



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVT. DEGREE COLLEGE, PUTTUR

NARAYANAVANAM ROAD, PUTTUR - 517 583, CHITTOOR DIST.
517583

www.gdcputtur.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Govt. Degree College, Puttur, accredited by NAAC with B++ in 2006 and re-accredited with 'B' Grade in 2013, has made in practice and continuance of quality to which the institution is avowed since then. The college came into existence on 11-09-1983 with the vigorous and unflagging efforts of the then Puttur MLA, **Late Sri. Gali Muddu Krishnama Naidu, garu**. The college was established with the modest strength of 114 and by now it has grown by leaps and bounds to a whopping strength of 1205 in 2018-19 to emerge as one of the biggest and towering colleges in Chittoor district.

The institution got UGC recognition under 2(f) and 12(B) sections on 18-01-1995 and is affiliated to S.V. University, Tirupati of Chittoor Dist, Andhra Pradesh.

The college is situated in the lush, verdant and serene atmosphere studded with elegant and exquisite hill view in the back drop with the campus area of 6.89 acres. Since its inception, the institution has been striving to promote academic excellence.

The area where the institution is located, serves as a breeding ground for thousands of students who commute daily from the radius of around 60 Kms of its vicinity and from about 150 villages for higher education to our college. The college has good infrastructural facilities and physical amenities. There is a vast playground area, a well equipped library with a reading room, garden, computer labs, gymnasium, classrooms, Dr.BR. Ambedkar Open University Study Center (Dr.BRAOU), Canteen, RO purified drinking water facility, internet and parking facilities. Two units of NSS and one unit of NCC and DRC organize popular programmes like ODF, Social work, awareness on AIDS, Vanam-Manam, Swatch Bharath and awareness on gender equity. The college campus is provided with free Wi-Fi facility with 100 MBPS speed by A.P. Fibernet. To enhance the process of teaching and learning, ICT tools, one virtual classroom and three digital classrooms are being used in the college. The core aim of the institution is to achieve quality and holistic education which will motivate the students hailing from the rural background.

Vision

With the noble aim of all round development of students, the institution aspires to provide potential education and mould them with knowledge, application, skill development, accountability, commitment with prime focus on human values and social responsibility.

Mission

- To inspire the students to acquire knowledge and skills through quality teaching and learning methodologies.
- To transform the students as responsible citizens with intellectual excellence.
- To inculcate human values through the curriculum and community oriented activities.
- To shape the students' inherent strength and explore it in the right direction to excel themselves.

The institution's vision and mission are displayed at the very entrance of the college, on the notice boards and is communicated through the academic calendar also.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Dedicated, well qualified and experienced faculty with Doctoral degrees.
- Student centric approaches like blended and ICT enabled teaching through Virtual and Digital classrooms.
- Publication of research articles in reputed journals by faculty.
- Vast range of UG and PG academic programmes.
- Inter disciplinary curricular sharing arrangement is observed in the college. JKC, Career Guidance Cells offer counseling and guidance regarding possibilities for employment and higher education.
- Under the roof of DRC, NCC and NSS wings of the college, various students are trained to be disciplined and oriented towards nation building.
- JKC provides platform to secure employment through various placement cells. In addition to this, with the collaboration of APSSDC (Andhra Pradesh State Skill Development Corporation) students are given training in employability skills and attain job placements.
- Science laboratories are well-equipped and furnished with well advanced scientific instruments.
- The library is established with number of books, periodicals, book banks for the enrichment of knowledge.
- An active IQAC cell is available for maintaining academic excellence.
- Sports facilities for various outdoor and indoor games are available in the college along with an attractive gymnasium.
- All the departments are facilitated computers with internet.

Institutional Weakness

- Lack of communication skills in English among the students as most of them are from rural background and first generation learners.
- Meritorious students opting professional courses at UG level.

Institutional Opportunity

- To enhance research facilities in the institution.
- To introduce skill based programmes through JKC & APSSDC, to meet the demands of the Global markets.
- To improve measures for mentoring and organize remedial classes.
- To increase the strength of UG & PG students by strengthening academic and laboratory facilities.
- To promote linkages, consultancy and collaboration.
- Fees Re-embursement facilities and post metric scholarship facility are extended to all the eligible students of the college.

Institutional Challenge

- Mushrooming growth of private degree colleges in and around puttoor town.
- Poor, rural socio, economic cultural background resulting in dropouts among students.
- Improvement of communication skills and soft skills in the rural background students.
- Students have to support the family by doing part-time jobs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CURRICULAR ASPECTS

The main objective of our institution is to impart quality education to cater to the needs of students. In order to fulfill this objective, effective curriculum should be designed. To contribute to students' learning, foundation courses like, HVPE, IHC & EVS are introduced. Further choice based credit system has been introduced in 2015. The lecturers of our college who are members of BOS give suggestions regarding changes in curriculum. Besides this, feedback on curriculum taken from students and parents and other stake holders is considered.

IMPLEMENTATION

The institution has developed highly structured and effective implementation of curriculum. Teaching plans are prepared by the lecturers before the commencement of each semester. Lesson plans are followed scrupulously by lecturers by using various student centric methods. In order to implement curriculum effectively, they are instructed to have paradigm shift from traditional methods to ICT methods, like power point presentations, audio visual aids, virtual classrooms, digital classrooms, LMS and MANA TV live telecast programmes. On the other hand, to promote aesthetic and creative learning experience, Student projects, Field Trips, Educational tours are organized. To expose students to wide range of learning experience, reading room, Inflibnet in library are provided and for practical knowledge enhancement of students, industrial visits are also organized. In addition to the above activities, days of national and international importance like Science Day, Voters Days, Mathematics Day, AIDs Day, Consumer Rights Day, Women's day and Teachers Day are organized. To hone soft skills and improve analytical skills, computer skills, curriculum is designed. During last five years, 13 certificate programmes are organized and total of 380 students have enrolled in subject related certificate courses. During national seminars, interactive sessions with resource persons are arranged to clarify the doubts of students and to discuss career opportunities in their discipline. The aim of the institution for holistic development of the students is being fulfilled by arranging enrichment programmes like DRC, NSS, NCC, RRC, WEC and government initiative activities to develop social responsibilities. It becomes a great platform for public outreach with participation from students.

Teaching-learning and Evaluation

Our institution has been striving hard to implement the best teaching learning practice for making the students competent. The admission process is transparent as per the admission guidelines of Government of Andhra

Pradesh and S.V. University, Tirupati. The total enrolment of students is 1005 for UG and 200 for P.G. To cater to the needs of rural background students, it is imperative to follow learner centered teaching strategies. Group Discussions, Quiz, Classroom seminars and Debates are conducted by teachers for participative learning. Further, industrial and educational field trips are organised for experiential learning.

Teachers are given In-service trainings to update the knowledge by using ICT resources like LCD, Virtual Classrooms, digital classrooms, Mana TV presentations etc. Likewise, the teachers and students make use of internet facility, N-List, magazines, reference books and audio-video CD's. The college has number of qualified and experienced teachers who adopt new teaching learning strategies in the best possible manner. Our institution organises 'Bridge Course' for freshers every year. In addition to conventional methods, importance is given for practices innovative methods. There are 41 full-time teachers working in the college, out of whom 29 members have Ph.D, 03 are M.Phil holders and some have qualified themselves in NET/SLET. They are being encouraged to attend seminar/ conferences/ workshops and organize seminars. Many of lecturers have presented and published papers in research proceedings. In fact a few of the lecturers have completed research projects. Moreover, some faculty received awards & recognitions from government and recognized bodies.

The evaluation of the students is made by implementing Formative and Summative assessments. At the outset of the semester, programme outcomes, course outcomes are provided to the students along with the syllabus. Remedial coaching classes are conducted for SC, ST and academically backward students. Further the slow learners are taught fundamentals of subjects and difficult concepts, in the extra classes conducted for them to cope up with the rest of students. Advanced learners are assigned more challenging tasks like classroom seminar presentations, peer teaching, study projects etc. To identify strengths and teaching abilities of lecturers, feedback on them is taken every year.

Research, Innovations and Extension

The significant responsibility of college is to promote research culture not only among faculty but also among students. The research committee takes initiative to publicize the facilities and inculcate the research culture in the college. The research outcomes were published in peer reviewed journals and were presented in conferences. To create research atmosphere for faculty, college provides good infrastructure which includes provision of N-LIST for online magazines and journals. Faculty are provided with computers with internet facility. Faculty are encouraged to attend FDP, seminars, conferences by sanctioning them on duty.

Research culture is also promoted in students by making students to participate in National Science Day and by arranging extension lectures. To encourage research, latest research magazines, journals, articles are made available in college library. Separate computer labs are provided for departments of Computer, Commerce and English. In addition to that 30 tabs and 30 laptops in APSSDC lab are allotted to update students' knowledge in latest technology.

Extension activities:

These activities facilitate students an extended opportunity to serve society. Further these activities also sensitize students to the social issues. They also influence students in understanding problems in rural as well as urban areas. Annual NSS camps are organized by NSS POs and NCC Coordinator which makes students mingle with different communities and understand them better. Extension lectures on gender issues, Consumer Rights, Voters Day, World Human Right's Day, etc., are arranged to create awareness among students.

Students are encouraged to do community services by motivating them to participate in blood donation camps, Vanam-Manam programmes by planting trees, Swatch Bharath by cleaning college premises and also in villages. In addition to this, students participate in awareness rallies on Domalapai Dandayatra, Swatch Bharath, clean and green, AIDs, gender issues, ban plastic usage etc., In addition to above rallies and lectures, the following programmes are arranged to create awareness among students like - Road safety awareness programme, disaster management, first aid programme, anti ragging programme, etc.,

Infrastructure and Learning Resources

The institution has been providing all the necessary equipment and other computer systems for making teaching learning an invaluable experience in correlation with ICT. Accordingly, to facilitate for science and commerce students, laboratories, APSSDC lab, classrooms with white boards, seminar hall, with the aid of State Government and RUSA funds have been established and these are upgraded periodically and well maintained. To promote health and physical well-being of the students, the institution provides various facilities including indoor and outdoor multipurpose play areas and fully equipped Gymnasium. In addition to the above, large, neatly maintained and picturesque open play ground as well as lush green garden are an asset to the institution. Though the library automation is yet to be done, a spacious new building is constructed and a reading room/competitive cell with sumptuous volumes of reference books and magazines are available to cater to the intellectual pursuit of the students. There are separate rest rooms for boys & girls as well as men & women faculty members. Central Public Addressing System has been installed in the institution for the effective administration. Neat CC roads were laid for comfortable conveyance. In addition to this, two units of RO plants for pure drinking water have been installed. The institution has membership in N-List. The institution has developed proper mechanism to maintain IT infrastructure, science and other laboratories, Digital, Virtual classroom from qualified service providers. The college management looks after every need of students and staff to promote enhanced teaching learning environment. Facilities of e-content development such as LMS and sharing of knowledge through virtual classroom are available.

