SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT DEGREE COLLEGE

MAIN ROAD, NEW PETA, PATTIKONDA, KURNOOL (DT).
518380
www.gdcpattikonda.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

GovernmentDegreeCollege, Pattikonda is oneofthe most reputed institutions,established as an affiliated college of Sri Krishnadevaraya University, Anantapur in the year 1988 with undergraduate programmes in BA and B.Com with an initial strength of 88 students. Since its inception, it has been making relentless efforts to impart quality and need based education to the students of diversified social groups hailing from economically back ward area. The College is recognized by UGC under section 2(f) and 12 (B) of the UGC Act 1956intheyear1992andgoteligibilitytoreceiveUGCgrants.With the unstinted efforts of Sri.S.V.Subba Reddy garu, the then agriculture minister, the foundation stone was laid for the construction of new buildings. This degree college was shifted to new buildings constructed in 6.4 acres of land in 1996, inaugurated by Sri.S.V.Subba Reddy Garu. Having got its own buildings, **B.SC (M.P.C& BZC**) courses were introduced in 1997.

I feel happy to state that the alumni of our college are wide spread and occupied various positions ranging from academicians, bureaucrats and entrepreneurs. Our alumni always express their indebtedness to their Alma mater and voluntarily extend their social, intellectual and financial services.

At present, our college is offering 10 UG Progrmmes to stimulate scientific temper in the mind of each student with positive spirit. Our college administration gives utmost priority to the concerns of the students. Implementing the democratic principles in letter and spirit, all the students are made part during the process of formulating policies and decision making.

Innovative teaching and learning methods are adopted which include student centered learning. Guest lectures and invited lectures are arranged to enhance the quality of education with values and latest concepts.

Being a socially responsive organization, the institution is committed for the holistic growth of the stake holders through value-based education and relevant community development activities. The college anticipates a good number of its students will become socially responsible citizens who can create a healthy society for future generations. Cherishing a strong will to face the challenges and excel in achieving aims and objectives of the institution, the college is gearing up itself for reaccreditation cycle III by NAAC.

Vision

To provide quality education to the students of poor, down trodden and under privileged sections of rural background and sidelined area of Pattikonda and achieve academic excellence.

Mission

To provide quality education through effective curriculum design and implementation**.**To emancipate from legal, socio and economic restrictions.

To help the students develop their personality, life skills, communicative skills for acquiring better and fruitful employment.

To encourage staff to utilize ICT enabled methods in teaching and learning process to make it effective.

To sensitize the students on social issues, human rights, gender quality and environmental issues.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well qualified, committed and experienced staff.
- Enrichment of curriculum by offering Add On and Certificate Courses.
- Skill based courses through APSSDC and JKC.
- Fees reimbursement schemes offered by Government.
- IQACstrivingto improve academic standards.
- Steady increase in students' progression to higher education and placements.
- Registered Alumni Association.
- Effective Mentor-Mentee System for overall development of students.
- Regular meetings to discuss and implement proper code of conduct.
- College Magazine with emphasis on competitive examinations.
- Bridge Courses and Remedial Classes for Slow Learners.
- Community service through NSS, NCC, WEC, Eco Club, RRC and YRC.
- Active MOUs, Linkages and Collaborations with other Educational Institutions and Industries.
- Enhanced number of research publications.
- 6.4 acres of environment friendly clean and green campus.
- Well-equipped infrastructure with two buildings and Auditorium
- ICTenabledclassrooms,fourcomputerlaboratories,fiveScienceLaboratories,three Classrooms and two Virtual Classrooms.
- High speed internet connectivity with 50 mbps.
- Well-equipped library with 2000 volumes Active membership in N List.
- Bio metric attendance devices for staff and students. Closed Circuit Surveillance cameras for safety and security of students.
- Differently abled friendliness.

Institutional Weakness

- No hostel facility to attract the students.
- Lack of patents.
- Less number of MRPs.
- Limited Financial contribution by Alumni.
- Number of students passing at national level exams is limited.
- Poor economic status of students.
- Early marriages being the reason for dropouts.

Institutional Opportunity

- CollaborationwithGovernmentandNon-Governmentagenciesforenrichedacademicexperience.
- Demand for newly introduced programmes.
- Improvement in transport facilities because of newly laid approach road.
- Locationofcollegeinasereneandpollutionfreeenvironment.
- Supportfacilitiestohelp students to concentrate on academic excellence.
- Enhanced employment opportunities through JKC, Career Guidance Cell, APSSDC.
- Extension outreach programmes.
- Minimizing of failures anddropoutStudents.
- Generating more units of solar electricity by installing Solar Power Generating Panels
- Mentor – Mentee system to further improve programmes outcomes.
- Publishing more articles in peer reviewed UGC approved journals.
- Using ICT tools in teaching and learning process.
- Teachers can develop more e-modules for the benefit of students.
- Organizing UGC Sponsored Seminars.

Institutional Challenge

- Newly established private colleges in the heart of the town attracting students.
- Strengthening conventional programmes in the wake of demand for market oriented and Restructured (Self Finance) programmes.
- Training rural students to meet global challenges.
- The Practice of earlymarriagesresultingindropoutsandactsasabarrier in student progression to higher studies and employment.
- The rural and illiterate family background.
- SchoolandIntermediateeducationinvernacularmediumposesachallengetothestudentsinpursuingtheir UG courses offered in English medium.
- Establishing fully automated library.
- Industry linkages and Consultancy need to be strengthened.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government Degree College, Pattikonda is offering 10 UG courses. Curricular aspects of these courses are governed by the proceedings and guidelines of Andhra Pradesh State Council for Higher Education, Mangalagiri and Affiliated Rayalaseema University, Kurnool. The departments design Annual Curricular Plan following the Academic Calendar provided by the Affiliated University. The plan includes internal tests, teaching methods followed and adoption of other co-curricular activities. The institutional academic calendar is prepared keeping in view the departmental action plans and the central and state government holidays. It is presented before the staff council and is approved and implemented with necessary modifications if required. Institutional academic calendar is uploaded in the college website for easy access by the students. All the teachers maintain teaching plans and diaries. Additional inputs relevant to the prescribed curriculum are utilized and provided to the students to enrich their learning experiences. Stated programmes and course outcomes are informed to the students. Curriculum is enriched by offering Add on and Certificate Courses. The choice-based

credit system implemented by the institution provides ample scope for academic flexibility to the stake holders by considering their choice of electives from the prescribed clusters. The internal mid exams for both odd and even semesters are planned and conducted as proposed in the calendar. Two internal exams are conducted in the middle and at the end of a semester. IQAC proposes dates during which the internal assessment marks are to be submitted to the office so that the same can be submitted to the University Examination Branch. The evaluated answer sheets are given to students for self-examination. Grievances, if any, are addressed promptly. Crosscutting issues such as Environmental concerns, gender issues, ICT etc are an important part of the curriculum. The students are involved in a number of activities to inculcate these values. Feedback on curricular aspects, received from the stakeholders is analyzed and identified pertinent aspects are considered and necessary action is initiated. Online feedback forms and action taken report are available on institutional website.

Teaching-learning and Evaluation

Extensivepublicityisgivenbyutilizingelectronicandprint media for Admissions. They are made according to reservation policy of state government. From the academic year 2018-19 onwards online admission process has been initiated through Online Admissions Module for Degree Colleges (OAMDC).

After the admission process, students are categorized according to their academic performance. This assessment helps in employing the appropriate teaching learning modalities. The learner centric methods such as participatory learning, experiential learning, group discussions, debates, quizzes, language activities, role plays, peer teaching, JAM sessions, assignments, project works, etc are followed.

Special Care is taken for slow learners and are helped through Remedial Classes. Students participate in extra-curricular and extension activities. Charts and models are displayed in science laboratories to assist in understanding conceptual knowledge. Effective delivery of curriculum is ensured through both offline and online educational resources. Digital tools such as Pickers, Youtube, MoodleCloud, Open LMS Portals, Google Classrooms, Online quizzes and PPTs are used. IQAC arranges training sessions to enhance the utilization of LMS. Several members of faculty have completed MOOCs and have developed resources. IQAC also incorporate coaching for PG and competitive examinations during the zero hours on every Friday and Saturday.

Academic activities of the college strictly adhere to the academic calendar covering internal tests, vacations andexaminations. The College ensures completion of syllabus and transparency in the conduct of internal examinations and evaluation process. Results of mid internal exams are declared within one week of completion of examinations.

The student mentor ration is 20:1. During the assessment period students completed Certificate and Add On courses. Direct evaluation of attainment of these outcomes is based on students' performance in End Semester Exams whereas indirect evaluation is based onstudent progression to higher education and achieving placements.

Research, Innovations and Extension

In order to promote research culture in faculty and students, the institution has established a core committee.40 percent of faculty has Ph.D. Research articles authored by faculty have been published in recognized and UGC approvednational andinternational journals and paper presentations have been published in proceedings of

Seminars,Workshops and Conferences during the last five years. There is a culture of encouraging the faculty toparticipate in UGC sponsored National Seminars, Workshops and conferences and publish papers for sharingtheir innovative ideas. Science laboratories withrequired infrastructure and equipment are made available for undertaking research. Faculty of the institution engaged in more than 100 extension activities conducted through NSS, NCC, WEC, Eco Club, RRC and YRC. Students display active interest in participating in sports and cultural activities.

With an intention to facilitate the creation and transfer of knowledge, sharing academic resources and to expand the horizons of learning experience for students, the institution has entered into linkages, collaborations and memorandums of understanding with various government and non-government agencies, organizations and academic institutions. Organic farming, Botanical Garden with a variety of medicinal and otherrare plants kindle research aptitude among Life Science students.

The institute has a well-established library with membership in N-List and Inflibnet which provides access to national and international research journals, articles and doctoral dissertations and other literary –resources for enhancement of academic research.

Infrastructure and Learning Resources

Government Degree College, Pattikondawas established in 1988. At present it owns 6.2 Acres of land.Institutional has three blocks, one for Arts, Commerce, Library and Administration and the other one forsciences. There are 34 classrooms which include 2 Virtual Class Rooms, 3 Digital Class Rooms. There are 3Computer Labs, 1 English Language Lab, 7 Science Labs and a spacious Auditorium. Wi-Fi connectivity with 100 mbps bandwidth access is provided. All the classrooms are well connectedby Public Addressing System. There are separate rooms for IQAC, Examination Cell, NSS and NCC.

