



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT DEGREE COLLEGE (A) TUNI

**NH 16, BESIDE TUNI RURAL POLICE STATION, VELAMA KOTHURU
VILLAGE, TUNI MANDAL**

533401

www.gdctuni.edu.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Education plays a key role in shaping the citizens to turn into productive resources of the society. A philanthropic institution, “The Tandava Sugar Cane Growers(T.T.S.C.G.) and The Tuni Commission Merchants Association(T.T.C.M.A.): with the sustained cooperation from educational philanthropists took the lead facilitating the establishment of the present institution. The college came into existence on 06-10-1980 and is named as TTSCG & TTCMA Government Degree College and was affiliated to the Andhra University, Visakhapatnam. In the initial stage, the college introduced B.A. and B.Com. as conventional courses with a small strength of 80 students. The college was recognized by University Grants Commission by 2(F) and 12(B) on 02-08-1988 and came to be known as Government Degree College, Tuni. With the growing demand for science groups, a conventional course, B.Sc. (Maths, Physics, Chemistry) was started in the year 1998. In tune with the changing needs of the society and importance of computer knowledge, restructured course of B.Sc. (Maths, Physics and Computer Science) and BA (Computer Applications) were introduced in 2000-2001. The nearby industrial requirements for chemists led to the choice of Post Graduation course in M.Sc. (Organic Chemistry) in the year 2003 as a self-finance course.

J.K.C. (Jawahar Knowledge Centre) was established in **2007** which imparts employability skills and Life Skills for the students during their graduation.

The college is affiliated to AdiKavi Nannayya University since 2012. With the assistance from UGC, a hostel was constructed in the premises in 2011. The College was accredited with ‘**B**’ Grade in **cycle 1** in **2006** by NAAC, Bangalore and again was **re-accredited** with ‘**B**’ Grade in **2014**.

The College has a campus area of 22.14 acres with three blocks. It has student friendly, well-furnished classrooms and well-equipped laboratories for Physics, Chemistry, Computer Science and English. There are 12 departments with Conventional and Restructured UG Courses and PG Courses in MSc. The college in its pursuance of providing quality education has added a fresh feather to its cap and acquired Autonomous Status in 2017. The college with the strength and autonomy in choosing new courses which are suitable to the educational demands of the nearby regions has introduced two restructured courses in Science stream namely B.Sc. (Maths, Chemistry, Computer Science) and B.Sc. (Botany, Chemistry, Computer science) and one course in Commerce B.Com. (Computer Applications) in 2017. Further, in 2018 with increasing demand in the region for Life Sciences, a conventional course in B.Sc. (Botany, Zoology, Chemistry) was introduced.

Vision

To provide the right academic environment paving way for intellectual excellence, humane feelings and social commitment.

Mission

- To provide quality education for the socially marginalised and economically weaker sections of the society.

- To provide global knowledge and skills-test to span academia, industry and life.
- To be a custodian of Indian culture and heritage.
- To be a catalyst for societal transformation through sustainable community extension programs
- To build a generation of nationalistic, environment-conscious and globally competitive professionals with wholesome values and attitudes.

The institution is guided by core values of:

- Women in Development
- Patriotism
- Integrity
- Inclusiveness
- Transparency
- Critical thinking
- Team work
- Sustainability
- Institutional Social Responsibility

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The vision, mission, and core values of our institution, underscored by a guiding motto, encapsulate our commitment to delivering a transformative education. As an autonomous college recognized by UGC, we take pride in our dedicated and well-qualified faculty who bring a wealth of experience to create a dynamic learning environment. Offering a spectrum of programs, including UG, PG, and certificate courses, we ensure a diverse academic landscape.

Our pedagogical strategies are designed not just for curriculum delivery but also for comprehensive evaluation. Embracing technology, we leverage G-Suite for Education, providing domain mail IDs and facilitating Learning Management System (LMS) usage. This technological integration enhances the overall learning experience.

At the heart of our institution are two NSS units, driving social responsibility and community engagement. We foster innovation and entrepreneurship through our Incubation and Entrepreneurship cell. Various support systems such as grievance redressal, anti-ragging measures, women empowerment initiatives, and career counseling contribute to a holistic educational environment.

Our commitment to overall development extends to sports facilities with a spacious ground and well-laid kho-kho and kabbadi courts. Recognizing the importance of fitness, we provide separate gymnasium facilities for both girls and boys.

The institution operates under effective policies, decentralized administration with dedicated Heads of Departments (HODs) and coordinators. Embracing ICT, our admissions, learning resources, administration, and examinations are streamlined for efficiency.

To ensure quality, we undergo regular academic and administrative audits conducted by external agencies. This

commitment to introspection and improvement reinforces our dedication to providing the best education.

We actively seek collaboration with industries through Memorandums of Understanding (MOUs), bridging the gap between academia and real-world applications. Our college canteen serves as a hub for social interaction and nourishment.

Our well-established infrastructure creates a conducive environment for learning. It supports our mission to impart education that not only caters to academic excellence but also nurtures critical thinking and practical skills.

In alignment with our commitment to transparency and improvement, we have implemented an online feedback mechanism that actively involves students and stakeholders. This inclusive approach allows us to address concerns promptly and continuously enhance the overall educational experience.

In essence, our institution stands as a beacon of learning, innovation, and holistic development, empowering students to excel in their chosen fields and contribute meaningfully to society.

Institutional Weakness

While the institution exhibits various strengths, it is essential to acknowledge certain weaknesses to enhance institutional effectiveness. One notable weakness lies in the limited availability of advanced technological infrastructure. Despite efforts to integrate technology, there might be constraints in providing state-of-the-art facilities, hindering the seamless execution of modern teaching methodologies.

Another weakness could be the occasional inadequacy in faculty resources. Maintaining a dedicated and qualified faculty is crucial, and any shortage or turnover could impact the quality of education. Addressing this concern involves implementing robust recruitment and retention strategies, including professional development opportunities for faculty members.

The institution may face challenges in maintaining a comprehensive and up-to-date curriculum. Given the rapidly evolving nature of various fields, ensuring that the curriculum aligns with industry trends and global advancements is crucial. Regular reviews and updates to the curriculum can address this weakness, fostering a more relevant and competitive educational environment.

In terms of extracurricular activities, there may be room for improvement. While the college engages in initiatives like NSS and sports, expanding the spectrum of extracurricular programs could contribute to a more holistic development of students. This involves identifying and addressing any logistical or organizational

barriers that might hinder the diversification of these activities.

The college may face challenges in resource allocation, affecting areas such as additional classrooms, laboratories, and research opportunities. An assessment of resource distribution and strategic planning for optimal utilization can mitigate this weakness, ensuring that students have access to a well-rounded educational experience.

Student outreach and engagement may be another area requiring attention. Implementing strategies to enhance student involvement in various programs, ensuring their voices are heard, and addressing their concerns can contribute to a more vibrant and inclusive campus environment.

Finally, the college might face limitations in terms of industry collaborations and exposure. Strengthening ties with industries through internships, guest lectures, and collaborative research projects can bridge this gap, providing students with practical insights and real-world experiences.

It is important to note that weaknesses are inherent aspects of any institution, and recognizing them is the first step toward improvement. The institution can strategically address these weaknesses, leveraging its strengths to create a more robust and comprehensive educational ecosystem.

Institutional Opportunity

Government Degree College Tuni can leverage several opportunities to enhance its educational offerings and overall standing. Here are some potential opportunities:

- **Technology Integration:** Embrace technology in education by incorporating e-learning platforms, and online resources. This can enhance the quality of teaching and provide students with a more interactive learning experience.
- **Diversification of Courses:** Introduce new and relevant courses that align with emerging industry trends. Offering Skill Development programs, vocational courses, and interdisciplinary studies can attract a diverse student population.
- **Faculty Development:** Invest in faculty development programs to ensure that educators stay updated with the latest advancements in their fields. Encourage research activities and collaborations to enhance the academic environment.
- **International Collaborations:** Explore partnerships with international universities for collaborative research, student exchange programs, and joint academic initiatives. This can provide students with a global perspective and enrich their educational experience.
- **Industry Partnerships:** Strengthen ties with industries to facilitate internships, workshops and guest lectures. Industry collaborations can bridge the gap between theoretical knowledge and practical applications, preparing students for the workforce.
- **Community Engagement:** Actively engage with the local community through outreach programs, social service initiatives and awareness campaigns. This not only benefits the community but also imparts a sense of social responsibility in students.

- **Online Education Expansion:** Expand online education offerings to reach a broader audience. This could include Part-time courses, Professional development programs and certifications to cater to diverse learner needs.
- **Student Support Services:** Enhance student support services, including career counseling, mental health resources and extra-curricular activities. Creating a supportive environment contributes to overall student well-being and success.
- **Research Centers:** Establish research and innovation centers within the institution to foster a culture of research and creativity. Encourage students and faculty to undertake research projects that contribute to knowledge creation.
- **Government Initiatives:** Stay informed about and actively participate in Government initiatives and schemes related to higher education. This can attract additional funding and resources to support institutional development.
- **Alumni Engagement:** Strengthen connections with alumni to create a robust network. Alumni can contribute valuable insights, mentorship and support in various aspects, including career guidance for current students.
- **Infrastructure Development:** Invest in modern infrastructure and facilities to create a conducive learning environment. Upgraded classrooms, libraries, laboratories and recreational spaces contribute to an overall positive campus experience.

By capitalizing on these opportunities, Government Degree College Tuni can enhance its educational offerings, strengthen its community impact, and position itself as a progressive institution in the higher education landscape.

Institutional Challenge

This institution, like other educational institutions, may encounter various challenges. Here are some potential challenges faced by the college:

1. Limited Financial Resources: Budget constraints may limit the college's ability to invest in infrastructure development, faculty training, and the acquisition of modern educational technologies.

2. Technological Gaps: As technology is updating day by day, lack of access to up-to-date technology and limited integration of digital tools in teaching can hinder the college's ability to offer modern, tech-driven education. Hence, certain training programmes and hands-on sessions, workshops are being conducted by the higher education and authorities to address the gap.

3. Curriculum Relevance: Keeping the curriculum aligned with industry needs and global trends requires constant updates. Ensuring that courses remain relevant and meet the changing demands of the job market can be challenging. Hence, curriculum changes are taking place up to date on par with University and new

guidelines issued by the higher education department time to time.

4. Student Engagement: Maintaining high levels of student engagement can be a challenge, especially with diverse learning preferences. Addressing this challenge may involve incorporating innovative teaching methods and interactive learning approaches.

5. Research Culture: Fostering a research-oriented culture among faculty and students may be challenging. Limited research opportunities and resources can hinder the institution's contribution to academic advancements. Hence, teaching community is trying to impart and improve research culture in students through study projects, Net based assignments/projects and implementation of working models practically.

6. Inclusivity and Diversity: Promoting inclusivity and diversity within the student body and faculty can be a challenge. Efforts may be needed to create an environment that welcomes students from various backgrounds.

7. Regulatory Compliance: Adhering to evolving regulatory requirements and accreditation standards can be demanding. Continuous efforts are necessary to meet compliance and accreditation criteria set by educational authorities.

8. Student Support Services: Providing comprehensive student support services, including Career Counselling, Positive thinking and other extra-curricular activities.

9. Alumni Engagement: Building and maintaining strong connections with alumni for support and mentorship may require strategic efforts. Ensuring that alumni remain involved in the college community can be a continuous process.

10. Improving the admissions and reducing the dropout ratio: Admission Campaigning Programme in surrounding villages and junior colleges is conducted every year to increase the number in admissions. Counselling in Parent-teacher meet to reduce the rate of dropouts especially in view of girl students against the early marriages.

11. College is Far from the town area: The college is located 5 Kilo meters away from the town, it is another challenge for diminishing the admission rate. To overcome this, the college approached APSRTC and got approval for Request Bus Stop at the college to improve thorough transport facility to the students and staff.

12. Water with a high salinity content in the ground: As per the previous NAAC peer team suggestions, though we tried to impelment the sugestion of growing plants, the land that has salt water can indeed pose challenges for plant growth due to the high salinity levels. Hence, it is a challenge of growing plants.

Addressing these challenges requires a combination of strategic planning, resource allocation, community involvement and a commitment to continuous improvement. By recognizing and actively working to overcome these challenges, Government Degree College Tuni can enhance its educational offerings and contribute to the overall development of its students and the community.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Established in 1980, Government Degree College, Tuni, has been dedicated to meeting the educational needs of rural and socioeconomically marginalized students in Andhra Pradesh. Initially offering B.A (HEP) and B.Com (General) programs, the institution gained autonomous status for six years from the University Grants Commission (UGC) in 2017-18, making it the second rural autonomous institution in the state.

The institution transitioned to the Choice-Based Credit System (CBCS) in 2015-16, following the guidelines of Adikavi Nannaya University, and currently offers 12 programs in Arts, Commerce, and Science. Notably, the curriculum underwent revision in 2020-21 to focus on employability, higher-order learning skills, and local needs.

Life Skill Courses and Skill Development Courses were introduced for the first three semesters of all undergraduate students in the academic year 2020-21. The curriculum includes Core Courses in Domain Subjects, Skill Enhancement Courses, and hands-on technical skills development through Apprenticeship/Internship/OJT in the fourth and sixth semesters.

Two postgraduate programs, M.Sc. (Organic Chemistry) and M.Sc. (Computer Science), were introduced in 2001-2002 and 2022-23, respectively.

The institution has proactively developed Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes to enhance professional skills and prepare students for competitive examinations. Employment-oriented courses are offered through the Jawahar Knowledge Centre (JKC), and students are encouraged to participate in sports competitions at the district, state, and national levels.

In compliance with the National Education Policy (NEP) 2020, the institution plans to completely restructure its curriculum in the academic year 2023-24. The restructuring will integrate a multidisciplinary approach, multiple entry and exit options, and a flexible choice-based credit system.

The institution places a strong emphasis on practical skills and has introduced Skill Development Courses such as Tourism Guidance, Poultry Farming, Solar Energy, Electrical Appliances, and Plant Nursery. These courses aim to provide students with broad-based, multiple career-oriented skills.

Specific courses in various disciplines contribute to the development of skills relevant to different professions. For example, courses in Economics, Political Science, Commerce, Botany, Chemistry, Computer Science, Mathematics, Physics, and Zoology equip students with practical knowledge and skills.

