of grievances by the students either online or offline. These committees are effective in the timely redressal of various complaints received from students.

During the assessment period, 45 per cent of the outgoing students progressed to either higher education or received placements.

We conduct various sports, games competitions and cultural programmes on various occasions like freshers day, anniversary day, independence day etc. A good number of students have participated in these programmes during the assessment period.

There is registered Alumni in this college. During the assessment period, our college alumni association has donated machinery and equipment to an extent of more one lakh rupees to our college.

Governance, Leadership and Management

Government Degree College Chebrole is committed to provide quality education to its students and fostering their overall development. This college believes in decentralisation and promotes participative management from its stakeholders. The college is dedicated to give its students a top-notch education. The creation and successful implementation of the institutional perspective plan, as well as the effective operation of institutional bodies, are important contributors to the institution's success. The college has set up various committees and administrative bodies to oversee the implementation of the plan.

This Government Degree College, Chebrole implements e-governance in administration, finance and accounts, student admission and support services and in examinations. As this is a government institute under the control of the Commissioner of Collegiate Education, all these e-governance mechanisms are being provided and implemented by the government free of cost.

This government institute provides various welfare schemes and measures to its employees like General Provident Fund, Pension Scheme, Group Insurance Scheme, Life Insurance Scheme in addition to other facilities like medical reimbursement, medical leave etc. The IQAC assesses the performance of the teaching staff through self-appraisal forms submitted by individual faculty members along with supporting documentary evidence. Also, the IQAC collects feedback on curriculum from its stakeholders and analyses the same, furnishes the action taken report to the higher authorities.

As per institutional policy, depending on the availability of resources, the institute provides financial assistance to the faculty to attend conferences, seminars etc. During the assessment period, the college has contributed financial assistance to 22 per cent of its faculty. Also, 33 per cent of our faculty have attended to Faculty Development Programmes during the assessment period.

There is Internal Quality Assurance Cell (IQAC) and it contributes significantly to the improvement of quality assurance strategies and processes under the chairmanship of the Principal. The IQAC conducts regular meetings on quality improvement initiatives. IQAC prepares the Annual Academic Curricular Plan duly incorporating all planned academic activities of the institution and monitors their conduct at the root level. The IQAC is responsible for collaborative quality initiatives and their implementation.

Institutional Values and Best Practices

This Government Degree College, Chebrole takes several measures to ensure the safety and well-being of its students. The Women Empowerment Cell (WEC) has been conducting awareness programmes on gender sensitization, constitutional rights for women, and health awareness including menstrual care. To provide a safe and welcoming environment for female students, we have provided gender-specific washrooms and a women's waiting hall on our campus.

We conducted Green Audit and Energy audit and received approval from the competent authorities. We do follow energy conservation measures like utilisation of LED bulbs. With the help of Chebrole Grampanchayat authorities, we dispose of wet waste and dry waste in an eco-friendly manner. We provided some amenities like ramps for differently abled students. This college promotes Green Campus activities, promotes pedestrian pathways and restrictions on the use of plastic. We promote several green campus initiatives like plantation programmes and clean and green programmes. We take necessary steps for the proper utilization of wastewater by directing it to plants and gardens. There are rainwater harvesting pits for conservation of water. Also, we provided a vermicompost pit on our campus. This college conducted several environmental promotion activities beyond the campus to provide awareness among the students as well as the public.

Students and staff of this college hail from diverse socio-economic, religious, regional, and lingual backgrounds. By taking part in significant festivals and customary events in the community, the college has been making numerous attempts to promote inclusive growth, which includes tolerance and harmony toward cultural, regional, linguistic, communal and other diversities. The college conducts numerous awareness

programmes and celebrates through NSS and Women Empowerment Cell in order to educate students and staff about the values, rights, obligations, and responsibilities of citizens. We conduct programmes such as 'visits to orphanages', as part of institutional social responsibility to develop in students empathy and concern for the destitute.

The strategy of this institution is not just to hand over a certificate but to handhold, nurture and care for first-generation learners by providing a student-supportive environment where the students feel supported, encouraged and empowered to succeed.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE CHEBROLE
Address	Main Road, Near Police Station, Chebrole, Chebrole Mandal, Guntur district
City	Chebrole
State	Andhra Pradesh
Pin	522212
Website	https://www.gdcchebrole.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	VIDADALA SRIDEVI	08644-254221	9949400204	-	jk.chebrole@gmail l.com
IQAC / CIQA coordinator	A RAMAKRI SHNA RAO	08644-294238	8121130086	-	arkr4378@gmail.co m

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Andhra Pradesh	Acharya Nagarjuna University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	29-05-2008	View Document
12B of UGC	29-05-2008	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Main Road, Near Police Station, Chebrole, Chebrole Mandal, Guntur district	Rural	1.2	985

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Sciences ,Botany Zoology Chemistry	36	Intermediate	English	30	0
UG	BSc,Sciences ,Mathematics Physics Chemistry	36	Intermediate	English	30	15
UG	BA,Arts,Hist ory Economics Political Science	36	Intermediate	English	30	12
UG	BCom,Com merce,Comp uter Applications Restructured Course	36	Intermediate	English	40	21

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				15			
Recruited	0	0	0	0	0	0	0	0	12	2	0	14
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	3	2	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	4	0	0	4
PG	0	0	0	0	0	0	7	0	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	76	0	0	0	76
	Female	73	0	0	0	73
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	25	21	10
	Female	13	20	9	9
	Others	0	0	0	0
ST	Male	1	3	1	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	13	14	6	7
	Female	5	10	2	7
	Others	0	0	0	0
General	Male	9	10	6	3
	Female	0	9	3	8
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		44	91	48	45

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution organizes academic, Co-curricular and extracurricular activities in an interdisciplinary mode. The Languages, Humanities and Sciences departments collectively organize the events during
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	the celebration of important days such as ‘World Population Day’, ‘Women-Equality Day’, ‘Dr. B.R. Ambedkar Jayanthi’ to bring out the multi-dimensional understanding of the importance of that event. Student Study Projects are designed with an interdisciplinary approach. Our curriculum is in consonance with the New Education Policy, 2020. Each student has to complete Life Skill Courses and Skill Development Courses such as ‘Public Relations, Supply Chain Management, and Electronic Appliances that are offered and shared by the faculty across the disciplines.
2. Academic bank of credits (ABC):	This institution has been adopting the Choice Based Credit System (CBCS) curriculum framed by the Andhra Pradesh State Council of Higher Education (APSCHE) and approved by our affiliating university i.e., Acharya Nagarjuna University with effect from 2015-16. This curriculum was also revised from 2020-21. All the colleges affiliated with various universities across our state of Andhra Pradesh follow the same CBCS curriculum with the credit structure being equivalent to the marks obtained by the individual student. The credits acquired by a student in each semester are duly mentioned in his / her ‘Marks Memo’ which facilitates his / her mobility to other institutions. The transcripts issued by the affiliating university contain the whole gamut of the courses completed and credits acquired by the individual student.
3. Skill development:	As part of the curriculum prescribed by the affiliating university under CBCS w.e.f., 2020-21, we have been offering 17 Life Skills Courses and Skill Development Courses. 1. LIFE SKILL COURSES We offer “Human Values and Professional Ethics”, “Information and Communication Technology”, “Analytical Skills” and “Environmental Education” as Life skill courses for all students. 2. SKILL DEVELOPMENT COURSES We offer “Tourism Guidance”, “Insurance Promotion”, “Electrical Appliances”, “Social Work”, “Business Communication”, “Logistics And Supply Chain”, “Solar Energy”, “Diary Technology” etc., as Skill Development Courses. 3. JAWAHAR KNOWLEDGE CENTRE Jawahar Knowledge Centre was established in our college as per instructions of our Commissioner of Collegiate Education, Andhra Pradesh. We have been imparting

	training in Communications Skills and Analytical Skills for the outgoing final year students with effect from 2012. A full-time mentor is also appointed for the smooth running of these skill courses by Jawahar Knowledge Centre at our college.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	This institution has acknowledged the necessity of integrating Indian Knowledge system for the benefit of posterity. Classical Indian Literature is a part of the curriculum offered by the language departments. Rangoli competitions and poster presentations on great Indian teachers and scientists are conducted. This institution celebrates 'Telugu Basha Dinotsavam' and 'Hindi Diwas' on a grand scale to commemorate the contributions of great Indian poets and writers. Field trips are organized on a regular basis to create an awareness of the historical places around the district. NSS volunteers are instructed to participate in all cultural events organized by the local bodies, government and NGOs.
5. Focus on Outcome based education (OBE):	The Administration and IQAC of the institution emphasize on objectifying the outcomes of each programme offered before the beginning of the Academic year. Feedback from all the stakeholders is given due weightage while materializing the outcomes. Programme Outcomes, Programme Specific Outcomes and Course Outcomes are prepared by all the departments well in advance. The expected outcomes of all the programmes are modified on a regular basis according to the changing needs of the needs of students, society and the employer. All the programmes closely consider employability as the primary outcome alongside Skill training. The IQAC of the institution constantly monitors the attainment of the exteriorized objectives by focusing on the implementation of the institutional plan, curriculum delivery, student progression, feedback and Alumni interactions.
6. Distance education/online education:	The second wave of the COVID-19 pandemic has compelled educational institutions to conduct online classes for first, fourth and sixth-semester students entirely in online mode. Faculty were trained in delivering lessons through Google Workspace. The invariability and the effectiveness of the online classes are closely monitored by the Commissionerate of Collegiate Education, Andhra Pradesh with the recordings being uploaded in