Library is partially automated and research journals and magazines are available. Thasan active membership of N List and INFLIBNET. A few departments have their own libraries. There are well maintained spaces for organizing sports and cultural activities. The institution has sufficient resources to upgrade and maintain the available infrastructure in thecampus.

Toilet blocks have sufficient water supply and are kept very clean andhygienic.There are separate washrooms for male and female faculty.Two RO plants and one Cold WaterPlant are installed. A solar energy plant is installed to conserve the conventional source of energy. Entire campus is encompassed within a boundary wall and magnificent entrance arch. There is a separate room for the Watchman, Cafeteria, and Gymnasium. There is a lush green cover,well maintained Botanical Garden, Green House, Aquatic Pond, and Organic Farm, Vermin compost Pit, Rain Harvesting Pit, Percolation Pits and Roof Water Harvesting Structures. Main campus is well equipped with fire extinguishers and emergency exits.

Student Support and Progression

GDC Pattikonda provides an environment which promotes students' holistic development. This concern is reflected in the academic, emotional, psychological and financial assistance provided to them to achieve their aspirations. Students' progression in both academic and professional aspects is taken care of by the establishment of students support services such as Career Guidance Cell, JKC, WEC, AlumniAssociation, NSS, NCC, Students' Council, Anti Ragging Cell, English Language Lab, etc.

Personality development and career counseling programmes are organized by inviting experts from different domains. Thereiswell equipped library with access to e-resources. Campus recruitment drives are organized to give anopportunity to students to secure placement. Placement and progression record has been on a rising trendduringthelastfiveyears.Acollegemagazineispublished to inform the students about job notifications and relevant material for competitive exams.

The institution is identified by state government as Employability Skill Centre and trained personnel from APSSDC are deployed to impart various skill and job oriented certificate courses. Value based education is imparted through the value added courses such as HVPE, Leadership Education and EVS. Certificate courses are offered to enrich students' academic and skill oriented experience. Meritorious students are properly rewarded in the annual day celebrations. Grievances if any are promptly addressed by Grievance Redressal Cell. More than 80 percent of our students are availing themselves of government and non-government scholarships. Students are encouraged not only to excel in examinations but also to participate in sports, cultural and extension activities. They have won awards for their excellent performance in these fields. Physical well being of the students is ensured by involving them in yoga and martial arts. Environmental stewardship is inculcated by green initiatives of the Eco Club. Disable Friendliness is ensured on the campus. Mentor-Mentee system takes care of academic and psychological counseling to all the students. They are involved in regular study hours and additional academic assistance is provided. Feedback is taken from the students about various support services so as to improve them further. Cafeteria and RO Plants are made available.

Governance, Leadership and Management

The institution's vision, mission and objectives are educating, empowering and motivating the students. The governing body strives to achieve this goal by taking initiatives for holistic development of the students. The staff council chaired by the Principal is the apex body at college level to make resolutions. This participative decision-making aims at attaining the core objectives of the institution. For effective governance and management, the policy of decentralization of administration is adopted by forming different committees which design and implement strategies. IQAC's policy of obtaining feedback ensures the interest of stake holders. Academic and financial audits are initiated to improve and sustain academic and administrative quality. Financial transparency is ensured by proper maintenance of records. E-Governance is employed in all administrative activities involving admissions, examinations and scholarships. The process of implementing e-office is in progress. All the vacancies are filled as per requirement on temporary basis. Faculty empowerment strategies and welfare schemes are made available to both faculty and administrative staff. Teachers are encouraged to participate in orientation, refresher and faculty development programmes to update themselves.

Faculty submits an annual self-appraisal report which is evaluated and forwarded to CCE. The score obtained is considered in Career Advancement Schemes. IQAC has organized various faculty development training and orientation programmes to train faculty in the use of ICT and NAAC process. IQAC has devised a road map and is striving to effectively execute this strategic plan. Recommendations of the NAAC Peer Team have been successfully implemented and the performance level of institution has been further improved.

Institutional Values and Best Practices

The institution aims at achieving overall development of students. Every measure is taken to offer safety and security by appointing day and night watchmen. Divyangan friendliness is ensured by establishing ramps, railings, special washrooms, availability of crutches and a wheelchair, installing of screen reading software and

provision of scribes. Strict discipline is maintained in the campus by strict adherence to the code of conduct. The values adhered to by the institution aim at promoting ethical, social, cultural and environmental consciousness. The foundation courses are an integral part of the regular curriculum. Students are encouraged not only to excel in academics but also in cultural and sports activities. One of our best practices is adoption of three villages. NSS, NCC & RRC Units visit these villages frequently and conduct community service activities. In order to instill the concept of equality and uniformity among the students, institution has prescribed a uniform dress code.

Daily class work commences with chanting of prayer. National and international commemorative days and festivals are celebrated to promote inclusiveness, tolerance, patriotism and harmony. WEC organizes programmes to promote gender equality and create awareness about gender issues. Eco Club ardently plans and executes plantation activities and disseminates knowledge about environmental issues. Institutional sensitiveness towards the climatic changes has resulted in the Rain Harvesting Pits, Roof Water Harvesting Structures and Percolation Pits. Botanical garden is nurtured which houses varieties of medicinal, ornamental and aquatic plants. Solid and Liquid Waste Management are given prominence. Solar Power Plant is installed to generate energy and transfer it to power grid. User friendly and dynamic website of the institution is regularly updated to provide the latest information to the stake holders. The Best Practice of Institutional Social Responsibility too is yielding desired outcomes as the Staff has come forward to donate and raise funds for renovation and community service activities. Students too enthusiastically participate in all activities related to community engagement. The institutional distinctiveness is achieved by employing strategies to fulfill its vision of empowering the students in all respects by constantly striving for their holistic development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE
Address	Main Road, New Peta, Pattikonda, Kurnool (Dt).
City	PATTIKONDA
State	Andhra Pradesh
Pin	518380
Website	www.gdcpattikonda.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	R.Madhuri	08520-226988	9704958772	-	pattikondagdc.jkc @gmail.com
IQAC / CIQA coordinator	Md.Osman Ahmed	08520-250503	8328349628	-	iqac2021pkd@gma il.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Andhra Pradesh	Rayalaseema University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	09-11-1992	[View Document](#)
12B of UGC	07-03-2014	[View Document](#)

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Main Road, New Peta, Pattikonda, Kurnool (Dt).	Rural	6.2	7284.34

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics History Political Science,	36	Intermediate	English	60	16
UG	BA,Economics Political Science Computer Applications,	36	Intermediate	English	30	0
UG	BCom,Commerce,	36	Intermediate	English	60	10
UG	BCom,Computer Applications,	36	Intermediate	English	60	29
UG	BSc,Maths Physics Chemistry,	36	Intermediate	English	60	0
UG	BSc,Maths Physics Computer Science,	36	Intermediate	English	60	17
UG	BSc,Botany Zoology Chemistry,	36	Intermediate	English	60	18
UG	BSc,Botany Chemistry Computer Science,	36	Intermediate	English	30	0
UG	BSc,Zoology Chemistry Aqua Culture,	36	Intermediate	English	50	16
UG	BSc,Botany Chemistry Organic Farming,	36	Intermediate	English	30	20

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				24			
Recruited	0	0	0	0	0	0	0	0	19	5	0	24
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				9
Recruited	8	1	0	9
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

27-11-2024 01:10:01

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	8	2	0	10
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	9	2	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	5	1	0	6

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	460	0	0	0	460
	Female	265	0	0	0	265
	Others	0	0	0	0	0
Certificate / Awareness	Male	130	0	0	0	130
	Female	125	0	0	0	125
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	90	56	81	82
	Female	58	44	23	26
	Others	0	0	0	0
ST	Male	6	4	6	5
	Female	13	7	2	2
	Others	0	0	0	0
OBC	Male	329	218	248	270
	Female	144	101	65	71
	Others	0	0	0	0
General	Male	12	10	5	11
	Female	8	1	3	7
	Others	0	0	0	0
Others	Male	31	20	14	0
	Female	18	12	10	0
	Others	0	0	0	0
Total		709	473	457	474

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The NEP 2020 is intended to provide all round development of students through flexible learning experience in multidisciplinary subjects such as Sciences, Humanities, Languages and Social Sciences and encourages the students to augment their skills to face the challenges of ever changing global scenario in the 21st century. Govt. Degree College, Pattikonda offers various programs in Humanities, Commerce and Sciences with a well-designed curriculum that keeps emphasis on the relevance of social involvement, practice of ethics, effective communication, decision making through discussion and debates to gain in-depth expertise. Keeping in view the recommendations of NEP 2020, the institution has made its resolve to introduce inter disciplinary programs.
2. Academic bank of credits (ABC):	Being an affiliated institution of Rayalaseema University, Kurnool, the institution does not have any kind of authority and liberty to convert the credits gained by the students from other institutions. However, the institution is exploring various possible ways to make the students earn credits from other reputed institutions of higher education / organizations by completing courses on different platforms such as Nipam, IBM, PTech, TCS,Microsoft Organization etc. Once the guidelines are received from the regulatory authority, accordingly the institution takes necessary measures to add these credits to students.
3. Skill development:	To create skilled work force blended with multidisciplinary abilities, Govt. Degree College, Pattikonda, has been making untiring efforts to inculcate digital skills, communication skills, analytical skills and soft skills in students through its skill training center JKC. (Jawahar Knowledge Center). Having entered into MOU with APSSDC (Andhra Pradesh State Skill Development Corporation) and other industries, the institution is providing employability skills, interview skills and Higher Cognitive skills. The institution has integrated four life skills courses (LSCs) and seven skill development courses (SDCs) in curriculum to motivate students to enhance their Skills and much focus is kept on establishing capacity building center (CBC) to impart 21st century skills among students including critical thinking, creative thinking, problem