Student Support and Progression

The institution considers that the active participation of students is essential for a vibrant campus. To achieve this and also to foster qualities of leadership, organization, and responsibilities, Student Council has been established. It consists of class representatives from each class who are nominated based on their academic merit. The student council is a part of various academic and administrative committees. All eligible students are benefited by Government sponsored scholarships. Besides these Government schemes, institutional schemes like endowment prizes are given to meritorious students sponsored by faculty and philanthropists. Further, for capability enhancement and development of students, career counseling, soft skill training, guidance for competitive exams, remedial classes for slow learners, personal counseling, bridge courses, guest lectures on meditation & Yoga are provided to students.

Many students have been benefited by guidance for competitive exams & career counseling. Almost 305 students gained admissions into B.Ed. and P.G. courses after taking guidance from lecturers concerned. Capability enhancement and developmental schemes helped 378 students to secure jobs in various companies. Apart from academic excellence, students also excelled in curricular and co-curricular activities. Students received awards and prizes for outstanding performance in sports, cultural activities and co-curricular activities at college level, district level & state level.

In addition to that the alumni association has been involved in several functional and developmental activities of the college. The alumni association reflects the contribution of the institution for producing responsible citizens who act as a bridge between institution and society.

Governance, Leadership and Management

The institution has clearly delineated its vision and mission statements keeping in view the continuous development, the best teaching and learning practices and overall inclusive growth of the students. To achieve the progress, the institution practices decentralization and participative management which includes student representative unions, formulated according to the guidelines of the institution in decision making process as well as implementation of all activities. The administrative setup of the institution follows according to the framework of Government of Andhra Pradesh. At the apex, there is Commissionerate of Collegiate Education (CCE), followed by Regional Joint Directorate of Collegiate Education (RJDCE), affiliating colleges, principal, academic committees and administrative committees. At the grass root level, various sub committees have been structured for upward, downward, and crossword communication. The organizational structure of the institution includes governing body, administrative setup, and various other bodies for effective implementation of service rules, procedures, recruitment, promotional policies and grievance redressal mechanism. The institution implements several welfare measures for the benefit of teaching and non-teaching staff. Number of professional development programs like Orientation Course (OC), Refresher Course (RC), Short Term Course (STC), Faculty Development Program (FDP) and administrative training programs like e-office are organized by the institute for teaching and non-teaching staff. Number of quality initiatives like regular meetings, timely submission of AQAR, feedback from students are collected, analyzed and later used for improvement of both academic and administrative affairs. To assess the performance of staff, the PBAS system is used according to the guidelines of UGC and the Govt. of AP. The API score obtained from teaching staff is submitted to CCE for implementing CAS and other performance based issues. For non-teaching staff, performance is evaluated by performance evaluated system by the principal of the institution. The CPDC, IQAC and staff council collaborate and devise strategies for mobilisation of funds, and for optimal utilization of resources. To ensure transparency in financial aspects internal and external audit is performed according to the guidelines of Govt. of A.P. For overall administration of the institution e-governance has been implemented.

Institutional Values and Best Practices

The institution is committed to bring in social and environmental transformation in the students by creating awareness and to make them understand their roles and responsibilities towards these two aspects. Accordingly, various programs viz., Gender equity promotion programs like Women's Rights, Career Counseling, Health, Hygiene, Personality development, Legal Rights, gender sensitivity, anti-ragging activities, women empowerment, health and hygiene, safety and security on the campus, and their role in society have been initiated. As part of creating environmental awareness in the students and staff, solid waste management, liquid waste management are followed. Further, to conserve water, rain water harvesting has been initiated. Other green practices on campus include plastic free campus, reducing paper usage, landscaping using public transport instead of personal transport and plantation activity with the involvement of staff and students. As part of alternate energy initiatives, Solar panels are installed, LED bulbs are used in the college to check the power consumption. Hence power requirement of the institution is met by renewable solar energy i.e.3593 kwh of the total 25113 kwh required for college. Lighting power requirements are met through LED bulbs. Specific initiative like road safety, Vanam-Manam, Drug abuse, Illicit trafficking, HIV-AIDS day, Ektha Divas, Domalapai Dandayatra etc are organized to contribute to local community.

To foster moral, ethical and spiritual values in the students various national festivals, birth anniversaries of national leaders, social reformers and eminent personalities and Independence Day, Republic day, National Constitution Day, Consumers Day, National Voters Day, National Science Day, National Mathematics Day etc. are being conducted. For promotion of universal values, following programs like International Yoga day, International Women's Day, International Mother Tongue Day, United Nations Organization Day, World Human Rights Day, International day against Drugs & Illicit Trafficking, Fundamental Duties Day, National Integration Day are observed. The institution maintains complete transparency in academic, administrative, financial and auxiliary functions through well-established practices.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | GOVT. DEGREE COLLEGE, PUTTUR |
| Address | Narayanavanam Road, PUTTUR - 517 583, Chittoor Dist. |
| City | PUTTUR |
| State | Andhra Pradesh |
| Pin | 517583 |
| Website | www.gdcputtur.edu.in |

| Contacts for Communication | | | | | |
|----------------------------|-------------------|-------------------------|------------|-----|------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | R Rajendra Naidu | 08577-261580 | 9490017135 | - | puttoor.jkc@gmail.com |
| IQAC / CIQA coordinator | M . Bhaskara Raju | 08577-261480 | 9441683590 | - | bhaskara.kou@gmail.com |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 11-09-1983 |

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

| State | University name | Document |
|----------------|-----------------------------|-------------------------------|
| Andhra Pradesh | Sri Venkateswara University | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 18-01-1995 | View Document |
| 12B of UGC | 18-01-1995 | 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 | | | | |

Details of autonomy

| | |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

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 | Narayanavanam Road, PUTTUR - 517 583, Chittoor Dist. | Rural | 6.89 | 5715.22 |

2.2 ACADEMIC INFORMATION

NAAC

| 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,B A | 36 | Intermediate | English | 30 | 17 |
| UG | BA,B A | 36 | Intermediate | Telugu | 30 | 11 |
| UG | BA,B A | 36 | Intermediate | Telugu | 60 | 22 |
| UG | BCom,B Com | 36 | Intermediate | English | 120 | 86 |
| UG | BCom,B Com | 36 | Intermediate | English | 30 | 23 |
| UG | BCom,B Com | 36 | Intermediate | Telugu | 60 | 54 |
| UG | BBA,Bba | 36 | Intermediate | English | 30 | 19 |
| UG | BSc,B Sc | 36 | Intermediate | English | 30 | 10 |
| UG | BSc,B Sc | 36 | Intermediate | English | 60 | 38 |
| UG | BSc,B Sc | 36 | Intermediate | English | 30 | 15 |
| UG | BSc,B Sc | 36 | Intermediate | Telugu | 60 | 42 |
| UG | BSc,B Sc | 36 | Intermediate | Telugu | 30 | 10 |
| UG | BSc,B Sc | 36 | Intermediate | English | 30 | 7 |
| UG | BSc,B Sc | 36 | Intermediate | English | 30 | 10 |
| PG | MCom,M Com | 24 | Degree | English | 40 | 29 |
| PG | MSc,M Sc | 24 | Degree | English | 40 | 30 |
| PG | MSc,M Sc | 24 | Degree | English | 30 | 18 |
| PG | MSc,M Sc | 24 | Degree | English | 30 | 24 |
| PG | MSc,M Sc | 24 | Degree | English | 30 | 17 |

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 | 3 | | | | 3 | | | | 40 | | | |
| Recruited | 3 | 0 | 0 | 3 | 3 | 0 | 0 | 3 | 23 | 12 | 0 | 35 |
| Yet to Recruit | 0 | | | | 0 | | | | 5 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 17 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 8 | 0 | 17 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 18 |
| Recruited | 5 | 4 | 0 | 9 |
| Yet to Recruit | | | | 9 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 11 |
| Recruited | 6 | 5 | 0 | 11 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 3 |
| Recruited | 1 | 0 | 0 | 1 |
| Yet to Recruit | | | | 2 |
| 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 | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 3 | 0 | 0 | 3 | 0 | 0 | 13 | 10 | 0 | 29 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 1 | 0 | 9 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 7 | 0 | 16 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 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 |

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 623 | 10 | 0 | 0 | 633 |
| | Female | 367 | 5 | 0 | 0 | 372 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 104 | 0 | 0 | 0 | 104 |
| | Female | 96 | 0 | 0 | 0 | 96 |
| | Others | 0 | 0 | 0 | 0 | 0 |

Provide the Following Details of Students admitted to the College During the last four Academic Years

| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC | Male | 152 | 128 | 101 | 141 |
| | Female | 81 | 56 | 73 | 68 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 12 | 17 | 22 | 23 |
| | Female | 8 | 6 | 24 | 19 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 113 | 126 | 96 | 80 |
| | Female | 59 | 56 | 77 | 59 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 18 | 23 | 19 | 25 |
| | Female | 13 | 13 | 17 | 14 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 3 | 8 | 5 | 0 |
| | Female | 6 | 0 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 465 | 433 | 435 | 429 |

3. Extended Profile

3.1 Program

Number of courses offered by the Institution across all programs during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--------------------------------------|---------|---------|-------------------------------|---------|
| 20 | 112 | 118 | 94 | 70 |
| File Description | | | Document | |
| Institutional data prescribed format | | | View Document | |

Number of programs offered year-wise for last five years?

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 19 | 16 | 16 | 16 | 16 |

3.2 Students

Number of students year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|---------|-------------------------------|---------|
| 1205 | 1198 | 1140 | 1324 | 1555 |
| File Description | | | Document | |
| Institutional data in prescribed format | | | View Document | |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|---------|-------------------------------|---------|
| 412 | 470 | 470 | 470 | 470 |
| File Description | | | Document | |
| Institutional data in prescribed format | | | View Document | |

Number of outgoing / final year students year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 301 | 327 | 341 | 335 | 202 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.3 Teachers

Number of full time teachers year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 39 | 39 | 36 | 40 | 34 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

Number of sanctioned posts year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 44 | 44 | 44 | 44 | 41 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.4 Institution

Total number of classrooms and seminar halls

Response: 25

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|----------|----------|----------|---------|----------|
| 138.3050 | 93.75476 | 68.32861 | 30.7708 | 48.08736 |

Number of Computers

Response: 239

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The prime objective of any educational Institution is to impart quality education to the students. Design and implementation of an effective curriculum plays a vital role in achieving this objective. The affiliating universities usually design the curriculum and its affiliated colleges implement it. Ours being an affiliated college, implement the curriculum designed by Sri Venkateswara University, Tirupati. However, some of our lecturers nominated by the affiliating university as members of Board of Studies (BOS) based on seniority, give suggestions regarding changes in curriculum in their respective subjects during the BOS meetings. These suggestions are based on the formal feedback on curriculum collected from the students, parents, and other stakeholders.