	'Bharat Padhey' tab of their website. The internal assessment was also conducted in online mode. Faculty attended several webinars and training programs to update themselves. Some of the faculty members have developed e-content for the larger benefit of the students. Instruction is being carried out in blended mode even after offline classes are resumed. Teaching faculty opt for online classes on Sundays and Public Holidays if required.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Government of India decided to observe 25th January as National Voters Day in 2011 and wide publicity has been given by the government for the enrolment of newly eligible voters who have attained the age of 18 years on the 1st of January of that year. Generally, the newly eligible votes, who attained the age of 18 years on the 1st of January are available in degree colleges. With the collaboration of the Revenue and Panchayat Raj departments, we have been observing National Votes Day on the 25th of January every year. Administering the 'National Voters Pledge' by staff and students is also made mandatory on 25th January in every degree college in our state as per directions from the government. Also, 'Awareness Programmes' on the method of enrolment of new votes by online mode and offline mode have been arranged for the last several years. Under these circumstances, Electoral Literacy Club (ELC) has been set up in our college. Smt. N. Subhashini, Lecturer in Political Science has been acting as Convener of ELC.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Literacy Club (ELC) has been set up in our college. Smt. N. Subhashini, Lecturer in Political Science has been acting as Convener of ELC. Lecturer in Economics and Lecturer in History would be the other two members of the ELC club in addition to student representatives. The ELC club observes National Voters Day every year and conducts the administration of the 'National Voters Pledge' on National Voters Day every year. Also, ELC would identify the eligible unenrolled voters from the students and take the necessary steps for their enrolment. In addition, ELC provides awareness

	of the responsibility of the citizens to exercise their franchise during elections for strong national building.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Generally, young people who attained the age of 18 years on the 1st of January every year, are new eligible voters, and they must be enrolled, Such persons are available in degree colleges. With the collaboration of the Revenue and Panchayat Raj departments, we have been observing National Votes Day on the 25th of January every year. Administering the 'National Voters Pledge' by staff and students is also made mandatory on 25th January in every degree college in our state as per directions from the government for the last few years. Also, 'Awareness Programmes' on the method of enrolment of new votes by online mode and offline mode have been arranged for the last several years. The Electoral Literacy Club at the college takes proactive measures to increase voter registration and promote ethical voting, and their innovative programs and initiatives have resulted in increased awareness and engagement of students in the electoral process.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	This Government Degree College, Chebrole has been conducting socially relevant programmes and initiatives related to electoral processes. One such initiative is the conduct of National Voters Day by the Electoral Literacy Club (ELC) on January 25th every year. This programme serves as a platform to create awareness among the staff and students about the importance of electoral participation and the rights and responsibilities of Indian citizens. Additionally, the college has organized awareness programs on voter registration through online and offline modes. The program aimed to educate citizens and encourage them to register themselves as voters, thereby increasing their participation in the electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	In collaboration with the Revenue Department, we have been conducting National Votes Day every year on 25th January for the last several years. During this moment, Booth Level Officers would visit our college, and they would supply and collect the filled-in forms relating to the registration of new eligible votes and modifications of registered voters relating to our students and their relatives and friends. Also, ELC makes necessary arrangements for the

registration of newly eligible votes through online mode. All this would be done under the guidance and control of ELC. Thus, the ELC conducts necessary and required measures for the registration of newly eligible votes.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
153	165	127	124	142

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

2 Teachers

2.1

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

Response: 26

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	12	12	12

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.80	8.77	5.08	3.04	8.72

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

This **Government Degree College, Chebrole** has been functioning with a vision to provide a better student experience to the marginalized and first-generation learners entering the realms of higher education. This vision is translated as a mission by effective curriculum planning and implementation with a view to nurture and promote global competencies and life skills among the aspirants.

This institution adapts the curricular framework of the affiliating Acharya Nagarjuna University and follows the 'Standard Operating Procedures' issued by the Comissionerate of Collegiate Education, Government of Andhra Pradesh. The Administration and the Internal Quality Assurance Cell (IQAC) of the college design an Institutional Plan to include various curricular, co-curricular and extra-curricular activities and work in the direction of attaining the prescribed Programme Outcomes. This Institutional Plan is displayed on the college website for the access of the authorities and the public.

Individual departments prepare an action plan with the list of academic and extension activities intended to be carried out for the attainment of 'Programme Specific Outcomes'. The IQAC of the institution reviews the compliance of the departmental action plan with the institutional plan and approves them for implementation and upload on the college website.

Individual teachers prepare an 'Annual Academic Curricular Plan' for each course they teach in a particular semester. The Annual Academic Curricular Plan demonstrates detailed planning of the teaching and learning activities marked to achieve the desired objectives of a course.

Lesson planning is done at the micro level focusing on the Pre-While-Post activities of a lesson. The Internal Quality Assurance Cell (IQAC) of the institution conducts periodical reviews to measure the implementation and outcome of this practice.

The in-Charge of Languages, Arts, Commerce and Science prepares timetables to ensure the optimum utilization of human and infrastructural resources. These timetables are mapped in the OTLP (Online Teaching Learning Performance) App being maintained by the Commissioner of Collegiate Education, Government of Andhra Pradesh for the appraisal of classes taken by teachers.

This institution has constituted an 'Internal Examination Committee' to tend to the internal assessment for which 25 per cent weightage is given by the affiliating university. Internal assessment is carried out in the form of two mid-semester examinations conducted for 20 marks and 15 marks respectively, classroom seminar, attendance, Quiz/Group Discussion/campus Cleaning. Internal assessment is comprehensive and continuous with the total score obtained for 50 marks and then scaled down to 25

marks.

Feedback is obtained from students, parents, alumni and employers to measure the effectiveness of curriculum transactions. The IQAC of the institution reviews the implementation of the Departmental Action Plans and Annual Academic Curricular plans and offers constructive suggestions to fill the gaps. Result analysis of the external assessment across the disciplines is done to quantify the attainment of course objectives. The academic audit is conducted by the Commissioner of Collegiate Education, Andhra Pradesh every year to check the quality of functioning of the institution.

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

1.2 Academic Flexibility

1.2.1

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

Response: 14

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

Other Upload Files

1	View Document
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1.2.2

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

Response: 59.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
152	122	12	52	85

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The objective of the institution is to produce a strong workforce with the values required for the twenty-first century. The technology-driven twenty-first century needs individuals with work ethics, compassionate mind and concern for our environment. This institution embarked on a mission to freight human beings with a sense of responsibility and respect for everything that made their life possible on this earth.

The CBCS Curriculum (2015-16) prescribed by the Andhra Pradesh State Council of Higher Education and adopted by the institution is integrated with mandatory courses on Human Values –Professional Ethics and Environmental Education in the first and third semesters respectively. The objective of these courses is put to actuality by adapting activity-based and project-based learning. Further, a course in Communication and Soft Skills with units on Emotional Intelligence, Netiquette and Attitude is mandatory in the 4th semester. Leadership Training is offered in a definite course format during the 4th semester. The evaluation for these courses is external with 50 marks. Faculty are trained to deliver these courses in simulated conditions applicable to real life.

The revised credit structure prescribed by the Andhra Pradesh State Council of Higher Education under New Education Policy 2020 is appended with a Life Skill Course on Human Values and Professional Ethics with two credits in the first semester. A course on ‘Environmental Education’ and

‘Personality Enhancement’ with two credits each is mandatory for all third-semester students.

Further, the courses offered by the language departments are composed of prose, poetry and non-detailed pieces to resonate values such as honesty, loyalty, empathy, service, love, unbiased community interaction, gender equality and concern for the environment. Most of the lessons prescribed for language study uphold professional integrity and righteous conduct.

The curriculum offered by the Department of Commerce gives due weightage to the concept of Sustainability and Sustainable Development Practices. The Curriculum offered by the Department of Computer Applications is framed with topics on Ethical hacking and E-waste management. The Curriculum offered by the Department of Physics consists of a course on Energy Conservation and Renewable energy sources. This institution strives to echo the onus of environmental protection with a course on ‘Environmental Chemistry’ offered by the Department of Chemistry. This course creates an awareness about the role of human beings in causing water pollution, air pollution and land pollution. The concept and importance of Bio-diversity is thrown back in the courses offered by the Department of life sciences. All these courses after explaining the anthropogenic attitude as the root cause of all human-induced disasters, advocate the action required from the side of human beings. The curriculum offered by the Department of History exemplifies the lives of great social reformers and thereby contributes to the promotion of universal brotherhood, tolerance and unity. The Department of Economics suggests maintaining an Eco-friendly customer attitude. The institution observes ‘World Environment Day, ‘Ozone Day, Women's Equality Day’, ‘International Women’s Day, World Population Day, World Food Day etc., to drive home the objective of these courses.

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

1.3.2

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

Response: 90.85

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

Response: 139

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 33.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	91	48	45	58

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
130	130	130	230	230

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 40

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	48	20	34	39

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	68	68	118	118

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 10.93

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college emphasizes student-centric methods including ICT for effective teaching-learning. We keep in view the diverse cultural backgrounds and learning levels of the students in applying these methods.

EXPERIENTIAL LEARNING

Science students get real experience when they work in the laboratories on experiments. We organize field trips for students with a view to enhancing critical thinking skills. Industrial visits to nearby industries conducted by science departments to make students observe new technologies utilized in industry. Student seminars, Debates, quizzes, group discussions and poster presentations organized by various departments provide them with an opportunity to develop knowledge and skills useful in daily life.

COMMUNITY SERVICE PROJECTS/INTERNSHIPS

As per the revised curriculum w.e.f., 2020-21, it is **mandatory** for all students to complete (1) **Community Service Project (CSP)** during vacation after the first year, (2) **Short Term Internship** during vacation after the second year, and (3) **Long Term Internship** during 5th/6th semester of their study. Completion of CSP facilitates an understanding of the issues that confront the vulnerable/marginalized sections of society. On completion of short/long-term internships, students get trained in skills needed for the job market. The students prepare questionnaires, conduct surveys properly in the habitations and analyze the data and prepare reports and submit the documents of the Community Service Project as well as the short-term and long-term internships.

PARTICIPATIVE LEARNING

Besides following the conventional mode of delivering lectures, all faculty members make the students involved in discussions so that their knowledge shall be enhanced. Guided student seminars, Debates, quizzes, poster presentations, chart preparation and group discussions organized by various departments provide the students with communication skills, negotiation skills, thinking and presentation skills.