Life Skill Courses focusing on Human Values and Professional Ethics, Gender, and Environment and Sustainability contribute to the holistic development of students. The institution actively promotes gender equality through the Women Empowerment Cell, offering self-defense courses and counseling sessions. Additionally, special modules within courses address societal issues, such as Social Responsibility of Business, Socio and Self-Respect Movements, and Leadership Education.

Recognizing the importance of environmental education, the institution has introduced mandatory life skill courses and skill development modules focusing on environmental conservation, renewable energy, and sustainable practices.

Social responsibility initiatives include the Red Ribbon Club, promoting voluntary blood donation, and the National Service Scheme (NSS), aiming to develop students' personalities and characters through voluntary community service.

In conclusion the institution has evolved its curriculum and educational approach to prioritize holistic development, employability, and responsiveness to local and global needs. The institution's commitment to practical skills, gender equality, environmental awareness, and social responsibility positions it as a dynamic and forward-thinking educational institution.

Teaching-learning and Evaluation

The Institution serves students from socio-economically marginalized backgrounds in eight surrounding Mandals. Catering mainly to first-generation learners from rural areas, the college conducts a comprehensive Bridge Course at the commencement of undergraduate programs. This course covers core subjects and general English to familiarize students with fundamental concepts and alleviate language-related apprehensions.

Upon entry, students undergo an assessment, leading to categorization into two streams. Varied teaching pedagogies are employed, involving lower-order thinking activities for one stream and case studies, experiments, and role plays for the other. The progress of students is monitored, and activities like declamation, role play, and quizzes enhance their learning and confidence. Special attention is given to slow learners through remedial coaching, peer teaching, mentor motivation, and additional programs outside regular hours.

Advanced learners are encouraged to upgrade their knowledge through project works, assignments, and add-on courses. Students are divided into various levels based on their entry-level test performances, with tailored syllabi to suit both advanced and slow learners.

The college emphasizes IT infrastructure, providing Wi-Fi access, 60 computers, and software tools for skill development. The institution follows a dynamic IT policy, ensuring the integrity of software installations and timely replacements.

The Audio-Visual Center enhances teaching and learning through modern infrastructure, multimedia resources, and technical support. Software tools like OBS, GIMP, Audacity, Canva, and CamStudio are utilized for e-content development, creating engaging e-learning materials.

The college maintains suitable IT infrastructure, including 50 Mbps internet connectivity and 10 Wi-Fi modems across the campus. Wi-Fi modems are strategically placed in different blocks to ensure smooth connectivity. The institution offers various online services, including admission applications, fee payments, results, and mobile apps for attendance and monitoring internships.

Maintenance of academic, physical, and support services is carried out through standard operating procedures. Academic facilities, laboratories, library, and physical education are maintained by designated committees. The institution ensures the upkeep of campus, classrooms, and IT infrastructure, fostering a conducive learning environment.

The college promotes experiential and participative learning. Students engage in hands-on experiences through internships, apprenticeships, and community service programs. Educational tours, exposure programs, and application development contribute to experiential learning. Peer learning and problem-solving methodologies, including community service projects, enhance communication and leadership skills.

The institution employs a mentor-mentee system to support students, especially those from rural and economically weaker backgrounds. Mentors assist in academic, non-academic, and personal matters, fostering a

one-to-one relationship. The system is extended to internship programs, ensuring continuous guidance.

The college prepares an academic calendar, facilitating effective functioning, and the handbook provides essential information for students. Teaching plans, aligned with unitized syllabi, include innovative methods and exercises. The examination policy ensures efficient operations and clear guidelines for stakeholders.

Adhering to Outcome-Based Education, the college formulates Program Outcomes, Program Specific Outcomes, and Course Outcomes. The Choice Based Credit System allows flexibility for students to choose courses. The evaluation system, including Continuous Internal Assessment and Semester End Assessment, is modified to assess higher-order thinking skills, promoting employability and entrepreneurial skills. Overall, the college strives for the holistic development of its students, emphasizing learning, experience, and personal growth.

Research, Innovations and Extension

The institution is dedicated to fostering a research-oriented environment among staff and students. With 31 faculty members, 5 holding doctorates, and 3 having filed patents, there is a strong focus on research promotion. Faculty from various departments are pursuing research under the guidance of different universities, facilitated by the Research Council. This council encourages faculty to apply for research projects, organizes training programs, and raises awareness about Intellectual Property Rights. Recognizing and rewarding faculty contributions to research and publications, the institution has invested substantially in lab improvements, particularly in Chemistry and Computer Science departments.

Moreover, the institution emphasizes not only acquiring current knowledge but also encourages students to be innovative and create new ideas and products. The Incubation Cell plays a crucial role, organizing initiatives by entrepreneurs, including alumni, to share practical insights. This cell supports innovative ideas, providing funds and guidance to turn student concepts into prototypes and viable applications. Notable success stories include an online platform for selling construction materials (etukas.com) and an app supporting rural weavers to sell handwoven sarees and dhotis at fair prices (cheneta.in). These initiatives align with the institution's vision to groom socially responsible members of society.

To instill social responsibility, students are required to enroll in extension programs like NSS, engaging in activities such as adopting villages, conducting awareness programs on various social issues, and participating in government-initiated campaigns like Swachh Bharat and Cyber Jagarookata Divas. Additionally, students actively contribute to tree plantation, medical camps, eye screening camps, and blood donation drives. The Red Ribbon Club facilitates blood donations, with students donating around 20 units annually, including rare blood groups in emergencies. Special seven-day camps provide students with insights into rural life, fostering social awareness.

During natural calamities, both faculty and students contribute generously to relief funds, showcasing their sensitivity to societal needs. Field exposure not only helps students understand and respect diverse cultures but also deepens their understanding of societal challenges, contributing to social awakening. Overall, the institution's extension programs offer experiential learning for students while benefiting communities with social, economic, and environmental returns.

Infrastructure and Learning Resources

The Learning Resource Centre, or library, of the college is situated in the Arts Block, ensuring easy access for students. Operating under the supervision of the librarian and the chairmanship of the Principal, the library aligns with the college's vision and mission by providing information to all students and staff. With a collection of 17,612 references and textbooks, journals, magazines, and newspapers, the library is well-equipped with N-LIST software and operates through the LMS software SOUL 2.0, facilitating easy book location for students.

The library offers various facilities, including Wi-Fi-enabled internet access, a digital library, photocopying, N-LIST e-resources, CCTV surveillance, and reading rooms. Open on all working days from 9:00 am to 6:00 pm, the library serves an average of 120 members daily, including students, teaching, and non-teaching staff.

Display corners feature information on employment opportunities, current affairs, competitive exam details, new arrivals, library information, and general notifications. The library provides ICT-based services, special services like recording students' attendance for library visits, motivational services through orientation programs and displays, and safety and security services with CCTV cameras.

The institution boasts a robust IT infrastructure accessible through the college website, providing profiles of the college and staff. The library's N-LIST software simplifies book location for students. The college ensures internet access through Wi-Fi across the campus, divided into blocks, and provides 50 Mbps bandwidth. The ICT facilities include 44 computers, LCD projectors, LED TV cum interactive displays, and software for development, editing, and lecture capturing.

The college actively employs various online services for students, such as an application portal for admission, online fee payment, result checking, and mobile apps for monitoring internships and e-attendance. The college ensures the security of its ICT facilities through features like Windows Defender and antivirus software.

The Audio-Visual Center plays a crucial role in enhancing teaching and learning experiences. It features modern infrastructure, multimedia resources, technical support, accessibility features for students with disabilities, and regular upgradation and maintenance. The college employs various software tools for editing and lecture capturing, including OBS, GIMP, Audacity, Canva, and CamStudio.

The college maintains and utilizes academic, physical, and support services through well-established systems and procedures. Academic facilities, physical facilities, laboratories, library, physical education, class rooms, campus, computers, labs, IT infrastructure, RO and municipal water facility, furniture, water works, electrical, plumbing work, and minor works are all systematically maintained.

In summary, the college's library and IT infrastructure are well-equipped, providing students and staff with a range of resources and services, ensuring a conducive environment for academic and extracurricular activities. The institution actively embraces technology to enhance the teaching-learning experience, and its commitment to maintenance ensures the longevity and efficiency of its facilities.

Student Support and Progression

The institution has been offering a range of courses, including BA, B.Com (General and Computer Application), B.Sc (MPC/MPCs/MCCS/BZC), B.Voc courses, and MSc (Organic Chemistry) for the past five years. Given the predominantly rural background of its students, the majority seek immediate employment opportunities, particularly in agro-based industries surrounding the Tuni area. Noteworthy industrial establishments, like Deccan Pesticides and Hetero Pharmaceuticals, have recently been established in the

vicinity.

Understanding the need to guide students towards suitable career paths, the institution established a Career Guidance Cell. Comprising a placement officer and faculty members, this cell aims to provide comprehensive guidance on academic, career, and personal/social development. The team stays abreast of employment trends, offering services such as campus interviews, job placements, and training programs to equip students with relevant skills for the competitive job market. Workshops and seminars on various aspects, including Personality Development, Interpersonal Relationship, Communication Skills, Interview Skills, and Presentation Skills, are organized for the holistic development of students.

Faculty actively engage in providing guidance for various entrance exams, competitive examinations conducted by public service commissions/recruitment boards, and coaching for post-graduate entrance exams. Over the last five years, more than 350 students have received career guidance. The institution collaborates with Jawahar Knowledge Centre and various departments to organize career guidance classes, further enhancing students' readiness for future challenges.

The Student Council plays a crucial role in selecting class representatives based on merit, discipline, and responsibility. Committees such as the Magazine Committee, Anti-Ragging Committee, Cultural Club, Consumer Club, Health Club, Red Cross Club, Sports & Games Committee, and Grievance Redressal Cell contribute to various aspects of student life, including cultural activities, consumer awareness, health initiatives, sports development, and grievance resolution.

The institution has also established an Alumni Association, registered under the Societies Registration Act, 2001. With a President, Secretary, and Treasurer, the association actively involves former students in the institution's development. Annual meetings provide a platform for alumni to share suggestions for curricular, co-curricular, and extra-curricular activities, contributing valuable feedback to align the syllabus with industry needs.

In summary, the institution's commitment to holistic student development is evident through its diverse initiatives, ranging from academic and career guidance to cultural, sports, and health activities. The active involvement of faculty and alumni underscores the institution's dedication to providing a well-rounded education and fostering a supportive environment for its students.

Governance, Leadership and Management

The Institution primarily focuses on meeting the higher educational requirements of the rural youth in Tuni region. So as to improve the quality of education, the institute evolves new strategies through its effective governance and institutional planning. To make its vision a reality, the institute functions in a mission mode with its objectives. The effective leadership of the institution is reflected in its various institutional practices and decentralization.

Based on vision and mission, the perspective plans are prepared for five years and effectively executed, evolved and deployed through action plans, budget allocations from time to time in a transparent manner. It reviews the respective outcomes to ensure the attainment of strategic plan. The institution has a well-defined organization structure that attains the autonomy, transparency and excellence.

All the faculty have to submit a self-appraisal report, called ASAR, at the end of Academic year, to the IQAC

for the scrutiny. Being the State Government Institute, the institute implements the employee's welfare mechanism that includes APGLI loans, GIS, EHS, GPF/ CPS and AP Employee Welfare Fund (EWF) and availing the leaves.

The institution maintains a transparent and accountable financial management system. The institute tries at its best to regulate financial process, preparing budget, mobilising resources, monitoring expenditures, maintaining accounts, internal verification and external audit. The college is able to mobilize resources from different sources. Moreover, it effectively utilizes the funds for developmental, academic and welfare purposes.

Further, the institution conducts audits regularly to maintain the transparency in the institution. The accounts of the institute are audited by two mechanisms internal and external. If any, discrepancy/ objection is raised by the audit parties, a suitable disciplinary action will be initiated.

IQAC plays a major role in enhancing the quality of the institution. It has initiated many quality enhancement measures. The IQAC was instrumental in attaining the autonomy to this institute in 2017 and is also doing monumental works in shaping this college. Incremental improvements were made during the last five preceding years. It periodically reviews teaching-learning process with effective on-line feedback mechanism, its structures and methodologies of operations and learning outcomes.

Institutional Values and Best Practices

The institution has prioritized the promotion of gender equality and sensitization within the institution. Various committees, including the Anti-Ragging cell and Student Redressal cell, have been established to address student grievances impartially. The Women Empowerment Cell (WEC) focuses on providing equal opportunities for women, celebrating events like World Malala Day and International Day for the Elimination of Violence Against Women.

WEC conducts awareness programs, elocution, essay writing, and activities like Just a Minute (JAM) on women's security through digital initiatives. The institution emphasizes women's health, arranging awareness programs and self-defense training. A separate waiting hall, provision of sanitary pads, and celebrations of festivals contribute to a supportive environment. Robust security measures, including CCTV surveillance, ensure the safety of female students. The college has implemented a proctor system for counseling, covering topics such as health, hygiene, and women's rights.

To empower female students, the college has established a girls' waiting hall with proper amenities. This inclusive space fosters a sense of security, encouraging active participation and academic excellence.

The institution's commitment to social responsibility is evident through its SeVa (Serving Community as Vasudaivika Kutumbakam) program. This initiative consolidates extension activities, including those by the National Service Scheme (NSS). NSS units organize special camps, adopt villages, and conduct awareness programs on various issues. The college's STEM initiative involves voluntary classes to enhance mathematical abilities in nearby schools. The college also engages in community service through initiatives like "The Joy of Sharing – Guppedu Biyyam" and the distribution of blankets and clothes to the needy.

In terms of environmental sustainability, the college focuses on solid waste management, liquid waste management, e-waste management, and the reduction of paper consumption. Green initiatives include the establishment of solar panels, seasonal plantations, and observing vehicle-free days. The institution actively

participates in creating awareness about eco-friendly practices, such as banning single-use plastics.

In supporting differently-abled students, the college has implemented ramps for easy access, clear signage, and a comprehensive examination policy. The institution promotes awareness and sensitization about differently-abled individuals, encouraging student-led initiatives for diversity and inclusion.

The SHiNE (Support for Higher Education and Nurture towards Employment & Entrepreneurship) program consolidates activities related to higher education, skill development, and entrepreneurship. The college organizes coaching classes for higher studies, runs skill-based courses through AP State Skill Hub Center, and facilitates campus placement drives. The incubation cell encourages innovation and entrepreneurial ideas, resulting in the development of e-commerce platforms like Cheneta.in and Etukas.com.