The institution has well-structured mechanism for the effective implementation of curriculum. The mechanism includes, subject and paper wise preparation of annual curricular plans (ACP's) for each semester, preparation of teaching plans, maintenance of teaching diary and departmental review meetings. The methodology of implementation of curriculum comprises lecture method supplemented by Information & Communication Technology (ICT) methods, like PowerPoint presentations, youtube lessons, audio visual aids, virtual classrooms, MANA TV live telecast programmes, LMS etc. Besides, co-curricular activities like quiz, debates, group discussions, class room seminars, student projects, educational tours are organized for better understanding of the curriculum. For aesthetic and creative learning experience, student project, Field Trips and Educational tours are organized. To hone soft skills and improve analytical skills, computer skills various departments in the college start add-on courses for which curriculum is self-designed by the respective departments.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Our college strictly adheres to the academic calendar compiled by the affiliated university (Sri Venkateswara University, Tirupati) for the conduct of continuous internal evaluation. Based on the schedule of internal exams circulated by the affiliating university, the academic co-coordinator in consultation with in charges of the departments concerned formulate the time table which in turn gets

approval from the Head of the institution. Later, all the in-charges of the departments concerned are instructed to conduct internal examinations as per schedule, evaluate and ensure to upload internal marks in the website of the university well before the commencement of the end semester examinations.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |
| Any additional information | View Document |

1.2 Academic Flexibility

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

Response: 31.58

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

Response: 06

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 13

1.2.2.1 How many Add on /Certificate programs are added within the last 5 years.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 04 | 04 | 02 | 01 | 02 |

| File Description | Document |
|---|-------------------------------|
| List of Add on /Certificate programs | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |
| Any additional information | View Document |

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 6.28

1.2.3.1 Number of students enrolled in value added courses (beyond the curriculum) offered year-wise during last five years.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 120 | 136 | 52 | 33 | 47 |

| File Description | Document |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View Document |
| Any additional information | View Document |

1.3 Curriculum Enrichment

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

Response:

Being an affiliated college, we adopt the curriculum designed by the affiliating university under the guidance of Andhra Pradesh State Council of Higher Education (APSCHE). However, universities in coordination with APSCHE have integrated cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum in the form of foundation courses from 2015-16 such as Human Values and Professional Ethics (HVPE), Environmental Studies (EVS), Information and Communication Technology (ICT-I), Communication & Soft Skills (CSS I), Entrepreneurship, Communication & Soft Skills (CSS II), Analytical skills, Leadership Education and Information and Communication Technology (ICT-II)

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |
| Any additional information | View Document |

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 5.89

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 05 | 05 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| Any additional information | View Document |

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

Response: 5.15

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

Response: 62

| File Description | Document |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: E. None of the above

| File Description | Document |
|--|-------------------------------|
| Any additional information (Upload) | View Document |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View Document |
| URL for stakeholder feedback report | View Document |

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

E. Feedback not collected

D. Feedback collected

C. Feedback collected and analysed

B. Feedback collected, analysed and action has been taken

Response: E. Feedback not collected

| File Description | Document |
|-------------------------|-------------------------------|
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 49.53

2.1.1.1 Number of students admitted year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 485 | 429 | 408 | 431 | 464 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 790 | 930 | 930 | 930 | 930 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 60.67

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 282 | 303 | 300 | 263 | 238 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of seats filled against seats reserved | View Document |
| Any additional information | View Document |

2.2 Catering to Student Diversity

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

Response:

After admissions into I semester of each academic year, an induction programme for the newly joined students is conducted by each department to make them aware of Choice Based Credit System (CBCS) in semester pattern, objectives of under graduate programmes chosen and conceptual learning. 'Bridge Course' is offered to the students who joined UG programmes, but have not studied the subject(s) in the programme in their preceding course(s). Basics in respective subjects are being taught to bridge the gap between intermediate and graduate courses. This will fill the lacuna and enable them to surge through the course. The students are classified into slow learners and advanced learners as per their learning abilities, after the conduct of first internal (mid) examination in each semester of every programme.

Ward system:

We adopt 'Ward/Mentor system' to address academic, socio-economic and psychological issues of the students. The Class teachers of the respective classes act themselves as mentors. Mentors categorise their students according to their academic abilities in terms of perceptual level and comprehension. Accordingly, required suggestions are offered to the student to improve his/her academic performance and excel in the race. Mentors regularly attend to social, economic and personal problems of students. Such problems are either solved by mentors themselves or by the Grievances Redressal Cell of the college. The institution endeavours to shape the complete personality of students through co-curricular, extra-curricular activities and ward counselling system through effective mentoring.

Slow Learners

The identified slow learners are given extra care by entrusting them additional learning assignments and conducting remedial coaching. Remedial coaching classes are conducted by the faculty formally and informally to clarify basic doubts, concepts and any other specific difficulty in learning process. This helps the students to achieve better results in the university examinations.

Advanced learners

Special coaching classes are being conducted for PG-CET, APPSC, Bank exams and other Competitive exams for advanced learners. They are entrusted with some 'Study Projects' in their subjects to inculcate research skills. Further, the advanced learners are motivated to give classroom seminars and help their peers who are academically weak. They are also given an opportunity to participate in the curricular and co-curricular competitions conducted by different Govt. Degree Colleges under District

Resource Centre (DRC).

Soft skills training and career counselling programs are arranged for both slow and advanced learners under the aegis of Andhra Pradesh State Skill Development Centre (APSSDC) and Career Guidance and Counselling Cell.

Both slow and advanced learners are encouraged to participate in the training programs of Jawahar Knowledge Centre (JKC). In addition, they are encouraged to enroll themselves in the certificate courses offered by departments in the college.

| File Description | Document |
|--------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Past link for additional Information | View Document |

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

Response: 29.39

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response:

The institution has an inbuilt mechanism for making the learning process student centric. The institution makes available the following support structures, systems and processes that are essential for making learning process more student centric. They include well-established library with inflienet facility, ICT class rooms (03 digital class rooms and 01 virtual class room) for interactive learning, MANA TV educational satellite channel programs, educational programs arranged by the District Resource Centre (DRC), invited lectures, field trips, demonstration, interaction methods, debates, group discussions, subject quizzes and class room seminars.

The traditional lecture method blended with student interaction best suites to explain and interpret the concepts of the topic for better understanding and to imbibe the subject into the minds of the students. At the end of the lecture, the topic taught is open for discussion and offers opportunity for interaction. After the completion of the 'unit' the students are given specific assignments to enrich their learning.

Another student centric method of learning is exclusive **interactive method** which includes debates, deliberations, group discussion, surveys, subject quiz and brain storm session with lecturer concerned as the facilitator.

ICT enabled teaching methods through virtual class room, digital class rooms and classrooms with LCD projectors make learning more student friendly and effective. Wherever the classrooms are not provided with LCD projectors, the Teaching-Learning Process is supported with the usage of Laptops, Tabs and even android phones (particularly for audio and video) to make learning more interesting and informative. Apart from these, models, specimens and demonstration in science subjects add flavour to teaching and make learning more interactive.

Group learning methods like group discussions and group projects, assignments are used to promote group learning activity. This inculcates group dynamics among the students which fetches them in their future career.

Every student needs to submit his/her **project work** in VI Semester of certain disciplines as a part of their curriculum. Through these projects students study in depth and acquire practical skills and analytical skills in the respective subjects.

Most of the **experiential learning** of the students will be from the experiments conducted in practical lab sessions of the respective subjects. Along with this, the faculty creates congenial atmosphere by engaging students demonstration, visual aids, periodical industrial visits and field trips.

The students, especially advanced learners are encouraged to give **class room seminars**. Usually students present seminars on topics either allotted on consensus by the faculty or of their choice. Faculty assist the students in the preparation of seminar presentations and guide them accordingly. Usually, at the beginning of a lesson or a topic **brain-storming session** is conducted to prepare them for the topic to be taught.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

ICT enabled teaching methods through virtual class room, digital class rooms & class rooms with LCD projectors make learning more student friendly and effective. Wherever the class rooms are not provided with LCD projectors, the Teaching-Learning Process is supported with the usage of Laptops, Tabs and even android phones (particularly for audio and video) to make learning more interesting and informative. Apart from these, flipped class room method, blended learning, LMS, Kahoot, Plickers, specimens and demonstration add flavour to teaching and make learning more interactive.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View Document |

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

Response: 34.43

2.3.3.1 Number of mentors

Response: 35

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

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 87.18

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |
| Any additional information | View Document |

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 68.92

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 29 | 31 | 25 | 25 | 20 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | View Document |
| Any additional information | View Document |

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

Response: 3.95

2.4.3.1 Total experience of full-time teachers

Response: 162

| File Description | Document |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | View Document |
| Any additional information | View Document |

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Internal assessment is done as per guidelines of S.V. University, Tirupati. A calendar for internal assessment is compiled well in advance, as per norms of the university. At the beginning of semester, the students are asked to take note of the same and get prepared accordingly. Sufficient time is given to the students for these preparations.

In a semester, one internal assessment exam is strictly conducted. The valued answer scripts are shown to the students to check whether they have rightly answered the questions and they are justly valued. Discrepancies if any identified by the student will be addressed and rectified then and there itself, by their respective teachers. Final marks are informed to the students, before uploading them in the University portal.

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

Response:

The college has an effective mechanism to address the grievances of the students regarding the internal assessment marks and end semester examinations marks. The students are given an opportunity to approach the respective subject teacher for any clarification with regards to internal assessment marks. The respective teachers attend to the grievances of the students. If the grievance is not addressed at the subject teacher level, the same may be brought to notice of respective in-charges of department and in turn to the Head of the institution for further redressal. Grievances pertaining to the end semester examinations like change of wrongly mentioned question paper code, spelling mistake in name, mismatch of the subject chosen and medium of instruction in the hall ticket etc. is redressed at once by the college after due verification with the records available. The same will be intimated to the controller of examination of affiliating university for the necessary rectification at their end. If there is any grievance, in relation to physical resources, such as improper/uneasiness in seating arrangement/ insufficient lighting, ventilation the other amenities etc, in the examination centre are resolved immediately. For the grievances in the results of end semester examinations, the principal forwards the same to the affiliating university with due remarks, and follow up the action to resolve the grievance at the earliest possible. Online grievance redressal mechanism is also offered by the S.V. University, Tirupati. The Controller of Examination unit of S.V.University is maintaining 'Whatsapp-group' through which many grievances related to examinations are resolved. These redressal mechanisms resolve the issues transparently and quickly keep the students stress free.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Program outcomes, program specific outcomes and course outcomes for all the running programs at UG level i.e. B.Sc., (BZC), B.Sc., (MPC), B.Sc., (MPCS), B.Sc., (MiBC), B.Sc., (BTBC), B.A.(HEP), B.A.(EPT), B.A(HECA), B.Com(General),B.Com(CA) BBA and at PG level i.e., M.Com., M.Sc.,(Botany), M.Sc.(Organic Chemistry), M.Sc.(Physics), M.Sc.(Mathematics) are displayed on the **college website** as well as on the notice boards of the Departments, Student's Hand book and Oral announcements in the class rooms. At the very beginning of the semester, these are given to the students as well as teachers along with syllabus. All practicals, laboratory work, field work, co-curricular activities are done in the light of programme outcomes (POs), programme specific outcomes (PSOs) and course outcomes (COs).

| File Description | Document |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | View Document |
| Upload any additional information | View Document |
| Past link for Additional information | View Document |

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

Response:

-The process of assessment of 'course outcome' is based on mid examination, end semester examination, assignments. The following are tools & mechanisms being employed for the attaining the course outcomes.

i) Mid Examinations: This kind of performance assessment is held once per semester. Each and every exam is aimed at achieving the course outcomes.

ii) End Semester Examination: End Semester examination is a metric for assessing whether the entire COs are attained or not. Examination is more focused on attaining the course outcomes and program outcomes using a descriptive model of exam.

iii) Assignments: Each and every student is assigned with course related tasks during every semester. The course work will be evaluated based on their performance.