PROBLEM-SOLVING METHODOLOGY

Our college encourages assignments, science experiments, debates, specific problem-solving sessions in Mathematics, Physics, Economics and Commerce and innovative projects to foster these skills. Study of current affairs and library use are used to develop problem-solving skills.

ICT-ENABLED TOOLS INCLUDING ONLINE RESOURCES

We use ICT-enabled teaching-learning practices in the changed classroom and make it more student-centric. It provides an ambience of learning both for teachers and students and guides them towards self-directed learning. Our faculty judiciously uses various ICT tools, viz., Power Point presentations, video clips, and video lessons in the curriculum transaction. We provided four classrooms as '**ICT-enabled**' and one equipped as a '**Virtual Classroom**' for effective academic transactions. We have high-speed internet connectivity up to 200 Mbps and the campus is free Wi-Fi enabled.

Our teachers reached the students during the COVID-19 pandemic through online platforms

using Google Meet, Zoom meeting, and Cisco WebEx and completed the syllabus online, during the even semester of the academic year 2020-21. We use Google Forms for the conduct of quizzes and the collection of feedback. Sensing, that the existence of ICT tools alone doesn't serve the purpose, the college offers training programs for teachers to use ICT effectively. Students are motivated to use N-list, online resources for their academic improvement.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 95.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	13	13	13

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

2.4.2

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

Response: 81.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	10	9	9

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

As per the regulations of our affiliating university, 25 % and 75% weightage were earmarked for internal and external assessment respectively. In the beginning, students would be informed about internal and external assessments during the Induction Programme.

INTERNAL ASSESSMENT

It is ensured by this institution that internal assessment is continuous and comprehensive. There is an Internal Examination Committee in our college, which prepares an examination calendar every year in accordance with the university academic calendar. Our Commissioner of Collegiate Education, Andhra Pradesh has issued Standard Operating Procedure (SOP) for the maintenance of Continuous Internal Assessment (CIA) in all government degree colleges in our state of Andhra Pradesh. Accordingly, two mid-semester examinations for 20 marks and 15 marks respectively would be conducted. There are short-answer, very short-answer, and objective-type questions in these mid-examinations to examine the in-depth subject knowledge of the student. A weightage of 5 marks each, would be given for the performance of the students in (1) assignments (2) attendance, and (3) co-curricular activities like group discussion, seminars, quizzes, etc. Now these total marks of 50 would be reduced to 25. Thus a Continuous Internal Assessment is conducted. This whole process is robust and is carried out in a transparent manner. Question papers are prepared to evaluate the cognitive and affective domains of the student. Students would be informed about the pattern of the question paper. Transparency is ensured

with the distribution of the valued answer scripts and assignments. Students had the facility to register a grievance if any relating to internal assessment to the Grievance Redressal Cell. These grievances would be personally redressed by the administration within a week. **Thus, Internal Assessment is efficiently conducted and time-bound.**

EXTERNAL ASSESSMENT

The affiliating university would conduct external examinations for 75 % weightage. At the beginning of the academic year, probable dates of university examinations would be informed through the university academic calendar. The university would also communicate model question papers in respect of these examinations through its website. The affiliating university conducts external examinations through selected examination centres, by jumbling the students to other colleges, in a strict and stringent manner. The university would evaluate these answer scripts through spot valuation camps and faculty from all affiliated colleges would participate in the same. After the publication of results, the students may submit their grievances, if any, by opting for re-valuation of their answer scripts and/or opting for a photocopy of their valued answer script, by applying through a prescribed application and on payment of a prescribed fee, within prescribed time schedule. The university would conduct a re-valuation of these answer scripts as per university norms and/or issue a photocopy of the valued answer script as per the application of the students. Thus the grievances regarding external assessment would be redressed by the affiliating university as per their norms. There are a large number of students who have benefitted by applying for re-valuation of their answer scripts as per our college records. **Thus the external assessment is efficient and time-bound.**

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program outcomes are statements conveying the intent of a program of study. Specifically, programme outcomes refer to what a student should know or be able to do at the end of a programme. Course Outcomes are narrower statements that describe what students are expected to know and be able to do at the end of each course. Course Outcomes indicate the expected gain of knowledge, skills, attitudes, values, and dispositions through the course. They serve as a guide for both students and teachers in determining the focus and content of the course.

At this **Government Degree College, Chebrole**, we offer programmes in Arts, Science and

Commerce streams to meet the diverse needs of the rural youth. This is an affiliated college adhering to the syllabus prescribed by the affiliating university. For the implementation of an effective Teaching Learning Process and also as part of the implementation of an **Outcome-Based Education System**, Programme outcomes, Program-specific outcomes, and Course outcomes are to be predefined for various programs offered in general and for various courses offered in particular.

During the preparation of the prescribed syllabus for various programs offered, the apex body i.e. Andhra Pradesh State Council of Higher Education (APSCHE) mentioned the course outcomes/learning outcomes for each and every course offered in various programs of study. Keeping these in mind, the Internal Quality Assurance Cell (IQAC) of the institution guides, in a suitable way, all the departments involved in curriculum transactions to formulate Programme Outcomes, Programme Specific Outcomes and Course Outcomes.

Once the outcomes are finalized, the faculty of each department inform the stated **Programme Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs)** to the students of that particular course at the beginning of each academic year.

The copies of Programme Outcomes (POs), programme-specific outcomes (PSOs) and course outcomes (COs) along with the copies of the syllabus prescribed for various courses offered are being displayed in the respective departmental notice boards before the commencement of classes for students in each and every semester. We uploaded copies of POs, PSOs and COs along with the prescribed syllabi of each of the programmes, to our college website.

Also, the faculty members of all the departments conduct an awareness programme on POs, PSOs and COs when the classes are commenced and receive an acknowledgement from all the students semester-wise and year-wise. For the benefit of the students, hard copies of the **‘framework of various programmes of study under CBCS’** and ***copies of the prescribed syllabus under various courses offered along with POs, PSOs and COs*** are kept in each department and made available for all students and staff.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of Course Outcomes is determined by both direct method and indirect method and finally, overall attainments are evaluated by providing proportionate representation of two methods.

Direct Attainment:

In direct method, attainment of Course Outcomes is evaluated by considering the marks obtained in internal examinations and external examinations. Here, 15 per cent weightage is given to performance at internal examinations, 10 per cent weightage is given to performance at quiz programmes or assignments group discussions or student seminars etc. Remaining 75 per cent weightage is given for student's performance at university examinations. Attainment of Course Outcomes is determined using the formula which is equal to the sum of (a) 15 per cent weightage for internal marks (b) 10 per cent weightage for the marks obtained for performance at curricular activities like quiz programmes or group discussions or student seminars or assignments and (c) 75 per cent weightage for marks obtained at university semester end examinations.

Indirect attainment:

To evaluate attainment of course outcomes by indirect method, feedback is collected from the students who completed their programme of study during the semester. Their own opinion about attainment of course outcomes is collected. This feedback is collected about attainment of course outcomes narrated as 'EXCELLENT', 'VERY GOOD', 'GOOD', 'FAIR' and 'POOR'. On a five-point scale, 5 units were awarded for 'EXCELLENT', 4 units for 'VERY GOOD', 3 units for 'GOOD', 2 units for 'FAIR' and 1 unit for 'POOR' respectively. Now, the indirect attainment is evaluated using the formula $(5*A + 4*B + 3*C + 2*D + 1*E) / 4*(A+B+C+D+E)$. Here, A, B, C, D and E indicate the number of students that have given feedback as EXCELLENT, 'VERY GOOD', 'GOOD', 'FAIR' and 'POOR' respectively.

Attainment of Course Outcomes: Now, attainment of Course Outcomes is assessed by consolidating both direct method and indirect method. We consolidate the final attainment of Course Outcomes by giving 80 per cent weightage to direct attainment value and 20 per cent weightage to indirect attainment value.

Evaluation of Programme Outcomes: Each programme is associated with Programme Outcomes(POs) and these programme outcomes may be mapped with course outcomes with varying levels of 1 or 2 or 3. Here, the strength of mapping of COs with POs is defined in three levels. For strong association, it is mapped by 3, for average association, it is mapped by 2 and for weak association, it is mapped by 1. Generally, we take the number of teaching hours associated with particular programme outcomes while mapping. For strong association, it would be associated with more than 40 per cent of classroom sessions, for an average association, it would be associated between 25 to 40 per cent of classroom sessions and for weak association, it would be associated with less than 25 per cent of classroom sessions. Programme outcome attainments are normalized to 1, that is, if a PO is addressed at the level of 3 and attainments of CO associated with that PO is 100 per cent, then attainment of that PO is 1.

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

2.6.3

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

Response: 71.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	28	28	23	28

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	35	37	33	48

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.89

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Government Degree College, Chebrole as a centre of learning has embarked on a mission to transform the traditional way of learning which has become redundant and is focussing on outcome based education which would provide employment for the students after completion of the course along with a focus on morals and ethics.

Research happens to be one of the pioneering academic activities which help the institution to excel in the field of education. Research and developmental activities together help create new avenues and disseminate knowledge, motivating better learning and teaching praxis among teachers and students.

Keeping in view the importance of quality research for a better society, The Government Degree College, Chebrole has created an ecosystem for innovation and Indian knowledge system(IKS). This ecosystem includes various systems such as the establishment of Research and innovation committee and

establishment of Intellectual property Rights (IPR) cell and other programmes focused on creation and transfer of knowledge and technology.

The Government Degree College, Chebrole is equipped with Skill Hub established by the Andhra Pradesh Skill Development Corporation, Government of A.P. which trains students in skill enhancement there by empowering them with Soft skills to be future-ready.

