



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

**Government Degree College,
Pattikonda**

- Name of the Head of the institution **Dr.R.Madhuri**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Phone no./Alternate phone no. **08520226288**
- Mobile No: **9704958772**
- Registered e-mail **pattikondagdc.jkc@gmail.com**
- Alternate e-mail **gdcpattikondaoffice@gmail.com**
- Address **Main Road, Kotha Peta, Pattikona,
Kurnool (Dt).**
- City/Town **pattikonda**
- State/UT **Andhra Pradesh**
- Pin Code **518380**

2.Institutional status

- Affiliated / Constitution Colleges **Affiliated College**
- Type of Institution **Co-education**
- Location **Rural**

- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **Rayalaseema University**
- Name of the IQAC Coordinator **Dr.Md.Osman Ahmed**
- Phone No. **08520226288**
- Alternate phone No. **8328349628**
- Mobile **8328349628**
- IQAC e-mail address **mdosmanknl@gmail.com**
- Alternate e-mail address **mdosmanknl@gmail.com**

**3.Website address (Web link of the AQAR
(Previous Academic Year)**

<https://gdcpattikonda.edu.in/>

**4.Whether Academic Calendar prepared
during the year?**

Yes

- if yes, whether it is uploaded in the
Institutional website Web link:

<http://gdcpattikonda.edu.in/userfiles/Academic%20Calender%2022-23.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	70	2007	25/07/2007	25/07/2012
Cycle 2	B	2.3	2015	25/07/2015	25/07/2020

6.Date of Establishment of IQAC

25/07/2009

7.Provide the list of funds by Central / State Government

UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	NIL	0

**8.Whether composition of IQAC as per latest
NAAC guidelines**

Yes

- Upload latest notification of formation of
IQAC

[View File](#)

9.No. of IQAC meetings held during the year 6

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? No

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Enhancing Academic Quality: IQAC can lead initiatives to improve teaching methodologies, curriculum design, and assessment practices, thereby enhancing the overall academic quality of the institution.

Promoting Research and Innovation: IQAC can facilitate research activities, encourage faculty and students to engage in research projects, and support the dissemination of research outcomes.

Student Support and Development: IQAC may work to implement student-centric initiatives such as mentoring programs, counseling services, and extracurricular activities to foster holistic student development.

Quality Assurance Processes: IQAC can strengthen and streamline quality assurance processes across the institution, ensuring compliance with accreditation standards and promoting a culture of continuous improvement.

Community Engagement: IQAC can foster collaborations between the institution and the community through outreach programs, social initiatives, and partnerships with local organizations.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Intensive internship training for all students	Internship rate Increased with support from JKC & SKILL DEVELOPMENT CENTER
Utilization of Digital classes for regular teaching	Lectures were delivered through Digital Classes by the faculty of College
More programs to support the mental health of all stakeholders in the facility Preparation of IIQA and SSR for future NAAC assessment	Several workshops and seminars on mental health were held • Submission of AQAR process is running
Encourage faculty research	Encourage to inculcate faculty research.
Results-based education effectively implemented	successfully implemented

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Name of the Head of the institution	Dr.R.Madhuri
• Designation	Principal
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Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
NIL	NIL	NIL	NIL	0	
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• Upload latest notification of formation of IQAC			View File		
9.No. of IQAC meetings held during the year			6		

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<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Nil	Nil
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2023	15/04/2023
15.Multidisciplinary / interdisciplinary	
<p>Multidisciplinary and interdisciplinary are two terms that describe approaches to knowledge and problem-solving that involve multiple disciplines or fields of study. While the terms are related, they have slightly different meanings. Multidisciplinary refers to an approach that involves integrating knowledge and methods from different disciplines or fields of study. In a multidisciplinary approach, experts from different disciplines work alongside each other, bringing their expertise to bear on a</p>	

particular problem or topic. Each expert retains their disciplinary perspective and contributes their unique insights to the overall understanding of the problem. However, there is often minimal interaction or integration between the disciplines, and each expert typically maintains their disciplinary boundaries. On the other hand, interdisciplinary goes a step further by seeking to transcend disciplinary boundaries and integrate knowledge and methods from different disciplines to create a unified and comprehensive understanding of a complex problem or topic. Interdisciplinary approaches involve collaboration and active integration of knowledge, theories, methods, and perspectives from multiple disciplines. The aim is to develop a holistic understanding that goes beyond what can be achieved by a single discipline alone. Interdisciplinary work often requires creating new frameworks or approaches that can accommodate and integrate the diverse perspectives and methodologies involved. Both multidisciplinary and interdisciplinary approaches recognize the value of diverse perspectives and aim to leverage the strengths of different disciplines to address complex problems. However, interdisciplinary approaches typically involve deeper integration and interaction between disciplines, fostering new insights and innovative solutions that arise from the synthesis of ideas and methods across disciplinary boundaries. It's worth noting that there is also another related term called transdisciplinary. Transdisciplinary approaches transcend disciplinary boundaries even further and aim to integrate academic knowledge with practical knowledge from other stakeholders, such as community members, policymakers, or industry experts. Transdisciplinary work often focuses on real-world problems and involves active engagement with non-academic stakeholders throughout the research or problem-solving process. The goal is to generate actionable knowledge and promote social change. In summary, multidisciplinary approaches involve collaboration and integration of knowledge from different disciplines, while interdisciplinary approaches take this integration further, seeking to create a unified understanding by actively synthesizing perspectives and methods from multiple disciplines. Transdisciplinary approaches go beyond academia and involve collaboration with non-academic stakeholders to address real-world problems.

16.Academic bank of credits (ABC):

An academic bank of credits (ABC) is a system that allows students to accumulate and transfer credits earned from completed courses or educational programs. The concept of an academic bank

of credits is often associated with flexible learning pathways and the recognition of prior learning. In an ABC system, students can accumulate credits for individual courses or modules they have successfully completed. These credits are typically assigned based on the learning outcomes or competencies achieved rather than the duration of study. The credits earned can be stored in the academic bank and later transferred or applied towards a degree or certification program at the same institution or different educational institutions. The primary goal of an academic bank of credits is to provide greater flexibility and recognition for learners. It allows students to have more control over their educational paths by offering opportunities to transfer credits between programs or institutions. For example, if a student changes their educational institution or decides to pursue a different program, they can use the credits they have already earned in the academic bank to reduce the time and effort required to complete the new program. ABC systems can also support lifelong learning by recognizing prior learning experiences outside of formal education. This may include work experience, professional certifications, military training, or other non-traditional learning opportunities. By assessing and awarding credits for prior learning, an ABC system acknowledges and values the knowledge and skills gained through these experiences, making education more accessible and inclusive. The specific implementation of an academic bank of credits can vary across institutions and educational systems. Some countries or regions have established national or regional credit banks to facilitate credit transferability and recognition across multiple institutions. In other cases, individual universities or colleges may have their own internal credit bank systems. Overall, an academic bank of credits aims to enhance the flexibility, mobility, and recognition of students' learning achievements, enabling them to build personalized educational pathways and make efficient progress toward their academic and professional goals.