The performance of the students in the examinations during the semester in each course is used to compute the level of direct attainment of the COs.

Student feedback is collected through an on-line survey at the end of program. In addition, Co-curricular, extracurricular, placement, higher studies, etc. are taken into account for the assessment of final attainment of programme outcomes (Pos) & programme specific outcomes.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

2.6.3 Average pass percentage of Students during last five years

Response: 70.1

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 206 | 236 | 222 | 231 | 358 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 301 | 327 | 341 | 335 | 472 |

| File Description | Document |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View Document |
| Upload any additional information | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.72

| File Description | Document |
|--|-------------------------------|
| Upload database of all currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 22.9

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5.7 | 0 | 8.40 | 6.80 | 2 |

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 4.88

3.1.2.1 Number of teachers recognized as research guides

Response: 02

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 61.54

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 1 | 1 | 1 | 1 | 4 |

3.1.3.2 Number of departments offering academic programmes

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 02 | 01 | 02 | 04 | 04 |

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| List of research projects and funding details | View Document |

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Inter Faculty Forum (IFF) was established in this institution with a motive to promote innovation and transfer of knowledge culture among the faculty members. IFF is the platform that provides an opportunity for every faculty member to share their ideas, and to interact with other faculty members for improvement of the quality in teaching and research. It is also used to discuss innovative ideas & their implementation, new initiatives taken by departments, outcomes of the research activities by individual faculty members and latest developments in science and technology. This platform has a positive impact on young faculty members to get proper guidance, shape their research ideas, improve their teaching skills and learn from the experienced senior faculty members. It also provides a platform to create the awareness on computers, ICT and other digital facilities available for education and research. IFF has proved in being helpful for developing inter disciplinary research in the institution.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 1**3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 01 | 00 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during last 5 years | View Document |

3.3 Research Publications and Awards**3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years****Response: 1****3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 2

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 2

| File Description | Document |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| URL to the research page on HEI website | View Document |

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response: 2.32****3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 36 | 16 | 17 | 15 | 8 |

| | |
|--|-------------------------------|
| File Description | Document |
| List of research papers by title, author, department, name and year of publication | View Document |

3.3.3 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: 3.03

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 40 | 21 | 12 | 31 | 16 |

| | |
|---|-------------------------------|
| File Description | Document |
| List books and chapters edited volumes/ books published | View Document |

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

In addition to acquiring academic skills, students need to acquire life skills that help them to handle challenges in life. Keeping this in view, the students are encouraged to get involved themselves in the neighbourhood community in terms of impact and sensitizing with social issues and holistic development. Most of the community-based extension activities are organized by NSS. These activities include, Blood Donation Camps, awareness on AIDS, Swach Bharath, ban the plastic, tree plantation (Vanam-Manam), protection from mosquitoes (Domalapai Dandayatra), voter awareness programs etc.

At the beginning of every academic year, the principal of the college and NSS programme officers of two units address the students and inform in detail about the NSS activities. Students are made aware of the programmes proposed to be conducted during the academic year in the orientation programme conducted at the beginning of the academic year. The outreach programs are organized in a near by adopted villages. The NSS volunteers carry out the activities entrusted by their respective programme officers scheduled in the action plan during their stay in the adopted villages. The following are the adopted villages in which the community services are extended by the NSS units. 1) Govindapalem 2)

Ippathangal and 3) C.T. Nattam in the last five years. Involving students in the activities of this type would help them build healthy relationships, develop team spirit, leadership qualities which mould the students to become good citizens of the society.

Besides the activities, the programme officers invite resource persons to the NSS camps to sensitize students on various social and environmental issues such as superstitions, gender bias, child labour, health and hygiene, illiteracy etc. Finally, these type of extension activities not only focus on mere learning but also implementing what is learnt in the camps.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 3

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 01 | 1 |

| File Description | Document |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | View Document |
| e-copy of the award letters | View Document |

3.4.3 Number of extension and outreach Programmes conducted by the institution through NSS/ NCC/ Red Cross/ YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc.) and / or those organised in collaboration with industry, community and NGOs during the last five years.

Response: 21

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 5 | 3 | 4 | 5 | 4 |

| File Description | Document |
|--|-------------------------------|
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | View Document |
| Any additional information | View Document |

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 5.06

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 50 | 0 | 80 | 0 | 220 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |
| Any additional information | View Document |

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 23

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 7 | 6 | 1 | 6 | 3 |

| File Description | Document |
|---|-------------------------------|
| e-copies of related Document | View Document |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | View Document |

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 0

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| e-Copies of the MoUs with institution/ industry/corporate houses | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has been taking proactive steps in providing required physical infrastructure like classrooms, science laboratories and computer laboratories to cater to the needs of students. Apart from these, technology enabled classrooms viz., one virtual class room/Mana TV room, three digital classrooms, Andhra Pradesh State Skill Development Centre (APSSDC) are also facilitated to make teaching-learning process more effective. In addition, a well-equipped seminar hall with good sound system is available to organize activities like guest lectures, students' seminars, workshops, debates, quiz programmes and group discussions. Classrooms are spacious, well ventilated and well furnished. All the classrooms are provided with white boards. The faculty of the institution is provided with LCD projectors as common facility, enabling them to make use of the ICT enabled teaching in the conventional classroom. Each department has a computer with internet, and a printer with scanning and photocopier facility.

There are eight (08) spacious and well-equipped science laboratories. The equipment in the laboratories are being upgraded with the financial assistance from State Government budgets/RUSA funds/UGC funds to suit the change in curriculum revised by the affiliating university. In addition to this, the finance generated from self-financed PG courses viz., M.Sc (Organic Chemistry), M.Sc (Botany), M.Sc (Physics) and M.Com can also be utilized to upgrade the laboratory equipment which in turn may be utilized by UG students also.

The college has four (04) computer labs for the courses associated with computer science/applications. In addition to the labs mentioned above, English Language Lab (ELL)/ Jawahar Knowledge Centre (JKC) lab is available to develop the language skills required to secure jobs in the competitive job market.

To conclude, the usage of facilities available for teaching- learning in the institution are being used optimally and infrastructure is updated or procured from time to time depending upon budget available.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response:

The college has adequate facilities for sports, games (indoor, outdoor), gymnasium, and cultural

activities.

The facilities available for outdoor sports and games are, a multipurpose large playground for sports like athletic events and outdoor games like cricket, football, badminton, volley ball, kabbadi, and hand ball, etc.,. A multipurpose hall in sports complex room for chess and table tennis is facilitated for indoor games. The college maintains its own fitness centre/gymnasium. It is located inside the multipurpose hall in sports complex possessing equipment for free weight exercise, body weight exercise, resistance band exercise and stretching exercises. It consists of treadmill, elliptical trainer, exercise cycles etc., The college has multipurpose outdoor stadium, seminar hall and one open-air dais for practicing and performing cultural activities and Yoga.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 56

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 14

| File Description | Document |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |
| Upload any additional information | View Document |

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 28.93

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|----------|----------|----------|---------|---------|
| 72.59112 | 31.89721 | 15.05629 | 4.28117 | 10.6665 |

| File Description | Document |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | View Document |
| Upload audited utilization statements | View Document |

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Library is basically an organized set of resources. The library functions from 9.00 am to 5.00 pm in all working days. The college library caters to the needs of students and staff of all departments. It is well stocked with more than 33297 books and every year new volumes are added based on the recommendations of the staff and also inputs received from the students. The central library is located in commerce block which has text books related to arts, sciences and humanities. The college has been providing with a unique facility by providing an exclusive hall for the benefit of students who are interested to take competitive examinations. It has facilities like computers (04) with internet, photo copying machine and reading tables, chairs, reference books, journals and magazines. Every year new books are added to the library with the suggestions taken from the faculty and students.

The library has the facility to use e-resources, e-books and e-journals. Further, all the staff and students have registered with INFLIBNET and N-LIST, so as to get connected with the national library system. In addition, various Vernacular and English newspapers are subscribed for the benefit of staff and students.

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | View Document |

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 5.05

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5.02 | 5.06 | 4.01 | 0.25 | 10.89 |

| File Description | Document |
|--|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template) | View Document |
| Audited statements of accounts | View Document |

4.2.4 Percentage per day usage of library by teachers and students during the last completed academic year

Response: 0

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

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |
| Any additional information | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Up-gradation of both hardware and software are being done depending upon the necessity and requirement for computers meant for administration. The same upgradation is being extended to the computers in the departments. In addition, software for the computers in the labs is being updated on regular basis in tune with curriculum updation. The campus initially had BSNL Broadband with 10 Mbps. Later to meet the demand of the usage, another Broadband connection (Airtel) with 100 Mbps is provided. Subsequently, for the exclusive usage in virtual classroom and video conferences one leased line with 10 Mbps and another line with 100 Mbps of AP Fibernet broadband for digital classrooms are facilitated under RUSA funds. The same 100 Mbps of AP Fibernet broadband is also used as Wi-fi by both faculty and students of commerce block.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 5.04

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

4.3.3 Bandwidth of internet connection in the Institution

E. < 05 MBPS

D. 05 MBPS – 10 MBPS

C. 10 MBPS – 30 MBPS

B. 30 MBPS – 50 MBPS

Response: A. ?50 MBPS

| File Description | Document |
|--|-------------------------------|
| Upload any additional Information | View Document |
| Details of available bandwidth of internet connection in the Institution | View Document |

4.4 Maintenance of Campus Infrastructure

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

Response: 0**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)**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View Document |
| Audited statements of accounts | View Document |

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

The institution adheres the State Government established systems and procedures for maintaining and utilizing the physical, academic and support facilities.

The maintenance of science laboratories is carried out by the respective departments under supervision of the incharge of the department with the sub staff (Record assistant / Lab attendant). Before the commencement of the academic year, an internal lab audit is conducted to verify the articles as per the entries in the stock registers and their working condition by the respective departments. Minor repairs of the articles are carried out at the department level itself, utilizing the contingency amount sanctioned for that academic year. If repairs are major they are brought to the notice of the principal for the necessary action. At the end of the each academic year annual verification committee is constituted for the verification of the articles with the stock registers and in-charges are instructed to update the stock register.