Despite challenges such as initial hesitation and monitoring safety during community engagement, these initiatives have been successful in creating a positive impact. Additional resources, including financial support and orientation classes, are identified as requirements for further success. The institution celebrates the achievements of students and acknowledges the positive changes brought about by these practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE (A) TUNI
Address	NH 16, Beside Tuni Rural Police Station, Velama Kothuru Village, Tuni Mandal
City	Tuni
State	Andhra Pradesh
Pin	533401
Website	www.gdctuni.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	CH LALITHA	08854-252211	9866594053	-	jkcrjyec.tuni@gmail.com
IQAC / CIQA coordinator	SRIDHAR NAMBALLA	-	9483999000	-	sridhar.namballa@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, Prior to the Grant of 'Autonomy'	06-10-1980

Date of grant of 'Autonomy' to the College by UGC	01-01-1970			
University to which the college is affiliated				
State	University name	Document		
Andhra Pradesh	Adikavi Nannaya University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	02-08-1988	View Document		
12B of UGC	02-08-1988	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NH 16, Beside Tuni Rural Police Station, Velama Kothuru Village, Tuni Mandal	Rural	22	3668.17

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Computer Science And Applications,Honours Computer Science	48	Intermediate with Mathematics Physics Chemistry	English	60	59
UG	BCom,Computer Science And Applications,Computer Applications	36	Intermediate with MPC or MEC	English	120	88
UG	BCom,Computer Science And Applications,Honours Computer Applications	48	Intermediate with MPC or MEC	English	61	61
UG	BSc,Chemistry,Honours Chemistry	48	Intermediate with Mathematics Physics Chemistry	English	64	64
UG	BVoc,Chemistry,Pharmaceutical Chemistry	36	Intermediate with MPC or BiPC	English	60	21
UG	BSc,Botany, Honours Botany	48	Intermediate with BiPC	English	40	30
UG	BCom,Commerce,Accounts and Taxation	48	Intermediate MPC or CEC	English	30	5
UG	BCom,Commerce,General	36	Intermediate with Commerce as main subject	English	120	43

UG	BCom, Commerce, Honours General	48	Intermediate MPC or CEC	English	60	33
UG	BA, History, Honours History	48	Intermediate any group	English	60	20
UG	BSc, Mathematics Physics Chemistry, MPC	36	Intermediate MPC	English	120	53
UG	BSc, Mathematics Physics Computer Science, MPCs	36	Intermediate MPC	English	120	72
UG	BSc, Mathematics Chemistry Computer Science, MCCs	36	Intermediate MPC	English	120	95
UG	BSc, Botany Zoology Chemistry, BZC	36	Intermediate BiPC	English	80	57
UG	BSc, Mathematics Physics Web Enabled Technologies, MPWt	36	Intermediate MPC	English	30	5
UG	BA, History Economics Political Science, HEP	36	Intermediate any group	English	120	32
PG	MSc, Computer Science And Applications, Computer Science	24	BSc with Computer Science	English	30	10
PG	MSc, Chemistry, Organic Chemistry	24	BSc with Chemistry	English	60	49

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	1				0				26			
Recruited	0	1	0	1	0	0	0	0	15	9	0	24
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						12
Recruited	1		3		0	4
Yet to Recruit						8
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	2	2	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	3	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	6	4	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		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	502	0	0	0	502
	Female	236	0	0	0	236
	Others	0	0	0	0	0
PG	Male	25	0	0	0	25
	Female	36	0	0	0	36
	Others	0	0	0	0	0
Certificate / Awareness	Male	42	0	0	0	42
	Female	39	0	0	0	39
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	44	63	77	95
	Female	4	18	19	20
	Others	0	0	0	0
ST	Male	4	7	3	2
	Female	0	2	1	1
	Others	0	0	0	0
OBC	Male	111	176	208	199
	Female	54	52	49	40
	Others	0	0	0	0
General	Male	36	81	97	92
	Female	20	31	11	16
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		273	430	465	465

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	View Document
Botany Zoology Chemistry	View Document
Chemistry	View Document
Commerce	View Document
Computer Science And Applications	View Document
History	View Document
History Economics Political Science	View Document
Mathematics Chemistry Computer Science	View Document
Mathematics Physics Chemistry	View Document
Mathematics Physics Computer Science	View Document
Mathematics Physics Web Enabled Technologies	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The Vision of NEP, to provide high-quality education to develop human resources in our nation as global citizens, is well taken by our Institution. It can be said that the Institution is proactively working towards the implementation of the suggestions given in the NEP. In view of the NEP, the institution implementing various reforms in line with NEP 2020, like: 1. Multiple entry exit facilities implanted for all UG programs (w.e.f.2023-24) 2. Choice-based credit system (w.e.f. AY 2017-2018) 3. Academic credit bank (Registration is completed on ABC portal) 4. Honor and Minor degrees (w.e.f. AY 2023-2024) 5. Community engagement through mandatory Two month Community Projects for students. 6. Two months short term industrial internship and internship of six months in final semester (w.e.f. AY 2021-2022). 7. Multi-disciplinary courses(w.e.f. AY 2023-2024). 8. Development of curriculum with the involvement of all stakeholders (w.e.f. AY 2017-18). 9. Frequent revamping of curriculum after every semester as per the need of the hour. 12. Introduction of open electives. (w.e.f. AY 2017-2018) 10. Proposed and started Incubation Center. 11. Industry academia linkages (signed MoUs with industries for joint collaboration) 12. Courses like Human Values</p>
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	Information and Communication Technology, Professional Ethics, Employability and Skill Development are made mandatory by the Institution.
2. Academic bank of credits (ABC):	One of the provisions of the National Education Policy 2020 (NEP 2020) is the introduction of the Academic Bank of Credit (ABC). The Institution has registered on the ABC portal w.e.f. 2023-24. Academic Bank of Credits shall deposit Credits awarded by Registered Higher Education Institutions, for Courses pursued therein, in the Academic Bank Account of the student and the validity of such credits shall be as per norms and guidelines issued by the Commission from time to time.
3. Skill development:	Institution offers few life skill and skill enhancement courses as part of the curriculum with an intention to facilitate and support the students for their quick and immediate employability in some or the other sector after their completion of their graduation. The following are the skill development and life skills courses in the First, Second and Third semesters. Life Skill Courses : • Human Values & Professional Ethics • Information & communication Technology • Analytical Skills • Environmental Education • Skill Development Courses : • Tourism Guidance • Insurance Promotion • Electrical Appliances • Plant Nursery • Survey & reporting • Business Communication • Solar Energy • Social Work Methods • Logistics & supply Chain Management • Dairy Techniques • Financial Markets • Online Business • Poultry Form As per NEP Recently Institution introduced Four year degree program in which it mandates exclusively Ten months towards experiential learning through Eight weeks of Community Service Program (CSP) at the end of Second semester, Eight weeks of Short term Internship weeks at the end of Fourth semester, On-the-job Training/Apprenticeship of Twenty weeks in the entire Sixth semester. This experiential learning makes students to acquire employability skills, exposure to societal problems, to develop communication skills in addition to the competency in the long run.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	We celebrate traditional festivals like Sankranti, Rangoli in order to instill students about our culture, tradition. We also conduct traditional dress competitions which indicate and reflect the tradition

	<p>and culture of different states of India. We also encourage students to learn classical, folk and tribal songs and dances to preserve our culture. As second language we encourage students to take Sanskrit and our State Language Telugu.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-Based Education (OBE) is an educational approach that focuses on defining the desired learning outcomes and then designing educational experiences to achieve those outcomes. Our institute emphasis is on what students should know and be able to do by the end of their educational journey. Here are key initiatives of our Institution for Outcome-Based Education:</p> <p>Clear Learning Outcomes: At every there are clear outcomes specified. It starts with the identification of clear and measurable learning outcomes at Course level. These outcomes are typically expressed in terms of knowledge, skills, and attitudes that students are expected to acquire and they are documented and approved in Board of Studies documents by each Department and they are approved in Academic Council meetings.</p> <p>Alignment with Goals and Objectives: Learning outcomes are aligned with the broader goals and objectives of the educational institution or program. This ensures that the education provided is purposeful and contributes to the overall mission.</p> <p>Student-Centered Approach: OBE places a strong emphasis on students' active involvement in the learning process. It considers the diverse needs, abilities, and learning styles of students and aims to cater to individual differences. Our institution employs different methods to cater different student groups.</p> <p>Assessment and Evaluation: Assessment is an integral part of OBE. Assessment methods of the institution include traditional exams, projects, presentations, and other forms of evaluation.</p> <p>Continuous Improvement: OBE encourages a cycle of continuous improvement. Institutions regularly review and update their programs based on Student Satisfaction Survey, Alumni, Feedback on Curriculum and feedback from various stakeholders and assessment results. This iterative process ensures that education remains relevant and effective.</p> <p>Transparency and Communication: OBE promotes transparency in communicating learning outcomes to students. At the beginning of every semester Students will be made aware of what is expected of them and</p>

	<p>how their progress will be assessed. Real-world Application: OBE strives to connect classroom learning to real-world applications. The institution aims to equip students with the skills and knowledge they need to succeed in their chosen careers or further education. Integration of Technology: The institution integrates ICT into OBE to enhance learning experiences, facilitate assessment, and provide opportunities for interactive and collaborative learning through state of the art Digital Classrooms.</p>
<p>6. Distance education/online education:</p>	<p>Due to Covid -19 pandemic paved the way for this institutions in using digital platforms for engaging in classes and conducting conferences and meetings. Keeping aside the negative impact of the lack of face-to-face learning, online education has broken the geographical barriers creating interaction between experts and students from distant geographies. It opened the way for adopting the hybrid mode of education combining online and offline resources. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Faculties are encouraged to offer MOOC courses that promote the blended learning system of learning. The whole college campus is enabled with digitally interactive panels installed in classrooms and hence no hindrance /obstacle in online education. Post Covid-19 The students are encouraged to participate online learning through Cisco Edx, IBM Sololearn, Spoken Tutorial form IIT Bombay. Many students participated in these online platforms and enhanced their skills.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Clubs (ELCs) are educational initiatives established to promote electoral literacy and civic engagement among students and the youth. This club is established at the institution since 10-11-2023 aim to raise awareness about the electoral process, encourage voter participation, and foster a sense of responsibility and understanding of democratic principles.</p>
<p>2. Whether students’ co-ordinator and co-ordinating</p>	<p>The electrol club is constituted with the Principal as</p>

<p>faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Chairperson, G. Bharathi, Lecturer in Political Science as Convener and with members as follows. P. V. K. M. Aleena, Lecturer in Commerce, V. Padmavathi, Lecturer in Economics, D. Saritha, Lecturer in English, B. Prasada Rao, Lecturer in Chemistry, All Student Groups Representatives.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Conducted awareness programmes in the Institution and in near by villages Carried out promotional activities on ethical voting</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>A Community Service Project : "Ballot is worth more than Bullet", has been carried out in neighbouring villages to enlighten the voters.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>As on December 25, 2023, all the students who are above the age of 18 are enrolled for voter cards.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
896	1061	1038	974	767
File Description		Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
342	283	262	261	139
File Description		Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	29	28	26	24
File Description		Document		
Institutional data in the prescribed format		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 51

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
99.97	31.13	19.08	38.39	161.68

File Description	Document
Provide Links for any other relevant document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

Govt. Degree College, Tuni, was established in the year 1980 to address the educational needs of the surrounding six mandals and cater to the needs of rural and socioeconomically marginalized students. Initially, the institution offered two programmes: B.A (HEP) and B.Com (General). As the second rural autonomous institution in Andhra Pradesh, the college adheres to the guidelines of UGC and APSCHE to instill negotiation skills among the students.

The institution introduced employability courses in the academic year 2017-18. Currently, it offers 12 programmes in Arts, Commerce, and Science.

Since 2015-16, the institution has followed the CBCS pattern and revised its curriculum under the guidance of the affiliating Adikavi Nannaya University, Rajamahendravaram. In 2017-18, it was conferred autonomous status for six years by UGC. In 2020-21, the curriculum was revised and updated to focus on employability, higher-order learning skills, and local needs.

To impart lifelong skills and career-oriented skills, four Life Skill Courses and Four Skill Development Courses were introduced for the first three semesters of all undergraduate students in the year 2020-21. The first three semesters consist of three Core Courses in Domain Subjects, while the fourth semester offers two courses for each domain. In the fifth semester, Two Skill Enhancement Courses are offered on an elective basis in each domain to develop basic and practical skills among the students.

To promote social responsibility and compassionate commitment among the students, a Community Service Project (C.S.P.) was introduced at the end of the second semester. To develop hands-on technical skills for the world of work, students undergo Apprenticeship/Internship/OJT at the end of the fourth semester and throughout the sixth semester. Co-curricular activities such as assignments and quizzes were suggested for each course to promote experimental learning among the students.

Two P.G. Programmes, M.Sc. (Organic Chemistry) and M.Sc. (Computer Science), were introduced in the year 2001-2002 and 2022-23, respectively.

The suggestions proposed by IQAC, after collecting and analyzing stakeholders' feedback on the curriculum, will be implemented in the following academic year.

To enhance professional skills, foster entrepreneurship in rural students, and prepare them for competitive examinations, the institution has developed Programme Outcomes (POs), Programme

Specific Outcomes (PSOs), and Course Outcomes focusing on both local and global competencies.

The institution also offers employment-oriented courses through JKC to impart employability and soft skills. Students are encouraged to participate in District, State, and National level sports and games competitions to develop resilience.

In compliance with NEP 2020, the institution intends to restructure the curriculum completely in the academic year 2023-24. This will integrate a multidisciplinary approach, multiple entry and exit options, and a flexible choice-based credit system, following the guidelines issued by APSCHE, enabling the students to choose courses aligning with their career paths and interests.

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

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Students acquire a diverse set of skills, including soft skills, problem-solving abilities, entrepreneurship, and leadership traits, through foundation courses such as communication and soft skills, analytical skills, entrepreneurship, and leadership education. The curriculum is undergoing revision to meet contemporary requirements and is reinforced by the addition of new Skill Development Courses that emphasize employability, entrepreneurship, and skill development. The goal of these courses, including Tourism Guidance, Poultry Farming, Solar Energy, Electrical Appliances, and Plant Nursery, is to provide students with broad-based, multiple career-oriented skills.

In courses such as Ancient Indian History and Culture, History and Culture of Andhra Pradesh, emphasis is placed on employability in the tourism and administrative sectors. Employability skills are cultivated through an understanding of market dynamics, decision-making, and problem-solving techniques in Micro and Macroeconomics. In political science, the course titled “Indian Politics and Government Education” imparts knowledge about Indian laws, rights, and the constitution, generating job possibilities in the legal and public administration sectors.