17.Skill development:

Andhra Pradesh State Council of Higher Education council has introduced some skill development courses they will help the students to develop employability skills, Communication skills, Leadership skills, Marketing Skills & Social Responsibility skills in various courses opted by our all groups semester wise streams. The following skill development courses have been opted by our institution. S.No Name of the Skill Development Course
 Programme 1 Insurance Promotion B.Com 2 Online Business Economics B.Com 3 Business Communication B.com 4 Public Relations B.A 5

Diaster Management B.A 6 Electrical Appliance B.Sc 7 Plant Nursery B.Z.C 8 Polutory Managment B.Z.C

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The appropriate integration of the Indian knowledge system involves incorporating Indian languages, culture, and online courses to enhance the teaching and learning experience. Here are some key aspects to consider for this integration:

- 1. Indian Language Instruction:** Promote teaching in Indian languages alongside English. Recognize the importance of regional languages and provide educational materials, resources, and online courses in multiple Indian languages to cater to diverse linguistic backgrounds. This enables students to learn in their native language, fostering better understanding and engagement.
- 2. Cultural Context:** Incorporate Indian culture, history, traditions, and values into the curriculum. Ensure that learning materials, examples, and case studies reflect the rich heritage and diversity of India. This helps students connect their education to their cultural roots and develop a strong sense of identity and pride.
- 3. Indigenous Knowledge Systems:** Integrate indigenous knowledge systems, such as traditional medicine, yoga, Ayurveda, and other Indian sciences, into the curriculum. Highlight the unique contributions of Indian knowledge systems to various fields of study and promote research and exploration of these systems.
- 4. Online Courses and Technology:** Leverage online learning platforms and technology to make Indian knowledge more accessible. Develop high-quality online courses that cover a wide range of subjects in Indian languages, allowing students to learn at their own pace and from anywhere. Provide user-friendly interfaces and support for students who may be new to online learning.
- 5. Collaboration with Indian Scholars:** Foster collaboration between Indian scholars, experts, and institutions to develop and deliver courses rooted in the Indian knowledge system. Encourage joint research projects, guest lectures, and mentorship programs to bring diverse perspectives and expertise into the learning process.
- 6. Community Engagement:** Encourage community participation and engagement in the learning process. Involve local communities, elders, and practitioners to share their knowledge and experiences with students. Arrange field visits, internships, and service-learning opportunities that connect students with Indian communities and encourage practical application of their learning.
- 7. Assessment and Evaluation:** Develop assessment methods that consider the unique aspects of the Indian knowledge system. Explore alternative forms of

evaluation that go beyond traditional exams and include project-based assessments, presentations, portfolios, and other methods that allow students to demonstrate their understanding and application of Indian knowledge. 8. Policy Support: Advocate for policies that promote the integration of the Indian knowledge system in education. Encourage educational institutions, government bodies, and policy-makers to prioritize the preservation, recognition, and dissemination of Indian knowledge by providing resources, funding, and institutional support. By appropriately integrating Indian languages, culture, and online courses, educational institutions can provide a more inclusive and comprehensive learning experience that celebrates India's rich heritage and contributes to the holistic development of students.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Outcome-Based Education (OBE) is an approach to education that emphasizes defining and assessing desired learning outcomes or competencies, rather than focusing solely on instructional methods or content delivery. The primary goal of OBE is to ensure that students achieve specific learning outcomes by the end of their educational program. Here are some key aspects and benefits of Outcome-Based Education: 1. Clearly Defined Learning Outcomes: OBE starts with the identification of clear and measurable learning outcomes for each course or program. These outcomes define what students should be able to know, do, or understand upon completion of their studies. Learning outcomes are typically specific, observable, and achievable, providing clarity to both educators and students. 2. Alignment of Curriculum and Instruction: OBE requires aligning the curriculum, instructional strategies, and assessment methods to the defined learning outcomes. This ensures that the content and teaching approaches are purposefully designed to help students achieve the desired outcomes. It promotes coherence and consistency in the educational program. 3. Student-Centered Approach: OBE places a strong emphasis on student engagement and active learning. It encourages students to take ownership of their learning process and actively participate in activities that help them develop the required competencies. OBE motivates students to become self-directed learners and enhances their critical thinking, problem-solving, and communication skills. 4. Authentic Assessment: Assessment in OBE is designed to measure the achievement of learning outcomes. It focuses on evaluating students' demonstrated competencies rather than relying solely on traditional exams or rote memorization. Authentic assessment

methods such as projects, portfolios, presentations, and performance-based tasks are commonly used to evaluate students' real-world application of knowledge and skills. 5. Continuous Improvement: OBE promotes a culture of continuous improvement in education. By assessing and analyzing student performance in relation to the defined outcomes, educators can identify areas of strength and areas that require improvement. This feedback loop allows for the refinement and enhancement of instructional methods and learning experiences over time. 6. Quality Assurance: OBE provides a framework for quality assurance in education. By aligning programs with specific outcomes, institutions can ensure that their graduates possess the necessary knowledge, skills, and competencies desired by employers or the broader society. It facilitates transparency and accountability in education and supports the evaluation and accreditation processes. 7. Lifelong Learning: OBE prepares students for lifelong learning by focusing on transferable skills and competencies. It equips students with not only subject-specific knowledge but also critical thinking, problem-solving, communication, and adaptability skills that are valuable in various professional contexts. OBE helps students develop a growth mindset and the ability to continuously learn and adapt to new challenges. By adopting an Outcome-Based Education approach, educational institutions can provide a learner-centered and quality-focused educational experience. OBE ensures that students achieve specific learning outcomes, fosters active and engaged learning, and prepares students for success in their future endeavors.

20.Distance education/online education:

NIL

Extended Profile

1.Programme

1.1 10

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	View File

2.Student

2.1 738

Number of students during the year

File Description	Documents
Data Template	View File

2.2 **264**

Number of seats earmarked for reserved category as per GOI/
State Govt. rule during the year

File Description	Documents
Data Template	View File

2.3 **185**

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 **12**

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2 **23**

Number of Sanctioned posts during the year

Extended Profile

1.Programme

1.1 10

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	View File

2.Student

2.1 738

Number of students during the year

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File Description	Documents
Data Template	View File

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Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 12

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2	23
Number of Sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	35
Total number of Classrooms and Seminar halls	
4.2	0
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	56
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

1. Curriculum Design and Mapping: Begin by designing a comprehensive curriculum that aligns with the institution's goals, mission, and learning outcomes. Clearly define the scope, sequence, and content of each course or program. Map the curriculum to ensure coherence and progression of learning across different levels and disciplines.

2. Instructional Strategies: Determine appropriate instructional strategies that facilitate active learning, engagement, and achievement of learning outcomes. Consider a variety of teaching methods such as lectures, discussions, group work, experiential learning, and technology-enhanced learning approaches. Select instructional materials and resources that support the curriculum and cater to diverse learning styles and needs.