The librarian along with his sub staff maintains the library with existing procedures and rules. Stock registers, accession registers, issue registers are being maintained and updated from time to time.

The maintenance of sports complex is taken care of by the Physical Director of the college. At present one outsourcing personnel is engaged to assist in the maintenance of the sports complex.

Annual maintenance contract (AMC) from the qualified service providers is arranged by the institution for maintenance of ICT infrastructure. Maintenance of the digital classrooms and virtual class room is taken care of by the Govt. of Andhra Pradesh.

Repair, renovation and maintenance of the physical infrastructure like buildings, classrooms, wash rooms, furniture, water supply, electric power supply is carried out with available financial resources by hiring

technicians from outsourcing in addition to existing contingent staff meant for maintenance purpose. The college garden is maintained by the gardener appointed through outsourcing by the institute under the supervision of department of Botany.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 62.28

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 729 | 727 | 740 | 841 | 961 |

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the

following

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 8.89

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 120 | 135 | 167 | 42 | 84 |

| File Description | Document |
|--|-------------------------------|
| Number of students benefitted by guidance for competitive examinations and career counselling during the last five years | View Document |
| Any additional information | View Document |

5.1.5 The Institution has a transparent mechanism for timely 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**

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Self attested list of students placed | View Document |
| Details of student placement during the last five years (Data Template) | View Document |

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 7.97

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 24

| File Description | Document |
|--|-------------------------------|
| Details of student progression to higher education (Data Template) | View Document |
| Any additional information | View Document |

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT/JAM/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 01 |

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | 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: 7

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3 | 0 | 1 | 2 | 1 |

| File Description | Document |
|---|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | View Document |
| e-copies of award letters and certificates | View Document |

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

Response:

With the objective of inculcating the qualities of leadership, organization, and responsibility in the students, an active Student Council is given an opportunity to be a part in the academic and administrative bodies/committees. The student council (usually known as college student union) comprises class representatives from each class who are nominated based on their academic merit among which a president, a secretary and a ladies' representative are nominated. The Principal and vice-principal will monitor their activities. The class representatives convey students' grievances to the respective class teachers for an amicable resolution. A meeting with students' council is convened twice a semester to give an opportunity to voice their academic and administrative issues. The class representative plays a lead role in providing valuable feedback regarding curriculum, teaching learning and evaluation process. They also

help teaching staff of the college in organizing classroom seminars, quiz, debates, group discussions at department level and seminars, conferences, workshops at college level.

Student Council plays a major role in organizing college day every year. In addition, the student council will give valuable suggestions for smooth day today administrative system. Finally, for the successful conduct of any programme in the college involves active participation of student council.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 4

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6 | 3 | 5 | 3 | 3 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | 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:

Though the alumni association has been functional in the developmental activities of the college, the formal registration has been done very recently. The Alumni Association comprises, vice-president, secretary, joint-secretary, treasurer and executive committee members with principal as president. The association provides voluntary financial assistance for the various developmental activities in the institution. The activities include donation of tables, chairs and fans to the institution. The proposed

developmental activities of the association are (i) Construct a cycle shed (ii) drill bore well for water.

The alumni association also extend non-financial means for the development of institution through (i) sharing their expertise (ii) delivering guest lectures (iii) organizing awareness programmes (iv) facilitate in providing job opportunities. In addition, an exclusive meeting with Alumni is conducted every year, where the feedback on curriculum and institution is collected and analysed for future plan of action.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

5.4.2 Alumni contribution during the last five years (INR in lakhs)

E. <1 Lakhs

D. 1 Lakhs - 3 Lakhs

C. 3 Lakhs - 4 Lakhs

B. 4 Lakhs - 5 Lakhs

Response: E. <1 Lakhs

| File Description | Document |
|-------------------------------------|-------------------------------|
| Link for any additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision:

The Govt. Degree College, Puttur aspires to bestow unequivocal learning experience to diverse community of students to produce knowledgeable, intellectual, scientifically-advanced, technologically-equipped, accountable, committed, disciplined citizens with ethical values. To put it in nutshell, the vision of the institution is to bring all-round development of the students especially to the backward and downtrodden sections at affordable cost.

Mission

To fulfill the vision of the institution

- The institution provides conducive environment to foster innovative, creative skills of the students.
- Highly qualified faculty and good physical infrastructure imparts quality education to the students.
- Besides providing quality education, the students are trained through Jawahar Knowledge centre (JKC), Andhra Pradesh State Skill Development Corporation (APSSDC) and job-oriented certificate courses to equip the students with global skills so as to make them to meet the competitive globalized job market.
- Institution through its prescribed curriculum, and supporting services like NSS, NCC, RRC, YRC and DRC imbibe human values among the students.

The head of the institution briefs the faculty about vision and mission of the institution which is also published in the prospectus. In turn, the faculty intimates the same to the students in their introductory lectures. In the process of executing mission in tune with vision, the principal under guidance and supervision of higher authorities- Commissioner Collegiate Education (CCE), Regional Joint Director of Collegiate Education (RJDC) and the affiliating university, perform the functions such as planning of the activities, deploying all resources for execution, monitoring the execution process in coordination with College Planning and Development Council (CPDC), Staff council and college committees .

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response:

The Principal ensures systematic imparting of education with the effective coordination and functioning of various departments towards the goal of providing the best teaching –learning practices.

The Principal decentralizes and vests the various departments and committees with autonomy and authority to operate freely in discharging their duties in implementing their respective plan of action. Important developmental plans are discussed by the Principal along with all the committee members. Plans are executed only after reviewing the suggestions. These meetings are consultative in nature and enable appropriate decision making. Each department drafts its annual academic plan which will be in conformity with the institutional plan of the college. The timetable committee along with all the departments frames the time table for the college.

Incharges of each department in coordination with their respective faculty formulate annual action plan for the academic year. Later, IQAC of the college consolidates these action plans and prepare action plan of the institution for that academic year. Any financial assistance in this regard will be brought to the notice of head of the institution. The head of the institution along with IQAC co-ordinator monitors the execution process.

Class representative for each class is nominated based on their academic merit. They in turn form student union comprising of a president from final year, secretary from second year and a ladies representative from final year on rotation basis each from science, arts and commerce streams. The Principal and vice-principal will act as overall President and vice-president of the college union respectively. The student union plays an active role in executing activities of the institution. In addition to this, feedback by stake holders on the quality of the education, infrastructure and other facilities provided by the institution is collected and analysed to fill the lacuna in the execution of the action plan. This practice of decentralization and active participation of students in governance promote the coordinative, collaborative team work.

One case study:

Hospitality Committee assisted in providing required facilities like accommodation, transportation, refreshments and made sure that caterers supplied refreshments on time.

Audio Visual Committee helped to set up speaker equipment like mikes, LCD Projectors for PPT and checked flawless working condition before commencement of Seminars.

Monitoring of finances, accounting and auditing within approved estimated budget was handled by non-teaching staff based on bills produced by organizing secretary. Faculty of Commerce Department co-ordinated to make sure that sessions held on time in different halls and acted as rapporteurs to present report on valedictory function. Registration Committee handled both online and spot registrations and also distributed seminar Kits to delegates during registration. Souvenir Committee collected articles contributed by writers and edited. Finally a bound copy of all articles received within stipulated time was prepared which is to be released on inaugural day. Felicitation Committee members were drawn from teaching, non-teaching and student's community for purchasing mementoes, felicitation on stage during seminar.

Discipline Committee engaged group of cadets from NCC and Volunteers from NSS who maintained

discipline throughout the second day Seminar.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The college evolves a planned approach for development of the college through CPDC/Staff Council deliberations on the basis of resources available. This institution endeavours for 'transparency and accountability' as a motto in all its academic and administrative matters.

To update and upgrade the infrastructure facilities in the college, a detailed project report (DPR) is prepared and submitted to the financial agency RUSA for sanction of financial assistance. Based on the proposal and need of the requirement proposed in the DPR an amount of Rs.200.00 lakh has been sanctioned. Accordingly, the sanctioned amount is used as mentioned below.

RUSA funds are utilized for the construction of new buildings at the cost of 70 lakhs and renovation and upgradation at the cost of 70 lakhs. Under RUSA funds, Fibre Grid is installed at the cost of 2.89 lakhs, solar panels of 20 KW under Green energy project at the cost of 16.85 lakhs for saving electricity, established "Virtual Class Room at the cost of 4.85 lakhs, established 03 digital classrooms at the cost of 30 lakhs.

APSSDC unit was established with 30 laptops, 30 tabs, 2 TVs and 4 CC cameras.

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| strategic Plan and deployment documents on the website | View Document |
| Paste link for additional information | View Document |

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

Response:

At the institutional level, the Principal is the academic and administrative head. The decisions regarding the administrative and academic affairs of the college are taken by the CPDC or the Staff Council after thorough deliberations. The academic decisions at this level are taken duly considering IQAC's recommendations. Principal, being the Chairman of CPDC and other committees presides over the meetings and plays a vital role in decision making process.

The Principal guides the process of implementation through the academic and administrative units of Admission Committee, Academic Committee, Examination committee, NSS Committee, Library Committee, Time-table Committee, Grievance Redressal Cell, Anti-Ragging Committee, Research Committee etc. by involving both academic and non-academic staff etc.

CCE (Commissioner of Collegiate Education):

It is an administrative controlling head of both Government and Aided Degree Colleges in the state. It imparts higher education through degree and post graduate colleges in the state. It releases grants to government colleges for developmental activities and grant-in-aid to private aided colleges in the state. It inspects and audits both regional offices and degree colleges in the state. It motivates and prepares government colleges for NAAC assessment and accreditation. It produces and telecasts quality lessons through MANA TV Channel of Government of Andhra Pradesh and through virtual and digital class rooms. It controls and coordinates JKC (Jawahar Knowledge Centre) activities.

RJDCE (Regional Joint Director of Higher Education):

RJDCE is the head of the regional office inspects degree colleges, conducts enquiries in both government and aided colleges. This office is under the control of CCE and deals with the matters delegated by the CCE. It is the appointing authority for the posts from senior assistant and below the rank in degree colleges.

Service rules, procedures, recruitment, promotional polices:

The college administration is governed by the service rules and procedures of Government of Andhra Pradesh through Department of Higher Education. The Department of Higher Education has two wings viz., Andhra Pradesh State Council of Higher Education (APSCHE), Commissioner of Collegiate Education (CCE). Any amendments and procedural changes in administration will be communicated by these bodies from time to time and will be followed by the institution scrupulously.

Recruitment by selection is done by Andhra Pradesh Public Service Commission (APPSC) and accordingly CCE/RJDCE issues appointment proceedings. Promotions and Career Advancement Schemes (CAS) will be taken up by the CCE following rules and regulations meant for the purpose. Clarifications regarding rule position and procedures are obtained from CCE from time to time.