The Indian Knowledge Systems (IKS) is widely promoted by this institution by observing YOGA DAY every year in which the staff and students perform yoga which promotes physical and mental health. The Government Degree College, Chebrole promotes research by following steps

- 1.To develop desired awareness regarding research among the faculty.
- 2.To establish a right aptitude of research culture through various research initiatives and programs.
- 3.To encourage faculty members to publish research papers and undertake research projects of social and academic importance including Indian Knowledge System
- 4.To assist and advise the institution to organize workshops/seminars/ conferences to transfer and share knowledge.
- 5.To assist the faculty and students in submitting project proposals to the funding agencies.
- 6.To see that adequate infrastructural facilities are created and maintained in the institution to take up research activities. With the effective functioning of the Research Committee which is reflected below

- 1.Five faculty members are pursuing Ph.D. and the college can proudly showcase a gold medal for PhD thesis by Dr. P Sreenivasulu of Telugu Department of the college awarded by Acharya Nagarjuna University, Guntur.**
- 2.The college has hosted online webinars by the Departments of Chemistry, Commerce & Economics and Computer Science promoting academic research and knowledge sharing.**

This college hosts a well-equipped library with 7500 books 15 journals and magazines, besides having an N-List subscription. The library of this college has an internet-a-linked computer facility with the soul software 2.0.

This College has more than 25 Memorandum of Understanding with the educational and other institutions, which have enabled the students to get multiple benefits for their career development.

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

3.2.2

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	1	3	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	10	2	0

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

3.3.2

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

Response: 0.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	4	3	1

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

3.4 Extension Activities

3.4.1

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

Response:

The Government Degree College, Chebrole has taken up various Extension Activities and executed for the mutual benefit of the community and students, leading to their holistic development. It is a programmed outreach activity for two-way transfer of knowledge between the students and the people of rural communities in which students impart their knowledge and skills for their empowerment as a solemn duty of paying back to the community.

The students of our institution through Extension Activities effectively sensitize younger women and men of the community towards important social issues. The Government Degree College, CHEBROLE lays thrust on aspects like literacy, health, educational sustenance, disaster management and importance of hygiene as they focus on sustainable development. The staff and students take part in the camp enthusiastically and fulfill their obligation towards the community by donating blood. The outcomes of the extension activities are as follows

1) Our college with a dynamic NSS Unit has been organizing many events to create social responsibility among the students, by organizing 'AIDS Awareness programs with 'Student rallies', Clean and Green Activities in and around the college campus every 'Saturday, undertaking 'Plantation' activities on the birth-day eves of our 'national leaders'. Performing 'Yoga-awareness' activities on 'Yoga-day of every year.

The above activities clearly indicate the outreach of the programmes undertaken and their positive impact on the surrounding community.

2) Our College student **Miss. K. Srijani, II B.Sc., (CBZ)** and NSS volunteer was selected for 'Adventure National Camp' and served the needy at 'KuluManali' of Himachal Pradesh, this had a serene impact on the girl students on the College campus.

3) **The Women Empowerment Cell** is very active in sensitizing girl students by organizing 'awareness programs on girl security issues, programs like Save the Girl Child, career

counselling programs, arranging 'medical camps on various women's health issues, and 'Celebrating Women's Days with full of joy and enthusiasm through 'Rallies'. This had a positive impact on the neighbouring environment.

4) The students of our college donate blood regularly. The Blood Centre, Government District Hospital, Tenali, with prior notice to this college, collects good units of 'blood' from the students and staff during blood donation camps. This is saving many lives in the community.

5) The students of this college, with the ample encouragement of the principal and the staff participated in various extension and outreach activities like visiting nearby Government Primary Schools and teaching subjects like English and mathematics to the students of that school.

6) The students of this college donated food to the 'Orphanage' at Brahmanakoduru. Our students distributed 'old clothes' to migrated Orissa Labour residing near by our college premises.

7) The Government Degree College CHEBROLE never loses any chance to celebrate important national days like the birthdays of scientists, Indian national Leaders, and literary scholars. This college also acknowledges the contemporary achievements of the country like ‘**Chandrayan-3 Success, Har Gar Tiranga, and Azaadika Amruth Mahotsav**’.

8) The College students sensitize public on women safety and Empowerment of women by rallies and awareness programmes.

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

3.4.2

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

Response:

The Government Degree College, CHEBROLE firmly believes that role of a teacher changes from just teaching to mentoring, and the students should be equipped by skills which provide employment opportunities to them after completion of the course.

The Teaching faculty of this institution has conducted many extension activities for the mutual benefit of the society and students on various occasions through its support cells such as NSS, Red Ribbon Club and other activities of the College.

- 1.The faculty members of the institution have been participating in many social awareness programmes, in terms of organizing rallies, conducting seminars, and talk shows, and undertaking year-wise ‘Community Service Projects’ to identify various unsolved issues of the general public in and around Chebrole.
- 2.At least once in a year, our students participate in blood donation camps organised by the Blood Centre, Government District Hospital, Tenali and voluntarily donate priceless units of blood to save the lives of the people. This has received the warm appreciation from the public in Chebrole and surrounding villages.
- 3.Our student under the able guidance of the Principal and Lecturers achieved **the FIRST PRIZE for the Community Service Project on ‘Banking Service Habits of Chebrole Town’** and received appreciation from the Regional Joint Director of Collegiate Education, Guntur.
- 4.It is of great pride and honour to our institution that our Telugu Lecturer Dr. **P.Sreenivasulu achieved GOLD MEDAL for his P.hD thesis** which is reflective of the positive environment for the promotion of research activity in our institution.
- 5.Our students received appreciation from the villagers on the Campaign for no use of plastic and the distribution of cloth carry bags.
- 6.. Panchayat Secretaries of villages around Chebrole and lauded the services rendered by our

students through various extension activities organised in these villages as part of **NSS special camps**.

7. The awareness campaign taken up by our students on the **DISHA APP** and women and child protection in collaboration with the Police Department has received great applause from the public in and around Chebrole.
8. Our students and staff participated in several programmes in connection with '**Azadika Amruth Mahotsav**' with exuberance sporting and patriotic fervour. The active involvement of our students and staff in the programmes conducted to commemorate the 75 glorious years of Indian Independence has been taken notice of by the Officials and public in and around Chebrole.

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

3.4.3

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

Response: 35

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	3	6	6

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

3.5 Collaboration

3.5.1

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

Response: 37

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Government Degree College in Chebrole, Guntur district, occupies its own 1.2-acre campus, boosting its own impressive buildings spanning 985 sq.m. Situated conveniently alongside a state highway, this institution has been diligently serving the higher education needs of the underprivileged in and around Chebrole Village since its establishment in 1983. The college boasts ample physical infrastructure, consistently updated to facilitate effective teaching and learning.

Classrooms: With a total of 18 rooms, comprising 14 with RCC roofs and 4 with asbestos sheet roofs, our institution allocated 8 of these rooms for classroom use. Additionally, we have designated space for the Principal's Chamber, Administrative Office, Staff Room, Laboratories, Library, Reading Room, and a Common Hall. Four classrooms are '**ICT-enabled,**' and one is equipped as a '**Virtual Classroom.**' Presently, we are offering 03 UG courses, and our current physical infrastructure adequately supports smooth classwork.

Laboratories: Our well-equipped laboratories include Physics, Chemistry, Botany, Zoology, and Computer Applications facilities, ensuring practical classes meet the required standards for all students.

ICT Facilities: We've invested in essential ICT equipment such as computers, laptops, LCD projectors, collar microphones, web cameras, audio-visual equipment, scanners, printers, and Xerox machines, among others, enhancing the quality of our teaching-learning process. With two BSNL Optical Fiber Internet connections boosting speeds of 100 and 200 Mbps, our campus is fully Wi-Fi enabled. The college also operates its own Google Workspace domain, offering 100 GB of space.

Library: Our library boasts an impressive collection of 7500 volumes, accompanied by a dedicated reading room. Automation through SOUL 2.0 software streamlines library operations. Additionally, we subscribe to NLIST and various newspapers, journals, and periodicals. The Jawahar Knowledge Centre (JKC) has been established on our premises, featuring two full-time mentors who provide training in soft skills, communication skills, and analytical skills, preparing our students for campus recruitment drives.

Hall cum Common Room and YOGA: Our spacious multipurpose 'Hall cum Common Room' serves as a hub for cultural, co-curricular, and recreational activities, where students can hone their talents and excel in various fields of interest. This space also accommodates cultural festivals and serves as a venue for YOGA classes when needed.

Physical Education: Our Physical Education Department offers a wide array of sports equipment, including gym equipment and facilities for Volleyball, Kabaddi, Shuttle, Ball badminton, and more, both indoor and outdoor. A well-equipped five-station gym, cycling equipment, and abdomen exercise equipment are available.

Open Air Auditorium: An 'Open Air Auditorium' with a dais is available for hosting events with large audience.

Toilet Facilities: We provide separate, well-maintained toilet facilities with running water for boys, girls, and staff members.

Other Amenities: Our campus includes a parking facility for vehicles, rainwater harvesting pits, and vermicompost pits, showcasing our commitment to sustainability and environmental responsibility.

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

4.1.2

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

Response: 14.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.26	0.45	0.20	0.20	4.33

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Our Government Degree College, Chebrole, library serves as the central hub for learning resources. It occupies two spacious, well-ventilated rooms covering an area of approximately 750 square meters. Adequate lighting and ceiling fans ensure a comfortable environment for students. The library is divided into several sections, including a textbook section, an SC & ST Book Bank section, a magazine section, and a reading room. Both the textbook and reading room sections can accommodate up to 35 students simultaneously.

Our library boasts a collection of 7,478 volumes, including textbooks, reference books, general books, PG entrance examination materials, and books relevant to competitive examinations such as APPSC and UPSC. Additionally, we offer journals, e-journals, e-books, CDs, and more. The library is furnished with steel almirahs in an open-access layout.