3. Learning Resources and Materials: Ensure the availability of relevant and up-to-date learning resources and materials. This

includes textbooks, readings, online resources, multimedia materials, and access to research databases. Provide students and instructors with easy access to these resources, either through physical libraries or online platforms.

4. Timely Lesson Planning: Encourage instructors to develop detailed lesson plans that outline the specific topics, learning objectives, instructional strategies, and assessment methods for each class session. Lesson plans help maintain focus, coherence, and alignment with the curriculum. They also serve as a guide for instructors and provide a clear roadmap for effective delivery.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	http://gdcpattikonda.edu.in/userfiles/en1.docx

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Adhering to the academic calendar, including the conduct of Continuous Internal Evaluation (CIE), is essential for maintaining a structured and organized academic environment. Here are some key aspects to consider in this regard: Academic Calendar Development: Develop an academic calendar that outlines the schedule for the entire academic year, including important dates and events. This calendar should include the start and end dates of each semester or term, holidays, examination periods, and other significant academic activities.

CIE Framework and Guidelines: Establish a well-defined framework and guidelines for the Continuous Internal Evaluation (CIE) process. Clearly communicate the assessment methods, weightage of assessments, evaluation criteria, and timelines to faculty members and students. Communication and Awareness: Effectively communicate the CIE schedule, assessment guidelines, and deadlines to faculty members and students. Use various channels, such as email, online platforms, notice boards, to ensure that all stakeholders are aware of the important dates and requirements. Regularly remind and reinforce the importance of

adhering to the CIE schedule for timely completion of assessments.

Faculty Training and Support: Provide faculty members with training and support in designing and conducting effective CIE assessments. Offer workshops or professional development sessions to enhance their understanding of various assessment methods

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	http://gdcpattikonda.edu.in/userfiles/Eng2.docx

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

10

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

13

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

380

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

200

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Curriculum Mapping: Analyze the existing curriculum and identify

opportunities for integrating crosscutting issues. Determine where topics related to professional ethics, gender, human values, environment, and sustainability can be included across various courses and programs.

Course Content and Materials: Develop or select course content and materials that incorporate crosscutting issues. Ensure that these materials reflect diverse perspectives, address ethical considerations, explore gender-related issues, highlight human values, and emphasize environmental sustainability. Include case studies, real-world examples, and relevant research to illustrate the practical application of these issues in professional contexts.

Interdisciplinary Approaches: Encourage interdisciplinary collaboration and integration of knowledge related to crosscutting issues. Foster dialogue and joint projects among faculty members from different disciplines to explore connections between their respective fields and identify areas where interdisciplinary perspectives can enhance the understanding of these issues.

4. Guest Speakers and Experts: Invite guest speakers, experts, and practitioners who have expertise in professional ethics, gender studies, human values, environmental conservation, and sustainability to share their insights and experiences with students. Their perspectives can provide valuable real-world context and help students connect theoretical concepts to practical implications.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	No File Uploaded

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

25

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	No File Uploaded
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

25

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	A. All of the above
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File Description	Documents
URL for stakeholder feedback report	No File Uploaded
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	No File Uploaded
Any additional information(Upload)	View File

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	http://gdcpattikonda.edu.in/userfiles/fed_22-23.docx

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

480

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

127

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Every student has different cognitive ability. Same method of teaching and pace is not suitable to everyone. The students are from different socioeconomic- cultural back grounds and their ability and comprehension is unique. Their ability to understand, analyze and evaluate their domain knowledge varies and is different.

(Assessment of learning levels of the students)

Advanced learners, mediocre learners and slow learners are identified on the basis of Performance in intermediate Examinations, internal assessment, university end examination, involvement in classroom.

(Advanced learners)

Guest Lectures are arranged for advanced learners along with the remaining students so as to gain additional knowledge regarding the respective discipline. Additional inputs are being provided to the advanced learners besides the curriculum. Encouraged to participate in group discussions, technical quiz to develop analytical and problem-solving abilities through they enhance their presentation skills.

(Slow learners)

During the course of study, group of students are assigned to a faculty for counseling/Mentoring. Mentors monitor academic performance and interact regularly to understand and help any student facing issues that affect their ability to learn or hinder their academic success.

File Description	Documents
Link for additional Information	http://gdcpattikonda.edu.in/userfiles/C2_2_1.docx
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
738	21

File Description	Documents
Any additional information	No File Uploaded

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

Learning is more student-centered through a combination of old and new teaching methods. To motivate students to go beyond theoretical knowledge, a variety of student-centered learning methods such as seminars, talks, film screenings, group discussions, field trips, agency visits , slideshow, case study based research project, internship, etc. was adopted. . Student-centered methods are such an integral part of the pedagogy adopted by the faculty that the university provides all possible support such as:

- Smart Classrooms
- Interactive Projectors and Smart Boards
- Personal Notebooks for Teachers
- Partially Wi-Fi Campus
- Internet Rooms
- Open Access Library
- Funding for institutional visits and excursions.
- Funds for purchase of tools, equipment and laboratory materials experience
- Funds for organizing seminars, workshops and conferences
- Content enrichment materials
- Pedagogical analysis.

Students are involved in organizing and coordinating various

activities which develops leadership skills, team spirit, and skill of critical thinking among the student. Different games are introduced to motivate the students to participate in the learning process. Competitions like Quiz, PowerPoint Presentations, models and poster making give exposure to students to show their creativity and their knowledge by the all departments of College

File Description	Documents
Upload any additional information	View File
Link for additional information	http://gdcpattikonda.edu.in/userfiles/C23_1.docx

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Faculty members were trained by an online one week FDP programs on "LMS Video & Pedagogy : Imaging and shaping of Digital Education & LMS towards development of High- Quality content" where training on Video making, APP based end to end editing tools, open educational resources, OBS studio and pedagogy and assessment had been conducted. Subject wise FDPs also were conducted by Commissionerate of collegiate education, Govt of Andhra Pradesh (CCE) for all faculty members on recent trends, progression in pedagogy in their subjects. An institutional level workshop is also conducted to all the faculty members on the usage of ICT tools.

Further college subscribed a G-Suite domain and all the faculty member are provided logins and Laptops. During the pandemic all teaching learning process conducted through online mode only using G-Suite, Teachmint, CISCO Webx and Zoom apps etc. All the class work along with the recorded video links were uploaded in the Bharatpade online and OTLP (Online Teaching Learning Process) app Managed by CCE, Govt of AP. All the communication related to class work, assignments, Examinations and academic related issues during online training was happened through the class whatsapp groups.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	http://gdcpattikonda.edu.in/userfiles/C2_3_2.docx

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

29

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

13

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

5

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

13

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Government Degree College, Pattikonda, Kurnool Dt., is an affiliated college of Rayalaseema University, Kurnool, and is guided by the rules and regulations formulated at the university level. The Academic calendar of Rayalaseema University, Kurnool is available on University and College websites. University follows grading system and in accordance with CBCS pattern. Grace grafting system is considered at the end of course as Bala Mohandas committee suggested. Students who are admitted are well informed about the assessment, question paper patterns, grading system and university examination system by conducting an orientation program for the students at the very beginning of the program. For transparent and robust mechanism in the internal examinations an Examination Cell is constituted in the college under the guidance of the principal. The examination coordinator assists the Principal during the conduct of both internal and semester-end examinations. The time table of Mid-

term/ Practical Examinations will be communicated to the students by the coordinator at least one week in advance. The internal examinations schedule is prepared in accordance with completion of syllabus and preparedness of student. Students who failed to attend the internal exam were provided an opportunity to write examination after due recommendation from the HOD/Principal.