Sri Venkateswara University, Tirupati:

All degree colleges in Chittoor district of Andhra Pradesh are affiliated to Sri Venkateswara University, Tirupati. It constitutes rules and regulations for affiliated degree and PG colleges. It frames academic schedules, syllabus as per CBCS pattern to maintain quality and smooth functioning of the courses. It conducts semester exams and publish results as per schedule.

Grievance redressal mechanism:

Any grievance with reference to service matters may be represented to CCE/RJDCE/Principal through proper channel.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |

6.2.3 Implementation of e-governance in areas of operation

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Screen shots of user interfaces | View Document |
| ERP (Enterprise Resource Planning) Document | View Document |
| Details of implementation of e-governance in areas of operation, Administration etc | View Document |

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**

Response:

The institution is operating both statutory and non-statutory welfare measures/schemes for both teaching

and non-teaching staff as mentioned below.

- General Provident Fund, Group Insurance Scheme, Andhra Pradesh Group Life Insurance (APGLI), Contributory Pension Scheme.
- Medical reimbursement facility, Employees Health Scheme.
- Festival advance, Vehicle loan, Educational loan, Housing loan, GPF loan.
- Medical leave, Study leave, Maternity and Paternity leave.
- Faculty Development Program.
- Facilitating staff to participate in Orientation Programmes, Refresher Courses, and Short Term Courses etc as and when they need.
- Earned Leave encashment, Gratuity, Ex-gratia (for non-teaching staff).
- Leave travel concession.
- On-duty facility for attending conferences/seminars/workshops.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.3.2 Average 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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | View Document |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0.4

6.3.3.1 Total number of professional development /administrative training Programmes organized

by the institution for teaching and non teaching staff year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 1 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Reports of Academic Staff College or similar centers | View Document |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 22.64**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 10 | 5 | 7 | 8 | 12 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| IQAC report summary | View Document |
| Details of teachers attending professional development programmes during the last five years | View Document |

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**Response:**

The 'Performance Based Appraisal System' (PBAS)' of the staff is based on UGC regulations on minimum qualifications for appointment of teachers and other Academic Staff in Universities and Colleges

and measures for the maintenance of standards in higher education, 2010. The detailed guidelines encompass the following areas.

(i) Contribution to teaching, learning and evaluation - seminars, assignments, practicals, examination duties, formative and summative evaluation tools etc.

(ii) Contribution to co-curricular and extension activities – field-based studies, NSS activities, cultural activities and other works related to social reconstruction and national development.

Research, publications, books and other academic contributions and awards received.

As per the latest guidelines provided by the UGC and the Government of Andhra Pradesh, the performance appraisal of the staff is carried out annually under the auspices of the Internal Quality Assurance Cell headed by the principal. The Annual Performance (API) Score of the teaching staff, obtained will be submitted to the CCE and the scores are subsequently published in the CCE website.

In addition, the performance of teachers is appraised through annual confidential reports from the Principal. Further, the Academic Audit Team of the CCE, AP, visits the colleges annually and analyses the performance of teachers and submits comprehensive reports to the Principal of the institution for further necessary action.

Though there is no formal mechanism for Performance Appraisal System for non-teaching staff, their overall performance is evaluated by the principal and confidential reports are submitted to RJDCE.

The Performance Appraisal Reports based on the above parameters are being considered for weightage for career advancement scheme (CAS) and general transfers of the teaching faculty.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Principal is vested with financial powers. He/she is the chief custodian of all resources of the college including finances and works out plans for utilization of college funds in consultation with the Staff Council and CPDC.

The institutional accounts are audited by two mechanisms internal and external.

Internal Audit: The UGC accounts are regularly audited by the local auditors at institutional level while

the internal audit is done by the official team of the Regional Joint Director of Collegiate Education, Kadapa Region, Kadapa.

External Audit: The external audit is done by the officials of the Accountant General, Government of Andhra Pradesh.

Following are the source documents that are reviewed during audits:

Cash books of different categories, service registers, register of increments, pay bills, pay bill register, leave account register, GPF advance register, pay fixations, last pay certificates, allowances sanctioned, register of loans, register of recoveries, pension register, reconciliation register etc.

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The major sources of institutional funding are from UGC, Government of Andhra Pradesh through the Commissionerate of Collegiate Education, Rashtriya Uchatar Siksha Abhiyan (RUSA), Special fee and CPDC.

The institution sends proposals to the University Grants Commission (UGC) for additional grants under various schemes, RUSA for the development of infrastructure and equipment. After receiving the grants, principal being the disbursing officer meticulously follows established procedures involving Finance Committee, the Purchase Committee, RUSA Committee and the College Office before it is finally disbursed to the concerned person or the respective department(s).

The institution utilizes its resources for construction and up-grading infrastructure depending upon the academic requirements. The college incurs expenditure on addition and up-gradation of capital assets like computers, ICT enabled teaching aids, laboratory equipment and apparatus, as such other assets. The balance sheet of the college gives idea about the expenditure incurred on purchases. Office obtains “Utilization Certificates” for the expenses incurred.

In order to ensure transparency in utilization of the financial resources of the college, the accounts of the college are being audited regularly and the same are submitted for verification to the teams from RJDCE and Auditor general of A.P during their visit for inspection to the college.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste 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

Response:

The institution has established Internal Quality Assurance Cell (IQAC) in July, 2006. Initially, a committee was constituted with coordinator and 12 members.

With regards to quality assurance, the institution is committed to provide consistently quality higher education and student support services through appropriate teaching- learning strategies, evaluation and student-centred activities.

E-Governance

By implementation of e-governance, the college improves the delivery of services to students, faculty by providing services like enrollments, examinations result, feedback, requests for documents and certificates, issuing admit cards etc. The system provides timely alert to colleges through sms/e-mail. E-governance in education provides new ways of communicating to the students, imparting education and organizing and delivering information and services.

IQAC successfully implements the learner centred approach in the institution through ICT. The requirement of students are fulfilled by enabling them to learn round the clock through ICT. As such, it is resulted in drastic improvement in the quality of higher education by the strenous efforts of IQAC.

E-governance provides access to information to empower students, enable their participation in institution and enhance student economic and social opportunities. Through the E-Governance, the Government services will be made available to the stakeholders in a convenient, effective educational administration.

- * General Administration
- * Administration of Student data
- * Pay roll and financial accounting
- * Providing greater access to institutional information
- * Promoting stake holders involvement by interacting with officials.
- * Making the administration more accountable and this reducing the opportunities for corruption.
- * Developing the opportunities especially benefitting the rural socio-economic backward student communities.
- * Further, IQAC strives to achieve the benefits in the educational sector by improving efficiency, increasing transparency and accountability of administrative activities, faster access to services and reducing costs for administrative services.

Institutional Calendar

At the beginning of each academic year, IQAC frames institutional calendar duly incorporating the institutional plan with curricular, co-curricular and extra-curricular activities. It is communicated among all the staff and students. Accordingly, the in-charges of the departments in coordination with their faculty prepare departmental action plan, annual curricular plans and implement scrupulously. The implementation is reviewed through staff council meetings, departmental meetings, circulars and even through informal interactions by IQAC. Any lapses are addressed immediately. Apart from this, any quality assured initiatives conducted by any department/committee/cell of the institution is monitored, mentored and implemented through participative management and internal coordination by IQAC. All these strategies and processes help in taking the institution to higher level.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation

quality initiatives)

Response:

The institutional reviews on teaching-learning process, structures & methodologies of operations and learning outcomes at frequent intervals through IQAC are

- Review by the internal academic audit team.
- Departmental reviews involving students and teachers.
- CPDC, IQAC and Staff Council meetings.
- District level monitoring through District Resource Centre (DRC).
- CCE's review through live video conferences and teleconferences.
- Peer review by the academic advisors of CCE, A.P during academic audit.
- Assessment of Annual Performance Indicators (API) of individual teachers, by CCE, A.P.

Though, the teachers are conferred autonomy with regard to teaching-learning process, their strategies are positively guided by the control mechanisms at various levels, which have reinforcing effect on curriculum transaction.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | View Document |
| Upload details of Quality assurance initiatives of the institution | View Document |
| Paste web link of Annual reports of Institution | View Document |

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The Women Empowerment Cell (WEC) of Government Degree College, Puttur is established to empower girl students and women staff to realize their potential and power in socio-economic and political spheres of life which results not only in women empowerment but also in the holistic development of the nation.

Women Empowerment Cell strives to maintain the gender- neutral atmosphere of the college. The cell encourages the girls to come forward to talk about women related issues and tries to sensitize the youth about gender reality as the goal to emancipate and empower women. Focus of the cell is to eliminate the discrimination and all forms of violence against women and girl child in the society. It also provides a platform for girls and women to share their experiences and views regarding their status in the society and to suggest ways to improve and empower themselves. This cell creates a feel that our college campus is a haven and second home to them. The WEC functions arduously to enhance their status and thereby empower them through guest lectures, seminars, workshops, various awareness programmes and other welfare activities. WEC will step forward with specific objectives and plan of action by focusing quality activities for the well being of girl students. The objectives of WEC are

- To promote a culture of respect and quality for female genders.
- To create a conducive counseling environment for female gender to share their problems.
- To create awareness on their rights given by the constitution and Acts of Law
- To conduct programmes with a motive to train girl students about self defense, health benefits and skill development
- To bridge the gap between students and teachers by maintaining a cordial relationship between them, so that girl students can open up freely to share their personal problems.
- To provide a stress free working atmosphere by identifying and fixing responsibility on the concerned persons for ensuring equal treatment and participation by women in all areas.
- To specially strengthen women scavengers and lower cadre workers of the institution by educating them in a best possible way, with the motive of making their lives better.
- To conduct guest lectures, seminars and workshops to impart knowledge of opportunities and tools available and train the women.
- To inculcate entrepreneurial attitude among young girls, scientists at the earliest so that they can be “job givers rather than job takers.”

| File Description | Document |
|--|-------------------------------|
| Link for annual gender sensitization action plan | View Document |

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

| File Description | Document |
|-----------------------|-------------------------------|
| Geotagged Photographs | View Document |

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

- Solid waste management
- Liquid waste management

a. Solid Waste Management:

Everyday large volume of solid waste is accumulated in our college, because of spatially large campus and huge strength of the students. The solid waste includes mainly falling leaves and waste paper. It is managed properly with the help of man power. Every day the garbage is separated into renewable and non-renewable things. Renewable things are dumped in the pits, to prepare the organic manure for the garden plants and the non-renewable garbage was collected everyday by the municipality of Puttur. For the maintenance of cleanliness and ecofriendliness approach in management of solid waste, the college was honoured with the certificate of appreciation from the Municipal commissioner, Puttur.

b. Liquid waste management

The liquid waste released during practical hours in chemistry lab are used to dilute acids, bases, salts and organic acids. Liquid waste is collected properly into plastic drums and are safely disposed, thus keeping college premises contamination free. The waste water generated by two RO Plants is being channelized into college gardens.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Link for Geotagged photographs of the facilities | View Document |

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

7.1.5 Green campus initiatives include:

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | View Document |
| Geotagged photos / videos of the facilities | View Document |

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: C. 2 of the above

| File Description | Document |
|--------------------------------------|-------------------------------|
| Certification by the auditing agency | View Document |
| Certificates of the awards received | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Disabled-friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: D.1 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The strength of India lies in its unity and diversity. Accordingly our institution has been providing opportunities to grow and develop for both students and staff. The students and staff belong to various regions, sections of society with different cultures. To foster tolerance and harmony among students and employees the institution organises several programmes.