solving, and digital literacy.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Govt. Degree College, Pattikonda exhibits its commitment to make its students as true heirs of ancient Indian culture and heritage and integrates Indian knowledge system as part of the curriculum. The institution always takes steps to motivate students develop their close proximity with their own culture, tradition, arts and language. The delivery of the curriculum is done in bi lingual mode and organizes certificate course in tourism to preserve and promote India's ancient cultural wealth. The institution has established a cultural club to encourage students' active participation in cultural events as a result students have taken part in various competitions held at district and state level. They participated in National Integration Camps held at different venues. Students are also given training in folk dance, chekkabajana and kolatam, ancient cultural forms of this region to bring laurels to the institution.
5. Focus on Outcome based education (OBE):	The institution has evolved procedures to implement outcome based education (OBE) which includes revising the curriculum for all under graduate programs to incorporate modules such as professional skills, communication skills, soft skills, Indian culture and values as foundation courses and made them mandatory for all undergraduates. Further, the institution has developed academic industry interface to update the skills of Students and employability with APSSDC and integrated industry related courses in the curriculum to provide more number of placements for students. Industry internships, field visits and project works are made part of participative and experiential learning and prepare them to meet any challenge in real life situations. These pedagogical methods certainly promote collaboration with local communities and industry during the project work.
6. Distance education/online education:	Though there are some challenges to introduce online and open and distance learning (ODL) courses due to state higher education rules and regulations, our institution is very keen to offer online learning and ODL courses with certain modifications. Some faculty members have undergone training in creating e-content and learning management systems (LMS), and their e-content and LMS videos are made

available on the institution and CCE website also. The college wishes to offer ODL courses and online education through NEP-2020 operational standards. These reforms in education will certainly make tremendous contribution to the overall Gross Enrolment Ratio (GER) in higher education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institution has established Electoral Literacy club with a team of committed student coordinators and faculty members. The main intention of the club is to promote electoral awareness among the students as it is very much needed in democracy. This club involves students to gain hands on experience as well as sensitize them about their rights and responsibilities in the electoral process. Through its activities, the club motivates students to develop a clear comprehension of the electoral process which includes voter Registration and voting. Participation in the activities of the Electoral Literacy Club provides a unique opportunity for students to enhance their critical thinking skills and knowledge for their role in civic engagement in future.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Literacy Club conducts engaging activates and provides hands on experience to students and intends to create more awareness on electoral rights among the students and makes them understand the relevance of voter registration and voting in the electoral process. The Electoral Literacy Club is very active and aims to involve young minds and future voters to strengthen democratic fabric of our country through their participation in the electoral process. Overall, the inception of The Electoral Literacy Club with a team of dedicated coordinators and members is a clear indication of Government Degree College's, Pattikonda commitment towards the promotion of electoral literacy among the students.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	The Electoral Literacy Club at the institution is firm in its resolve to make students and communities for their active participation in the electoral process by organizing innovative programmes. One among the notable programmes is the conduct of rallies to

assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	educate public on their electoral rights on the eve of National Voter's Day. In addition, the club in collaboration with the local Assistant electoral officer encourages the students aged between 18 – 21 to register themselves as voters and encourage unregistered students to register as well. To create awareness on the relevance of ethical values in upholding democratic principles, the club organizes various events such as essay writing, debates, seminars and poster presentation. At the end of these competitions, students take pledge in support of free and fair elections. These proactive initiatives of the club including voter registration and the promotion of ethical voting have brought considerable awareness and involvement of students in the electoral process.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Government Degree College, Pattikonda, has been very active in socially relevant projects and conducts programmes related to electoral process. The Electoral Literacy Club of our institution organizes annual public rally on the eve of National Voters' Day i.e., 25th January to Create awareness in the public about the importance of electoral participation. The club also enlightens the public on the rights and responsibilities of voters. By making use of Help Line App, the institution has launched awareness programme on the voter registration. This programme is aimed at sensitizing citizens to register themselves as voters using the App in order to increase their participation in the electoral process. These initiatives and projects of our institution are very crucial in increasing awareness among the public for their active involvement in the electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	A mentor – mentee system being followed in our institution aids The Electoral Literacy Club to increase voter enrolment among the eligible students. To improve the voter registration, The Electoral Literacy Club has found out 245 students who have not yet registered as voters. In consonance with the local revenue officials, an awareness programme was organized to stress the importance of voter registration and necessity of casting vote to elect their public representatives. As a result, unregistered students came forward and registered as voters. Still few students remained as unregistered voters. Efforts are on to get them registered as well. The Electoral Literacy Club continues to carryout instructions and guidelines of Election Commission of India and

	accordingly organizes awareness programmes on voter registration. These initiatives clearly exhibit our commitment for the promotion of electoral literacy and encourage young people to exercise their right to vote.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
725	709	473	457	474

File Description	Document
Institutional data in prescribed format	[View Document]

2 Teachers

2.1

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

Response: 33

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	23	15	19	20

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.16663	5.31771	9.31985	59.75136	84.20736

File Description	Document
Upload Supporting Document	[View Document]

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

One of the reputable institutes of higher learning, Government Degree College, Pattikonda, faithfully adheres to the APSCHE curriculum and clinically implements it in accordance with the academic calendar of its associated university, Rayalaseema University, Kurnool.

The prospectus committee puts together the document at the start of the academic year. The college website offers print copies as well as digital versions. The prospectus gives a thorough explanation of the academic programs as well as every amenity offered by the college.

The principal meets with department heads at the beginning of the school year to go over the schedule that the timetable committee has created. In accordance with competence mapping based on the teacher's area of expertise, prior performance, or personal interest in the subject, they are instructed to distribute the syllabus during departmental meetings. The department heads who are in charge of allocating the work draft and discuss an academic action plan. The strategy is followed, and the program is presented successfully and effectively.

The schedule is publicized on the college website, department notice boards, and student Whatsapp groups. During the induction program for newly accepted students, department instructors provided students with information on their specific department's syllabi. Bridge courses are provided as an introduction to the subject for students. Remedial sessions are offered to slow and moderate learners to raise their academic standards based on internal and external evaluation. The participation of pupils in co-curricular and extracurricular activities is tracked by a number of committees for their overall development. To comprehend the specified curriculum, students participate in exams, group discussions, peer learning, and model-making.

Participatory learning includes the adoption of student-centered teaching strategies. Programs for faculty exchange and invited presentations from outside experts improve the efficiency of curriculum delivery. Field tours, industry visits, community service initiatives, and internships based on the curriculum are typical highlights. It is encouraged to adopt blended learning. There are currently 06 classes with LMS features for information sharing and scholarly use.

E-content was produced by the professors using PowerPoint presentations and video tutorials. Each student can access the faculty-prepared LMS e-content on the four quadrant approach at any time and from any location on the website using their unique login. The CCE broadcasts lectures delivered by subject-matter experts.

Internal exams are held on the designated days. The final is made by the I.A committee. To allow enough time for preparation, a timetable for each program and course is posted in advance on notice boards and in student Whatsapp groups. Department heads create the test questions and submit them to the I.A committee. The printing of exam papers is organized in accordance with the principal's instructions. At every point, confidentiality is scrupulously upheld to uphold the standards of examination. Each student receives an answer booklet with all of the relevant information printed on it.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 50

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.2.2

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

Response: 58.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
377	325	334	338	289

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Environmental challenges, gender issues, societal difficulties, and the professional development of students' personalities are all significant curriculum topics. In order to combine the intersecting concerns linked to Professional Ethics, Gender, Human Values, Environment, Personality Development, and Leadership, the university offers a number of APSCHE-recommended courses. Through a range of activities, these values are implanted in the minds of the children.

professional ethics: Exposes students to the complexities of personal, management, and business ethics as a mandatory course in the third semester of the B. Com. program. All students are advised by the faculty to abide by the institution's approved ethical code of conduct.

Gender: The Women Empowerment Cell's teachers and students want to raise students' knowledge of gender issues in contemporary culture. The WEC organizes activities, talks, seminars, and self-defense classes for female students. Rural women, who lag in terms of personal hygiene and health, are given education and training on subjects including pregnancy, malnutrition, menopause, and menstrual-related difficulties through the efforts of WEC and NSS. The purpose of celebrating International Women's Day each year is to raise awareness of gender equality and to provide a full picture of the tremendous contribution that women have made to the advancement of their countries. The curriculum for the English Department's add-on certificate course on "Gender Sensitization" deals with the challenges and problems that the third gender faces in society.

Human values: In the first semester, the APSCHE offered a Human Values and Professional Ethics course to undergraduate students. Introduction to value education, human harmony, harmony in families, society, and nature are among the topics covered in this course. While upholding a strong sense of integrity, interreligious harmony, and inclusivity, it promotes character development and values instillation. Among the planned activities are community service initiatives including trips to elderly homes, homes for the blind, and orphanages as well as events honoring significant national and international holidays. Rallies are held as a part of the ongoing campaigns to increase public awareness of various problems.

Environmental and sustainability issues: First-semester students who enroll in the EVS course will learn

more about these topics, including natural resources, ecosystems, biodiversity and its preservation, environmental pollution, the transition from unsustainable to sustainable development, and the role of information technology in protecting the environment and human health. Events like seminars, guest lectures, health camps, blood donation camps, the observance of Earth Day, and planting activities are planned in collaboration with the Forest Department. Students and staff are encouraged to donate saplings to expand the campus's green space.

Students who pursue degrees in soft skills and communication learn how to hone the abilities required to mold their personality. While studying for a range of competitive tests, students in the analytical skills course get the chance to hone their critical thinking abilities. Entrepreneurship and leadership education trains students to take on leadership responsibilities and grow in confidence through increasing understanding of idea generation, opportunity identification, governmental policies, and tax incentives.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 67.03

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

Response: 486

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 45.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
126	321	290	101	93

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

2022-23	2021-22	2020-21	2019-20	2018-19
480	480	390	340	340

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 72.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
113	231	197	93	92

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

2022-23	2021-22	2020-21	2019-20	2018-19
231	231	197	174	174

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 31.52

2.3 Teaching- Learning Process

2.3.1

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

Response:

These days, teachers' involvement with students' concerns, attention, and interest is heavily emphasized

in the teaching-learning process. Government Degree College, Pattikonda has implemented a number of student-centered learning strategies, such as seminars, talks, group discussions, field trips, agency visits, case study-based research project work, internships, etc., to encourage students to go beyond the classroom and become active and engaged participants. Additionally, these newly developed teaching techniques improve students' critical thinking and self-assurance. The instructor can stimulate creative thinking in the classroom and make it more participatory.