File Description	Documents
Any additional information	View File
Link for additional information	http://gdcpattikonda.edu.in/userfiles/C25_1.docx

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient

Our college's exam department follows transparent, timely and efficient methods. According to university guidelines, College examinations officer is appointed to conduct internal and external examinations smoothly. The university plans an internal examination faculty of humanities, science and commerce committee guidance of university examiners and principals. Internal exams are held before university exams. Create a timetable after consultation with the internal examination committee convener and principal. All steps required for implementation are performed robust, transparent and smooth internal audits and time bound method. To maintain transparency and consistency

Evaluation of internal exams, teachers evaluate works within a week of taking the exam. The answer sheets that will be evaluated are shown to our students in the class rooms.

Student Complaints Regarding Internal Examinations, Students should contact college examinations officer. An Application should be submitted to, along with an adequate description of the complaint examination department after passing the exam the department forwards them to the principal. Principal, necessary measures will be taken in consultation with the CEO and faculty members resolve complaints. If the students cannot take the exam due to health reasons or if, for good reason, the examination is deemed to have been administered for that student according to university standards.

File Description	Documents
Any additional information	View File
Link for additional information	http://gdcpattikonda.edu.in/userfiles/C2_5_2.docx

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Universities establish the attributes and learning goals of their graduates.

To achieve these attributes, program outcomes (POs), program a specific outcome (PSO) for all academic programs is Laboratory according to NAAC guidelines. POs are learning goals.

The following attributes are included in the order:

- Fruit of knowledge
- Skill result
- Value result

PO and PSO are designed to be complete and comprehensive Find out about programs and courses. Student successful career was designed according to the following criteria: Results identify the minimum level of performance required for success course. It is based on the principles of Bloom's taxonomy. Include knowledge, application, analysis, synthesis, understanding evaluation.

Each program's PO/PSO and CO is designed as follows:

Process steps:

1) The Head of Department (HOD) discusses with faculty members and prepares draft versions of her PSO and PO with the help of an attending teacher.

2) Alumni, Employer Opinions are taken by Principals and Teachers. HOD and faculty have analyzed and voiced their opinions on it Revision of PSO and PO.

3) Processes were continuously monitored by results-based

education Participated in committee and finally approved by IQAC.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	http://gdcpattikonda.edu.in/userfiles/C2_6_1.docx
Upload COs for all courses (exemplars from Glossary)	No File Uploaded

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Universities place the greatest emphasis on evaluation of student achievements. By monitoring program performance Results, Program Specific Results, Course Results, University and college regularly try to assess whether students are able to achieve their goals. Throughout the year, faculty keeps track of each student's grades. Supplementary courses are also possible provided to help students keep up with expected results

Class tests, internal exams, tutorials, group discussions, Viva voce - There is a role to evaluate everyone's performance learning success. Finally, theory and practicals at university level Exams help measure performance levels. All departments will try to monitor whether there is a clear difference in the class test College-level results and achievements. College continues to collect Feedback from students and parents as an important method to Measure the achievement of program goals. Moreover, the College has an active career advisory service, whose is organizing Seminars, webinars and workshops on employment opportunities and arrangements in Campus of internships where students receive appropriate guidance be more successful in the future.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	http://gdcpattikonda.edu.in/userfiles/C2_6_2.docx

2.6.3 - Pass percentage of Students during the year**2.6.3.1 - Total number of final year students who passed the university examination during the year****129**

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

<https://gdcpattikonda.edu.in/userfiles/Student%20Satisfaction%20Survey.xlsx>

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 year (INR in Lakhs)****3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)****zero**

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year**3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year**3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year**

8

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year****3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

3

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

0

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Government Degree College Pattikonda is committed to its mission and vision of educating the minds and hearts of its students. We aim at the holistic growth of our students. Both classroom and extracurricular activities are very important. In terms of extracurricular activities, the College has a dedicated team of Sri.S.Somasekhar's NSS units working continuously under the competent guidance of her. We also work regularly with all different departments of the university. The University's NSS department arranges and organizes a wide range of charitable activities to further encourage students to participate in community service and become responsible citizens of India. Activities such as housing camps, cleanliness campaigns, women's empowerment, gender equality, reforestation trips, water conservation trips, blood donation camps, AIDS awareness programs and health check up camps are regularly organized by the college under the dynamic leadership of Principal Dr.R.Madhuri and Vice Principal Dr.K.V.Subbaiah and IQAC COCRDINATOR Dr.Md.Osman Ahemad.

During the academic year there was a special program for "Promotion of Traffic Safety" among the students of the college. Apart from NSS, the various departments of the College recognize their obligation to form students into responsible citizens of the country by educating them on social issues through the many programs mentioned above.

File Description	Documents
Paste link for additional information	http://gdcpattikonda.edu.in/userfiles/C3_3_1.docx
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

19

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	No File Uploaded

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

31

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

31

File Description	Documents
Report of the event	No File Uploaded
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

4

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year**3**

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	No File Uploaded
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The college has a campus area of 6.5 hectares. The college has three buildings: Arts, commerce and science blocks. The college has well experienced Faculty of Arts, Science & Commerce. The college has excellent infrastructure facilities to carry out these programs Classroom equipment - The classroom has a great importance to the overall development of students in social, educational and cultural, which contributes to the development of responsible citizens of the country.

We aim at the holistic development of our students. Our college classrooms provide students with a comfortable environment for learning and general self-development through variety of activities. The Details of Laboratories- College has 08 laboratories under all the faculties. All the Laboratories are well equipped and having good number of instruments to give hands on experience to all the undergraduate students. All the Laboratories are designed as per the need of the subject and to make the working more effective. Language lab is equipped with all the required software's and audio visual aid. Seminar hall- A dedicated seminar hall with audio-visual facilities is in place for regular use. Computer Laboratories are having good facilities to avoid exposure of computing facilities to dust and thermal runaway of hardware.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://gdcpattikonda.edu.in/userfiles/C4_1_1.docx

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

All the work of the Institute is managed by a large number of people a committee headed by the principal and the president Convene a meeting with the IQAC Coordinator, Advisory Coordinator; Academic and Purchasing and Development Committees Compiled in relation to the position of the economic status of Institute Led by the Convener of the Development Committee Regular checks to ensure infrastructure maintenance. All HODS and various committee chairs are ready to submit request for things necessary for smooth operation of business Institute of Tutorial Years. Each department Inventory of available devices and Annual inventory checks are conducted at the end of the year.