Courses like Goods and Service Tax, Income Tax Law and Procedure, and Financial Accounting contribute to the development of commercial skills. Additionally, courses such as rural banking and central banking shed light on credit sources available for small-scale entrepreneurs.

In the field of Botany, courses like cell biology develop essential skills for employment in research labs. Courses like Organic Farming and Sustainability, Nursery Gardening, and Floriculture offer new career

opportunities for entrepreneurs in floriculture and nurseries.

Practical skills for securing employment in the pharmaceutical industry are imparted through courses in Inorganic and Organic Chemistry, General and Physical Chemistry, and Instrumental Methods of Analysis in Chemistry. In the contemporary world, students taking computer science courses, including problem-solving in C, database management systems, object-oriented programming using Java, software engineering, web technologies, and advanced JavaScript, are equipped to compete with technical graduates.

Mathematics courses such as Differential Equations, Abstract Algebra, and Numerical Analysis help students develop critical thinking and problem-solving abilities.

In the Physics stream, courses such as Wave Optics, Electricity, Magnetism, and Modern Physics are renowned for enhancing skills. To secure employment opportunities in Physics, courses like Renewable Energy, Solar Energy, Wind Hydro, and Ocean Energies, and Energy Storage Devices were introduced.

In the field of Zoology, courses such as Immunology and Embryology enable the students to improve their skills through practical knowledge and obtain employment prospects. Courses like Principles of Aquaculture and Aquaculture Management play a vital role in generating employment opportunities as the aquaculture business develops and expands in the surrounding areas of Tuni. The M.Sc. Organic Chemistry courses specifically concentrate on developing employable skills.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 36.16

1.2.1.1 Number of new courses introduced during the last five years:

Response: 277

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 766

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The institution has developed a curriculum that integrates courses such as Human Values and Professional Ethics, Environmental Education, Personality Development, and Leadership with the motto of sensitizing and developing the qualities of good citizenship among the students.

Human Values and Professional Ethics:

The life skill course, Human Values and Professional Ethics, emphasizes the significance of moral values in maintaining relationships in society and the need for value-based education. It focuses on developing qualities such as professional integrity, respect, equality, positive thinking, loyalty, etc., towards the goals and objectives that are essential for responsible professionals.

In the Commerce module, Income Tax Calculations, students are taught about their duties and responsibilities. The module "Concept of Social Responsibility of Business" in the "Business Environment" course helps students understand the concept of Corporate Social Responsibility. Modules such as "Aristotle: Citizenship, State Justice and Virtue; Hegel Individual Freedom" in Political Science provide the insights into the ideas of Aristotle and other philosophers in promoting a healthy society. The module "Socio and Self-respect movements" in History teaches about the importance of self-dignity and social responsibility. The foundation course, Leadership Education, instills leadership skills among the students.

Gender:

With the motto "World needs a strong woman," the Women Empowerment Cell in the institution conducts Self-Defence Courses and Counselling Sessions for women to make them strong both

physically and psychologically. In Telugu literature, female characters like Sita, Draupadi, Subhadra, and Pandit Ramabai in Political Science stand as symbols of self-esteem and dignity, promoting Indian heritage and instilling moral values, gender equality, and freewill among the students.

The module in Telugu "*Ammaku Adivaram Leda?*" (*Is there no sunday for the mother?*) makes students realize the significance of the mother in daily life and how she is striving hard for the welfare of the family forever.

Environment and Sustainability:

In the era of climate change, one must be aware of Environmental Education. Hence, this mandatory life skill course was introduced to enhance the skills for protecting the environment. The module "Environment Tourism, Eco-Tourism" in the skill development course "Tourism and Guidance" promotes environmental conservation and consciousness.

Courses such as "Environmental Chemistry and Green Chemistry" in chemistry deal with the hazards of pollution, its impact on the Ozone layer, and reducing the usage of chloro-fluorocarbons. The courses "Renewable Energy, Solar Energy and Photovoltaic Cells, Wind, Ocean and Hydro Energies" in physics focus on the importance of renewable energy production for a sustainable environment.

In addition to that, the Red Ribbon Club promotes voluntary non-remunerated blood donation among youth and aims to reduce new HIV infections among youth by raising their risk perception through awareness programmes. The National Service Scheme was established in the institution to develop the personality and character of the students through voluntary community service with the purpose of "Education through service."

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

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 25

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

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 92.31

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 12

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 13

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
274	429	459	427	349

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
490	520	510	460	410

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

2.1.2

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

Response: 92.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
244	261	258	227	207

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

2022-23	2021-22	2020-21	2019-20	2018-19
245	261	258	227	306

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

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Govt. Degree College, Tuni caters to the educational needs of the students who are hailing from the socio-economic marginalized sections of the surrounding eight Mandals of Tuni. The students of this college are mainly from rural areas and are first- generation learners. The college conducts an intensive **Bridge Course in English and other core subjects** at the start of their UG Programmes. This course curriculum mainly consists of the fundamental concepts regarding the core subjects and also the general English concepts. This Course helps them to acquaint themselves with the basic ideas of the core subjects and also help them to overcome their fear of the English language.

An entry level test is conducted to all the first year admitted students to assess their standards. According to this assessment, the students are categorized into two streams. Suitable teaching pedagogies are devised and the lower order thinking activities like brain storming, minding, comprehensive check questions, matching, quiz were adopted for one stream and for the other stream case studies, experiments, role plays were conducted during this course. The progress of these students is regularly monitored during the course. . Their level of learning and confidence is improved through the following activities during course: declamation, role play, dictation, ice-breaking, demonstration, narration, story-telling, riddles and word-puzzles.

Slow learners are identified on the basis of their performance in Continuous Internal Assessment and also in Summative Examinations. Different strategies like remedial coaching, peer-teaching, mentor motivation, homework, weekly tests, Assignments etc. are employed for the progress of the slow learners, of which **remedial coaching** is of a great help to clear their backlog subjects. Special programmes for the slow learners are conducted outside the regular teaching hours.

Each department evolves its own strategies in the remedial coaching like supply of simplified study materials and question banks for effective learning. It mainly focuses upon reducing their failure in the courses and developing confidence in them to pursue their studies. Consequently, more students clear their backlog subjects.

Advanced learners are given due opportunities to upgrade their knowledge level by selecting project works, assignments and Add-on Courses. They are oriented towards writing papers and present them in class room seminars. They are motivated to undertake different add-on courses conducted in the college by various platforms and also various online certificate courses in **TCS-ion, Microsoft upskills, Cisco eduskills etc..**

Under Part II English, UG students are divided into Stream A and Stream B on the basis of their performances in the entry level tests. The Department of English has designed the syllabi in such a way to cater to the cognitive ability of the students under **Stream A (Advanced learners) and Stream B (Slow learners)**.

The slow learners, under Stream B, are given due attention with different methods of teaching by the course teachers. The English curriculum designed by the department mainly focus on four main language skills **Listening, Speaking, Reading and Writing**. These activities improve the communicative skills of the students and develop confidence in them to participate in **debates, group discussions, extempore, speak park and quiz programmes** organized at intra and inter-collegiate levels. All such initiatives boost their confidence for achieving the academic progress and help them in securing good jobs after their studies.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 28.9

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The College provides the liberty and required facilities to the faculty to develop student-centered, contextual and innovative teaching methodologies using ICT which can enhance the skills of the students. Seminars, problem solving sessions, power point presentations, assignments, group discussions, assignments, quizzes and mini projects are some of methodologies and exercises adopted for improving the students' learning.

Experiential Learning:

Learning by doing, in which the students are engaged with hands on experience is a methodology following in the classroom since olden days. It is one of the best processes in which the rural first generation learners can link their theoretical knowledge with the real world situations. As a part of the revised CBCS frame work implemented in the college from academic year 2020-21, Community Service Project, Internship and Apprenticeship are included in the part of the curriculum of UG study. All the UG students from the 2018, have ICT as a mandatory. All the students of UG Science programmes learn by doing practical in their respective Labs.

The multi-disciplinary B.Voc.(Pharmaceutical Chemistry) programme was started in the year 2020. In this there will be two streams: one with Mathematics combination while the other with Biology combination. It helps the students to gain knowledge of different types of Pharmacopoeia. This course imparts training on the usage and applications of various laboratory equipment. As a part of this course, the students visit the pharmaceutical industries and understands the functioning of pharmaceutical plant. Students acquire the job training skills as a part of these industrial visits

Internship programmes conducted at the end of the second year of UG with the collaboration of the minor industries in the surrounding regions of the college enhances their market oriented skills.

Educational tours and exposure programmes are organised by all the departments for experiential learning. The students are encouraged to create applications which solve the common problems around

them.

Participative Learning:

Peer-Learning is a strategy adopted to step up the slow learners. Advanced learners are encouraged to learn through presentation of assignments, discussion and debates in classrooms. The student participation in the various cultural activities organized by the college during the academic year will create avenues to excel in communicative skills, theatrical nuances, play writing and leadership. Students present their reports in the form of a record and power point presentation (PPT) mode at the end of their Community Service Project and Internship programmes. The report preparations will enhance their documentation skills while the PPT demonstrations at the time of evaluation will exhibit their communication skills and presentation skills. In these two programmes the students will be involved in groups and the reports and PPTS will be prepared collectively while those presentation will be done individually. Thus this will help them in developing their group participation and leadership skills.

Problem Solving Methodologies:

As a part of the revised UG curriculum, there is a Community Service Project at the end of first year of the UG studies. This is a village extension programme, which trains the students in various data collection and report preparation methodologies along with the exposure to different socio-cultural, health, economic and environmental areas of concern.

Fun with Science , App making, Exhibitions and Poster presentations are some of the innovative problem solving methodologies.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The institution functions with a motto of moulding the students into a good citizens and strives hard for the all round development of the students. With an objective to deal with the different types of problems (Both academic and non-academic) of students during the course of their study, Mentor- Mentee system, a student centric initiative was adopted from 2018-19.

The students of our institution mainly hail from the rural and remote areas of the surrounding places of Tuni and mainly belong to weaker economic sections. Hence, the first year admitted students will be timid and having slight nervousness in expressing their difficulties. In this context, a support is very

essential for overcoming these feelings as they will have negative impacts on their academics. Hence, the institution provides the support to the students in the form of a Mentor. All the faculty will play the role of mentors. For each mentor, a group of 15-40 students are attached. This mentor collects all the data pertaining to the personal, academic, economical, educational status of other family members and financial (Scholarships obtained)details as in page 1 of the prescribed format initially.

Any complaints / compliments / achievements of the students, attendance particulars, participation in the co-curricular and extra-curricular activities are recorded in the Section A of the data sheet. Special remarks of the teacher counselor (Mentor) are recorded in the Section B. From then onwards, the mentor continuously monitors the study of his respective group and records their results for the whole UG period of study as in the Section C of the data sheet. The mentors will meet their respective groups twice a month. He/She personally interacts with each student of his respective group, which helps in promoting the one – one relationship between them. In addition to this, the students will approach their respective mentor while facing any academic, non-academic and personal problems. In such cases, the mentor guides them, give advice and provides necessary suggestions for overcoming the above problems. The mentor immediately records them in the Section D.

In the revised UG pattern from the academic year 2020-21, every student has to complete a Community Service Project for 2 months at the end of first year of their study, a short term internship programme for 2 months at the end of second year and a long term internship in the sixth semester for a period of 6 months. For completing the above said programmes a mentor support and guidance is necessary at every stage. The same group of mentor-mentees will be adopted for completion of this 10 months programmes.

During the short-term and long-term internship programmes, the mentor gathers information about the industries that are providing the internships in the nearby areas. Among them he/she identifies the relevant industry, consults them and procures an MOU with them for providing both types of internships. Mentors further introduce their group of students to the industry personal on the first day of their programme, give necessary suggestions and advices to their mentees. Mentors continuously monitors the work progress of his mentees by assigning tasks in the INTERM App designed by the Commissionerate of Collegiate Education. Mentors also visit the industry once in a fortnight. After completion of the above programmes, they arranges a course completion certificate offered by the respective industry.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The IQAC with the assistance of Academic Council of the college, prepares the Academic Calendar for the effective functioning of the Institution strictly following the guidelines issued by the UGC, APSICHE, CCE and the Affiliating University.

The **Academic Calendar** ensures well-functioning of the Institution. The calendar includes the details of all the working days with day order, holidays, dates of the Continuous Internal Assessment tests, Summative Examinations, dates to remit the college and examination fee, list of activities of academic year and the dates of national as well as religious importance. The calendar of common programmes is printed in the handbook and distributed to all students at the beginning of the academic year. The same is also uploaded on the website. The institution carries out the activities as per the calendar.

The **departments and other student support service units** prepare their activities and programmes resonating with the calendar of common programmes. It helps micro level planning by scheduling most of the activities in advance and maximize the use of infrastructure and ICT facilities. The **handbook** provides all needed information such as academic programmes, curriculum structure, details of the courses, rules, regulations, facilities, scholarships, endowments, list of the staff, committees, and so on. This almanac gears up for the overall functioning of the Institution.

The handbook contains the **Curriculum Structure** for Under Graduate programmes, giving the students a clear picture of the programmes and courses like languages , core courses, the list of Skill Enhancement Courses, Life Skill Courses and Skill Development Courses. Self-Learning Courses and Career Oriented Courses are depicted in the handbook opening the avenues of additional learning.

Teaching Plan

The Institution has a well-defined unitized syllabus with time frame that is provided to the students at the beginning of the course. The course teachers prepare **unit-wise teaching plan**, describing timescale, teaching aids, list of co-curricular and extra-curricular activities, methods of teaching-learning mechanisms adopted and assessment methods based on the Academic Calendar provided by the IQAC. Besides, the teaching plan also consists of the additional supplement, activities planned outside the class etc. The teaching plan for each course visualizes the plan of the teacher to make each class more informative, interesting, analytical and resourceful. Teaching plan creates a self- informed and self-monitored innovative teacher, and it provides a plan of action for the teacher and guidance for the students.

The faculty is encouraged to update the methods of teaching and evaluation, especially of the use of **ICT- enabled tools** and facilities. The course teachers are able to assess the learning ability of the students periodically on the basis of their respective teaching plans. It, thus, helps both the teacher and the learners to take part in the teaching and learning process effectively.