To enhance accessibility, our college library has been automated using SOUL 2.0 - Limited Edition Software, a state-of-the-art Integrated Library Management Software provided by the Information and Library Network Centre (INFLIBNET), an autonomous inter-university center under the University Grants Commission, New Delhi. SOUL 2.0 includes modules for Acquisition, Catalogue, Circulation, Online Public Access to Catalogue (OPAC), Serial Control, and Administration, with sub-modules catering to specific functional needs. The Integrated Library Management System (ILMS) is connected to ICT equipment, including three desktop computers, a TVS Dot Matrix Printer, and a barcode scanner, all linked through a Local Area Network (LAN) with a BSNL Optical Fiber Broadband Connection (100 Mbps). Free Wi-Fi is available to all college staff and students.

We've also subscribed to NLIST, granting our staff and students access to an extensive array of e-resources. NLIST offers access to over 6,000 e-journals, 1,99,500 e-books, and an additional 600,000 e-books through NDL. Users can view or download e-resources via N-LIST using their provided username

and password.

The library typically operates from 9 AM to 5 PM daily, with a lunch break from 2 PM to 3 PM. The librarian could issue, up to 5 books at a time to a student and are expected to return them within 15 days. A penalty of Rs. 1 per day applies to late returns of each book.

Additionally, the library offers reprographic services, allowing students to make photocopies of study materials and old question papers for a minimal fee using the HP LaserJet Copier. The library stays up-to-date by regularly acquiring necessary textbooks and reference materials to meet users' needs. Magazines and newspapers in English and Telugu are available to aid students in their preparation for competitive examinations.

Furthermore, our library notice board displays notifications for various examinations issued by Andhra Pradesh Public Service Commission (APPSC), Union Public Service Commission (UPSC), Staff Selection Commission (SSC), Institute of Banking Personal Selection (IBPS), Railway Recruitment Board (RRB), and others. Notifications related to state and central government job opportunities are also posted for the benefit of our students.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

We have 12 desktop computers and 30 laptops in our college. Almost all the lecturers have their own laptops.

At present, we have 02 BSNL Optical Fibre Broad Band connections with speed up to 100 Mbps and 200 Mbps respectively with unlimited download facility, to meet our internet connectivity requirements. Routers were installed at various places on our campus and provided with free Wi-Fi for all staff and students.

We were equipped with digital equipment Smart Class Room equipment, LCD Projectors with wall mount screens, Collar mikes, Digital Web Cameras, Audio Visual equipment, Flatbed Scanner,

Document Scanner, Laser Jet Multi-Function Printers, Colour inkjet Printers, Xerox machines etc to enhance the quality of the teaching-learning process.

We have '**One Smart Class Room**' equipped with a Mini computer with monitor, LCD Projector, Portable interactive device (1820 x 1220 mm), Visual Presenter (CMOS / 1/3 inch), PI/web camera (2 megapixels), a wireless mic, audio system, ceiling mount kit, multipoint bridge licence, white board, green board etc., supplied by our Commissioner of Collegiate Education, Andhra Pradesh in 2018. This type of '**Smart class Room equipment**' was installed in all Government Degree Colleges in our state of Andhra Pradesh and we can conduct online classes with all other Government Degree Colleges in the state and online meetings, training classes etc., may be conducted with this equipment.

We have a free subscription to Google Workspace for education with free space of 100 GB and unlimited users to conduct online classes since 2020. We have been using Cisco Webex, Google Workspace, Zoom etc., online platforms to conduct online classes, training programmes etc. During the COVID-19 pandemic and lockdown period, we took only online classes for 2nd, 4th and 6th semester students during the academic year 2020-21, without taking a single offline class, during the period from June 2021 to August 2021.

Our college library is automated using SOUL 2.0 - Limited Edition Software, the Integrated library management software, developed and supplied by the Information and Library Network Centre (INFLIBNET) which is an autonomous centre of the University Grants Commission. The SOUL 2.0 software consists of the modules viz., Acquisition, Catalogue, Circulation, Online Public Access to Catalogue (OPAC), Serial Control, and Administration modules. Each module has further been divided into sub-modules to cater to its functional requirements. Also, our college library is well equipped with journals, e-journals, ebooks, CDs, etc. We have subscribed to N-LIST, which extends access to 6000+ e-journals, 1,99,500+ e-books under N-List and 6,00,000 eBooks through NDL. Staff and students can view or download e-resources as per their needs by logging in through N-LIST using their username and password, supplied by the library authorities. We have been using social media like Facebook, WhatsApp etc., to impart information to students and staff.

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

4.3.2

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

Response: 2.19

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

year:

Response: 70

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 3.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.70	0.029	0	0.57	0.18

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 70.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
126	120	115	80	60

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 66.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
136	85	53	108	92

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 54.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	2	16	35

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	28	28	23	28

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

5.2.2

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

Response: 0

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

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

5.3.2

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

Response: 6.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	0	10	8

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

5.4 Alumni Engagement

5.4.1

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

Response:

'Government Degree College Chebrole Alumni Association' was registered under the Andhra Pradesh Societies Registration Act, 2001 with Registration No. 86 of 2022, on 01-04-2022 by the Registrar of Societies, Department of Stamps and Registration, Government of Andhra Pradesh, Guntur.

This is purely a Service Organisation, organized by the old students of Government Degree College, Chebrole, Guntur District gathering the seeds for uplifting the fame and dignity of the College by co-ordinating the developmental activities of the College.

This is formed with aims and objectives as follows.

Its Aims and Objectives are as follows.

(a) This is purely a Service Organisation, organized by the old students of the Government Degree College, Chebrole, Guntur District gathering the seeds for uplifting the fame and dignity of the College by coordinating the

developmental activities of the College.

(b) To establish an institutionalized student support system in Government Degree College, Chebrole, Guntur District.

(c) To inculcate the habit of extending helping hands to the needy and poor students by mutual consensus, understanding, and cooperation of one and all of the organisation.

(d) To inject the spirit of sharing social responsibility for the uplift of poor and needy students on the merit of their poverty.

(e) To participate in the academic and extracurricular activities of the College by organizing various programs in coordination with the staff of the College.

(f) To encourage the poor and needy students to participate in various competitions by providing them with necessary financial aid.

(g) To make the old students participate in the overall development of the College.

(h) To organize beneficial schemes for the helping poor and needy.

ACTIVITIES OF THE ALUMNI ASSOCIATION:

(1) In the recent past, the alumni association of our college has taken an active role by completing its registration process as this association was registered under the Andhra Pradesh Societies Registration Act, 2001 with Registration No. 86 of 2022, on 01-04-2022

(2) The Alumni Association has donated equipment worth Rs. 1,14,400 to this Government Degree College, Chebrole during the last year. So far, the alumni association contributed its donations in the form of machinery and equipment such as steel almirahs, Air Conditioner, voltage stabiliser, digital equipment like desktop computer, colour inkjet printer, etc.

(2) Alumni encourage the students in sports by sponsoring financial aid so as to participate in national and international events.

(3) Recently WhatsApp group has been launched to be in touch with the members of alumni and share the information with them.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Government Degree College Chebrole is committed to provide quality education to its students and fostering their overall development. Various measures are taken by the institution to ensure that its institutional governance and leadership align with its vision and mission.

NEP Implementation: The institution has taken several measures to implement the **National Education Policy 2020**. The NEP implementation has been sustained over time and the institution is committed to achieve its objectives by promotion of skill enhancement, Outcome Based Education, Integrating Indian Language and Culture. The college is a multi-disciplinary institution offering programmes in science, commerce and arts. As per the revised curriculum, it has been focusing on experiential learning through mandatory community service projects, and short-term and long-term internships. The institution implements NEP and monitors its progress.

Decentralization: The college has adopted a decentralized approach to institutional governance. The institution has delegated decision-making authority to various departments, ensuring that each department has a say in the decision making process. This approach has enabled the institution to become more responsive to the needs of students and faculty members. The decentralized approach has also led to greater participation in the institutional governance, creating a sense of ownership among the stakeholders.

Participation in Institutional Governance: The College has established a robust system of institutional governance, which involves participation from all stakeholders. The institution has set up various committees, including Financial Committees, College Planning and Development Council, Grievance Redressal Committee, etc., to implement its planned activities smoothly contributing to the holistic development of the college. The members of these committees include faculty members, students and representatives from the administration. The committees meet to discuss and make decisions on various issues related to the institution. The participation of all stakeholders in the institutional governance has ensured that the decisions taken are in the best interests of the institution and its stakeholders.

Short-term and Long-term Institutional Growth: The college has identified specific goals and objectives for the short-term and long-term and has devised strategies to achieve them. The short-term goals include improving the quality of education, increasing student enrolment and enhancing research activities. The long-term goals include starting new courses, developing partnerships for the college and becoming a center of excellence in various fields.

Constructional Growth: The institution has made significant progress in terms of constructional

growth. The institution has also upgraded its infrastructure to provide a better learning experience to the students. The constructional growth has been aligned with the institution's vision and mission of providing quality education to its students

Conclusion: Government Degree College, Chebrole has taken several measures to ensure that its institutional governance and leadership align with its vision and mission. The NEP implementation sustained institutional growth, decentralization, participation in institutional governance, and constructional growth are some of the measures that the institution has taken. The institutional perspective plan is effectively deployed and functioning of the institution is effectively supervised.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

This college offers undergraduate programs in the areas of arts, sciences, and commerce. The college is dedicated to give its students a top-notch education. The creation and successful implementation of the institutional perspective plan, as well as the effective operation of institutional bodies, are important contributors to the institution's success. The long-term vision, mission, goals, and objectives of the institution are described in the document of the **Institutional Perspective Plan (IPP)**. The inclusion, diversity, and quality ideals serve as the foundation for our Institutional Perspective Plan. A comprehensive and participatory process including primary stakeholders, teachers, staff, students, alumni, and the community, was used to prepare the plan.