To bring harmony among people, all the national festivals like Republic day, Independence Day are celebrated with lot of fervour and patriotism & enthusiasm. On these occasions principal delivers motivational speeches to inculcate the importance of nationalism in students and staff. On the same lines Ambedkar Jayanthi, Gandhi Jayanthi are celebrated with great zeal. The contribution of these great leaders in propagating tolerance and harmony in the people is highlighted by focusing on the principles and ideologies preached by them. In addition to that guest lecturers are arranged by experts to address the problems created by cultural, regional, linguistic, communal, socio-economic and other diversities

In this connection language related programmes like matrubashadinostavam, celebrations of birth anniversary of famous poet Gidugu Venkata Ramamurthy.

Further, special programmes have been initiated to sensitize students on gender equality by celebrating women's day on 8th March. Institution organises many diversified programmes like voters rally, to develop feelings of dedication, devotion and extend their services there by transforming them as responsible citizen rendering services towards nation.

Cultural committee organises competitions and encourages students to participate on cultural competitions held in college, district and state level to promote cultural harmony and derive cultural spirit there by imbining spiritual value make them understand and recognise cultural diversity.

| File Description | Document |
|---|-------------------------------|
| Link for any other relevant information | View Document |
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View Document |

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The purpose of learning is to impart education not merely for the learning of certain selected subjects but also for the development of the intellect and mind. The ultimate aim should be to improve simultaneously the standard of life and standard of living of an individual. Finally to enable citizens to imbibe and practise citizenship values. The citizens must cherish and follow the noble ideals which inspired the national struggle for freedom. To promote the spirit of patriotism and to uphold the unity of India.

Several efforts have been made to generate awareness of the importance of discharging fundamental duties by celebrating Republic day, Independence day, UNO day, National Voters day, World Human Rights day and National Integration day. National festivals are celebrated in our institution to educate the students that constitution can protect individuals by outlining their rights which are normally owed to everyone in a country.

The main focus is to inculcate that the nation is what the citizens are. The citizen is the unit of the nation. This should be followed in once word, deed and thought. The entire responsibility rests upon the citizens to take the nation for new heights.

The aim of consumer rights day is to enlighten everyone about the rights of consumers to protect themselves from unethical transactions.

To uphold the value that humanity is the first, God is next, staff and students are encouraged to donate blood for life saving purpose.

Our prime minister's prestigious Swachh Bharat program is implemented in our college in true spirit as Cleanliness is first, Godliness is next. To create awareness about ODF program, the NSS volunteers along with the program officer visited the nearby villages. To educate the students about communicable diseases like AIDS, Swineflu etc. through awareness programs, rallies, literary competitions etc.

| File Description | Document |
|--|-------------------------------|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | View Document |

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: D. 1 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Code of ethics policy document | View Document |

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The college organizes national festivals viz., Republic day, Independence day and birth anniversaries of the national leaders, social reformers and eminent personalities to inculcate moral values and promote national integration.

Independence Day and Republic Day are celebrated as National festivals of India. They are celebrated every year. Celebration of Independence Day starts with hoisting of the flag by the Principal of the college followed by well-practiced march past by NCC cadets. Patriotic songs praising the greatness of the country as well as sacrifices by national leaders who laid down their lives in achieving independence. Later, the principal addresses on the occasion. The students are given opportunity to deliver speech highlighting the development of post independent India. Republic day is also celebrated on a grand scale like Independence Day with department of political science taking active part in briefing the students on constitution of India and thus inspiring them to know the responsibilities of students in particular and citizens in general for the

development of India.

Birth anniversaries of renowned personalities like Mahatma Gandhi, Lal Bhadur Shastri, Dr. S. Radha Krishnan, Dr. B.R. Ambedkar, Dr. A.P.J. Abdul Kalam and the Iron man of India Sardar Vallabai Patel are celebrated to pay tribute with lot of spirit. Contributions of these great leaders are commemorated. In connection with these celebrations, elocution and essay writing competitions are conducted.

| File Description | Document |
|---|-------------------------------|
| Link for any other relevant 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 I: WATER QUALITY ANALYSIS

1. Title of the Practice: Water Quality Analysis

2. Objective of the Practice:

The objectives of the said activity/practice are

To encourage the students to participate in the group activities so that they would learn to deal or interact with their surrounding people effectively and get their work done.

- To inculcate the habit of research so that more students would be attracted towards research there by laying foundation for the development of the country.
- To bring awareness among the students about their social responsibilities and to encourage the students to actively participate in social service activities

3. The Context:

Quality water is quite essential for the healthy society. Hence, the students are asked to analyse water for its quality and encouraged to educate the public about quality parameters of water and ill effects of consuming impure water as a part of social responsibility/ social service. This activity is being organised by Department of Chemistry. Students are encouraged to utilise the facilities and instruments available in the Chemistry laboratories for the analysis of water samples brought selectively from various villages/towns. Sometimes, students are encouraged to take help from surrounding Mineral water Plants for the analysis of water.

4. The Practice:

Step 1: Display of Schedule

- Students (III BSc) were divided into four groups. The lists of students in all groups were displayed on the notice board
- The details of villages/municipalities for water sample collection, schedule of the programme were displayed. Puttur municipality was chosen for the analysis.
- Dates for analysis in the chemistry lab and dates of visiting mineral water plant were also displayed
- Students were advised to note down the details

Step 2: Work done by students

- On 30.11.2018, visited various parts of Puttur town for collecting water samples. Collected water samples from GDC, Puttur (bore water), NGO Colony(bore water), Bus stand area (bore water), Gate Puttur (bore water), Municipal water collected from tap.
- Students were given demonstration to use the instrument Deep-vision Digital water and soil analysis kit model-161 using which TDS, total hardness and pH can be measured
- Students were given demonstration to do chemical analysis for nitrates and sulphates
- Each group analysed water sample from one area using the kit and chemical methods and collected the data
- Students also visited library and used internet for the optimum levels of these parameters and drew conclusions on the quality of water of various areas of Puttur town
- As a part of this analysis, to get better idea on the analysis process, students also visited 'SWARNA WATER PLANT' located in the town on 23.12.2018

Step 3: Motivation

- Students were motivated in the following way. They were explained about the ill effects of consuming impure water. They were given details about the types of diseases people are prone to get by using impure water and annual death cases in India and in the entire world. Hence, water quality analysis is a very important task to be done for saving health and lives of the public.

5. Evidence of Success:

- Students enthusiastically participated in the entire analysis process indicating that they were truly inspired by the objectives of the process
- Students developed the concept of cooperative learning i.e. learning from one another among themselves
- Students reported the analysis results accurately by performing analysis on their own
- Students enlightened the public regarding the quality of water they are consuming and plausible ill effects

6. Problems encountered and Resources required:

- Few students encountered the difficulties in handling the instruments, later adjusted themselves
- Some students faced difficulties in finding the data related to water analysis from internet indicating that they are not used to handling computers and browsing process
- Reference books, few systems with net facility
- Instruments and chemicals for analysis

BEST PRACTICE II: GREEN PRACTICES

1. Title of the Practice: Green Practices

2. Objective of the Practice:

- To reduce pollution and create a positive impact on environment.
- To protect bio-diversity for the well-being of nature which helps people to lead a life that is healthy and serene.
- To protect environment and sustain its natural resources for present and future generation.

3. The Context:

The catastrophic problems of pollution if unchecked lead harmful effect on environment which in turn will affect bio-diversity and well being of nature. As our college is located by the side of state highway, it is also prone to be affected by pollution emitted by various sources. Moreover, the college campus is spread over an area 6.89 acres with requisite features to make it as a green campus.

4. The Practice:

Keeping the above context in view, our college initiated environmental friendly practices such as usage of public transport, maintaining the college campus plastic free, reducing paper usage and more plantations in college campus.

- Most of the staff and students use public transport for commuting. In addition, no vehicle day is being observed on 1st Monday of every month since October 2014. .
- Both staff and students are instructed to get reusable water bottles and reusable lunch boxes thus restricting them from getting single use items and make sure that all waste goes to the dust bins instead of throwing in public places. The college conducts rallies and sensitization programmes to bring awareness among public health hazards caused due to usage of plastics.
- As the world is being digitalized, paperless methods are adopted by communicating circulars through mails and whatsapp group. This approach curtails use of paper and transforms our college as an eco-friendly one.
- College not only participates in government sponsored programmes such as Vanam-Manam but also eco club, NSS/NCC units chalk out an action for tree plantation in the college campus. Further, the guests who visit the college are honoured with saplings in place of flower bouquet which in turn are planted in the campus.

5. Evidence of Success:

The success is evident at a glance of vast green campus, pollution free campus.

6. Problems encountered and Resources required:

- Our modern conveniences are great problems to follow the above green practices like usage of public transport, maintaining the college campus plastic free, reducing paper usage. However, the sensitization and awareness programmes made the stake holders (faculty and students) to shoulder the responsibility of following vehicle free day and plastic free campus.

- Resources required to sustain green practices are water resources, public transport, bio-fertilizers, organic fertilizers, re-usable traditional containers, bottles to transform campus to plastic free and fencing for saplings to protect from herbivorous animals.

| File Description | Document |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | 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:

Government Degree college, Puttur was established in the year 1983 and is affiliated to Sri Venkateswara University, Tirupati. This college aims to cater for the educational needs of students from very downtrodden and diverse socio-economic background. Main vision of our college is empowering the students by escalating them towards higher education and employment. The college provides quality education through innovative practices in teaching and learning process. The college is committed to impart holistic training to our students, to develop right kind of attitude, knowledge and skills to face the future challenges in the competitive world. Jawahar Knowledge Centre (JKC), plays a pivotal role in enhancing the communication skills, soft skills and technical skills, which are essential to the students to achieve employment. JKC along with its normal training, also provides special training for competitive examinations. Since its inception, our college stands top in the list of colleges in and around Puttur not only in providing academic excellence, but also in providing placements to the students of our college. The JKC of the college meticulously plans to make most of its outgoing students employed through campus drives. Every year many students of our college are being selected to many companies like TATA, HCL(Chennai), Bajaj Finance, Sriram Life Insurance (Tirupati), Shrija Mahila Milk Pvt. Ltd., VSR Global services, Sri City mobile companies. As such, around 154 students have got employment from 2014 to 2019 there by, successfully empowering the students of socially diverse backgrounds, makes the college distinctive to its vision.

| File Description | Document |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Government Degree College, Puttur is one of the main educational institutions in puttur. Accordingly, the college responds to various social, government and community services extensively.