The Principal and In-charges of the departments check the progress of each course and ensures timely and effective completion of course in the specified time frame with perfect blend of practical and theoretical inputs.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 97

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	29	28	27	27

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 17.65

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

Response: 9

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 2.74

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 85

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 12.5

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 3

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**Response:** 31.6**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
30	22	22	14	70

File Description**Document**

Policy document on Declaration of results (if any)

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Exam timetable released by the Controller of Examination

[View Document](#)**2.5.2****Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years****Response:** 20.36**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
205	88	66	200	193

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
763	827	784	696	624

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

To ensure that the proper planning and management of exams, for the operation of an efficient examination system with clear guidelines & procedures for all its stakeholders and the evaluation procedures of the examination system to be followed, the institution framed its own examination policy.

IT Integration and Reforms:

The mark statement of every semester is accessible to restricted users, especially to the examination section only. The payment of examination fee is done through the bank and the receipt is submitted along with the filled in semester exam application. The **hall tickets** are computer-generated.

All the notices and circulars pertaining to the matters related to examinations released by the Office of the Controller of Examinations are circulated in the class rooms and displaced in college website so that the students can view through their mobile phones. The Consolidated Mark Statement printed on **120GSM Parchment Paper** has 8 security features, which are Micro Printing, Opaque Test, Void Pantograph, Reverse Micro, High Resolution Border, Penetrate SL.No., Line Relief, Rainbow and Gold Foil- Hot Stamping.

For the answer scripts of semester end examination, A4 size booklet consisting of 28 pages 70 GSM “A” grade maplitho paper with side stitching. This booklet consists of s.no., barcode and printed first page with two sections. The first section consists of the details like register number, name of the examination, date, semester no., group, subject, paper no., signature of the invigilator, facsimile of the Chief Superintendent. The second section consists of details like semester no., group, subject, paper no., short answer question no.s, marks, essay answer question no.s, marks, signature of the examiner, total marks awarded in numericals and words.

For the mid examination / practical examination answer scripts, A4 size booklet consisting of 8 pages 60 GSM “A” grade maplitho paper with side stitching. This booklet consists of serial number, barcode and printed first page with two sections.

The examination section uses an examination software for generating the examination hall tickets, room plans, absent statements, marks memos, Cumulative marks memo and provisional certificates. The software is purchased from a vendor who continuously provides the service.

Methods of Evaluation: The Continuous Internal Assessment (CIA) is conducted for 30 marks. This consists of two mid examinations. question papers of semester end examinations are set by external examiners and scrutinized by the chairperson of the respective Board of Examinations. The answer scripts of UG students are evaluated by the respective course teacher working in other Government Degree Colleges across the state. The results of the summative examinations are published within the period of three weeks after the completion of examination. via voce, practical examinations, project and internship evaluation are parts of the semester end examinations. The practical examinations corresponding to the odd semester are evaluated internally while for even semester end it is done by the external examiners. The obtained marks in the semester end examinations are also consolidated to seventy marks. Finally, the marks scored in the Continuous Internal Assessment tests and the semester end examinations are consolidated to hundred marks.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Govt. Degree College, Tuni adheres to the Outcome Based Education (OBE). As a part of this, the faculty prepares the curriculum in tune with the characteristics of OBE. The faculty designs the curriculum with a focus on the students’ attainment in higher order learning to develop various skills, especially their cognitive thinking.

Programme Outcomes (POs) are formulated reflecting the Vision, Mission and strategies of the college and the UGC guidelines on graduate attributes. While formulating POs, the college considered academic excellence, scope of extension activities, human values, livelihood generation, and recent trends in the

job markets. The students are enlightened with the PO pattern through the college website, departmental notice boards, handouts and orientation by the concerned course teachers.

The **Programme Specific Outcomes** (PSOs) are designed by the departments concerned with their respective vision, mission and scope of the programme. The **Course Outcomes** (COs) are formulated by the department in consideration with the course teachers and with a motto of developing the student's ability of exercising minds in complex situations.

The college follows the Choice Based Credit System (CBCS) to widen the teaching and learning activities by which students have the flexibility to opt for courses of their choice. The students have to choose one Life Skill Course in the first three semesters of their UG studies from a pool of three courses in each semester. In the same way, the students have to opt one Skill Development Course during their first and third semesters from a pool of two courses and have to choose two Skill Development Courses from a pool of four courses in the second semester. During their fifth semester studies, the students have to choose two Skill Enhancement Courses in their respective disciplines from a pool of three / four parts. The curricula designed under CBCS pattern based on this OBE will enhance the critical, logical and creative thinking of the students. Evaluation system comprising the Continuous Internal Assessment and Semester End Assessment has been modified to evaluate the higher order thinking skills of the students. It also promotes employability and entrepreneurial skills among the students.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 59.06

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 202

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The institution has well defined policy for promotion of research. It is aimed at incorporating the research temper among the staff and students. The institution has created an ambience for the promotion of research. Out of 31 members of the faculty, 5 are the doctorate holders. Three faculty members had Patents against them. Faculty members from the Departments of Botany, Chemistry, Computer Science, English, History and Physics are pursuing their research under guidance of various Universities. The Research Council under the guidance of Convener for Research promotes research activities. The Council encourages the faculties to apply for research projects. It helps the faculty members to update themselves with latest skills through training programmes. The institution also conducted awareness programmes on Intellectual Property Rights that help to improve the quality and integrity levels of the research artifacts. The faculty involved in research and research publications are encouraged and their excellent contributions are recognized. The College also has invested substantially for the improvement of labs for facilitating research. The equipment's like U-V Visible Spectrophotometer, Deionizer(3D), Hot Air Oven are worth mentioning from Chemistry department. Computer Science Laboratory is also available for conducting research activities.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 0

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 0

3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.2 Resource Mobilization for Research**3.2.1**

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 0

File Description	Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 0

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem**3.3.1**

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

Response:

The institution places a strong emphasis on cultivating an environment where students not only absorb existing knowledge but also foster an entrepreneurial spirit to create new knowledge, products, and ideas. Central to this initiative is the Incubation Cell, established to facilitate activities related to innovation, knowledge creation, and transfer. The Incubation Cell plays a pivotal role in organizing various initiatives led by both emerging and established entrepreneurs, including alumni, who share practical insights into the intricacies of launching and sustaining a business. This collaborative effort sheds light on the challenges of these entrepreneurs encountered on their journeys.

An essential function of the Incubation Cell is to support innovative ideas and provide the students with access to funding to actualize their concepts. The cell encourages the students to bring forth inventive ideas, offering guidance and support throughout the implementation process. This collaborative journey involves brainstorming sessions to refine ideas, creating prototypes, purchasing domain names suitable for their businesses, and providing technical assistance for implementation and hosting. The institution further guides the students in the hosting and maintenance of their applications in cloud environments while actively promoting their ventures to maximize success in revenue generation.

This commitment to fostering innovation has yielded consistent results over the years. Students have presented ideas that address common issues within their communities and the broader public. Notably, a student created the online platform www.etukas.com, aimed at selling building construction materials. This application, developed with institutional support, not only generated substantial revenue for the student but also provided consumers with access to quality construction materials at affordable prices.

Inspired by this success, the students continued to generate innovative ideas. Among these initiatives there was a ground breaking proposal from a rural weaver's family. Recognizing the challenges faced by

such families in selling handwoven sarees and dhotis, the students envisioned an online platform to directly connect these artisans with consumers. Previously, these artisans were compelled to sell their products to brokers at meagre prices, with the brokers forming syndicates that monopolized the market. The newly conceived application, www.cheneta.in, sought to disrupt this cycle by hosting the products of weaver families, enabling the consumers to purchase these items at reasonable prices.

Once again, the Incubation Cell played a crucial role in supporting the students' vision. The institution funded the purchase of domain names, secured hosting space in cloud environments, and actively contributed to the development of the application. This proactive involvement not only empowered economically disadvantaged weaver families but also created a platform that benefited consumers by providing them access to quality products at fair prices.

In essence, the institution's Incubation Cell serves as a catalyst for transforming innovative ideas into tangible, real-world solutions. By providing financial support, technical guidance, and a nurturing environment, the institution has successfully cultivated a culture of entrepreneurship and innovation among its students, contributing to social and economic development.

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: E. None of the above

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 0

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

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

Response: 0.18

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

Response: 9

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.04

3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 2

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

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 0**3.5 Consultancy****3.5.1**

Revenue generated from consultancy and corporate training during the last five years

Response: 0

3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.6 Extension Activities**3.6.1**

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

The institutional commitment to instilling social values in students is a core tenet of its overarching vision and mission. A pivotal strategy employed to achieve this lofty objective involves the mandatory enrollment of students in extension programs, with the National Service Scheme (NSS) standing out as a flagship initiative. This deliberate choice reflects the institution's dedication to fostering socially responsible individuals capable of making meaningful contributions to their communities.

NSS, a linchpin in the institution's community engagement efforts, propels students into various service units, each charged with adopting specific villages. This hands-on, immersive approach encourages students to intimately connect with the fabric of local life. They not only observe but actively document the intricacies of people's lifestyles, gaining a nuanced understanding of the challenges faced by these communities. The students leverage their academic insights to proactively address issues specific to each locale, exemplifying a practical application of their domain knowledge.

Moving beyond the confines of traditional education, the institution prioritizes the conscientization of students regarding pressing social issues. Through meticulously designed awareness programs, students grapple with topics ranging from Child Protection and Road Safety to Environment Protection, Health and Hygiene, Drug De-addiction, Anti-plastic Campaigns, and Cyber Safety. These initiatives go beyond theoretical discourse, encouraging students to become active contributors to societal well-being.

The institution takes pride in its students' active participation in national initiatives of monumental importance. Involvement in campaigns like Swachh Bharat, Jal Sakti Abhiyan, Swachhta Hi Sewa, and Cyber Jagarookata Divas, spearheaded by the Government of India, underscores the institution's commitment to aligning education with societal needs. Such endeavors not only serve as a testament to the institution's holistic approach but also position students as conscientious citizens attuned to national priorities.

The spirit of community service extends to local initiatives, with students ardently participating in tree plantation drives, organizing free medical camps, conducting eye screening camps, and actively contributing to blood donation drives. The Red Ribbon Club, operating under the institution's guidance, emerges as a beacon of health and solidarity, facilitating blood donation with an annual contribution averaging around 20 units. This collective effort showcases the institution's proactive stance in addressing critical health and well-being needs within and beyond its immediate community.

In times of natural calamities, both faculty members and students exhibit remarkable sensitivity and generosity by actively contributing to relief funds. This responsive action underscores the institution's commitment to community welfare, showcasing a collective spirit that extends beyond the boundaries of routine academic pursuits.

The immersive field exposure provided through programs like NSS serves as a crucible for experiential learning. Beyond textbooks and classrooms, students witness firsthand the rich tapestry of local cultures, traditions, and values. This exposure is not a passive exercise; rather, it serves as a catalyst for social awakening, prompting students to reflect on their role in society and fostering a sense of responsibility towards community welfare.

These extension programs aren't mere academic add-ons; they are conduits for experiential learning that goes beyond benefiting students. The communities involved in these initiatives receive tangible social,

economic, and environmental returns. It's a symbiotic relationship where students gain insights, skills, and empathy, while communities receive practical solutions and support. Through these initiatives, the institution consciously nurtures a sense of responsibility, empathy, and social engagement in its students, preparing them to be conscientious contributors to society's well-being.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

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

Response: 41

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	9	3	7	6

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

3.7 Collaboration

3.7.1

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

research during the last five years**Response: 15**

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The Institution is dedicated to provide top-notch education with adequate infrastructure and an efficient teaching and learning process. The college campus has an area of 22-acres, which is divided into three blocks. It offers ample facilities for academic, administrative, curricular, and extracurricular activities, including labs, lecture rooms, and classrooms.

The college has some of the major following facilities viz.,

- 1. Classrooms:** This institution has fifteen classrooms (each has an area of 7.19mts X 7.30mts) which are of adequate size and well furnished with proper ventilation, lightening and infrastructure facilities.
- 2. Digital and virtual class rooms:** These three digital and one virtual classrooms were in installed in all the three blocks. Every digital classroom has an LED interactive smart board, and a microphone system, wi-fi capabilities, which facilitates efficient teaching and learning.
- 3. Library:** Library (size: 17.35mts X 7.19mts) has a collection of **17612** books, magazines and Newspapers. It is functioning from 9:30 am to 5:30 pm. Library is also provided with a replicating facility.
- 4. Computer Laboratory:** one computer lab is equipped with a high performance desktops, provided with an adequate power backup and with internet. Many open source software's are accessible for the students and staff.
- 5. Chemistry Laboratory:** Three labs have equipment such as UV Spectrophotometer, 3D Deionizer, Potentiometer, Conductometer, and many other advanced apparatus available for earmarking curriculum based practical and industry oriented learning.
- 6. Physics Laboratory:** one lab having Travelling Microscopes, Newton's microscope, Thermo Kettle, Fresnel Biprism Experiment Set and Polarimeter are in handy for conducting practical classes.
- 7. Botany/Zoology Laboratory:** one lab with Charts, Slides, spotters for many species, chemicals / articles, Microscope and Hot Air Ovens are available for visual aided teaching process and practical

classes.

8. Exam Cell: The college examination cell is utilizing a software purchased from a vendor DBASE solution for processing marks, hall ticket generation and to finalize the student results. The results of these examinations were declared online via the college website

9. English language / JKC Lab: One lab is equipped with Core i3 Systems and is installed with language and communication skills-oriented software.

10. Power backup: Power Backup for all the existing systems in the campus is provided with either UPS or Inverter.

C. The Institution prioritizes the holistic development of students, fostering cultural activities, promoting physical and mental wellness through yoga, and enhancing body strength and coordination through sports and games.

Seminar Hall:

A hall with 100 seating capacity serves as the platform for all the cultural and literary activities in the colleges. This hall is equipped with LCD projector, public addressing system and Wi-Fi-enabled. Students are actively involved in various cultural and literacy activities.

Open Play Ground:

The college is endowed with a spacious ground of around 15 acres. This ground consists of the following courts:

1. Cricket ground
2. Basketball Court (36x21mts)
3. Two Volleyball Courts (31x41mts)
4. Badminton (16x13mts)
5. Kho-Kho Court (38x18mts)
6. Short put Court
7. Kabaddi Court for men and women (15x13mts)
8. Long jump court
9. High jump equipment
10. Gymnasium

Indoor Games:

The students enjoy playing games chess and carroms as Indoor games.