Maintain laboratory assistants under the supervision of the relevant HODS of the college with computers and their accessories, Alternate experimental setup for hygiene management, Place the right people in-house and offer well-matched offers learning environment. Daily cleaning and care Classrooms, laboratories, staff rooms, washrooms Support staff selected for each floor. Every year, Institute of Physical Education Creates Annual Calendar Learn and try out sports activities within the college campus Be ready to reach our institution goals according to our sports calendar of Rayalaseema University. Our college has the Facilities with Yoga center, fully equipped gym and other facilities to maintain the students' physical fitness and mental well being.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://gdcpattikonda.edu.in/userfiles/C4_1_2%20up.docx

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.**7****4.1.3.1 - Number of classrooms and seminar halls with ICT facilities****7**

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	http://gdcpattikonda.edu.in/userfiles/C4_1_3uuu.xlsx
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)**4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)****84000**

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource**4.2.1 - Library is automated using Integrated Library Management System (ILMS)****NA**

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	Nil

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

E. None of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

0

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

65

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The whole college campus is properly included through the arrangement of the internet connection. Each workplace has a chosen set of computer systems and printers. A new, high-powered Xerox server is being brought on the college. It has 64GB of memory, making it perfect to be used in university programs and different software. The college has a unique web room installation through the BSNL for undergraduates for academic functions and for viewing on line journals. Also, a 20 Mbit/s connection and 5 BSNL broadband connections were known as in as reinforcements in case maximum connections fall short. The broadband connection is to be had from a BSNL broadband provider.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://gdcpattikonda.edu.in/userfiles/C4_3_122352.docx

4.3.2 - Number of Computers

90

File Description	Documents
Upload any additional information	No File Uploaded
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution

C.10 - 30MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

84000

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	No File Uploaded
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

All the affairs of the institute are managed by numerous committees headed by the Principal. The Principal of the college convenes meeting of IQAC Coordinator, caller of Advisory, Academic, and Purchase and Development committees evaluative the assemblage regarding standing of economic position of the institute. The convener of the Development committee conducts periodic checks to confirm the upkeep of the infrastructure. All HODS and conveners of various committees are au fait to submit requisition for things needed for sleek conduct of affairs of the institute for the tutorial year. Each department maintains a stock register of the obtainable equipment. Annual verification of the stock is administered at the tip of year. The Lab. Assistants below the superintendence of involved HODS maintain the potency of the college computers, accessories and alternative laboratory equipment. So as to keep up the hygiene,

adequate in-house workers is utilized thus on offer a congenial learning environment. Daily cleansing and maintenance of classrooms, laboratories, staffrooms, and washrooms is appointed to supporting staff selected for every floor. Each year the Department of Physical education prepares a yearly calendar of the sports activities to be command within the college and tries to fulfill the set target in line with the sports calendar ready by the University of Rayalaseema.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://gdcpattikonda.edu.in/userfiles/559956.docx

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

357

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	No File Uploaded
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

0

File Description	Documents
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to institutional website	http://gdcpattikonda.edu.in/userfiles/C%205_1_3.pdf
Any additional information	No File Uploaded
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
---	----------------------------

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

5.2 - Student Progression**5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

0

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded

5.2.2 - Number of students progressing to higher education during the year**5.2.2.1 - Number of outgoing student progression to higher education**

25

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

0

File Description	Documents
Upload supporting data for the same	View File
Any additional information	No File Uploaded

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 year

5.3.1.1 - 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 year.

4

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The Student Union is represented by the College Students Council. Two students with leadership skills are selected from each class—one male and one female—who exhibit these traits. Class representatives are chosen or elected. All of the class representatives, who are essential to the college's academic, administrative, and social activities, are members of the student council. It guarantees academic and administrative openness between college management and students. Student members participate in a number of other committees, including the College Planning and Development Council, the Internal Quality Assurance Cell, the Red Ribbon Club, the Women Empowerment Cell, the Special Fee Committee, the Anti-Ragging Committee, the Sports Club, the Eco Club, the Science Association, the Library Committee, and the Anti-Ragging Committee.

The students' council supports the college's academic programmes, especially in ensuring that seminars, conferences, and workshops go well. Moreover, students Council supports the college administration when a teacher or principal is communicating with students. The student council also contributes significantly to the success of events like blood donation drives, rallies, job fairs, youth festivals, remedial classes, special classes, etc. Students are required to participate in almost all activities of administrative, academic, co-curricular, extracurricular, and extension committees under the leader ship of the conveners.

File Description	Documents
Paste link for additional information	http://gdcpattikonda.edu.in/userfiles/C5_3_2.docx
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

19

File Description	Documents
Report of the event	No File Uploaded
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

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

The college has produced many graduates since its founding, many of whom are located abroad and actively serving their country. According to the regulations of the Government of A.P. this college has been given permission to have an exclusive organization called the ALUMNI Association, which is made up of former students who are businesspeople, academicians. The alumni body is empowered to mobilize resources and use them for the development of the institution. The alumni association is primarily formed to support academic, administrative, infrastructural, and co-curricular activities in the institution with those who are interested in giving back.

Meetings of the alumni association are held, and they actively participate in growth endeavors. They offer insightful feedback on a range of topics pertaining to extracurricular, curricular, and disciplinary activities. In other words, alumni help the college write its history. The institution provides students with a welcoming setting and a quality educational environment with the goal of fostering their intellectual and personal development. The Association's purpose and goals are

1. To keep track of every former college student.
2. To encourage and cultivate friendship among current and former college students.

3. To offer a platform for discussion on social and scholarly issues.

File Description	Documents
Paste link for additional information	http://gdcpattikonda.edu.in/userfiles/C5_4_1.docx
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Vision:

- To transform the College into a Multi-faculty Model College offering courses with curriculum incorporated with multiple skills with practical training at affordable cost to the downtrodden sections of the society, bringing out their hidden talents and making them globally preferred
- To transform the students of the rural areas into strong and capable citizens by augmenting skilled based education, research inculcation and human abilities by making the modern technology familiar to them through value added quality education for overall development.

Mission:

- To meet the challenges which were aroused due to post pandemic Covid-19 circumstances by implementing blended mode of teaching learning process.
- To implement CBCS curriculum with true spirit by giving a spectrum of subjects as electives to the students to choose according to their interest and wish.
- To organize vibrant co-curricular, extra-curricular and

extension activities to broaden the student's curricular and intellectual arena.

- To strengthen the practice of student-mentor system to make this ward ship as one of the best practices so as to address all grievances of the students in a transparent way.
- To celebrate days of national and regional importance to ignite a sense of reverences among the students towards nation.

File Description	Documents
Paste link for additional information	https://gdcpattikonda.edu.in/userfiles/C-6_1_1.docx
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

As the heading clearly interpolates the fact, it is desired and mandatory for every higher educational Institution to decentralize the power of taking crucial decision of policy making and involving every functionary right from the principal to the stakeholder in the institution,

Exactly at this juncture our college meticulously plans and leaves no stone un turned while making the concept "STUDENT FIRST a reality. The involvement and whole hearted cooperation of everyone in the college ,in sharing the responsibility of decision making builds the integrity and harmony of the college .College as a whole comprises more than 30 committees as follows. CPDC (College Planning and Development Committee), IQAC,JKC-Placement Cell.