To strengthen their leadership abilities and sense of teamwork, students plan and manage a variety of activities. Numerous activities are held to encourage pupils to take part in the learning process. Students can demonstrate their creativity and knowledge through competitions including quizzes, PowerPoint presentations, models, and poster-making.

Individual and group experiential learning are both included in this process, which is used to reinforce the application of previously learned concepts. The language departments periodically hold tests, poetry analyses, short story writing contests, and poetry recitals to polish students' language abilities. The students benefit from getting hands-on experience through field trips, industry visits, and heritage tours. To address the issues facing modern society, debates are held to increase socio-political awareness.

Eco-Club promotes ecological awareness by planning botanical excursions and commemorating important environmental holidays. Students are also participating in planting trees and establishing a plastic-free zone on campus. Well-equipped language, science, commerce, and computer labs give students hands-on learning opportunities. All students receive first-hand experience working on an experiment or a new model in practical classes. In addition to making a significant contribution to society, students regularly engage in community service projects with NGOs and governmental agencies.

Participative Learning: Students participate in JAM Sessions, Peer Teaching, class discussions, debates, presentations, role plays, and other forms of active learning. Students take part in activities that involve reading, writing, listening, speaking, and thinking. Their capacity for independent study, original thought, and teamwork are all enhanced by the CSP projects.

Methodology for Solving Problems: Solving problems is a procedure for getting over barriers that stand in the way of achieving the desired outcomes or solutions. Since it fosters higher level thinking, a sense of responsibility, and the development of resources necessary for life, it is tremendously beneficial in many ways. To improve problem-solving skills, creative project work, brainstorming sessions, and case studies are used.

Provision of E-learning Resources: ICT-enhanced instruction aids pupils in overcoming their barriers related to their rural upbringing. The availability of the Internet helps pupils develop the habit of self-directed learning. To support the e-learning process, well-equipped computer labs, virtual labs, digital classrooms, LCD projectors, and LMS software are provided. During the current epidemic, teaching and learning activities were conducted by including students in online interactive sessions using Google Meets, Web-ex, and Zoom platforms. Students can access electronic journals, books, and reference materials in the library.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 86.96

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 64

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	21	8	12	15

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

To accomplish the ultimate goal of academic openness, Government Degree College, Pattikonda uses a transparent assessment system and adopts the APSCHE-mandated process for performing Continuous Internal Assessment (CIA). The Convener of Examinations oversees a distinct Examination Cell in the college with help from the Examination Committee.

The academic year 2015–16 saw the implementation of the choice-based credit system. Students receive mark memos at the end of each semester. Each graduate receives a course grade point average (CGPA) and semester grade point average (SGPA) at the conclusion of the three-year program. As a result, modifications to the mode of examination and evaluation have been made. Internal assessment is worth 25% of the total points, while external evaluation is worth 75%. of total marks.

Newly admitted students are informed of the various academic and infrastructure resources offered by the institution, as well as the procedures for exams and evaluation, internal evaluation, the weighting of marks, and the established code of conduct for classes and exams, during the induction program. Course structure, including information on credits, hours given, and marks for both theory and practical exams. The relevant departments have access to the internal and external examination question paper's blue print. Students who miss the internal exam due to illness or their participation in college extracurricular activities are given the chance to retake it at a later time.

The frequency and participation of students in extracurricular activities, such as seminars, assignments, group discussions, role plays, field trips, project work, quizzes, group work, and language exercises, is taken into account during internal evaluation. This makes it easier to determine whether the learning objectives for each course are met.

Examining for practical papers alternates between internal and external examiners throughout odd and even semesters. The university calendar is used to determine the dates for internal exams, which are then posted online. The evaluation procedure has a deadline, and the scripts are assessed one week after the

internal exam is finished. Students are informed of their grades, which are entered in the department's Marks Register. The Examination Cell also keeps the scripts on file. Any irregularities brought to the departments' attention are swiftly resolved.

After evaluation, students are given their answer scripts, and the assessment process is described. Through the Exam portal, the University receives the combined scores from two internal tests. The Principal and Convener of Examinations effectively keep an eye on the entire examination procedure. Because of the aforementioned procedures, the examination and evaluation process is now more transparent and quick overall.

File Description	Document
Provide Link for Additional information	[View Document]()

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The course outcome outlines what a student should understand or be able to achieve upon successful completion of the course. It serves as a reminder of the course's predetermined aims and objectives. Additionally, it makes it easier to determine whether the course was successful in achieving its objectives. Through course outcomes, students acquire knowledge, skills, attitudes, and values. Effective results include elements that are specific, measurable, achievable, relevant, and time-bound (SMART). They support professors and students in understanding the course material. Our multidisciplinary university comprises ten programs in the arts, sciences, and business. In their serious efforts to meet the requirements of students from various social groups, fourteen departments.

Our college follows the Rayalaseema University, Kurnool's standards for curriculum completion. Before the semester even starts, the IQAC takes steps to involve all departments in curriculum delivery by having them create POs and COs that are in line with the course objectives, core values, and syllabus in order to improve the effectiveness of teaching and learning for students.

Following the completion of the outcomes, the concerned instructor informs the pupils during curriculum delivery of the indicated PO's, PSO's, and CO'S. Program and course learning outcomes are periodically examined and assessed. For reference, a soft copy of the curriculum and learning objectives for the programs and courses is made available on the institution's website. In IQAC and staff meetings, the significance of learning outcomes in students' academic and professional success is consistently highlighted. During the induction program for newly admitted students, awareness is also raised about POs, PSOs, and COs.

As they are designed to improve knowledge, ethics, leadership qualities, communication skills, analytical

abilities, and ICT competency, POs, PSOs, and COs are created expressly for the holistic advancement of students. Before handling the classes, newly hired professors are briefed of PO's, PSO's, and CO'S. To achieve the targeted learning objectives, pedagogical approaches, learning resources, ICT tools, expert presentations, field visits, and project activities are methodically designed and implemented.

The right evaluation techniques are used to compare the achievement levels of COs and POs. All six semesters' outcomes are thoroughly assessed by comparing COs to the program's general outcomes.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The correct assessment of course outcomes (COs) and program outcomes (POs) is crucial to the teaching and learning process and opens the door to figuring out how well the institution's programs and courses are working. By providing feedback and assisting them in understanding the significance of learning through the development of self awareness and self reflection abilities, students learn about their learning process and areas that require further improvement. The ability to both detect and, if necessary, close gaps in learning outcomes, teaching strategies, and student support is also very helpful.

All academic programs offered by the school and recommended by the affiliated university have specific learning objectives. The stated program outcomes and the program-specific outcomes are met. Beginning with a clear definition and mapping of course outcomes to program outcomes, evaluation of achievement levels for course outcomes can begin. Throughout the six semesters, the results are rigorously evaluated.

The performance of the students in summative (External) and formative (Internal) assessments in the courses is used to evaluate the attainment of POs and COs. Each semester, the affiliated university conducts an end-of-semester exam for Theory, accounting for 75% of the course's evaluation. The remaining 25% of the weight is used for the student's internal evaluation. At the conclusion of the odd semesters, practical exams are held, and internal examiners do the evaluation.

An outside examiner grades the practical tests that are given at the conclusion of each Even Semester. Assignments, group discussions, seminar presentations, exams, JAM Sessions, role plays, and other activities are all included in the process of ongoing internal evaluation. The departments continuously evaluate the students' learning outcomes, and when necessary, concerned teachers and ward counselors take corrective action to help students meet their course objectives.

For each course, a goal overall percentage and a cutoff grade point are established. Students are deemed

to have met the course outcome when their achievement is greater than, equal to, or equal to the fixed target. According on the following scores acquired by the student in their internal and external evaluations, Direct Attainment levels of COs, POs, and PSOs are calculated.

Percentage end exams	Grade points	Target Achieved	Performance Calculation
100	10.0	**Absolutely Achieved Course Outcomes**	**Outstanding**
90-99	9.0-9.9	**Completely Achieved Course Outcomes**	**Excellent**
80-89	8.0-8.9	**Extensively Achieved Course Outcomes**	**Very Good**
70-79	7.0-7.9	**Substantially Achieved Course Outcomes**	**Good**
60-69	6.0-6.9	**Fairly Achieved Course Outcomes**	**AboveAverage**
50-59	5.0-5.9	**Partially Achieved Course Outcomes**	**Average**
40-49	4.0-4.9	**Barely Achieved Course Outcomes**	**Pass**
<40	0	**Failed Achieved Course Outcomes**	**Fail**

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 70.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
129	44	66	87	123

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	84	86	129	188

File Description	Document
Institutional data in the prescribed format	[View Document]
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document]

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.63

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

3.2.1

Institutions of higher learning must perform in a variety of capacities, including teaching, research, and extension. To help the institution succeed in the sphere of education, research takes the lead among the key academic activities. To find innovative ways to educate, improve learning environments, and practice teaching with students and teachers, research and development work hand in hand.

Government Degree College, Pattikonda has created an ecosystem for innovation and the Indian knowledge system, taking into account the importance of high-quality research to create a healthy society for future generations.

Technology based teaching:

The institution essentially follows a U.G. program. The university has started taking steps to make the best use of technology for information dissemination in order to improve the effectiveness of teaching and learning methods. In addition to the books in the library, the majority of the faculty members use cutting-edge educational techniques such power point presentations, ICT tools, virtual classrooms, and YouTube sessions to share knowledge.

Establishment of IPR cell:

The institution has set up an IPR unit to raise awareness of intellectual property rights among the professors and students. Its primary purpose is to plan workshops, seminars, and other similar events to teach students how to protect their concepts, innovations, and creations. Students and professors participated in a webinar on "IPR" that was hosted by the IPR cell in conjunction with the intellectual property rights office in Chennai.