Gym:

For promoting the physical standards of the students separate gymnasiums are established for boys and girls. Boy's gymnasium was under the charge of Physical Director and the Ladies gym was under the charge of women faculty

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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

Response: 48.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
37.58	3.97	5.04	16.53	107.84

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The Learning Resource Centre of the college i.e. the library is located in the Arts Block for easy access to the students. The library functions with a motto to fulfill the vision and mission of the college by providing information to all categories of the students as well as the staff. It functions under the supervision of the librarian under the chairmanship of the Principal.

The college library has 17,612 numbers of references and textbooks, journals, magazines and newspapers.

It has also well equipped with N-LIST software. It is fully automated with LMS software SOUL 2.0 through which the students can easily locate their necessary books

The library primarily functions with basic transactions like lending, circulation, reading, reference etc. The library has registered membership with N-LIST to provide additional services through e-resources to staff and students. At present, the following facilities are available with the LRC:

- Wi-Fi enabled Internet access
- Digital Library
- Photocopying
- N-LIST e-resources
- CCTV surveillance facility
- Reading Rooms

The library will be kept open on all working days between 9:00am to 6:00pm. At present, on an average, it is catering its services to nearly 120 members including students, teaching and non-teaching daily

Display Corners:

- Employment Opportunities
- Current Affairs
- Competitive Exam Information and Application Forms
- New Arrivals
- Library Information
- General Notification

Services

1. ICT Based Services

- Automation service
- E-entry systems

- Barcode technology for e-entry
- OPAC(Online Public Access Catalog) Service
- Browsing Centre

1.Special Services

- Student's Attendance Record for the entry of library visits

1. Motivational Services

- Orientation Programme to freshers
- Poster of the current events
- Display on employment openings
- Book Exhibition

1. Safety and Security Services

- CCTV Cameras

Sections

- E-entry and Return counter section
- Reference section
- Technical section
- Periodical section
- Back volume section
- Competitive section
- Internet access point
- Xerox Centre

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.2

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.463	0.457	0	0.771	2.50

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution has a suitable IT infrastructure. Through the college website, anyone can access the profiles of the college and staff. The employee profiles are dynamically updated. On the entire campus, the students have an access to the internet through wi-fi. Students get the access to their notifications and results via website as well. N-List software, which is available at the library, makes it simple for students to locate their necessary books. Students have been assigned institutional email accounts with plenty of storage, which they may use for storage, to apply for variety of internships and for online courses.

The college regularly updates its ICT-enabled infrastructure by purchasing the necessary software and hardware to improve teaching-learning and networking capabilities. The College's IT policy guarantees the integrity of software tool installations, as well as the upkeep and timely replacement of all Institutional software.

The institution is providing 50 Mbps bandwidth with 10 wi-fi modems for high speed connectivity. The students have access to wi-fi around the class rooms and administrative block of the campus.

Wi-fi modems are placed in different blocks of the institution to ensure smooth connectivity.

1. Administration Block: 3 wi-fi modems
2. Arts Block: 4 wi-fi modems
3. PG Block: 3 wi-fi modems

ICT Facilities

- The College has 44 computers, and they are periodically updated.
- Systems with Pentium i3 are available.
- Three LCD projectors and Two LED TV cum interactive display are at service.
- There is a Communication and Skills Development Centre for developing language and IT skills.

Software Facilities

- Dev C++
- Python
- Java JDK
- MySQL
- WAMP Server
- Notepad ++
- MS Office

Networking Facilities

- Internet connectivity (50 Mbps)
- 10 Wi-Fi devices installed in the campus
- Wi-Fi and internet services to the staff and students
- LAN connection to all systems in computer labs

Security Features

- Windows Defender
- Antivirus - Microsoft Security Essentials

Online Services to Students

- Online application portal for admission
- Online fee payment
- Online results
- Mobile App for Monitoring Internship
- A Mobile App for the entry of e-attendance for students
- Web Application for Syllabus and Materials
- N-List Software for finding books in Library

Devices

- List of computer and receipts
- List of ICT facilities

- 1.LCD Projectors
- 2.LED TV cum Interactive Board

Networking Facilities and Security

- 1.Internet Bill
- 2.Switch
- 3.List of Wi-fi Devices
- 4.CCTV Camera
- 5.Student Attendance System

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 28

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

Response: 32

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

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Audio-Visual Centre:

The Audio-Visual Centre in this institution plays a pivotal role in enhancing the teaching and learning experience, promoting effective communication, and providing a technologically advanced environment for academic activities. The following description highlights the key features and contributions of our college's audio-visual center:

1. Infrastructure and Facilities: Our college's audio-visual center is equipped with modern and sophisticated infrastructure to facilitate seamless audio and visual experiences. It houses dedicated rooms or halls that are designed to accommodate various group sizes and academic needs. These spaces are furnished with appropriate seating arrangements, projection systems, screens, audio systems, and other essential equipment.

2. Multimedia Resources: The audio-visual centre provides a comprehensive collection of multimedia resources, including educational DVDs, NPTEL Videos, documentaries, digital libraries, online learning platforms, and other multimedia tools.

3. Technical Support: To ensure smooth operations and optimal utilization of the audio-visual centre, faculties from computer science and applications department are available to provide support and assistance.

4. Accessibility Features: Our audio-visual centre is committed to provide equal access to educational resources for all students, including those with disabilities. The center incorporates accessibility features, such as closed captioning, transcripts, audio descriptions, and assistive technologies, to accommodate students with hearing or visual impairments. These measures ensure that educational content remains accessible and inclusive for all learners.

5. Upgradation and Maintenance: To keep pace with emerging technologies and educational trends, the college invests in regular upgradation and maintenance of the audio-visual centre.

Software for Editing and Lecture Capturing System:

In the context of e-content development in colleges, several free and open-source software tools are available, which contributes to enhance the teaching and learning experience.

1. Open Broadcaster Software (OBS): OBS is a versatile tool for capturing, recording, and streaming content. This tool is used to engage e-learning materials by capturing lectures, conducting live online classes, and creating interactive presentations. OBS supports screen recording, customization, and multi-source recording, making it a valuable asset for colleges.

2. GIMP: GIMP (GNU Image Manipulation Programme) is a powerful image editing software that can be used to create and enhance visual elements for e-content. Educators are utilizing this GIMP to design custom graphics, edit images, and create infographics that enhance the visual appeal and educational value of e-learning materials.

3. Audacity: Audacity is free and open-source audio editing software that allows educators to create and edit audio content. It is used for recording and enhancing lectures, creating podcasts, and developing audio-based e-learning materials. Audacity provides essential features for audio editing and supports various file formats.

5. Canva: Canva is a user-friendly graphic design tool that simplifies the creation of visually appealing e-content. Educators utilize Canva's templates, fonts, and illustrations to design presentations, infographics, posters, and social media graphics that effectively communicate educational concepts.

6. CamStudio: CamStudio is a free screen recording software that enables educators to create video tutorials, software demonstrations, and walkthroughs. It captures screen activity along with audio narration, allowing for the creation of informative and visually rich e-learning materials.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 51.18

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
62.39	27.15	14.03	21.85	53.83

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The college has well established systems and procedures for maintaining and utilizing academic, physical and other support services. There are standard operating procedures to maintenance of infrastructural and support facilities.

Academic Facilities:

The college has well equipped with sophisticated academic calendar policy document with a motto to fulfill the vision & mission of the college. It also consists of various academic facilities available in the college.

Physical Facilities:

Physical facilities like infrastructure, building, furniture etc. being maintained by a committee handled by a coordinators/ conveners. Proper maintenance to the physical facilities is in progress periodically.

Laboratories:

Laboratories are maintained by the departments concerned. The stock and reused of all laboratories are maintained by dept. in-charges and other members of the department whenever available. Department wise annual stock verification is also done by committees constituted for the purpose of verification and up-to-date data.

Library:

The library is maintained by the librarian. The librarian maintains the equipment of the library in a well-organized manner. The following measures are taken for maintenance of furniture, books, computer system etc.

- Periodic checking
- Regular/ daily maintenance of reading room
- Updating stock entries
- Physical verification of available stock
- Firewall / antivirus protection for computers
- Checking of internet connectivity
- Requirement of major/ minor repairs
- Vacuum cleaners usage and maintenance
- Pest control to avoid white ants

Physical Education:

- Maintenance of open play ground
- Utilization of games / sports articles
- Maintenance of certain courts
- Follow up of activities

The above things are performing in a progressive manner under the physical director. Based on available funds and needs, plans to purchase new equipment also.

Class Rooms:

Regular maintenance and utilization of class rooms is allotted to the staff members, proctors concerned, block wise as well as proctor wise. They are kept clean and make them ready for the utilization.

Campus:

Maintenance of campus cleaning is also organized and entrusted to a convener, campus maintenance committee to look after the beautifications of the campus and maintenance at regular/periodical checkup.

Computers, Labs and IT Infrastructure:

There is an IT policy in the college which shows proper maintenance and utilization of IT infrastructure for the benefit of the students as well as staff. It also maintains the equipment and disposal of e-waste.

RO and Municipal water facility:

The institution has an RO water plant with capacity 500 Ltrs/Hour. This water is supplied to many taps in the campus for drinking purpose and also water dispensers are placed in different blocks of the campus.

Furniture, Water Works, Electrical, Plumbing Work and Minor works:

These wings are maintained and monitoring by the minor works committee constituted with a senior lecturer as convener and other members, as committee members.

AMC for Exam Cell:

Annual Maintenance Contract is written for the maintenance of examination Dbase solution software and Xerox machine.

File Description	Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 86.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
711	933	867	912	680

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The institution has been offering courses such as B.A., B.Com. (General and Computer Application), B.Sc. (MPC / MPCs / MCCS / BZC), and B.Voc courses, as well as MSc (Organic Chemistry) for the last five years. Due to their rural background, the vast majority of the students at this institution generally seek immediate employment opportunities, especially by getting absorbed in industries located in and around Tuni and its surrounding areas. Most of the industries are agro-based. In the recent past, large industries like Deccan Pesticides Pvt. Ltd. and Hetero Pharmaceuticals Pvt. Ltd. have been set up. Many students prefer to pursue further higher studies in various institutions across the state. Among these, some students are appearing for competitive examinations conducted by various public service commissions/recruitment boards.

In this connection, the institution has planned and set up a career guidance cell to provide appropriate guidance to the students by imparting relevant academic and career information. Our focus is to provide learning/training opportunities in the areas of academic, career, and personal/social development and to prepare the students to meet their future challenges. The career guidance cell was constituted with a placement officer and faculty members of the college to provide necessary guidance and information to the students in shaping their career. The team keeps up to date with employment trends and options to ensure quality advice to students. The Career Guidance Cell provides commendable services in the areas of campus interviews, job placements, and training programs for our students that enable them to develop applicable skills in the competitive job market. The cell also organizes Workshops and Seminars on personality development, interpersonal relationships, communication skills, interview skills, and presentation skills to enable the all-round development of individuals.

In addition to that, our faculty also actively involves in providing guidance with regard to Post Graduate entrance exams for various Universities, Staff Selection Commission, and Andhra Pradesh Public Service Commission's Group 1 and 2 exams, Police recruitment exams, Banking Service, and Railway Recruitment Board exams. During the last five years, career guidance was imparted to more than 350 students in this regard. During 2019-20, Jawahar Knowledge Centre organized career guidance classes for 79 and 58 students, respectively. During 2019-20, the Department of History conducted guidance classes for competitive exams organized by Banking and Railway recruitment boards and APPSC Group exams for 61 students. During 2020-21 and 2021-22, Departments of Commerce and Chemistry together offered coaching for Post Graduate entrance exams for admission into various Universities to 120 and 39 students respectively. During 2022-23, the Department of Mathematics conducted 'Opportunities for higher progression' attended by 21 students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

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

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document

5.2 Student Progression

5.2.1

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

Response: 20.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
82	48	25	96	10

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

5.2.2

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 0.08

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

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

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (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 events 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 events (award for a team event should be counted

as one) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	5	1

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The Student Council

At the beginning of every academic year, after a keen observation, the proctors of each programme select the student as a class representative who is meritorious, outstanding, proactive, self-discipline and responsibility as parameters.

Magazine Committee:

The college magazine is published annually. It reflects the achievements of students in the academic year. It constitutes faculty and student representatives which works from the beginning of the academic year. It often meets and discusses the articles those should be selected for publication.

Anti Ragging Committee:

The committee has been constituted to prohibit, prevent, and eliminate the scourge of ragging including any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating, or handling with rudeness, a fresher or any other student, or indulging in unfair means or undisciplined activities by any student which causes annoyance, hardship, or psychological harm or to raise fear or apprehension. The involvement of the student of the mentioned activities directly or indirectly with intention, would be severely punishable, as per the rule of Anti Ragging Act.

Cultural Club:

In the institution, the cultural club provides a platform for the students where they can explore their hidden talents in cultural competitions such as singing, dancing, playing skits. Every year, it organizes activities such as Fresher's Party, Farewell party and also celebrates festivals like Pongal and Dasara.

Consumer Club:

The Consumer Club aims at creating awareness on consumer's roles and responsibilities and rights in the society. It also conducts awareness programmes in this regard.

Health Club:

Health is Wealth. Healthy citizens are the greatest asset of a country. Good health keeps both physical and psychological balance in one's own personality which makes a healthy society. The club takes care of everything in the campus.

Red Cross Club

The club aims at protecting human life and health in the nation. It renders more services at the time of disasters or natural calamities. Red Cross club organizes various activities such as blood donation camps, medical camps, visit to blood banks, visit to old age homes and so on.

Career Guidance:

It is a comprehensive, developmental programme designed to assist the individuals in making and implementing informed educational and occupational opportunities. A career guidance and counselling programme develops an individual's competencies in self-knowledge, educational and occupational exploration, and career planning. The programme helps individuals acquire the knowledge, skills, and experience necessary to identify options, search for alternatives and succeed in society.

Sports & Games Committee

Objectives

1. To improve the confidence levels among the students.
2. The provides facilities for sports and games activities.

Grievance Redressal Cell:

Grievance Redressal Cell has been set up to help the students and the staff to record and solve their grievances in matters directly affecting them, either individually or as a group.

Objectives:

1. To develop a responsive and accountable attitude among the stakeholders to maintain harmonious educational environment in the institution.
2. To inform the learners to express their grievances.