The college has identified its Strengths, Weaknesses, Opportunities, and Challenges (SWOC) and has aligned with its goals and objectives with its vision and mission. The Institutional Perspective Plan has been effectively deployed through a systematic and coordinated approach. The college has set up various committees and administrative bodies to oversee the implementation of the plan. The committees include the research committee, examination committee, library committee, sports committee, cultural committee, career guidance and placement committee, Financial committee, etc. Each committee functions in its own way and works sincerely to ensure that the college achieves its goals and objectives. The college's administrative setup is transparent, efficient, and effective. We have clearly defined the roles and responsibilities of faculty, supporting staff, and administration. The college has developed policies and strategies with specific modus operandi and these policies are executed through various committees to achieve its desired objectives. The college is implementing a grievance redressal

mechanism, which allows stakeholders to provide feedback and suggestions for improvement. The college's procedures for appointment and service are merit-based and encourage fairness and transparency in hiring. The University Grants Commission (UGC) and the Government of Andhra Pradesh have both prescribed standards for the appointment and promotion of teachers and staff, which the college abides by. The Regional Joint Director of collegiate education, Guntur will appoint non-teaching personnel, while the Commissioner of Collegiate Education is responsible for appointing professors. The primary stakeholders like students, teaching and non-teaching staff follow the code of conduct, to uphold the highest ethical and professional standards. The college's procedures are organized and thoroughly recorded. The admissions, examination, and other processes at the college are clearly laid out.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

This college ensures the extension of various welfare measures to the teaching and non-teaching staff. The following welfare schemes are admissible to the staff as per the rules and regulations enshrined in the statutes of the State and Central Governments.

Welfare schemes: In this institution, we are offering security measures like AP General Life Insurance and Group Insurance for government employees' welfare. From each employee's salary, some fixed amount based on his/her gross salary has been deducted every month. The employee is eligible to take a loan from AP GLI during his span of service. Group Insurance shall be claimed after the employee's retirement or demise during the service.

Employees, who were appointed before September 2004 are also eligible for General Provident Fund. The subscription to GPF is compulsory each month till he/she retires. These employees are eligible for pension according to their last pay of his/her retirement month. Employees appointed from September 2004 come under the ambit of the CPS Contributory Pension Scheme.

Medical reimbursement facility under the Employee Health Scheme (EHS) scheme is available for the employees and their dependents as per government norms.

Gratuity and earned leave encashment are made available at the time of superannuation. Medical Leaves, Child Care Leave, Maternity leave, and Paternity leave facilities may be utilized by employees as per norms. The Festival advance scheme for non-teaching employees is sanctioned upon request. A Housing Loan facility is available to the employees as per guidelines.

Other facilities: The institution has an active Grievance Redressal Cell, Anti-Ragging Committee, and Internal Complaint Committee which addresses the grievances of staff and students.

The institution implements the following performance appraisal system to evaluate the performances of Teaching and Non-Teaching Staff.

Performance Appraisal of the Teaching Staff: The IQAC assesses the performance of the teaching staff by adopting two methods- Feedback system and Self Appraisal submitted by individual faculty members along with supporting documentary evidence.

Feedback system: The IQAC collects feedback from all stakeholders, students, alumni, teachers and employers. This is collected annually through a structured questionnaire template which covers many teaching quality parameters. It is analyzed and the IQAC suggests necessary action.

Self Appraisal Reports: The staff has to submit Annual Self Appraisal Reports for evaluation to the Principal through the IQAC. The Principal analyzes as per rules in force and uploads the same onto the

Commissioner's website. The performance of faculty working on a contract and temporary basis gets assessed and evaluated through the pass percentage achieved in their respective subjects.

The non-teaching staff members are monitored continuously through informal inquiry and observation and work under the supervision of the office head.

Avenues for Career Development/Progression: Teaching staff members who are drawing UGC Pay Scales are entitled to progression if they fulfil the conditions as stipulated by UGC from time to time and other staff who are under state government scales will be progressed as per the service rules in vogue.

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 57.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	14	8	13	5

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Government Degree College, Chebrole has an efficient mechanism to assess the financial requirements of the institution and ensures the effective utilization of funds received through both internal and External sources.

This public-funded institution functions under the administrative control of the Commissioner of Collegiate Education, Government of Andhra Pradesh. Since its inception, our institution is financially self-reliant and it has been catering to the needs of the rural students.

This College had been a beacon light of Higher Education in this region, attracting students with the limited financial resources which are judiciously used to cater to the needs of the infrastructure and other facilities of the college. However, this institution needs more financial support from government and non-government bodies.

There are various College Committees under the Chairmanship of the Principal deliberate on the spending of the allocated funds for the development of the college and the College Planning and Development Committee(CPDC) functions to ensure the welfare of the students at large in the expenditure incurred by the college. Finally, resolutions are passed for the proper utilization of funds.

The major financial resource of the institution is the Additional Special Fee collected for Restructured Programmes and special fee collections from general programmes. All the major requirements are met from this source only. Depending on the need, the amount is spent on the maintenance of institutional infrastructure and paying wages to teachers engaged on an hourly basis.

This Government Degree College Chebrole utilizes the funds in a meticulously planned manner to meet the various requirements like the purchase of library books and paying internet bills and other expenses for the welfare of the students.

The College receives UGC Funding for augmenting infrastructure, research Initiatives, procuring laboratory equipment and for the purchase of books.

Additional funds may be mobilized from CPDC, Alumni Association, Philanthropists and nongovernmental organizations for taking up further developmental activities if need warrants. In 2005, Ramineni Foundation, USA donated 6.25 lakh rupees as corpus fund for starting B.Sc., (MPC) science programme in this college and this corpus fund of Rs. 6.25 lakh is still available at Union Bank of India, Brahmanakodur branch. In 2006, Lakshminarayana garu, a philanthropist from chebrole village, constructed and donated one classroom on the eastern side of the existing college building. And, in 2015, Parimi Satyanarayana garu another philanthropist from chebrole village constructed and donated one classroom on the northern side of the existing college building.

The accounts are regularly audited internally and externally by two agencies, the Accountant General Team, and the team from the Regional Joint Director of Colegiate Education, Guntur. The budgetary allocation and the expenditure are audited by all the inspecting teams. If any deviation in the utilization of funds is noticed, it is brought to the notice of the Principal as Audit objections. The Principal and the committee concerned will be held responsible to clear and fix these lapses in a specified time.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell of this college contributes significantly to the improvement of quality assurance strategies and processes under the chairmanship of the Principal. The IQAC approach has always been focused on the effective implementation of the teaching-learning process and established methodologies of operation.

In the beginning of every academic year, IQAC monitors the door-to-door admission campaign in our local habitations for improvement of admissions into first-year programs. During the previous academic year itself, we visited nearby feeding junior colleges and invited students into our college for their higher studies.

IQAC conducts an Induction Programme for all newly admitted students to sensitise them on the curriculum, programme outcomes, and course outcomes of core subjects, the process of Continuous Internal Assessment (CIA), Skill Development and Life Skill courses, co-curricular activities and student support facilities available on the campus.

It monitors the teaching staff on preparation of the Annual Academic Plan to sustain the quality of education and to achieve programme outcomes, for the benefit of the students to the maximum possible extent.

It prepares the Annual Academic Curricular Plan duly incorporating all planned academic activities of the institution and monitors their conduct at the root level.

It encourages the staff to utilise ICT tools to enhance the quality of teaching and learning activities. It also conducts training programmes on Microsoft Office, and evaluation of attainment of Course Outcomes for sustenance of quality.

It advises the staff to conduct remedial classes for all slow learner students and special programmes like projects and critical assignments for moderate and advanced learners as a quality enhancement measure.

It encourages all teaching staff towards research and publications in UGC care list journals including books and or chapters

The IQAC launches a periodical review of teaching-learning activities Bridge courses, invited lectures, discussions, student-teacher interactions, Remedial Coaching Programs, tutorials etc., and also implementation of ICT-based pedagogical methods.

It monitors the activities of the Career Guidance and Placement Cell, Women Empowerment Cell, Anti-Ragging Cell, Grievances and Redressal Cell and Internal Complaint Committee.

It monitors the Academic Audit at the institute level, which has been conducted by the nominees of the Commissioner of Collegiate Education annually.

IQAC collects the Annual Self-Appraisal Report (ASAR) from teaching staff and evaluate them with evidence as per guidelines in consultation with the Principal and then uploads their respective score on to the Commissioner's website.

It collects feedback on the quality of the curriculum from various stakeholders in addition to the Student Satisfaction Survey, with the help of the faculty. It analyses the feedback collected and recommends a suitable action plan to the head of the institution to fill the lacunas if any in teaching-learning, evaluation and other issues.

It takes necessary steps for submission of the AISHE survey annually.

It takes necessary steps to participate in NIRF every year regularly.

It takes necessary steps for timely submission of AQARs to NAAC.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

This is a government institute and as per 'Our Policy' document, we do not show any partiality against gender and maintain gender equality in all aspects. We are against gender-based violence, sexual exploitation, and abuse. We have both women students and women employees working here.

We have been conducting a '**Gender Audit**', which is a useful tool to assess, check and also to promote gender equity and evaluation of gender-related policies and practices within the institution and helps to identify the areas that require improvement.

This college has taken various measures to promote gender equity and sensitization in curricular and co-curricular activities, as well as to provide facilities for women on campus. We have constituted the *Women Empowerment Cell*, *Grievance Redressal Cell*, and *Anti-Ragging Committee* to look after the security and welfare of students. The anti-ragging measures ensure that female students are not subjected to any form of harassment or discrimination. The institution has also taken measures to promote gender awareness and sensitization through various awareness programmes.

We do observe International Women's Day, and Savithribai Phule's birthday to create awareness on social problems especially faced by women. These programs aim to educate students and staff about gender-related issues and promote an inclusive environment for all.

Awareness and counselling programs on the '**DISHA**' app initiated by the Government of Andhra Pradesh are organized in collaboration with the Police Department, Chebrole. All women are advised to install the 'DISHA' app on their mobiles.