Students Union, All Examinations, Career Guidance Cell, campus maintenance committee, Language, Literature Cultural Association, Telugu Bhasha Samiti, Humanities Social Sciences Association, Science Association, Commerce Association, UGC Committee, Athletics Association, Magazine Calendar Committee, Women Empowerment Cell, AV E Association, Attendance Committee, Special Fee Addl. Spl. Fee (Restructured) Committee, Welfare Scholarships and Other Student Support Schemes Committee, Time Table Committee, NSS Activities Advisory Committee, Library Activities and Advisory Committee, Coordination Committee,

Consumer Club, ECO – Club, Red-Ribbon Club Youth Red Cross, College Central Purchases Committee, Academic Audit Committee, Discipline Committee, Grievances Redressal Committee, Anti Ragging Committee, etc.

File Description	Documents
Paste link for additional information	https://gdcpattikonda.edu.in/userfiles/C6_1_2.docx
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Every year perspective plans are evolved and deployed through action plans, academic and administrative activities and time to time review of respective outcomes to ensure the attainment of strategic plan. At every level there will be an effective monitoring and documentation. The perspective plan for development comprises the following:

- To achieve excellence in academics, teaching and learning
- To foster/facilitate a student centric development
- To provide better infrastructural facilities
- To enhance the social relevance of the institution
- To identify sources and mobilize funds
- To complete the automation process and achieving a paperless office administration.
- To empower the students through information, guidance, training and support services.
- To enhance the students' domain knowledge and soft skills through Jawahar Knowledge Centre (JKC).

Successfully implemented activity: Implementation of new courses:

The college implemented new courses like B.SC Aqua culture technology, B.SC Organic Farming, B.A Computers, B.SC (BCCs) in the year 2021-22. Ours is the only Non-autonomous College in the University our college always tries to introduce new courses which enhances knowledge and employability skills which is part of our Vision and Mission.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	https://gdcpattikonda.edu.in/userfiles/C6_1_3.docx
Upload any additional information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

At the institutional level, the principal is the academic and administrative leader. Decisions regarding university affairs and academic affairs are made by the CPDC or the Staff Council after careful consultation. Academic decisions at this level are made with full consideration of IQAC recommendations.

The Principal, through academic and administrative departments such as the Admissions Committee, Academic Committee, Examinations Committee, NSS Committee, Library Committee, Timetable Committee, Anti-Lagging Committee, Complaints Resolution Cell, Research Committee, etc. directs the process of Each Committee shall be convened by a Senior Teacher and headed by two or more of her members appointed by both faculty and non-faculty to make decisions and implement them.

The decision-making process therefore reflects internal democracy and participatory control at all levels.

The administrative hierarchy is shown below.

- Higher Education Officer
- Regional Director for Higher Education
- Principal

File Description	Documents
Paste link for additional information	https://gdcpattikonda.edu.in/userfiles/C6_22.docx
Link to Organogram of the Institution webpage	Nil
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	No File Uploaded
Screen shots of user interfaces	No File Uploaded
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

Since Government Degree College, Pattikonda, Kurnool Dt., the welfare measures for teaching and non-teaching staff are being facilitated/given and looked after by the Andhra Pradesh State Government with following provisions as Rules and Regulations.

List of existing Welfare Measures for Teaching Staff:

- Group Insurance Scheme (GIS)
- Pension to employees recruited before September 2004
- Contributory Pension to employees recruited after September 2004 Andhra Pradesh Government
- Life Insurance Employee Health Scheme(EHS)
- Medical Reimbursement Leave
- Travelling Concession (LTC)
- Encashment of Earned Leave

- Half pay leave
- Home Loan
- GPF Loan
- Medical Leave
- Gratuity
- Special Casual leave for Women
- Child care leave
- Maternity leave
- Paternity leave
- Appointment of Descendants into the service of Deceased Employee on Compassionate Grounds.

List of existing Welfare Measures for Non- Teaching Staff:

- Education Loan
- Group Insurance Scheme (GIS)
- Pension to employees recruited before September 2004
Contributory Pension to employees recruited after September 2004
- Andhra Pradesh Government Life Insurance
- Employee Health Scheme(EHS)
- Medical Reimbursement
- Leave Travelling Concession (LTC)
- Encashment of Earned Leave
- Half pay leave
- Home Loan
- GPF Loan
- Medical Leave Gratuity
- Child care leave
- Maternity leave
- Paternity leave
- Appointment of Descendants into the service of Deceased Employee on Compassionate Grounds.

File Description	Documents
Paste link for additional information	https://gdcpattikonda.edu.in/userfiles/C6_3_1.docx
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies during the year

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

0

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

8

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The institution has Performance Appraisal System for teaching and non-teaching staff separately.

Teaching staff:

Based on the self-appraisal, APIs are submitted in the UGC prescribed format and Annual Self-Appraisal Report (ASAR) for the College Teachers (As per G.O. Ms. No. 14 Higher Education (UE) Department, Govt. A.P. Dated; 13-02-2019) by each staff member to IQAC at the end of the academic year. These formats are reviewed by the IQAC and the scores are allotted by the Principal based on the evidences and then submitted to the Commissioner of Collegiate Education.

Functioning Status of the Performance Appraisal:

Performance Appraisal of the teaching staff is made through Annual Self-Appraisal Report (ASAR). ASAR includes two categories

- CATEGORY I: TEACHING (includes Lectures, Practicals, Tutorials and other teaching related Activities)
- CATEGORY II: ACTIVITIES (Involvement in the College Students related Activities/ Research Activities) IQAC recommends the teaching staff to prepare ASAR as mentioned above and submit at the end of academic year.

Overall Grading Criteria:

Good: Good in Teaching (Category-I) and Good or Satisfactory in Activity (Category-II) **Satisfactory:** Satisfactory in Teaching (Category-I) and Good or Satisfactory in Activity(Category-II)

Non-teaching staff: The principal is authorized to maintain confidential reports of Non-teaching staff of the institution.

File Description	Documents
Paste link for additional information	https://gdcpattikonda.edu.in/userfiles/C6_3_5.docx
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The college has both internal and external audit mechanism. The college being a Government institution carries out financial transactions as per the guidelines of state government, University Grants Commission and the other funding Agencies.

The accounts of the College are audited annually by the Audit of the Government of A.P. There are no major audit objections. However, every month the accounts are reconciled with Treasury figures. If there are any deviations the mistakes are rectified immediately. The expenditure regarding salary bills, students strength, admission process, leave on duty register, purchase process, utilization of special fee, tuition fee etc., will be examined. After the completion of financial year, the Utilization of UGC funds, Special Fee funds are audited by audit team from Commissioner of Collegiate Education.

The government funds are audited by the team from the office of the Accountant General of Andhra Pradesh. At the end of every year the financial statements get audited by local auditor. The Government of Andhra Pradesh has framed the audit mechanism for all the Government educational institutions.