File Description	Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

1. Sports competitions/events
2. Cultural competitions/events
3. Technical fest/Academic fest
4. Any other events through Active clubs and forums

Response: B. Any three of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
Institutional data in the prescribed format (data template)	View Document

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 0.12

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
0.04962	0.07530	0	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The institute has formed an Alumni association during the year 2021-22. The Alumni association was registered with the number: 284 / 2022 under section 3 of Societies Registration Act, 2001 at AP Registration and Stamps Department, the Registration of Societies, Kakinada on 14th July, 2022. The association consists of a President, a Secretary and a Treasurer. The association invites the old students as members. During the year 2022-23, 44 number of students became the members of this association. The association conducts the meetings annually twice with former students and discuss the means and avenues to raise funds for the development of college. The Alumni are invited to participate not only in the BOS meetings of the departments but also to give suggestions in the curricular, co-curricular and extra-curricular activities in the campus so as to improve the standards of the institution. Besides, the feedback on curriculum was also collected from them. This feedback helps the faculty to design the syllabus as per the existing industry / market needs.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

To improve the quality of the teaching-learning process, the institute has been evolving the new strategies from time to time through its effective governance and institutional planning. Besides, the institute also emphasizes not only on the infrastructural facilities of good standards, but also on the strengthening the administrative machinery as well. The academic and other activities carried out in the campus, are in tune with the vision and mission of the college.

Further, it envisioned to emerge as an outstanding academic institution with the quest for excellence in teaching, learning and research; to impart knowledge and skills to the rural youth with consideration for ethical, social and ecological values to carve out professionals of integrity and character. To make its vision a reality, the institute functions with the objectives such as extending equal opportunities to all, learning through relevant, innovative programmes and services; providing global knowledge and skills and building globally competitive professionals with core values.

The effective leadership of the institution is reflected in its various institutional practices. The institution has been implementing the National Educational Policy 2020 as per the guidelines of the Commissioner of Collegiate Education (CCE), AP, Mangalagiri,

The institute functions in compliance with the directions given by the Governing Body, an apex body headed by the CCE. Principal is the head of the institute working under the jurisdiction of Regional Joint Director of its zone. The college ensures decentralized and participatory governance by incorporating all its stakeholders including the Vice Principal, Academic Coordinator, IQAC Co-ordinator, Controller of Examinations (CoE), Heads of various departments, and Coordinators of various committees and cells.

All the resolutions regarding academics and administration are taken after a thorough discussion in the Staff Council meetings. Academic council is the apex body of all academic matters to be decided. Besides, the students also participate in the governance of the institution through effective representation i.e., Student Council and various committees. The Student Council acts as an interface between the administration and the students in curricular and extracurricular endeavours responsibly. This hierarchical structure makes sure of delegating the power and allocation of responsibilities for the smooth functioning of the college.

Based on vision and mission, the perspective plans are prepared and effectively executed. Short term and long term goals for the institution are set in tune to the vision and mission of the college. The statutory and non-statutory bodies of the college function efficiently and effectively with the support of various committees and cells, forums, clubs etc., that work together for smooth governance of the college.

During the last five years i.e., 2018-19 to 2022-23 more than 45 committees were constituted in this institute. The policies regarding teaching, code of conduct, budget, and future plans etc, are reviewed in the meetings. The college, thus, believes in participatory governance.

The institution is also guided by core values, women development, patriotism, integrity, inclusiveness, transparency and social responsibility. Thus, conducive working environment is provided to the faculty and non-teaching staff by providing better facilities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Perspective plans are prepared for five years, evolved and deployed through action plans, budget allocation from time to time in a transparent manner and review the respective outcomes to ensure the attainment of strategic plan. The strategic plan collates and presents the goals, strategies and performance indicators of each division. Since then, the new courses were added to improve the quality of education. At every level, there is an effective monitoring and documentation. The institution follows effective policies and strategies to empower socially and economically underprivileged students from marginalized communities. State Government scholarships and endowments are provided to the eligible students.

The Perspective Plan 2018-22, under the subheading Student Progression, was proposed for providing scholarship to all eligible students. Accordingly, the college guides all the newly admitted students. The students selected based on merit and reservation, are admitted through the online portal oamdc.ap.gov.in. The fresh registrations and renewals were done in the Jnanabhumi Portal. The Scholarships consist of two parts which are RTF (Reimburse Tuition Fee) and MTF (Mess Transfer Fee). From 2019-20 onwards, the flagship schemes of Govt. of AP, Jagananna Vidya Devana and Jagananna Vasathi Devana have been being implemented. Vidya Deevana is deposited in the student's mother account quarterly and it is paid by the student to the college after its release. The record of beneficiaries receiving the scholarship is maintained in the office.

The institution has a well-defined organization structure that attains the autonomy, transparency and

excellence. Governing Body is the main body that designs and develops the plans for the improvement of this college. Principal plays a dynamic role in guiding the faculty in academic, administrative and financial matters. The Internal Quality Assurance Cell (IQAC) prepares the perspective plan, obtains feedback on them and finally prepares the action taken report. The annual academic audit team is constituted by CCE so as to improve the educational standards. Controller of Examinations (CoE) is responsible for conducting the examinations and releasing the results by maintaining the confidentiality. Academic Council approves the new courses, the Board of Studies minutes of all departments and frames all the academic guidelines.

Always there is a well-defined organizational structure in the college. The staff of the institute constitutes the Principal, teaching and non-teaching staff. The regular staff is recruited by APPSC while other posts are filled on contract basis. AP State Subordinate Service Rules, 1996 are applicable to all the regular staff, who must obey them. The service and pension rules are governed by the UGC guidelines issued by the CCE and the Government of AP. Promotions and increments of the teaching staff are attained through CAS (Career Advancement Scheme).

College Planning and Development Council(CPDC) was constituted to improve the progress and development of the college. Resources are identified either from the funds allotted by the UGC, the State Government, internal resources, CPDC, Alumni or the voluntary organizations at the local level. Then procedures are strictly followed to complete the process of allocation of funds.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

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

Appraisal System:

All the faculty have to submit a self-appraisal report, called Annual Self Appraisal Report (ASAR), at the end of academic year to the IQAC. This report will be in different formats for Lecturers, Physical Director and Librarian. The ASAR consists of three categories viz., Teaching, and Research & Publication Activities. Every faculty has to submit it after its self-evaluation with all proofs to the IQAC for the scrutiny. After this, it will be sent through proper channel for Career Advancement Scheme (CAS) to the CCE.

Welfare Measures:

Being the State Government Institute, the Govt. of AP safeguards the interests of its teaching and non-teaching staff by implementing the employee's welfare mechanism. These welfare measures will ensure conducive, healthy and employee friendly atmosphere in the institute thereby enhances their efficiency.

Leave Policy:

All the staff members are entitled to avail various kinds of leaves based on their eligibility. These leaves are sanctioned as per the guidelines/ instructions of the state government and leave policy of the college.

Monetary Schemes:

Andhra Pradesh Government Life Insurance (APGLI): This is the social security measure taken by the Government for the benefit of employees. It is a compulsory scheme for all the state government employees. The minimum compulsory subscription is fixed around 4% and maximum contribution is 20% of the basic pay. Loans may be sanctioned up to 90% of the surrender value with simple interest. APGLI loans are promptly paid to the staff from their APGLI account as and when need arises for them.

Group Insurance Scheme (GIS): It is also an insurance scheme mandatory for every state government employee. The Govt. of A.P has introduced A.P.S.E.G.I. Scheme in 1984. Recovery shall be made from the salary every month by the D.D.O, for duty, leave, or suspension. The amount of this is paid with interest at the retirement time or death of the employee whichever is earlier.

Employee Health Scheme (EHS): With the primary objective of providing health care for all and high-quality medical services to State Government Employees, the Dr YSR Aarogyasri Health Care Trust under supervision of the Govt. of AP has been implementing the Employee Health Scheme (EHS). All employees and their dependent family members can avail cashless treatment at empanelled hospitals or Network Hospitals.

Besides, Government Provident Fund (GPF) or Contributory Pension Scheme (CPS) and Andhra Pradesh Employee Welfare Fund (EWF) are also provided to the employees. Further, employees are also eligible to get loans such as Home loans, Personal loans, Educational loans, Car loans etc., from all the nationalized and private banks.

Cater to Emotional Needs: Staff Grievance Redressal Cell has to solve the issues and grievances of the staff. Indoor games facility was also provided for the staff to relax and to refresh physically and mentally. Staff Club organizes staff gatherings and parties.

Recognition and Rewards: The teaching staff members are honoured on September 05th of every year.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 0

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

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

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 47.83

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
28	10	11	11	6

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The institution is known for its integrity and accountability as it maintains a transparent and accountable financial management system. The institute tries at its best to regulate financial process, preparing budget, mobilising resources, monitoring expenditure, maintaining accounts, internal verification, and external audit. The college is able to implement various quality enhancement activities with its ability to mobilize resources from different sources for new programmes, infrastructure, student's welfare, and staff career advancements. Further, the institution takes care to ensure the adequate resources from the various enhancement activities to mobilise the funds. The needs of the finance for the institute is for long and short term requirements.

Mobilization of Funds:

The major external sources of institutional funding are from UGC, Budget allocations from the Govt. of AP through the Commissionerate of Collegiate Education, Rashtriya Uchchatar Siksha Abhiyan (RUSA). The important internal financial resources include the special fee, fee from restructured courses and self-finance courses, CPDC funds, fee from the examination section to meet the needs of students while examinations are going on and fee from certificate courses to run the courses. Besides, funds from Universities for conducting various activities through NSS are also obtained. Funds from CPDC are nothing but fee collected from the students for college for infrastructural development. These are credited to CPDC account to incur for maintenance and remuneration to teaching as well as non-teaching staff.

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, the Principal, being the disbursing officer, meticulously follows the established procedures involving the Finance Committee, the Purchase Committee, RUSA Committee and the college office before it is finally disbursed to the person concerned or the respective department(s). Besides, contributions made by the alumni, well-wishers and philanthropists, Government Scholarships are also considerable resources.

Utilization of Resources:

The institution effectively utilizes the funds in the following ways: Disbursing the staff salary i.e., Funding provided for the guest lectures to improve the teaching learning process. The institution also 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, for purchasing library assets and such other assets and also for organizing seminars, conferences, workshops, faculty empowerment programmes, arranging guest and extension lectures, organizing sports and cultural events, observing the days of national significance, activities on NSS platforms etc. Resources are also being providing for

women empowerment.

The balance sheet of the college gives an idea about the expenditure incurred on purchases. The 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
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 0.45

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0.447	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years

with the mechanism for settling audit objections within a maximum of 500 words**Response:**

The office of the college prepares the budget proposals for each quarter under various heads and submits it to the CCE, A.P., Mangalagiri. In turn, the college receives the budget allocation funds from the CCE, A.P., Mangalagiri in four quarters during the financial year. In each quarter the budget will be allocated under different heads and the institution will utilize them up to the maximum instant.

The college makes a transparent financial transaction through cheques, demand drafts or National Electronic Funds Transfer (NEFT). The Public Financial Management System (PFMS) is followed in dealing with the transactions when money is received from the Central Government funding agencies and the accounts are submitted on time. The Central Financial Management System (CFMS) is followed in dealing with the transactions when money is received from the State Government and the accounts are submitted on time. The institution also received funds under the plan RUSA. Besides, the college also receives NSS Funds from the affiliated University AKNU, Rajamahendravaram.

The institution conducts audit regularly to maintain the transparency in the institution. The Govt. of AP has framed the audit mechanism for all the government educational institutions. The accounts of the institute are audited by two mechanisms internal and external.

Internal Audit: The UGC accounts are regularly audited by the local auditors at the institutional level while the internal audit is done by the Audit teams of the Commissionerate of Collegiate Education (CCE) or Regional Joint Director of Collegiate Education (RJDCE), Rajamahendravaram. At the institute level, Principal is vested with the financial powers and is the chief custodian of all financial resources of the college and works out plans for utilization of college funds in consultation with the Staff Council and CPDC.

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

The funds received through various projects/travel grants/schemes/programmes are channelized effectively, and the utilization certificate is submitted to the funding agencies along with the audited statements of accounts to the Principal's Office. The heads of the departments and the coordinators of various units submit the accounts of expenditure to the office for auditing. Such funds shall be audited by the Chartered Accountant hired by the institution.

If any, discrepancy/ objection is raised by the audit parties during the audits performed by the CCE or RJDCE, they will send a report/ letter to the institution. Accordingly, the Principal will submit the required data to the respective departments for waiver of the concerned objections. If the audit parties are not satisfied with the information provided for the objections, the funds will be recovered from the respective Institution/Principal or the person responsible and also recommend for suitable follow-up action.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

IQAC plays a major role in enhancing the quality of the institution. It has initiated many quality enhancement measures and institutionalized them to ensure their sustainability. The quality enhancement of the institution is a continuous process in which it sets the benchmarks, creates parameters to reach academic and non-academic goals and collects feedback from the stakeholders. It ensures greater participation of faculty in knowledge domains. Knowledge management is also made possible by the programmes of the IQAC through cells and committees and it is a participative and facilitative unit with the faculty members.

The IQAC was instrumental in attaining the autonomy to this institute in 2017 and is also doing monumental works in shaping this college. 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. Incremental improvements were made during the last five preceding years with regard to quality and post-accreditation quality initiatives.

The following are the major incremental improvements and quality initiatives taken up by the IQAC during the assessment period 2018-2022, viz., NAAC re-accreditation process, preparing annual plans, academic & administrative audits, coordinating statutory body meetings and general staff meetings, conduct of IQAC meetings, administering and monitoring feedback analysis collected from various

stakeholders, organizing workshops and seminars related to quality enhancement, submitting AQAR reports, AISHE & NIRF data uploading, external publicity, participation in surveys and rankings, student induction programme, establishment of research council, promotion of digital literacy by strengthening learner-centred pedagogy integrated with ICT methods of teaching and learning, Networking with other institutions through Memorandum of Understanding, monitoring the Community Service Project at the end of First Year, Internship Programme at the end of Second Year and On the Job Training at the end of Third year of Under Graduate programmes, promoting Industrial collaborations for placement, Institutional associations for quality promoting programmes in the academic domain; monitoring student fee collection through F-Map App, Online Admissions through OAMDC Portal, TLP App for monitoring teaching learning practice in the administrative domain; preparation of research policy and its approval in the GB meeting, encouraging the staff to pursue Ph.D. in part-time mode etc., in the research domain.

Institutional Calendar:

At the beginning of every 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. If any lapses are there, they are addressed immediately. Apart from this, quality assured initiatives conducted by any department/committee/cell of the institution are monitored, mentored and implemented through participative management and internal coordination by IQAC. All these strategies and processes help in taking the institution to the higher level.