Awareness programmes on **Women's Rights** in association with practising lawyers are being conducted in this institute.

Health awareness programmes specifically for women, about health, hygiene, nutrition and menstrual-related problems were organised with the help of doctors of Primary Health Centre, Chebrole.

The institution has also provided facilities for women on campus. These facilities include gender-specific washrooms and a women's waiting hall. The gender-specific washrooms ensure the safety and privacy of female students. The safe spaces for women, such as the women's waiting hall, provide a relaxing and inclusive environment for female students to interact with one another. The institution also organizes various co-curricular activities, such as sports, cultural activities, blood donation programs, and

other social responsibility awareness programs. These activities are organized in a way that promotes gender equity and provides equal opportunities for male and female students.

All women staff members are permitted to utilize their legitimate rights such as maternity leave, child care leave, etc., as per rules in force. We would take special care to ensure a significant number of women faculty are entrusted to various academic and administrative committees at the college level.

In conclusion, the institution has taken significant measures to promote gender equity and sensitization in curricular and co-curricular activities, as well as to provide facilities for women on campus. These measures created a safe and inclusive environment for all students, regardless of their gender.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Students and staff of this college hail from diverse socio-economic, religious, regional, and linguistic backgrounds. Hence it is essential to create an inclusive environment and congenial atmosphere on the campus by the administration through certain initiatives.

As this is a government institution, we follow cardinal principles of secular and social inclusivity woven around ‘Unity and Diversity’ since its inception. The college follows an egalitarian policy, irrespective of caste, religion, region and gender in all aspects. Socio-economic diversity at our institution is well balanced by giving equal opportunities to all students to participate in all curricular, co-curricular, extra-curricular as well and extension activities. In respect of staff members, we also follow the same guiding principles.

The structured activities of various student support services like NSS, Women Empowerment Cell, Anti-

ragging Cell, Grievance Redress Cell etc., create an ambience of harmony.

Every year, the institution celebrates 'Republic Day' and 'Independence Day' with ardent fervour and patriotism as responsible citizens. We observe 'National Voters Day' to enlighten students on enfranchisement. 'The Constitution Day' is observed to instil constitutional obligations and values among the students and also to promote awareness of fundamental duties and fundamental rights enshrined in the Indian Constitution.

We observe the birthdays of 'Mahatma Gandhi, Dr Ambedkar in addition to 'National Unity Day', 'National Education Day', 'National Integration Day' etc., to uphold cultural camaraderie and tolerance.

We organise several activities such as Mother Language Day, Yoga Day, Teachers Day, Women's Day, NSS Day etc., in order to promote an inclusive environment.

We observe International Mother Language Day, Telugu Language Day, Hindi Day etc., to disseminate knowledge on the importance of the mother tongue without ignoring the importance of other languages.

Our values and responsibilities towards Mother Earth are channelled by undertaking programmes such as Ozone Day, Hiroshima Day, Nagasaki Day, Vanamahotsav etc., with a special focus on plantation and Swach Bharat programmes.

Our students participated in various sports competitions at the university and inter-university levels. It is a matter of pride that such programs extract a wide range of skills inherent in students and glorify the college's reputation at the National level.

We also conduct literary, cultural and sports competitions as part of extracurricular activities to propagate participatory skills among the students.

We conduct programmes such as 'visit to orphanage', as part of institutional social responsibility to develop in students empathy and concern for the destitute. Also, as per the revised curriculum, every student should complete a Community Service Project (CSP) in the habitation of their choice which provides sensitization on social problems among them.

We believe in developing a holistic personality among the students by instilling in them the core values of empathy, morality, truth, nonviolence, social responsibility and patriotism.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice: 01

Title of the Practice: *Because We Care for Our Planet...*

Objective of the Practice:

- To make people understand the importance of plants and trees for human life
- To make people realize the loss of Green Cover
- To create awareness about Air Pollution and Water Pollution
- To let the people realize that certain species of birds and animals were endangered
- To campaign against the usage of plastic bags and disposable items
- To campaign against eating out habit that results in a lot of waste
- To spread the message of the 3Rs-Reduce, Recycle and Reuse
- To involve faculty and students of the college in organizing eco-friendly activities such as Plantation
- To promote the use of bio-degradable items
- To create awareness about products and activities that affect the health of our planet
- Make them realize that our life is interconnected with the other living and non-living beings

Needs to be addressed and the significance of the Practice:

A healthy planet is essential for human life. It is the right of every creature on this earth to get clean air, water and food. But the human race is living amidst issues such as Global Warming, Depletion of the Ozone layer, acid rain, environmental pollution, diminishing natural resources, the impending energy crisis, human-wildlife conflict and the extinction of species that have raised concerns about the future of human beings on this planet. The changes in lifestyle and growing consumerism have resulted in unmanageable waste production affecting the health of our planet. Hence it is thought to promote eco-friendly behaviour among the people of Chebrole village.

Frequency of the Practice: Once in a month as part of NSS activities

The Practice: The practice is to conduct a host of simple eco-friendly activities

- Plantation in the Community
- Distributing cloth bags (Say No to Plastics),
- Creating awareness about clean energy sources,
- Waste reduction,
- Energy Conservation
- Prevention of pollution,
- Advocating lifestyle changes and others that contribute a lot in initiating the change and cultivating an ethical ecological standard.,

Problems Encountered:

There were initial hiccups in convincing the parents and the society. However, the organizers have repeatedly visited their houses and explained the significance of this practice. Some of the students were unwilling owing to the lack of time for academics; but were convinced later.

Resources: Plants, Cloth bags, Plantain leaves, waste bottles, Bicycles etc.,

Evidence of Success:

The efforts of the students were applauded by the people.

- The growing concern towards the environment is evident since some people began avoiding plastic bags.
- People evinced interest in knowing about clean energy sources.
- Public of the village promised to use bicycles for small distances.
- Public has accepted to separate dry waste and wet waste
- Public has promised to stop wasting water.

Activity One: Plantation in the Community by students with plants donated by the faculty

Activity Two: Distribution of cloth bags to replace plastic bags. All these cloth bags were stitched by the students of the college and were distributed among the rural folk.

Activity Three: Awareness about clean energy sources, visit to a Solar Power Plant

Activity Four: Campaigning to use Bio-degradable plantain leaves in a hotel.

Activity Five: Advocating the use of Bio-fertilizers and organic farming

Activity Six: Awareness of Waste Management

Best Practice: 02

Title of the Best Practice: *Community Connect... (Reaching out to the needy)*

Organized by: The Administration, faculty and Students of the College

Frequency of conduction: Twice in a year (on an average)

Place of Conduction: 'CHILD', an orphanage, Brahmanakoduru village.

Objective of the Practice:

- To create a value-oriented environment on the campus by nurturing the quality of empathy among the students

- To let the students know the joy of sharing
- To enable the students to realize their pivotal role in the development of the community
- To foster a spirit of service among the students

Resources: Human Resources

The Practice: This institution adheres to a value system of compassion, love and caring for others. To cherish this value, the institution has adopted an orphanage located in Brahmarkoduru village of Chebrole Mandal. The administration, faculty and students owned the responsibility of paying regular visits to the place and voluntarily contributing in several ways to the welfare of the inmates. Most of the time, they take to serve delicious food to the children, who were otherwise deprived of enjoying a tasty meal. This is observed without fail during the college Fresher's Day and Anniversary Day Celebration. Students willingly take part in the collection of funds, procuring the provisions, food preparation, transport and serving. The NSS Volunteers of this institution also take time to interact with the children about their studies and hobbies. Faculty and students try to cheer them up by providing the food items of their choice and by narrating stories. Faculty members donate old clothing, sweets, books and other essentials to the children at the orphanage. Students from the neighbouring villages are taught to send food to the orphanage on special occasions in their families. Faculty members also share the joy of celebrating their birthdays and achievements by distributing sweets and savouries to the orphans at home. Students also volunteer to collect old clothing, toys and other things for the sake of the students in the home.

Problems Encountered: Problems relating to transport occurred a few times. Surprisingly fund collection has not been a problem so far.

Evidence of success: It can be claimed beyond doubt that this Community Connect programme has been a big hit with students winning accolades from the neighbouring villages. Taking cue from this institution the neighbouring villages also have come forward to donate food during festivals and other important occasions in their family. In spite of hailing from below middle-class families the students of this institution volunteer to offer something to the children in the home. The students in the home have developed a bond with the students of this institution and eagerly look forward to meet them. They would happily share the news of their achievements in academics and sports.

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

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

This college was established in the year 1983. Since its inception, the college has been making strenuous efforts to visualize its vision of reaching out to individuals from the socially and economically disadvantaged sections of society. This government-funded institution regards education as the principal agent of change and hence embarks on a mission to transform the rural youth entering the institution into graduates who could command respect from their community and village.

The strategy of this institution is not just to hand over a certificate but to handhold, nurture and care for first-generation learners by providing a student-supportive environment where the students feel supported, encouraged and empowered to succeed. It involves various factors such as supportive faculty and a sense of Community.

ONLINE ADMISSIONS: In terms of supportive faculty, this institution offers academic support right from the time of admission. The Government of Andhra Pradesh has introduced the 'Online Admissions Module for Degree Colleges' (OAMDC), a platform to organize the process of intake of students into first-year undergraduate programs transparently since the academic year 2020-21. Previously, the admissions of students were carried out manually. In the changed scenario, as most of the parents are not much educated and on the other hand, their children lack the technical awareness to apply for admission on their own. In these circumstances, this institution has set up a 'Help Desk' to support the students at various phases of the admission process such as personal counselling, registration, exercising web options etc., the same support and coordination is further extended to them in their applying for financial support from government in terms of fee reimbursement and scholarship.