Our college renders helping hand to other departments of Government sectors to conduct meetings, university examinations (M.B.A, B.Ed, D.Ed, B.L etc.) , competitive examinations (APPSC) and trainings. On the request from other educational institutions, principal generously permits them to organize schoolday, sports day etc. in our open air auditorium.

In addition to the above mentioned services and as part of extending community services, principal allows to utilize play ground for laying stalls during Diwali, organize sports meet, walking track, open gym for civilians.

Our students provide services during Brahmotsavam at Tirumala and involve in various types of services to devotees.

Moreover, college has designed a unique program of donating rice to poorest of poor students identifying by lecturers by donating handful of rice collected by all staff and students.

As part of social responsibility some of the lecturers have been contributing in vernacular newspapers as columnists. In addition to this, some of the lecturers are playing role of resource persons to train students for competitive exams and some of the other lecturers involved to train the lecturers who are working in private colleges, in communication skills and latest methods of teaching.

Concluding Remarks :

In order to fulfill the objective of our institution to impart quality education to students, effective curriculum is designed and implemented through ICT methods, educational tours, celebration of national & international days of importance. In addition to this enrichment programs and certificate programs are organized for holistic development of students.

Further to cater to the needs of students, faculty follow learner centered teaching strategies. Apart from this, highly qualified teachers adopt new teaching learning strategies by making use of infrastructure like digital class, virtual class in the best possible manner. Evaluation of students is made in tune with program outcomes and course outcomes. Depending on standard of students bridge courses are conducted and assignments, project works are given to improve their standards.

Research culture in the college is promoted by providing infrastructure both in library and departmental library encouraging faculty to organize and participate in seminars, workshops, conferences etc. In this connection students are also encouraged to take up research work by arranging extension lectures, interaction with eminent persons during seminars and involving them in project works undertaken by lecturers.

Regarding extension activities students are given opportunity to extend their services to society by participating

in different programs organized by NSS, NCC, DRC and other related committees.

The institution has been providing necessary facilities and provisions to promote teaching-learning, health, physical-wellbeing, effective administration, comfortable conveyance and research culture among students and faculty.

Student Council has been established to foster leadership qualities in students. All eligible students receive scholarships. Moreover capability enhancement and development schemes help students to either pursue higher studies or procure jobs. Students also excel in cocurricular and extra-curricular activities. In addition alumni association involves in functional and development activities of college.

The institution practices decentralization and participative management for implementation of all activities. Professional development programs are organized and performance of staff are assessed according to UGC guidelines.

Various programs are organized to bring in social and environmental transformation in students and foster moral and ethical values in them students so as to remind them their roles and responsibilities towards our society, nation and environment.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|-----------|--|
| 1.2.1 | <p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 19 Answer after DVV Verification: 06</p> |
| 1.3.3 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 66 Answer after DVV Verification: 62</p> <p>Remark : Provided certificate of students for the year 2017-18 has not considered.</p> |
| 1.4.1 | <p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p>1) <i>Students</i></p> <p>2) <i>Teachers</i></p> <p>3) <i>Employers</i></p> <p>4) <i>Alumni</i></p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : We already said that provided URL has not contained Feedback manually filled by stakeholders also not signed by any authority.</p> |
| 1.4.2 | <p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and</p> |

feedback available on website

Answer After DVV Verification: E. Feedback not collected

Remark : Only filled feedback form and action taken report will be considered.

2.1.1 Average Enrolment percentage (Average of last five years)

2.1.1.1. Number of students admitted year-wise during last five years

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 482 | 429 | 435 | 433 | 465 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 485 | 429 | 408 | 431 | 464 |

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 800 | 940 | 940 | 940 | 940 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 790 | 930 | 930 | 930 | 930 |

2.1.2 Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 445 | 390 | 404 | 398 | 434 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 282 | 303 | 300 | 263 | 238 |

2.6.3 Average pass percentage of Students during last five years

2.6.3.1. Number of final year students who passed the university examination year-wise

during the last five years

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 208 | 236 | 222 | 231 | 358 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 206 | 236 | 222 | 231 | 358 |

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 301 | 328 | 341 | 336 | 472 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 301 | 327 | 341 | 335 | 472 |

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years**3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years**

Answer before DVV Verification : 1

Answer after DVV Verification: 2

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 2

Answer after DVV Verification: 2

Remark : DVV has made the changes as per provided certificates of C.Jayachandraiah and Hariharan B. M.

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 02 | 04 | 02 | 01 | 1 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 1 | 01 | 1 |

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 809 | 530 | 850 | 960 | 770 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 50 | 0 | 80 | 0 | 220 |

Remark : Provided some reports not reflected students count which we excluded.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 13

Answer after DVV Verification: 14

Remark : DVV has made the changes as per provided list of classrooms and seminar halls with ICT facilities by HEI.

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5.079 | 5.06 | 4.01 | 0.26 | 10.89 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5.02 | 5.06 | 4.01 | 0.25 | 10.89 |

Remark : DVV made the changes as per expenditure of books and journals in certified audited statement signed by CA for 2015-16 and 2018-19 provided by HEI.

4.2.4 Percentage per day usage of library by teachers and students during the last completed academic year

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

Answer before DVV Verification : 119

Answer after DVV Verification: 0

Remark : Log book entries has not provided.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|----------|----------|----------|----------|----------|
| 65.70734 | 61.85391 | 53.27245 | 26.48258 | 65.70734 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : Provided statement has not reflect expense on repairs and maintenance .

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 729 | 727 | 748 | 841 | 959 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 729 | 727 | 740 | 841 | 961 |

Remark : DVV made the changes as per scholarship letter provided by HEI.

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

5.1.4.1. 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:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 120 | 137 | 167 | 128 | 84 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 120 | 135 | 167 | 42 | 84 |

Remark : DVV made the changes as per list of students benefitted by guidance for English for competitive exams for 2015-16 provided by HEI.

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year - wise during the last five years.

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 45 | 26 | 24 | 26 | 33 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : DVV has made the changes as per placement letter of students not provided by HEI.

5.2.2 Average percentage of students progressing to higher education during the last five years

5.2.2.1. Number of outgoing student progression to higher education during last five years

Answer before DVV Verification : 154

Answer after DVV Verification: 24

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 university/state/national / international level (award for a team event should be counted as

one) year-wise during the last five years.

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 4 | 3 | 4 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3 | 0 | 1 | 2 | 1 |

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7 | 4 | 6 | 4 | 4 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6 | 3 | 5 | 3 | 3 |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 0 | 1 | 1 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 1 | 0 |

Remark : As per clarification of HEI, Programmes for the year 2014-15 and 2017-18 are conducted each one day only. And Programs of duration less than 5 days conducted by the institution will not be considered.

| | | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|----|---|----|---|----|---------|---------|---------|---------|---------|----|---|---|---|----|
| 6.3.4 | <p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 472 1046 607"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>14</td> <td>8</td> <td>10</td> <td>9</td> <td>13</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 685 1046 819"> <tr> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> </tr> <tr> <td>10</td> <td>5</td> <td>7</td> <td>8</td> <td>12</td> </tr> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 14 | 8 | 10 | 9 | 13 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 10 | 5 | 7 | 8 | 12 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 14 | 8 | 10 | 9 | 13 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 10 | 5 | 7 | 8 | 12 | | | | | | | | | | | | | | | | | |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D.1 of the above Remark : DVV made the changes as per geotagged photos of built environment with ramp facilities for easy access to classrooms provided by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D. 1 of the above Remark : DVV has made the changes as per code of conduct policy document provided by HEI.</p> | | | | | | | | | | | | | | | | | | | | |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 1.1 | <p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>112</td> <td>118</td> <td>94</td> <td>71</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>112</td> <td>118</td> <td>94</td> <td>70</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 20 | 112 | 118 | 94 | 71 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 20 | 112 | 118 | 94 | 70 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 20 | 112 | 118 | 94 | 71 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 20 | 112 | 118 | 94 | 70 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1205</td> <td>1198</td> <td>1140</td> <td>1324</td> <td>1556</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1205</td> <td>1198</td> <td>1140</td> <td>1324</td> <td>1555</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1205 | 1198 | 1140 | 1324 | 1556 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1205 | 1198 | 1140 | 1324 | 1555 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 1205 | 1198 | 1140 | 1324 | 1556 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 1205 | 1198 | 1140 | 1324 | 1555 | | | | | | | | | | | | | | | | | |
| 2.2 | <p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>400</td> <td>470</td> <td>470</td> <td>470</td> <td>470</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>412</td> <td>470</td> <td>470</td> <td>470</td> <td>470</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 400 | 470 | 470 | 470 | 470 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 412 | 470 | 470 | 470 | 470 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 400 | 470 | 470 | 470 | 470 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 412 | 470 | 470 | 470 | 470 | | | | | | | | | | | | | | | | | |
| 2.3 | <p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>218</td> <td>222</td> <td>260</td> <td>248</td> <td>414</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>301</td> <td>327</td> <td>341</td> <td>335</td> <td>202</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 218 | 222 | 260 | 248 | 414 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 301 | 327 | 341 | 335 | 202 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 218 | 222 | 260 | 248 | 414 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 301 | 327 | 341 | 335 | 202 | | | | | | | | | | | | | | | | | |

| 3.1 | <p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 271 986 383"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>41</td> <td>38</td> <td>42</td> <td>36</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 465 986 577"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>39</td> <td>36</td> <td>40</td> <td>34</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 41 | 41 | 38 | 42 | 36 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 39 | 39 | 36 | 40 | 34 |
|-----------|--|----------|----------|----------|---------|---------|-----------|----------|----------|----------|----------|---------|---------|---------|---------|---------|----------|----------|----------|---------|----------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 41 | 41 | 38 | 42 | 36 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 39 | 39 | 36 | 40 | 34 | | | | | | | | | | | | | | | | | |
| 3.2 | <p>Number of sanctioned posts year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 734 986 846"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>46</td> <td>46</td> <td>46</td> <td>43</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 929 986 1041"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>44</td> <td>44</td> <td>44</td> <td>41</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 46 | 46 | 46 | 46 | 43 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 44 | 44 | 44 | 44 | 41 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 46 | 46 | 46 | 46 | 43 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 44 | 44 | 44 | 44 | 41 | | | | | | | | | | | | | | | | | |
| 4.2 | <p>Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1198 986 1310"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>138.29846</td> <td>93.75112</td> <td>68.32874</td> <td>30.76375</td> <td>48.09516</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1393 986 1505"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>138.3050</td> <td>93.75476</td> <td>68.32861</td> <td>30.7708</td> <td>48.08736</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 138.29846 | 93.75112 | 68.32874 | 30.76375 | 48.09516 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 138.3050 | 93.75476 | 68.32861 | 30.7708 | 48.08736 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 138.29846 | 93.75112 | 68.32874 | 30.76375 | 48.09516 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 138.3050 | 93.75476 | 68.32861 | 30.7708 | 48.08736 | | | | | | | | | | | | | | | | | |