Research initiatives:

To educate academics and students about intellectual property rights, the university has established an IPR unit. Its main objective is to organize workshops, seminars, and other activities of a similar nature to instruct students on how to protect their ideas, inventions, and works of art. In partnership with the Chennai intellectual property rights office, the IPR cell organized a webinar on "IPR" for students and teachers. Faculty members have produced 33 research papers and written 01 books with the institution's ongoing support. Our students have worked on socially significant projects while being supervised by the faculty. The institution has thus far hosted 08 webinars or seminars for the dissemination of information. To further develop their professional skills, faculty members are encouraged to take part in workshops, seminars, and conferences and to present papers there.

In addition to the main U.G. curriculum, all departments offer add-on and certificate courses to pique students' curiosity and improve their understanding of their particular fields. The transformation of information is facilitated through expert lectures by eminent academics and inter/intra college activities like cultural events, educational field trips, quizzes, debates, group discussions, seminars, and project work.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

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

Response: 5

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on**

Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	03	3	9	11

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

3.3.2

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

Response: 0.09

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

Since the institution's principal goal is the holistic development of its students, extension activities are carefully planned and carried out for the benefit of the community as well as of the students. Since the socially marginalized members of society who belong to various social groups reside in rural areas, it is the obligation of the students to impart information and skills for their empowerment. Our institution's student support wings provide opportunities for students to socialize and engage with the community. It provides the way for students to discover the significance of moral principles and interpersonal relationships.

Extension wings like NSS, NCC, Red Ribbon Club, Women Empowerment Cell, Consumer Club, and Eco Club carry out the institution's neighborhood network and community service projects. Students are informed about the many clubs in the institution and their roles during the induction event at the start of the academic year, which also serves to encourage participation in extracurricular activities. The club's organizers and members come up with a plan of action for the year, and the events are held on particular days to give students the chance to participate in social activities that will prepare them for future civic engagement.

NSS: There is one NSS unit at the college. Special camps are held annually to benefit the community through various awareness campaigns and the adoption of four hamlets.

Red Cross Youth Society Red ribbon club: Rallies are held annually to raise awareness of HIV and AIDS.

YRC programs: Involve students in advancing moral principles, emergency preparedness, and public health services.

Women empowerment cell: Women's rights and empowerment awareness raising is the main goal of the sale on women's empowerment. It carries out awareness campaigns on gender sensitization, cleanliness and health, child marriages, and other social issues in the college.

Eco club: The primary objective of the Eco group is to raise student knowledge of environmental issues. Through the group, numerous initiatives have been carried out to keep the campus clean, green, and healthy. Students are also involved in planting trees and maintaining a plastic-free campus.

Consumer Club: The goal of the consumer club is to educate students about their rights as consumers and to make them aware of their obligations as members of society. The group also assists in educating students about product standards and manufacturers. Eminent individuals are asked to inform pupils about consumer law and the process for obtaining justice if harmed. On the eve of Consumer's Day, numerous events are planned.

Grievance and Redressal Cell: This organization's major goal is to foster an academic environment on campus and support students in their academic endeavors without interference. The Grievance and Redressal Cell deals with the actual issues that students have. To allow students to voice valid complaints and helpful suggestions, complaint boxes are positioned in various places. The mentor-mentee system aids them as well.

NCC: The NCC wing instills in the kids a sense of discipline and punctuality.

File Description	Document
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

Through its support cells, including NSS, NCC, YRS, WEC, consumer Club, ELC, Red Ribbon Club, and Eco Club, Government Degree College, Pattikonda has on various occasions organized a number of extension initiatives. The institution has received honors and gratitude from governmental and non-governmental organizations in appreciation of our services and achievements.

• The NSS unit and ELC jointly organized rallies on the eve of voter's day educating the public on the importance of voter registration, ethical values, and voting.

• Our students and staff voluntarily participated in Blood donation camp organized by Government Hospital, donated blood, and received certificates of appreciation. The assistant electoral officer recognized the value of our work.

•To keep the peace and harmony during the religious processions, NCC cadets offered assistance to the local police.

• NCC cadets participated in the health camp at Pattikonda that Shantharam Medical College, Nandyal, arranged, and they were given certificates of recognition for their efforts.

• An NGO named Yuva Sena has also praised the women's empowerment cell's efforts to raise awareness of gender equity and health.

• Yuva Spandana, a non-governmental organization, has supported the efforts of the Red Ribbon Club in putting up blood donation and blood grouping initiatives.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	1	6	2

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

3.5 Collaboration

3.5.1

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

Response: 17

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The 6.20 Acre Government Degree College in Pattikonda ensures adequate accessibility and optimal use of the physical infrastructure. In order to replace or upgrade the current infrastructure, a need-based evaluation is conducted at the start of the academic year using ideas from the department heads. A decision to upgrade physical facilities is made after considering the requirements of the course, the computer to student ratio, financial limitations, the functionality of the current equipment, and student complaints.

Classrooms: To improve teaching and learning, the school has a well-equipped infrastructure that includes large, well-ventilated classrooms with comfortable seats, green boards, and audiovisual equipment.

Laboratories: Seven excellent laboratories work hard to instill research and application-oriented methods. To help students become more practical minded, the botany, zoology, physics, chemistry, and aquaculture laboratories are expanding their services.

Computer Labs: The school offers two cutting-edge computer labs equipped with the most recent models of computers, printers, and internet connectivity to conduct hands-on training sessions to improve computer skills for the B.Com C.A., MPCs, and BCCs groups.

Library: In addition to the reading area, a large room serves as the library. During their free time, students visit the library. The library has daily newspapers available for students to use. The academic members go to the library to find reference materials for their research articles.

Auditorium: Major auditorium with appropriate seating and audiovisual equipment is available for major gatherings at the institution. It is employed to plan cultural events, yoga sessions, and gatherings. The auditorium is frequently used for conventions, workshops, and seminars.

ELL Lab: English Language Laboratory: The English Language Laboratory was started with 50 computers. It is now utilized for e-literacy initiatives, job development, and soft skill training.

Playground: The College includes a sizable playground that the students use for kabaddi, khokho, football, and cricket. There is enough equipment in our fantastic gym to encourage physical fitness and

general wellness.

Administration block: There is a separate principal's chamber with a washroom adjacent at the institution. The chamber is where the staff council meetings take place, where they talk about academic and administrative issues. For administrative employees to do their business, there is a sizable office space.

Wi-Fi Connection: The institution has 8 wifi access points, 6 BSNL and Fiber Net broad band connections, and internet connectivity with a 50 mbps speed. It makes it possible for all departments, students, faculty, office space, and the principal's chamber to carry out instructional and administrative tasks.

CC TV Surveillance System: For the safety and security of the faculty, personnel, and the entire campus, 15 CC Cameras were put at various locations as part of a CC TV surveillance system. Additionally, it aids in reducing theft-related issues.

NSS Space: As a resource for students, NSS supports participation in a range of volunteer endeavors. The NSS National Service Scheme has a dedicated space for meeting volunteers and program officers as well as storing goods like flags and first aid supplies.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

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

Response: 87.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	7.04	58.15	82.37

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

As the repository of knowledge, the library is regarded as the center of any educational institution since it has a considerable impact on the standard of the academic and research cultures among staff and students. The library is taking up more academic time and space in the learner's life as a primary learning resource.

The institution's library, which was created in 1988, has 600 books for 150 students. Currently, there are 10400 books available, including text books, reference books, books for graduate school admission tests, and books for competitive exams. It contains a large hall designated for reading. For both students and faculty, the books are arranged and distributed properly. To oversee its operations, a committee was formed with a convener, staff members, and student representatives. The principal served as the committee's chairman.

The library raises awareness of the availability of various types of books as part of the orientation program for newly admitted students to ensure their best utilization. Additionally, it educates students on the library's services and the behavior expectations when using its resources.

Important undertakings:

Daily Thoughts Service: On the display board are quotations from well-known people that aim to instill moral and ethical principles in the kids.

Students are informed about job announcements and P.G. entrance exam schedules as part of career guidance.

Current Affairs: Students are made aware of local, national, and international current affairs through

providing daily news papers.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

Government Degree College, Pattikonda provides adequate IT facilities that are regularly renovated and updated to help with both academic and administrative activities. The government has simplified the procedure of admission to Undergraduate Programs online since 2017. Admissions were made online through the APSAMS (Andhra Pradesh State Academic Management System) site in accordance with this shift in administrative policy. Students are enrolled using the OAMDC (Online Admission Module for Degree Colleges) portal commencing during the 2020-21 academic year.

ICT is used to update all academic and administrative records. In office administration, ERP software is utilized to update scholarship data. Staff creates e-content utilizing existing resources and makes it available to students by uploading it to the college LMS portal. College periodically upgrades the Wi-Fi facility. The university has an optical fiber network. There are 5 Wi-Fi connections with a bandwidth of 50 mbps. There is only one Grid internet connection available for two Virtual Class Rooms.

Since the 2018-19 academic year, students' attendance has been tracked online through the Integrated Attendance Management System. Four Bio-Metric sensors have been put in the university to track the daily attendance of personnel and students. via addition to daily attendance, the concerned faculty records hourly attendance via the Jnana Bhumi app on their smart phones.

The internet connection has been configured to include the entire college campus. Each office/workplace/department has a specific set of computer systems and printers. The college is getting a new, high-powered Xerox server. It features 64GB of memory, making it ideal for university/college programs and various apps. The college features a one-of-a-kind web room installation through BSNL for undergraduates to use for academic functions, accessing online publications, and downloading resources. In addition, a 20 Mbit/s connection and 5 BSNL broadband connections were identified as backups in case the maximum connections were exhausted. The broadband connection will be provided by a BSNL broadband provider.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 18.13

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

Response: 40

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 12.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.16	5.30	2.26	1.58	1.82

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 62.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
463	546	387	224	167

File Description	Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

27-11-2024 01:10:01

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

5.1.3

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

Response: 23.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
135	150	135	141	95

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 9.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	10	9	20	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	84	86	129	188

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

5.2.2

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

Response: 4.33

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 4

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

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

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

5.3.2

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

Response: 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

In 1988, the Government Degree College in Pattikonda was established. This temple of learning educated a sizable number of alumni. Even though this institution is situated in a rural area, it has significantly contributed to giving rural students access to higher education. In the spheres of politics, education, sports, agriculture, business and industry, and social work, alumni of our institution are highly known. Having friendly links with alumni, the college organizes annual alumni gatherings to provide alumni a chance to mingle and share their experiences with junior students. The college is pleased to note that the Alumni Association supports both the institution and students' overall growth. It makes a financial contribution, but it also helps with academic planning, student placements, career counseling, and social activities.