INDUCTION TRAINING PROGRAM: Another distinctive feature is the Orientation/Induction program named, '**DEEKSHARAMBH**', conducted every year to prepare students for the academic journey. Each faculty member strives hard to provide students with an innovative learning experience by adapting student-centric methods. The previous knowledge of students is assessed by the teacher in an informal way. Later, on the students are categorized into slow, moderate and advanced learners and are backed to follow their own pace of learning throughout the three years of their study. All teaching faculty members provide 'Free Study Material' to back up the slow learners and thus breathe confidence into them and also to help them pick up their own pace of learning. Faculty members map out to develop a personal rapport with the parents and help them be aware of the academic progress of their wards.

STUDENT SUPPORT ACTIVITIES: Student support from the faculty also includes financial assistance either directly or indirectly by paying college fees, examination fees or by providing them with college uniforms, books etc. every year. In this college, the student-teacher ratio i.e. mentor and mentee ratio is quite propitious. Each teacher is allotted twenty students, who act as a mentor for these students or wards. Thus it is made possible to bestow individual attention on each student in order to take care of them both in academic, physical, societal and emotional perspectives. Ward Counseling is effectuated on a regular basis. Discipline and harmony have been an indigenous feature of the institution with scarce or no record of grievances pertaining to gender discrimination such as ragging, eve-teasing or sexual harassment.

INVITED LECTURES: All the teachers in the departments extensively organize guest lectures by inviting expert teachers from neighbouring colleges to expose students to multiple innovative and variety of styles of teaching and learning in their respective subjects.

CAREER GUIDANCE FOR BUILDING A DECENT FUTURE: Career guidance sessions with eminent personnel from different fields such as industry, private organizations, employment agencies etc., are conducted to keep the students sensitized and motivated to build a prospective career. The Department of Commerce and Humanities hold out coaching for PG entrance examinations.

JAWAHAR KNOWLEDGE CENTRE FOR PLACEMENTS: The Commissionerate of Collegiate Education of the Government of Andhra Pradesh has initiated a training program entitled, 'Jawahar Knowledge Centre' [JKC] to assist the students in skill enhancement, placement and career planning. At the JKC students are given 240 hours of training in communication skills, reasoning skills, arithmetic skills and computer skills to make them fit in the competitive job market. A mentor has been appointed by the JKC monitoring cell to take care of this initiative. Job Drives are conducted within as well as outside the campus to open doors for campus placement.

WOMEN EMPOWERMENT CELL: The 'Women Empowerment Cell' of the college functions effectively for the well-being of the women students. Several programs on Women's Security, Health Awareness, Women's Protection Laws, and Prevention of Domestic Violence Act, and Women's rights are organized in collaboration with the departments of the police and Primary Health Centre. Women students who are found to be anaemic are provided with folic acid tablets by the Health Department.

SKILL HUB: A 'Skill Hub' in collaboration with the Andhra Pradesh State Skill Development Corporation has been established on the campus to bridge the 'Digital Divide'. The 'Skill Hub' is equipped with 30 laptops, 30 tabs, LCD monitors and audio systems etc., and a trainer and offers training in programmes such as 'Digital Marketing, 'Junior Software Developer'. We are training students in these training programs even after their graduation.

ACCESS TO RESOURCES: Access to resources on campus is free and unbiased. Physical amenities such as a college library, laboratories, drinking water, playground and classrooms are kept at the disposal of the students. Students are informed about the 'Inclusive Policy' of the institution well in advance to avoid instances of discrimination and strict punishment is imposed in case of deviation.

INCLUSIVE POLICY: This institution has a well-defined inclusive policy. This is achieved through student organizations that promote interaction and a sense of belonging. The faculty members are approachable, understanding and willing to provide guidance irrespective of the social category, status and gender of a student. The various administrative committees constituted by the administration include student nominees as well.

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

5. CONCLUSION

Additional Information :

This **Government Degree College, Chebrole** is the only government institute offering undergraduate programmes in our Ponnur Assembly Constituency.

This is an affiliated college, and by following the curriculum prescribed by the affiliating university, this institution has aligned itself with the National Education Policy (NEP) 2020 by providing opportunities for internships and community service projects. Also, life skill courses and skill enhancement courses were included in our curriculum. As per the revised curriculum under the Choice Based Credit System with effect from 2020-21, there is a mandatory Community Service Project for all first-year students during summer vacation after completion of their first-year programme of study. Also, all the students have to complete a short-term internship after the completion of their second-year programme of study, and a long-term internship during their fifth or sixth semester of study. Through the Community Service Project, all the students would have practical experience and awareness about various community problems in their neighbourhood. Through participation in short-term and long-term internships, students would get information about the industry requirements and get an opportunity to mould themselves as per the requirements of the job market.

We started a new course B.Sc., (Chemistry, Botany, Zoology) with effect from 2021-22 during this assessment period of the last five years.

There are three faculty members with Ph.D., qualifications and some other teaching faculty from Hindi, Physics, Chemistry, Commerce and Political Science are pursuing research for awards of Ph.D., in various institutions. Dr. P. Sreenivasulu, Lecturer in Telugu got Gold Medal as his thesis was selected as the best thesis by Acharya Nagarjuna University in 2023. We encourage all staff members to participate in Faculty Development Programmes to update their knowledge.

The institution has fostered social responsibility by involving students in extension and outreach activities. We contribute to the green environment by constructing vermicompost units and water harvesting pits, collecting feedback on curriculum through online mode (paperless mode), and promoting e-administration. For the welfare of women, our Women Empowerment Cell has been conducting various awareness programmes.

Concluding Remarks :

This Government Degree College, Chebrole was established in 1983 to provide quality education to the rural students of the backward region. In the beginning, we offered only two conventional courses B.A., (History, Economics, Political Science) and B.Com., (General). Later, we introduced B.Sc., (Mathematics, Physics, Chemistry), B.Sc., (Chemistry, Botany, Zoology) and B.Com., (Computer Applications). In addition to life skill courses like Human Values and Professional Ethics, Information and Communication Technology, and Environmental Education, this institution has also emphasized skill enhancement courses such as Tourism guidance, Insurance Promotion, Dairy technology, Solar Energy etc. Jawahar Knowledge Centre (JKC) was established and this JKC has been conducting training programmes on communication skills, Analytical Skills,

and digital skills since 2012. A full-time mentor is also appointed for the running of these classes by JKC at our college. This college has also promoted social responsibility and concern for the environment among the students and has provided them with hands-on experience through community service projects, internships, field trips, and other activities.

This Government Degree College, Chebrole has been implementing several measures for the safety and well-being of students such as the Grievance Redressal Cell, Anti-Ragging Committee, Internal Complaint Committee and Women Empowerment Cell. This college made significant progress in providing employment opportunities for the outgoing students. This college offers significant welfare measures for both staff and students. The college has been striving for maximum satisfaction of the students and has taken cognizable measures to achieve this objective. This institution implements e-governance operations. As this is a government institute we are under the administrative control of higher authorities in addition to a performance appraisal system for both teaching and non-teaching staff.

The college is now submitting a report to the NAAC for the second cycle of re-accreditation, comprising all the improvements that have taken place during the last five years. The college's commitment to quality education and its efforts towards the holistic development of the students is evident from the initiatives and programs that have been undertaken. The college is poised to continue its journey towards excellence in education and to create intellectually competent and responsible citizens.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years) Answer before DVV Verification : 21 Answer After DVV Verification :14																				
1.2.2	<i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i> 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>153</td><td>122</td><td>12</td><td>52</td><td>85</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>152</td><td>122</td><td>12</td><td>52</td><td>85</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	153	122	12	52	85	2022-23	2021-22	2020-21	2019-20	2018-19	152	122	12	52	85
2022-23	2021-22	2020-21	2019-20	2018-19																	
153	122	12	52	85																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
152	122	12	52	85																	
1.3.2	Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 139 Answer after DVV Verification: 139																				
2.6.3	Pass percentage of Students during last five years (excluding backlog students) 2.6.3.1. Number of final year students who passed the university examination year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>29</td><td>28</td><td>25</td><td>22</td><td>28</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>29</td><td>28</td><td>28</td><td>23</td><td>28</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	29	28	25	22	28	2022-23	2021-22	2020-21	2019-20	2018-19	29	28	28	23	28
2022-23	2021-22	2020-21	2019-20	2018-19																	
29	28	25	22	28																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
29	28	28	23	28																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	35	34	33	48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37	35	37	33	48

Remark : As per the supporting document the values updated ,.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	10	2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	10	2	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	4	3	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	4	3	1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	4	5	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	3	6	6

Remark : Considering the extension activities as per the supporting document the values updated

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

Answer before DVV Verification : 33

Answer After DVV Verification :37

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.26	0.50	0.20	0.20	4.33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.26	0.45	0.20	0.20	4.33

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

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

Answer before DVV Verification : 40

Answer after DVV Verification: 70

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

4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and

academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.79	1.76	1.93	1.04	2.23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.70	0.029	0	0.57	0.18

Remark : Values updated considering Expenditure incurred on maintenance of infrastructure

5.1.4

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Updated as per attachments

5.2.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	9	18	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	2	16	35

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	35	44	33	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	28	28	23	28

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	32	14	38	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	0	10	8

6.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	0	0	0	0

Answer After DVV Verification :

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

6.3.3

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

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

Answer before DVV Verification:

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

11	8	4	9	1
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	14	8	13	5

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	4	10	1

Answer After DVV Verification :

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

Remark : Values updated as per the attachment No.5 and As per IIAQ/SSR

2.Extended Profile Deviations

ID	Extended Questions																								
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 26 Answer after DVV Verification : 26																								
2.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>3.05</td><td>2.26</td><td>2.14</td><td>1.24</td><td>6.56</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>11.80</td><td>8.77</td><td>5.08</td><td>3.04</td><td>8.72</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	3.05	2.26	2.14	1.24	6.56	2022-23	2021-22	2020-21	2019-20	2018-19	11.80	8.77	5.08	3.04	8.72
2022-23	2021-22	2020-21	2019-20	2018-19																					
3.05	2.26	2.14	1.24	6.56																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
11.80	8.77	5.08	3.04	8.72																					