File Description	Documents
Paste link for additional information	https://gdcpattikonda.edu.in/userfiles/C6_4_1.docx
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The foremost resources of institutional funding are from UGC, authorities of Andhra Pradesh thru the Commissioner ate of Collegiate education, Rashtriya Uchatar Siksha

Abhiyan(RUSA),unique,charge,of.CPDC. The group sends proposals to the college offers fee (UGC) for extra presents underneath diverse schemes, RUSA for the development of infrastructure and equipment. After receiving the presents, important being the disbursing officer meticulously follows installed procedures related to Finance Committee, the purchase Committee, RUSA Committee and the college workplace before it's far eventually distributed to the involved person or the respective department(s). The group makes use of its sources for creation and upgrading infrastructure depending upon the educational requirements. The college incurs expenditure on addition and up-gradation of capital assets like computers, ICT enabled teaching aids, laboratory gadget and apparatus, as such other assets. The balance sheet of the university offers idea approximately the

expenditure incurred on purchases. Office obtains "usage certificates" for the expenses incurred. with a purpose to make certain transparency in usage of the financial assets of the college, the accounts of the college are being audited frequently and the identical are submitted for verification to the teams from RJDCE and Auditor general of A.P throughout their visit for inspection to the college.

File Description	Documents
Paste link for additional information	https://gdcpattikonda.edu.in/userfiles/C6_4_3.docx
Upload any additional information	View File

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

The organization established an internal quality assurance unit (IQAC) IN 2009.

Initially, a committee was established with one coordinator and eight members, now it consists of 16 members. Member With regard to quality assurance, the institution is committed to providing consistent quality higher education and student support services through teaching-learning strategies, assessment, and student engagement activities.

At the beginning of each college year, IQAC establishes an organizational calendar by properly incorporating organizational planning into extracurricular, co-curricular and extra-curricular activities. It is communicated to all staff and students. Accordingly, department heads, in collaboration with their faculties, prepare departmental activity plans; annual curriculum plans, and carefully implement them. Performance is reviewed at monthly staff council meetings, department meetings, circulars, and even informal interactions by IQAC. All/expired are processed immediately.

In addition, all quality assurance initiatives undertaken by any department/committee/branch of the organization are overseen,

advised and executed by IQAC through participatory management and internal coordination. All these strategies and processes help to take the organization to the next level. Feedback IQAC strives to institutionalize and maintain quality in all organizational activities, including teaching, learning, research and expansion. Students are the main actors in an educational system. Feedback from alumni and students plays an important role in this effort.

File Description	Documents
Paste link for additional information	https://gdcpattikonda.edu.in/userfiles/C6_5_1.docx
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

Regular institutional reviews of IQAC's teaching and learning processes, operational structures and methods, and learning outcomes are reviewed by

- Internal Academic Review Team.
- Subject review involving students and teachers.
- CPDC, IQAC, and staff meetings.
- District-level oversight by the District Resource Center (DRC).
- Review by his CCE via live video conference and conference call.
- Peer review by A.P, CCE Academic Advisor during academic review.

Individual Teacher Annual Performance Indicator (API)
Evaluation, CCE, for Curriculum Trading by A.P

Teachers are given autonomy regarding the teaching and learning process, but their strategies are actively guided by different levels of control mechanisms, with an amplifying effect on

curricular trade.

File Description	Documents
Paste link for additional information	https://gdcpattikonda.edu.in/userfiles/C6_5_2.docx
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

C. Any 2 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://gdcpattikonda.edu.in/userfiles/C6_5_3.docx
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES**7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Government Degree College, Pattikonda provided some common facilities for women, with a focus on safety, support, and inclusivity.

a. Safety and Security:

1. **Security Measures:** Enhanced security measures, such as surveillance cameras, well-lit pathways, and access control systems, to ensure a safe environment.
2. **Emergency Assistance:** Access to help lines to seek immediate assistance in case of any threats or emergencies.
3. **Escort Services:** Provision of escort services, especially during late hours, to ensure safe movement within the institution's premises.
4. **Safety Workshops:** Conducting workshops on self-defense, safety awareness, and preventing harassment to empower women to protect themselves.

b. Counseling:

1. **Counseling Services:** Dedicated counseling services that address various aspects of women's well-being, including mental health, stress management, work-life balance, etc.
2. **Gender-Specific Counseling:** Providing counselors who specialize in women's issues and gender-specific concerns to create a comfortable and understanding environment.

c. Common Rooms:

1. **Women-only Common Rooms:** Designated common rooms or lounges exclusively for women, offering a safe and comfortable space for relaxation, networking, or study.
2. **Privacy and Comfort:** Ensuring these common rooms have facilities like comfortable seating and access to resources for academic or personal development.

d. Day Care Center for Young Children:

1. **On-Site Day Care:** Providing on-site daycare facilities for young children to support working or studying mothers.

e. Other Relevant Information:

1. **Gender-Sensitive Policies:** Implementing policies that address gender-related concerns, including maternity leave, flexible working hours, and policies against discrimination or harassment.
2. **Women's Empowerment Initiatives:** Organizing seminars, workshops, and events that promote women's leadership, career development, and empowerment.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	http://gdcpattikonda.edu.in/userfiles/C_7_1_1(1).docx

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The Institution has a comprehensive waste management system in place, designed to handle different types of waste responsibly and sustainably.

For solid waste management, the Institution has a well-organized waste segregation and disposal system. Waste bins are strategically placed throughout the campus, encouraging individuals to segregate their waste into biodegradable and non-biodegradable categories. The biodegradable waste is collected separately and composted in designated areas, while non-biodegradable waste is sent for recycling or proper disposal.

Liquid waste management is carried out through efficient wastewater treatment plants. The Institution employs various methods to ensure that water is properly treated before being discharged. This process prevents harmful pollutants from entering the environment and helps in water conservation.

E-waste management is handled through a structured system of collection points. Discarded electronic devices and gadgets are collected separately, and efforts are made to refurbish or recycle them through authorized e-waste recycling partners. This reduces the environmental impact of electronic waste and promotes resource recovery.

The Institution also emphasizes a waste recycling system. Recycling bins are available for materials like paper, plastics, glass, and metal. This initiative encourages staff and students to participate actively in recycling, contributing to reduced landfill waste and resource conservation.

Overall, the Institution's waste management facilities demonstrate a commitment to environmental sustainability and responsible waste handling, fostering a cleaner and greener campus for the benefit of all.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	http://gdcpattikonda.edu.in/userfiles/Geo%20Tag%20Photos.docx
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for

B. Any 3 of the above

greening the campus are as follows:	
1.Restricted entry of automobiles 2.Use of Bicycles/ Battery powered vehicles 3.Pedestrian Friendly pathways 4.Ban on use of Plastic 5.landscaping with trees and plants	

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	C. Any 2 of the above
---	-----------------------

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	View File
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized	C. Any 2 of the above
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equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Institutions across the world have been increasingly recognizing the importance of fostering an inclusive environment that promotes tolerance and harmony towards various forms of diversity, including cultural, regional, linguistic, communal, socioeconomic, and others. These efforts aim to create an environment where all individuals, regardless of their backgrounds, feel valued, respected, and empowered to participate fully.