Our alumni association organizes:

- Expert presentations on various topics and career assistance by bringing in illustrious people from diverse fields.
- Some of our graduates work as industrialists; as part of MoUs, they give students internships and impart their knowledge and experience.
- The Alumni Association arranges for the students to tour businesses and educational institutions.
- A sizable portion of our alumni regularly visit our campus and participate in learning opportunities.
- The Alumni Association offers its assistance in research orientation to the students by assisting them in successfully completing their community service projects.
- It also organizes Guest lectures on the job options in various areas.

Financial Support:

Our alumni organization regularly donates to the College's infrastructural growth, providing financial support to the Institute. The installation of a RO water system was funded by a donation made by philanthropist Sri. S Ramachandra Reddy, who was moved by the alumni association. Sri. C Narayana Reddy, a local politician, gave one lakh via the tireless efforts of alumni for the acquisition of books.

The association has been playing a major role over the past few years during the college's most significant quality-acquiring and -maintaining moments. The principal was requested to launch new UG courses by the alumni association members, and as a result, B.Sc. Aquaculture Technology, B.Sc. Organic Farming, and BCCs were added. Along with providing financial assistance, the alumni also offered their juniors guest lecturers, motivational speakers, and career coaching classes.

When the admissions team visited their respective communities, the alumni assisted the team in locating the qualified students. Additionally, they urged the students to enroll in a college to further their studies. The association also prepares and implements welfare measures for the students in addition to the periodic regular events including raising awareness about many aspects of academic social life, the environment, and legal awareness. Students in UG programs receive a large grant because they were unable to pay the examination cost due to poverty.

File Description	Document
Provide Link for Additional information	[View Document](#)

27-11-2024 01:10:02

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

- To develop the college into a Multi-disciplinary Model College that provides courses with curriculum that incorporates various talents with practical training to the underprivileged parts of society at a reasonable cost.
- To transform rural students into strong and capable citizens by enhancing skill-based education, research inculcation, and human talents by making current technologies known to them through value-added quality education for overall development.

Mission:

- To tackle the challenges given by post-pandemic Covid-19 circumstances, a mixed approach of teaching and learning was implemented.
- To plan exciting co-curricular, extra-curricular, and extension programs for students' overall growth.
- To strengthen the student-mentor system in order to make this ward ship one of the best practices in order to address all student issues in a transparent manner.
- To commemorate national and regional holidays in order to instill a sense of patriotism among students.

The Staff Council, chaired by the Principal and comprised of faculty from all departments, plays an important role in the formulation and implementation of Academic and Administrative Plans.

Academic Coordinators, IQAC Coordinators, and Senior Administrative Staff all participate in the decision-making process of the College's many organizations.

The Principal holds monthly meetings with the Academic Coordinator, the IQAC Coordinator, and the Staff Council to examine the college's success in all areas.

The college's IQAC Coordinator and Academic Coordinator analyze academic activity progress and identify roadblocks to program implementation. Throughout the academic year, conveners of several Committees contribute to the planning, implementation, and enhancement of curricular, co-curricular, and extra-curricular components of the college.

The CPDC was established as a platform for gathering public support. Its Chairperson is the Principal,

and its members include parents, educators, senior faculty members, alumni, small entrepreneurs, doctors, businessmen, and students.

Infrastructural facilities are improved on a regular basis using UGC grants, RUSA funding, and Special Fee monies. Every semester, students' opinions on the performance of the teaching staff are gathered.

MOUs, expert lectures, seminars, research, and consultancy all help to improve student learning. Salaries are paid in accordance with the current State Government and UGC guidelines.

The UGC guidelines for the minimum qualification for lecturer recruitment are followed. Short-term and long-term goals for the institution are established in accordance with the college's vision and mission. The college's organizational structure aids in recognizing the various degrees of authority and responsibility positions. It aids in successful communication throughout the hierarchy...

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Every year, the institution's perspective plans are evolved and deployed through action plans, academic and administrative activities, and periodic reviews of respective outcomes to achieve strategic plan attainment. There will be effective monitoring and documentation at all levels. The following are included in the development strategy:

- To achieving excellence in academics, teaching, and learning fostering/facilitating student-centered growth
- To improve infrastructural facilities
- To increase the institution's social relevance; to discover and mobilize funding;
- To finish the automation process and achieve paperless office administration; and
- To empower students through information, guidance, training, and support services.
- Through the Jawahar Knowledge Centre (JKC), students' domain knowledge and soft skills will be enhanced.

Departments create their own strategic plans while keeping these goals in mind. To help with the process, faculty representatives from each Department/unit visited outstanding colleges throughout

the state and identified best practices that were implemented there. This exercise not only revealed the College's strengths, but also areas where the Institution could develop in order to become a renowned educational institution in the state. The College was able to obtain ISO certification thanks to this planned program.

The institution emphasizes a participatory management culture by incorporating teaching staff, non-teaching employees, students, and other associates in decision making at various levels. As the college's head, the principal oversees the day-to-day operations of the college and coordinates all departments in carrying out the plans for curricular and co-curricular activities. The class counselor system is used to foster positive relationships between teachers and students while teaching them about academics and other topics.

Activity that was successfully carried out: Implementation of new courses:

  In the academic year 2021-22, the college introduced new courses such as B.SC Aquaculture Technology, B.SC Organic Forming, B.A Computers, and B.SC (BCCs). As part of our Vision and Mission, our college always makes serious efforts to provide new courses that improve knowledge and employable skills.

Blended Mode of learning:

Because of the Covid epidemic, our college chose a mixed form of instruction. Our institution, in collaboration with APCCE, provided employees with training on the use of several online teaching platforms like as Cisco Webex, Teach mint, and others. Our college also hosted two national webinars, one of which focused on the use of ICT tools. No regular academic activity was disrupted, and our faculty and students worked hard and obtained satisfactory exam scores compared to the previous year. During the lockdown time, this university provided complete online teaching and learning. In addition to traditional academic activities, we encouraged our students to participate in online training programs such as Spoken Tutorial, which was developed in partnership with the Commissionerate of Collegiate Education, A.P, and the Cisco G-Suit Networking Academy.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

    1.**Administration**
    2.**Finance and Accounts**
    3.**Student Admission and Support**

4.Examination

Response: D. 1 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

According to the norms and regulations of the Government of A.P., the institution is implementing the following statutory and non-statutory welfare measures/schemes for both teaching and non-teaching employees.
1. **Leave Provisions:**
15 days of Casual leaves for one year
7 days of Special casual leaves for one year
5 days of Optional holidays for one year
20 days of Medical leaves for one year(commutable to half pay leave)
180 days Maternity leaves(up to two surviving children)180 days Child Care Leaves for Women
15 days of paternity leaves

5 days of special casual leaves for women employees for one year
2 years of study leave
2. Medical Facilities- Health Card System:

All government and selected business hospitals offer cashless treatment using the health card. The scheme provides in-patient treatment for selected ailments at hospitals with all specialties. The following is the monthly contribution:
Slab A. Rs. 90
Slab B. Rs. 120
Slab C. Rs. 300
Reimbursement provision is also available in case of self-payment.
3. Insurance Facilities:

Andhra Pradesh Group Life Insurance (APGLI): Government employees between the ages of 21 and 53 are eligible to purchase an APGLI insurance. When the policy matures, the policyholder receives the complete sum insured and bonus up to the date of maturity. In the event of a policyholder's death due to illness before the policy's maturity date, the sum assured as well as the bonus up to the date of death are paid to the policyholder's lawful heirs. APSE Group Insurance Scheme (GIS) The AP state employee's group Insurance Scheme was implemented on November 1, 1984.

Monthly Financial contribution:

Group A = Rs. 120
Group B = Rs. 60
Group C = Rs. 30
Group D = Rs. 15

On attaining superannuation, the employee is paid the total accumulation of saving fund with interest.

On Death:
(a) Lump sum amount of insured fund will be paid.
(b) Total accumulation of a savings Fund with interest will be paid.

AP General Provident Fund (GPF): The general provident fund came into effect on 1st April 1935 giving an extra benefit saving for Government employees, and an employee who is posted on permanent basis is eligible to contribute for GPF fund and their funds get saved till the maturity period and can check every year in the form of GPF.

4. Pension Schemes:

A. **Old Pension Scheme:**

The old pension scheme is applicable to those employees who joined the service before 31-12-2003. They will be paid full pension (50% of the pay) up to their living. After death, Family Pension (30%) will be paid to eligible family members.

B. **Contributory Pension Scheme (CPS):**

Contributory Pension Scheme, a government-sponsored pension scheme, was launched in September 2004 for State Government employees in AP.

5. Financial Support:

The following loans and advances are available to the employees.
Educational loan
House loan
Vehicle loan
Festival advance

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

6.3.3

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

Response: 27.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	1	4	6	3

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	14	6	6	6

27-11-2024 01:10:02

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college has an internal as well as an external audit process. As a government institution, the college conducts financial transactions in accordance with the norms and regulations of the state government, the University Grants Commission, and other funding agencies.

The Audit Department of the Government of A.P. audits the College's accounts on a yearly basis. There are no significant audit complaints. However, the accounts are reconciled with Treasury figures on a monthly basis. If there are any variances, the errors are instantly corrected. The expenditure on salary bills, student strength, admission process, leave on duty registration, purchasing procedure, use of special fee, tuition fee, and so on will be investigated. Following the end of the fiscal year, the utilization of UGC funding and Special Fee monies is audited by an audit team from the Commissioner of Collegiate Education.

The government funds are audited by a team from the Andhra Pradesh Accountant General's office. The financial statements are audited by a local auditor at the end of the fiscal year. The Andhra Pradesh government has established an audit framework for all government educational institutions.

The Accountant General, AP, is the government's external auditor, and the audit team of the Commissionerate of Collegiate Education or Regional Joint Director of Collegiate Education should execute internal audits on a regular basis.

Aside from the aforementioned mechanism, the college's Principal shall annually form an internal academic and administrative audit team to check the accuracy and transparency of the various internal Departments/sections/accounts. The monies received from various external bodies, such as the UGC, DST, and others, will be audited by the institution's Charted Accountant.

Upon receipt of the audited use certificates, Income and Expenditure statements, and bills, the respective bodies shall perform the audit for the funds used. If any discrepancy/objection is raised by external bodies/audit parties during the Commissionerate of Collegiate Education's external and internal audits, they will submit a report/letter to the institution.

As a result, the principal will submit the necessary data to the relevant departments in order to have the objections waived. If the audit parties are dissatisfied with the information presented for the objections, the monies will be recovered from the applicable Institution/Principal or Person responsible, and appropriate disciplinary action will be advised.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

In accordance with NAAC recommendations, the institution has formed an Internal Quality Assurance Cell. The Cell's main focus has been on improving and sustaining quality in all activities, particularly teaching, learning, and evaluation. The college's purpose is to provide quality education to students from underserved communities.

Internal Audit

Academic and co-curricular activities undertaken by all the departments are verified frequently:

At the end of each academic year, all teachers are obliged to present a self-evaluation report that includes all academic, research, and extra-curricular activities, as well as supporting documentary evidence. IQAC validates these reports against evidence supplied by teachers and academic records available in the relevant departments. The principal attests to the collected scores, which are then transmitted to the Commissioner of Collegiate Education. Frequent inspections to departments by IQAC and the Academic Committee ensure proper academic record management. CCE initiates an external academic audit in which external auditors visit each department and check their responses to questions connected to seven criteria. They submit a report on the institution's overall performance, along with recommendations.

Feedback Mechanism: IQAC has formalized the installation of a feedback mechanism. It collects, analyzes, and forwards reports to the appropriate authorities for action. Feedback from stakeholders is regarded as a means of improving the institution's quality. As a result, certificate courses have been

introduced, and existing courses have been strengthened.

IQAC also collects student feedback on the teacher's performance in terms of syllabus completion, usage of supplementary inputs, clarity in teaching, timeliness, and other related elements. This input is discussed with the individual teachers, and any necessary instruction is given.

Developing Self Sustainability: Students and faculty are made aware of environmental concerns. The contingent personnel has been trained in the classification of solid waste into dry waste, wet waste, biodegradable trash, and non-biodegradable garbage. Excess water from the overhead tank is directed to the Botanical Garden. Eco Club organizes a lot of awareness programs and plantation initiatives.

Faculty Development Programmes: IQAC has organized FDPs as collaborative activities, inviting resource persons from other HEIs as well as trained and resourceful academics from the university.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Through numerous activities, the Government Degree College in Pattikonda has promoted gender awareness and sensitization. These activities are designed to educate students and faculty about gender problems and to foster an inclusive environment for all.

Gender Equity Measures

To ensure the safety, security, and welfare of female students, the institution has established a Women Empowerment Cell, Grievance Redressal Cell, Anti-Ragging Committee, and Discipline Committee.

Gender Sensitization Programs are designed to educate students about gender sensitive issues, women's constitutional rights, cybercrime, eve teasing, female feticide, domestic violence, sexual and verbal abuse, menstruation care, and other related topics.

SHE teams are routinely invited to increase awareness and instruct kids on safety precautions to be taken in an emergency. Self-defense workshops and the DISHA app are also well-organized. National Human Rights member Sri U Nagaraju and the Pattikonda Junior Civil Court BAR association committee provide students with training on Gender Equality and Human Rights. A medical officer from Pattikonda PHC was invited to raise awareness about the importance of immunity and health. Every year, a Junior Civil Judge and a women's advocacy team are invited to speak to students on the eve of International Women's Day.

WEC commemorates national and international days such as Women's Equality Day, International Women's Day, Indira Gandhi Birth Anniversary (National Integration Day), and women's achievements for the girl child, and raises awareness about children's rights.

Women are empowered through the organization of Extension lectures on cashless transactions and personality development. Female faculty members are required to accompany students on educational tours and field trips.

Safety and Security

The institution takes a variety of steps to ensure that stakeholders have an uncompromised safe and secure environment. When somebody is in distress, emergency numbers are displayed at strategic locations so that they can be reached. In the event of an emergency, fire extinguishers and First Aid kits

are made available. After enrollment, students are given identity cards that include personal information such as blood group.

Counselling:

At the start of each academic year, first-year students participate in Orientation and Induction programs to familiarize them with the campus code of conduct and the student support services that are available to them.

Students are encouraged to seek academic and personal counseling from faculty members. The mentor-mentee system facilitates this feature. Counseling is provided to students for personal, emotional, and psychological issues. To highlight their talents, the institution has also developed a number of programs exclusively for female students, such as college-level sports and cultural events.

File Description	Document
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

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

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

Response: A. All of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

Response:

Our institution's students and employees come from a variety of social backgrounds and have varying religious and linguistic backgrounds. As a result, creating a sense of belonging and establishing friendly ties among those on campus becomes critical. The institution has imbibed the fundamental concepts of mutual respect, understanding, and inclusivity of society in order to protect and perpetuate the multicultural community. Through its policies, the college demonstrates a broad outlook regardless of caste, creed, religion, or gender. To preserve and balance socioeconomic diversity at our institution, male and female students are offered equal opportunities to participate in curricular, co-curricular, and extra-curricular activities. The college's support wings--NCC, NSS, YRC, and WEC--always endeavor to establish a harmonious environment. Sadhbhavana Diwas, National Integration Day, and Gandhi Jayanthi are all observed to highlight the value of tolerance and cultural cohesion in our society. On the eve of International Mother Language Day and Telugu Language Day, the importance of mother tongue is emphasized without forgetting the importance of other languages.

Our college students demonstrated their abilities by participating in cultural activities. It is a source of pride that such tournaments pull a diverse set of skills from pupils. Our college always makes unwavering efforts to develop the student community holistically by instilling in them the essential

principles of empathy, morality, truth, nonviolence, social responsibility, and patriotism. To raise awareness about social issues, the faculty frequently organizes trips to nursing homes and orphanage centers. Suicide prevention, drug addiction, and illicit trafficking programs clearly demonstrate our dedication to social issues. Our commitment to the mother earth is shown in the observance of Ozone Day, Vanamahosthavam, World Earth Day, and the implementation of clean and green, plantation, and swachatha programs.

Students are reminded of the contributions and sacrifices of freedom fighters during the celebrations of Independence Day and Republic Day.

National Voter Registration Day is observed to educate students about the importance of voter registration, the right to vote as a fundamental right of citizenship, and voting ethics. The institution's NCC wing makes every effort to instill self-discipline, commitment, and patriotism while adhering to the ideology of "Unity and Discipline." Every year on November 26th, Constitution Day is honored, and awareness is raised about the values of the Indian Constitution.

The anniversaries of the births of liberation fighters, national leaders, and notable people from other fields are observed to help pupils comprehend their characteristics and achievements.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1

Title of the Practice: Save Environment! Go Green!

Objective of the Practice:

- To promote organic farming.
- Plantation is used to maintain ecological balance.
- Meet institutional social responsibility.
- Participation in environmental initiatives.
- To create a pleasant, healthy, and pollution-free environment in and around the campus.
- To support long-term development

The Context:

The Government Degree College in Pattikonda is situated in a region that frequently experiences drought and little rainfall. Natural precipitation is the primary source of ground water replenishment. The institution is dedicated to educating the local community and students about the importance of taking part in environmental preservation awareness by acting as change agents.

The Practice:

Government Degree College, Pattikonda has vowed firmly to strengthen its green initiatives and develop them as a healthy, distinctive, and best practice of the college. The college is aware of its social and environmental responsibilities.

There is plenty of room for a plantation on the 6.2 acres of land that the college owns.

Numerous environmental awareness campaigns, rallies, and plantation drives are held annually.

A green policy developed by the institution is available on the college website.

Students are encouraged to take part in eco-friendly initiatives like using steel bottles and utensils instead of plastic items during the annual orientation program that is organized for the newly admitted students. Students are also made aware of the code of conduct and the green policy during this time.

Every fourth Saturday is designated a "vehicle free day," during which time cars are not allowed on campus. Plastic water bottles and utensils are not allowed on campus as part of efforts to decrease the use of plastic.

Disposal of waste liquid and solid effectively.

The college's contribution of solar energy to the grid has resulted in a significant decrease in electricity costs. To ensure energy conservation, LED lamps and solar water heaters are popular.

The water that has accumulated refills the groundwater table.

To address the water shortage during the summer, there is a bore well and a water pipeline for the Grampanchayat.

In accordance with the mutual Memorandum of Understanding (MOU) signed between Government Degree College, Pattikonda and HYM International Certifications Pvt. Ltd., (ISO), the institution chose to re-surveillance the environmental management system of the campus.

On the NSS platform, environmental awareness rallies and programs like Swathcht Bharath are also conducted.

The Evidence of Success:

In addition to lush green trees, there are lovely floral plants on both sides of the college entrance. Countless decorative plants line both sides of the pathway.

Nearly 78 different types of ornamental, medicinal, aromatic, terrestrial, desert, and aquatic plants can be

found throughout the entire campus.

In a special area set aside for them, all of these types are planted and cared after.

Nymphaea and Nelumbo, two hydrophytes, are nurtured in the exquisitely planned and well-maintained Aquatic Pond.

The abundant tree cover offers a place for the pupils to congregate during free time and enjoy the pleasant shade.

The plantation drives contribute to preserving the ecological equilibrium.

Problems Encountered and Resources Required

It is challenging to give the saplings water in the summer because of power outages and temperature fluctuations. For the regular supply of water necessary for the proper growth of plants, there must be an unbroken electricity supply.

The department of forestry donates a significant number of seedlings each year for planting on campus during Vana Mahotsav, and these trees need fence to be protected.