Institutional initiatives often start with policies and guidelines that explicitly state the commitment to diversity and inclusion. They prioritize hiring practices that embrace diversity, ensuring that the workforce reflects the varied backgrounds and experiences of society. Moreover, institutions establish training programs to sensitize employees and students to the importance of tolerance and understanding, addressing biases and stereotypes.

Education plays a pivotal role in promoting inclusivity, and institutions focus on developing curricula that celebrate diverse cultures, histories, and perspectives. Cultural events, workshops, and awareness campaigns are organized to encourage cross-cultural interaction and understanding.

Moreover, institutions may set up support systems such as

counseling services, mentorship programs, and affinity groups to help individuals from diverse backgrounds feel more connected and empowered. They foster open communication channels and feedback mechanisms, allowing people to voice their concerns and ideas freely.

Inclusive environments promote research and initiatives that address societal challenges arising from inequality and discrimination, driving positive change. By nurturing a culture of openness and understanding, institutions can create a space where diversity is seen as a strength and not a source of division, ultimately benefiting society as a whole.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Sensitizing students and employees of an institution to constitutional obligations, values, rights, duties, and responsibilities of citizens is a crucial aspect of promoting civic education and fostering a responsible and informed citizenry. This type of education helps individuals understand the foundation of their country's governance, the rights they possess, and the duties they owe to society. Here are some strategies and approaches that can be used to achieve this goal:

1. **Incorporate Civics in Curriculum:** Integrate civic education into the institution's curriculum at various levels. This can include dedicated courses on civics and government, or incorporating civic themes into other subjects like history, social studies, and political science.

2. **Interactive Learning:** Use interactive teaching methods like debates, discussions, role-plays, and simulations to engage students and employees in understanding constitutional principles and how they apply in real-life situations.

3. **Workshops and Seminars:** Organize workshops and seminars focusing on constitutional values and civic responsibilities.

Invite experts, constitutional scholars, and community leaders to conduct these sessions and share their insights.

4. Guest Speakers: Invite guest speakers who have personal experiences related to civic engagement, social justice, and the importance of being an active citizen to inspire and motivate the audience.

5. Community Service: Encourage students and employees to participate in community service projects. Engaging in activities that address social issues can instill a sense of civic duty and responsibility.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	No File Uploaded
Any other relevant information	No File Uploaded

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

C. Any 2 of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	No File Uploaded
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

GDC Pattikonda celebrating and organizing national and international commemorative days, events, and festivals is a common practice among various institutions, organizations, and governments around the world. These events are often used to recognize and raise awareness about important historical, cultural, social, or environmental themes.

1. Many government departments are responsible for organizing national commemorative days and events. Cultural festivals, while the Ministry of Environment might commemorate World Environment Day.

2. GDC PATTIKONDA frequently celebrates educational and cultural events on both national and international levels. They may organize events related to science, literature, history, arts, and other cultural programs.

3. Local Governments and Municipalities: Local authorities may organize community events and festivals to promote local heritage, culture, and tourism.

Examples of well-known national and international commemorative days and events include Earth Day, International Women's Day, World AIDS Day, World Energy conservation day, World forestry Day, International Day of Environment conservation and many more.

These institutions' efforts in celebrating and organizing these events play a crucial role in fostering a sense of unity, promoting awareness, and encouraging positive action to address various global challenges and celebrate the richness of human diversity and culture.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Outcome-Based Education (OBE) Approach: Implementing an Outcome-Based Education approach is considered a best practice by NAAC. This approach places a strong emphasis on defining clear learning outcomes for each program and course offered by the institution. These outcomes are specific, measurable, achievable, relevant, and time-bound (SMART). By aligning the curriculum and teaching methodologies with these predefined learning outcomes, the institution ensures that students receive a holistic and relevant education that equips them with the necessary skills and knowledge for their future careers.

Advantages of OBE include:

- Increased clarity for students, faculty, and stakeholders regarding the intended learning outcomes of each program.
- Improved curriculum design and continuous assessment to gauge the attainment of learning outcomes.
- Enhanced student engagement and motivation as they understand the purpose and relevance of their studies.

. Continuous Quality Improvement (CQI) Mechanism: Institutions that effectively implement a Continuous Quality Improvement mechanism are better equipped to maintain and enhance their academic and administrative processes. NAAC encourages institutions to establish a robust quality assurance framework that promotes continuous monitoring, evaluation, and enhancement of various aspects of institutional functioning.

- **Regular self-assessment:** The institution conducts periodic self-assessment exercises to evaluate its performance against predefined quality indicators and benchmarks.
 - **Stakeholder feedback:** Collecting feedback from various stakeholders, such as students, faculty, alumni, employers, and the community, to identify areas of improvement.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The Institution has demonstrated exceptional performance in its commitment to fostering technological innovation, a priority area that lies at the core of its mission and thrust. Through steadfast dedication to research and development, the Institution has consistently pushed the boundaries of what is possible in the realm of cutting-edge technology.

This dedication is evidenced by the Institution's consistent stream of groundbreaking patents, breakthrough inventions, and revolutionary discoveries that have redefined industries and improved lives globally. Its innovative projects have garnered widespread recognition, earning prestigious awards and accolades from renowned institutions and industry experts.

The Institution's emphasis on collaboration with industry partners, startups, and other academic institutions has led to successful technology transfers and commercialization of its research outputs, contributing significantly to economic growth and job creation in the region.

Moreover, the Institution's focus on nurturing a vibrant ecosystem of budding entrepreneurs has yielded remarkable results. Its incubation and acceleration programs have empowered numerous startups to flourish, spurring a culture of entrepreneurship and fostering a thriving startup landscape.

In conclusion, the Institution's unwavering dedication to technological innovation and its successful track record in translating research into real-world applications make it an exemplary leader in its priority area, distinguishing it as a driving force behind transformative technological advancements.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

Planning for the next academic year in a government degree college requires careful consideration of various aspects to

ensure a successful and productive year. Below is a comprehensive plan of action:

1. Curriculum Review and Update:

- Evaluate the current curriculum to identify areas for improvement according to the NEP.
- Incorporate feedback from students, faculty, and industry professionals to update the syllabus, ensuring it remains relevant and aligned with the latest developments in the field.

1. Faculty Development:

- Conduct workshops, seminars, and training sessions like FDP , TOT to enhance the teaching skills of faculty members.
- Encourage faculty to participate in conferences and research activities to stay updated with the latest trends and knowledge in their respective fields.

1. Student Orientation and Support:

- Organize an orientation program for incoming students to familiarize them with college facilities, academic policies, and support services.
- Set up a counseling center to provide academic and emotional support to students throughout the year.

1. Infrastructure Upgrades:

- Identify areas in need of improvement within the college infrastructure and facilities.
- Allocate funds for necessary upgrades, such as modernizing classrooms, laboratories, libraries, and computer facilities.

1. Industry Collaboration:

- Foster partnerships with local industries to provide students with internships, guest lectures, and real-world projects