A sizable number of rare plants were donated by the botany department workers to the botanical garden.

Best Practice 2

Title of the Practice:- Capacity Building:

Objectives of Practice:

To improve the life skills and employability skills combination

To improve interpersonal abilities

To arrange for sluggish learners to take bridge and remedial classes

To emphasize physical fitness through education about health and hygiene

To host professional presentations on career advice

To teach female pupils how to use the Disha APP and self-defense skills

Context:

The Government Degree College in Pattikonda excels in bringing out students' innate potential. The university is committed to improving students' diverse skill sets to tackle problems in the job market and has a committed team. To accomplish this goal, customized programs are run to improve participants' soft skills, communication talents, and employability.

Practice:

External experts are asked to raise awareness of the numerous employment options in various industries and the importance of developing skills to compete in the labor market. To keep the information on students enrolled and progressing through the program, a faculty member is designated as coordinator.

NCC, NSS, WEC, and APSSDC are a few examples of student support cells that are a component of the college's initiatives to improve its capabilities. They have put together a number of programs to help capacity building. The programs offer free coaching for competitive and P.G. admission tests, personality development, and career counseling.

Evidence of Success:

1. During 200 students from our college have landed jobs in various businesses during the past five years.

2. For postgraduate study, 60 students have been admitted to various universities.

Problems encountered and resources required:

The majority of students prioritize grades over learning new information, and their precarious financial situations allow them to work as day laborers.

Due to a lack of transportation during the late hours, students from rural areas find it challenging to get home because the skill improvement workshops are held after the regularly scheduled classes.

The APSRTC is making an effort to keep the buses running even in the late hours.

One of the reasons to conduct additional skill-enhancement courses is a lack of resource people.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Creation of Healthy Society through Holistic Education

"Education is the most powerful weapon which you can use to change the world "

Nelson Mandela

Government Degree College, Pattikonda was established in 1988 with an intention to provide quality and need based Education to different social groups hailing from poverty ridden area of Kurnool district. With the committed efforts of successive principals along with the public, the institution has emerged as the highly reputed institution of higher learning. With well defined vision and mission, the institution addresses the needs of stake holders with a true democratic spirit implementing the practice of decentralization and participative management. Our institution is making relentless efforts to transform rural youth into intellectually competent, socially responsible, environment conscious and morally upright citizens to build a healthy society. To achieve institution's objectives, the academic departments and student's support cells such as NCC, NSS, JKC, ECO – Club and WEC are meticulously planning and executing awareness progrmmes.

The academic departments have been sincere in their endeavors to promote and unleash inherent potential in students by organizing seminars, group discussions, quiz, debates, community service projects and internships as part of regular curriculum. In addition to these core activities, various departments conduct Add - on and certificate courses to augment further enrichment of subject and skills to make students more competent. Through JKC and APSSDC, Career guidance cell, employability skill, Communicative Skills, Analytical Skills, Public speaking skills and Interview skills are imparted to the students to make them face global challenges without any hindrance. Besides these skills, training sessions are also held on soft skills to have better career opportunities. All these skills enhancement initiatives are intended for rural youth to face challenges posed by ever changing global scenario and make them bring change in rural areas on par with urban areas.

National Cadets   Corps (NCC) is one of the vibrant student's support wing of the institution and functions under the aegis of the ministry of defence. Since its inception in the year 1948,it has been playing a major role in inculcating sincerity, discipline and patriotism among the students. The institution NCC unit 28(A) BN, Kurnool was started in the year 2022. Since then it has been playing pivotal role in making the students socially committed, environmentally conscious and responsible citizens. The cadets are equipped with self discipline, leadership traits, positive attitude, hardworking tendency and desired value system during the training. These attributes will certainly make them dynamic and responsible in nation building.NCC unit of our institution plays active role in organizing and celebrating Independence Day and Republic Day with enthusiasm and patriotism. The unit receives accolade for its amazing exhibition of drill on these august occasions. As a measure of social responsibility, our cadets participated in blood donation and health camps to assist the organizers in successful completion of the camps.

NSS unit of our college devotedly engages itself in community service activities to promote and imbibe patriotism, social consciousness and environment awareness in neighborhood communities. It organizes rallies on social issues and celebrates the days of national and international importance. To inculcate leadership traits, the birth anniversaries of national leaders and eminent persons of various domains are also celebrated. Through its activities NSS unit creates awareness on the evils of child marriages, eradication of illiteracy, empowerment of women, and annihilation of casteism, promotion of religious harmony and health and hygiene. These activities will certainly bring change in communities leading to

their transformation.

Environmental pollution has become a major threat to human existence. Now it is the primary obligation of every individual to shoulder the responsibility to deal with the environment effects. As part of fulfilling its social responsibility, the institution initiates measures for the promotion of environmental consciousness among its stakeholders and facilitates them to comprehend the relation between man and environment. To contribute and promote environmental consciousness, our Eco-club organizes cleanliness drives on the campus and makes it plastic free zone.

Human values and professional ethics is a mandatory value added course for all the students to inculcate moral uprightness and ethical values. Realizing the fact that the sound mind is possible only in a sound body, the institution has reinforces the spirit of Swamy Vivekananda who said, "My country men should have nerves of steel, muscles iron and minds of thunder bolt ".Taking the conviction of Swamy Vivekananda as a source of inspiration, students are engaged in games and sports not only to sharpen their inherent talent but also make them physically strong and mentally alert.

Women Empowerment is not only crucial for achieving gender equality but also acts as a catalyst for nation's progress as it unlocks the full potential of women and fosters a more inclusive and prosperous society. Women empowerment cell of our institution plays a significant role in empowering girl students by organizing programs on gender inequalities, social evils prevalent in villages, health issues and cultural competitions in order to create equitable society for all

Being a socially responsive organization, the institution is committed for the holistic growth of the stake holders through value-based education and relevant community development activities. The college anticipates a good number of its students will become socially responsible citizens who can create a healthy society for future generations.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The successive Principals of the college with the help of local public had made enormous contribution for the progress of this institution, thus turning it into a premier institute of higher learning. Their services leave behind a vivid account of their deep-rooted love for the development of this institution.

Need based courses such as B.Sc., (Computer Science) &B.Com (Computer Applications) were introduced in 2003 and 2011 respectively to make our stake holders to take advantage of the global employment opportunities. Now the strength has risen to nearly 800. During its long journey, it has faced many challenges and stood firmly against testing times. Now it is emerging as one of the reputed institutes of higher learning with committed staff and well equipped infrastructure. Timely introduction of restructured courses enhanced the pace of development and facilitated our students to face global challenges without any hindrance.

Our college administration gives utmost priority to the concerns of the students. Implementing the democratic principles in letter and spirit, all the students are made part during the process of formulating policies and decision making. Keeping in view the importance of participative management, the head of the institution involves the staff at the strategic and functional level. This act augments efficiency, transparency, accountability and also inculcates a sense of responsibility and pride in the staff.

Under the U.G.C. XI plan Rs11 lakhs were spent for the construction of conference hall and Rs6 lakhs were used for the construction of Girls and Women Toilets. Sri. S.V. Mohan Reddy Honorable M.L.C., released grants from MLC lads for installation of R.O. Water plant. The college is very much indebted to Sri S.V. Mohan Reddy Garu for his philanthropic outlook.

Women empowerment cell is making relentless efforts to address the grievances of the girl students. Various competitions are held for the girls to instill confidence to face the challenges of the society bravely. Grievance Redressal cell is taking all steps to solve the issues of the students. Students are given freedom to express their grievances without any hesitance.

Concluding Remarks :

- The college will continue to impart quality education and become constant source of motivation for the academic community.
- Faculty has conducted online classes for students during the pandemic and uploaded them on LMS Portal and Bharath Pade in CCE website.
- Health camp is organized for the students every year.
- It is planned to establish a media centre for development of the e-content.
- Staff will undertake all the possible measures to ensure 100 % intake in all the sanctioned seats.
- We have extended a helping hand to the community during the pandemic by donating funds.
- It is planned to incorporate full -fledged e-governance in administration.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : 60 Answer After DVV Verification :50
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>377</td><td>325</td><td>334</td><td>338</td><td>289</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>377</td><td>325</td><td>334</td><td>338</td><td>289</td></tr></table>
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 725 Answer after DVV Verification: 486
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
113	231	197	93	92

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
113	231	197	93	92

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	22	9	13	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	21	8	12	15

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.21999	.135	.126	.096	.067

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	04	10	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	03	3	9	11

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
47	26	15	28	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	1	6	2

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

Answer before DVV Verification : 17
Answer After DVV Verification :17

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

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

Answer before DVV Verification : 78
Answer after DVV Verification: 40

Remark : HEI has not submitted purchase orders/bill for claimed value

---

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

1. Soft skills

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : Revision as per attached supporting data

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
194	162	165	160	230

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
135	150	135	141	95

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	19	18	41	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	10	9	20	14

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
278	95	79	50	246

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
150	84	86	129	188

Remark : Revied values as per data in 2.6.3. for outgoing students

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
020	019	015	019	025

Answer After DVV Verification :

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

Remark : Qualifying certificates have not been provided by HEI requested by DVV

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	7	0	0	0

Answer After DVV Verification :

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

1	3	0	0	0

5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**
	
	   5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**
	      Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	11	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	0	0	0

6.2.2	*Institution implements e-governance in its operations*
	
	   1. **Administration**
	   2. **Finance and Accounts**
	   3. **Student Admission and Support**
	   4. **Examination**
	
	   Answer before DVV Verification : A. All of the above
	   Answer After DVV Verification: D. 1 of the above

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	15	18	15	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	1	4	6	3

   6.3.3.2. **Number of non-teaching staff year wise during the last five years**
      Answer before DVV Verification:

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

	9	14	6	6	6	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	14	6	6	6

Remark : DVV input as per attached data template considering only programmes 5 days or more

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above
7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : Authorized Bills as requested by HEI not been provided by HEI
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):**

	Answer before DVV Verification : 33 Answer after DVV Verification : 33
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
24	24	15	19	20 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
23	23	15	19	20	

27-11-2024 01:10:02