File Description	Document
Upload any additional information	View Document
Provide the 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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The IQAC of this institute, periodically reviews teaching-learning process, its structures and methodologies of operations and learning outcomes. Under the efficient leadership of the Principal and the Governing Body, it has developed effective norms to review and achieve the best learning outcomes. The IQAC undertakes a periodical review of teaching-learning activities such as the preparation of BOS, department activities, annual academic plans, analysing the faculty performance through feed-back and appraisal systems, need based periodical evaluation of the courses, introducing certificate courses,

monitoring bridge courses, remedial programmes, implementation of ICT based pedagogical methods; teaching diaries, teaching notes, etc.

Further, the IQAC has devised an effective on-line feedback mechanism on teaching-learning scenario in the college. The IQAC reviews and reforms the teaching-learning programmes based on the feedback from stakeholders. Under the provisions of autonomy, the liberty is taken to introduce or abolish/ remove/ restructure/revamp the programmes, courses or course contents to suit market demands.

In the beginning of the academic year, the IQAC reviews the work load based on the sanctioned strength of students and recommends the Principal to appoint the required number of temporary or contract faculty to facilitate smooth running of classes. To facilitate the student centric methods in teaching-learning, the curricular plans are designed to outline the pedagogy methods combined with curricular, co-curricular and extracurricular activities. With a view to revamp the existing lecture method, the IQAC held a series of meetings and with senior faculty and pedagogy experts, to devise a number of student centric pedagogy tools such as PPTs, AV aids, group discussions, projects, classroom seminars, interviews, role plays, surveys etc. to revitalize the teaching-learning scenario. Academic infrastructure in the college has been strengthened to create a congenial academic ambiance for teaching and learning. There are two case studies reflecting the efficiency of IQAC.

Case Study 1: In this case, IQAC arranges and conducts workshops, seminars, FDP etc., in the departments; plays a vital role in NIRF rankings, submission of documents to AISCHE; prepares the academic as well as other plans to create the benchmark of the institution; documents all the activities in the institution; integrates and monitors the modern teaching and learning methods.

Case Study 2: IQAC plays a major role in making this college a smart campus as it strived to bring IT facilities in this campus i.e., it is wi-fi enabled and has the AP fibre grid connectivity. The institution has 3 digital classrooms, 1 virtual classroom, English Language Lab and 2 computer labs with computers to improve the digitalization process to produce ICT based resources in academics. The LAN is also enabled in the examination section and Wi Fi enabled section in office to improve the quality in administration. IQAC has initiated the eco-friendly measures like installing grid tied solar power plant of capacity 20KV to reduce the usage of power bills by 25%. The conventional electric bulbs are replaced with solar bulbs at various places to save the energy.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

1. Academic and Administrative Audit (AAA) and follow up action taken

2. Conferences, Seminars, Workshops on quality conducted
3. Collaborative quality initiatives with other institution(s)
4. Orientation programme on quality issues for teachers and students
5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc
6. Any other quality audit recognized by state, national or international agencies

Response: B. Any 4 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Promotion of Gender Equality:

The institution has prioritized the promotion of gender equality and sensitization, considering it a key focus. To ensure the safety and security of women, various committees, such as the Anti-Ragging cell and Student Redressal cell, have been formed to provide effective solutions to their grievances with an impartial and fair approach. The Women Empowerment Cell (WEC) also takes responsibility for addressing the issues faced by girls. The institution's curriculum integrates gender equality and sensitization. An online app, E-CEGRaM, initiated by APCCE, facilitates grievance redressal.

Women Empowerment Cell (WEC): "A Strong Woman for a Better Society"

WEC aims to empower women for equal opportunities and transform them from girls with dreams into women with a vision. The cell celebrates events like World Malala Day, Savithribhai Phule's birth anniversary, Girls' Child Day, and the "International Day for the Elimination of Violence Against Women" to sensitize the students about gender equality. WEC organizes awareness programmes, elocution, essay writing, JAM sessions on women's security through digital initiatives like DISHA app, DISHA act 112, and I am Shakti. It also observes International Women's Day annually. WEC believes in the holistic health of women and conducts health awareness programmes to improve girls' health and personal hygiene. The cell provides a separate waiting hall, distributes sanitary pads during menstrual periods, and offers self-defense programmes to train girl students. Festivals like Sankrathi are celebrated with activities such as Rangoli competitions, traditional dress competitions, and bonfires.

Security:

The college prioritizes the safety and security of female students with robust measures such as CCTV surveillance and a public redressal system. WEC and the Physical Director oversee discipline inside the campus. Gender-sensitive policies and awareness campaigns contribute to a secure and inclusive campus environment.

Counselling:

The college has implemented a proctor system to offer counseling and assistance to the students. Expert-led sessions on crucial topics like health and hygiene by gynecologists and female police personnel, addressing harassment by the Anti-Ragging cell, and discussions on preventing early marriages and

protecting women rights by Arts Departments are organized.

Common Rooms for Girl Students and Women Staff:

The college takes a significant step in empowering its female students by establishing a girls' waiting hall equipped with proper lighting, fans, dressing tables, napkins, and other necessities. This safe and inclusive space promotes a sense of security and fosters a supportive environment, encouraging active participation, academic excellence, and personal growth among the female student community

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	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:**

Govt. Degree College, Tuni imparts top priority to green initiatives so as to create a healthy, eco-friendly atmosphere in the campus, besides maintaining a good tree cover. As a part of it, the institute encourages the following environment friendly practices: To reduce the waste generated in the campus, the students and the staff are educated on proper waste management practices through lectures, advertisements on notice boards, displaying slogan boards in the campus. Waste in the campus is collected on a daily basis from various sources and is separated as dry and wet waste. Differently colour coded dustbins are used for different types of wastes. Among degradable wastes, Green and Blue coloured dustbins are meant for wet and dry (solid) wastes respectively. For non-degradable wastes, Red coloured dustbins are used for their disposal. Besides, two giant-size pits of size 10x10x10 meters, one for degradable and the other for non-degradable, were also set up at the eastern end of the campus.

Every day, the garbage collected in the campus by sweepers is handed over to authorized personnel of Velama Kotturu Gram Panchayat for further processing or recycling. The plastic carry bags, cups and laminated paper plates were strictly banned in the campus. Most of the waste generated in our institute is of bio degradable in nature. The biodegradable portion is also dumped in the pits and subjected to decomposition in order to make useful manure over time. This manure is consequently used for plantation inside the college premise and also distributed to the farmers nearby college.

In solid waste management, the students also play a key role. The students and the staff are encouraged to use cloth bags instead of plastic or polythene containers. Regarding paper waste, dust bins were provided in every class room for collecting paper waste. Dustbins are cleared every day. For collecting the solid waste from the nook and corner of all the class rooms, dustbins were arranged in each and every class room; departments, labs, digital rooms, library etc., in the campus.100000000

Liquid Waste Management and Waste Water Recycling

Conventional macro-scale experiments are replaced by micro-scale experiments in the Chemistry laboratory as a Green Practice to minimize the usage of chemicals and water. Liquid wastes generated by the RO units are directed towards collection drains in the rear side of the college building.

e-Waste Management:

The institute has constituted a committee chaired by the principal along with six members including two senior lecturers, one administrative staff and two student representatives for e-waste management. This committee identifies the outdated / unserviceable electronic equipment in the college and prepares a list. After getting the approval of the Staff council, following the Standard Operating Procedures (SOPs) of e-waste Management issued by the Commissionerate of Collegiate Education, it will be sent to the notified agency for recycling.

Hazardous Chemicals and Radio Active Management:

Very minute and negligible quantities of heavy metal wastes like lead are generated from our chemistry laboratories of the institution. Further, there is no scope for radio-active pollution in the institute.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Any other relevant information	View Document
Geo-tagged 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**

Response: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.5**Green campus initiatives include**

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The institution is fervently committed to implement green initiatives within its sprawling campus. A comprehensive analysis of the land utilization pattern reveals that the campus, encompassing a total area of approximately 22 acres, is meticulously planned to balance infrastructure, recreational spaces, and lush greenery. The administrative buildings, classrooms, laboratories, library, canteen, and other

infrastructures collectively occupy around 4 acres. Expansive playgrounds cover approximately 8 acres, fostering physical activity and a sense of community among the students. The remaining area of 10 acres was dedicated to a diverse array of tree species, contributing to the campus' verdant landscape.

The strategically planted trees, predominantly shade-providing species, not only enhance the aesthetic appeal of the campus but also serve the practical purpose of shielding the students from the intense rays of the sun. This conscious effort towards maintaining greenery not only creates a pleasant environment but also promotes a sense of well-being among the academic community.

One notable green initiative involves the observance of a vehicle-free day on the first and third Saturdays of every month. This initiative aims to minimize vehicular pollution within the campus. To encourage sustainable transportation, the students and the staff are motivated to utilize bicycles and electric motor vehicles. Additionally, the students with the cooperation of National Service Scheme (NSS) teams, actively participate in cleanliness drives to ensure a clean and green campus. The collected dried leaves and twigs are preserved in the pits designed for manure and nutrient recycling, contributing to soil enrichment. In some instances, these organic materials are also utilized by Panchayat staff for similar purposes.

Environmental awareness is created among the students, urging them to adopt eco-friendly practices. Initiatives such as the prohibition of single-use plastics and polythene covers, the promotion of cloth bags, and the celebration of environmental days further enhance eco-consciousness not only among students but also within neighboring village communities. Over the past few years, the institution has successfully implemented a range of impactful green initiatives. These include the installation of solar photovoltaic panels, seasonal plantations, consistent observation of vehicle-free days, a ban on single-use plastics, reduced paper consumption through e-office practices, energy conservation through LED bulbs, and the establishment of rainwater harvesting pits to replenish groundwater levels. Through these endeavors, the institution remains dedicated to creating a sustainable and eco-friendly campus environment.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: B. Any 3 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

The college is dedicated to foster an inclusive and supportive learning environment for all students, including those with diverse abilities. We strive to create a differently abled friendly and barrier-free campus that promotes equal access, independence, and success for every student. By implementing various measures, we ensure that differently abled students can fully engage in their educational journey, participate in college activities, and thrive academically.

Ramps for easy access to classrooms:

As a part of our commitment, we have established a comprehensive ramp facility to facilitate easy access to classrooms for differently abled students, ensuring seamless navigation and eliminating barriers for individuals with mobility challenges. The ramps are wide and gently sloping, allowing for comfortable wheel chair access.

Signage including display board, sign posts:

To ensure ease of navigation and information accessibility, we have implemented a comprehensive signage system that caters to the needs of differently abled students. The display boards were designed with clear and legible fonts, high contrast colors. Sign posts were strategically placed throughout the campus, providing clear directions and guidance to different facilities, classrooms, and amenities.

Provision for enquiry and Assistance: Human assistance, reader, scribe, screen reading:

In this college, we recognize the importance of providing comprehensive support to differently abled students to ensure their success and equal opportunities. Human assistance is readily available to address any queries or concerns that differently abled students may have been offered guidance and support throughout their academic journey.

Examination policy for Differently-abled students:

In the college, we uphold a fair and inclusive policy for examinations that takes into account the unique needs of differently abled students. We recognize that every student should have an equal opportunity to demonstrate their knowledge and skills, regardless of any physical or cognitive challenges they may have. To accommodate these needs, we provide reasonable adjustments and accommodations during exams. This includes extra compensatory time with not less than 30 minutes, a separate quiet environment, a suitable seating arrangement and scribes ensuring that they can showcase their abilities to the best of their potential.

Awareness and Sensitization:

Promoting awareness and sensitization about differently abled students is integral to fostering an inclusive college community. We also encourage student-led initiatives, such as disability awareness clubs, where students can actively participate in raising awareness and organizing events that celebrate diversity and promote inclusion.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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 such other diversities (within 500 words).

Response:

The institution has come up to create a holistic society which shows the pathway towards the harmony and togetherness which shows a landmark of unity in diversity by involving students in various co-curricular and extension activities which reflects the integral vision of the college.

- To help the differently abled, parking areas are kept closed to the building and ramps are also provided for wheel chair users.
- It is ensured that the teams for academic projects formed keeping wholeness as the main factor. This enable the students to promote engaging themselves in different cultural organization.
- The faculty in-charges of NSS and RRC units also encourage students from various cultures to get together for extension activities. During NSS camps the volunteers gather information regarding the socio-economic status of villages they have campaigned. This makes the students the importance of how to lead the way of life by communicating with different kinds of peoples in the society and create the thought process of one's responsibility in order to serve the needy people in the society which helps the students mind of generosity in particular and social responsibility in general.
- The college facilitates students to proclaim from diverse cultural, linguistic, regional, communal, and socio-economic backgrounds. All the freshers who seek admission to the institution are admitted against the seats earmarked for them in the reservation categories as mentioned in government policies. Coaching for specific needs such as career guidance, competitive exams, and remedial teaching measures are provided to all the students belonging to various backgrounds.
- The students and the staff visit old age homes, orphanages and share their contributions in the form of rice bags, pulses, fruits, and vegetables to the needy inhabitants. By involving the students in such activities, it creates a lot of awareness among the student community a sense of humanity which are the core values of the institution paving the pathway and focusing the overall personality development of the students.
- This cordial environment is focused by participating in different extra-curricular activities by promoting togetherness without any linguistic and cultural differences.
- The institution involves in various cultural festivals. All the hostlers and day scholars come together and involve themselves in various festivals which indicate unity in diversity. The college celebrates Sankranthi, Holi, and Telugu Matru Bhasha Diwas with eco-friendliness.
- The students are motivated to research activities in the form of community service projects, study projects which give them a continuous form of encouragement to withstand their intellectual power.

Apart from the above, value-based quotes of humanity background and faiths are portrayed in the institution, corridors, and other main areas.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The sensitization of students to constitutional obligations, encompassing values, rights, duties, and responsibilities, is a crucial aspect of nurturing responsible citizens within an institution. A comprehensive approach involving various activities can effectively instill these values aligned with the Constitution of India.

- 1. Community Engagement Projects:** Encouraging students and employees to participate in community service projects creates a direct link between constitutional responsibilities and societal well-being. Activities such as legal aid camps, awareness drives, and community development projects provide practical avenues for applying constitutional values.
- 2. Values-based Leadership Programmes:** Leadership development programmes that emphasize values aligned with the Constitution cultivate responsible leaders. These programs can include modules on integrity, transparency, and social responsibility, fostering a culture of ethical leadership within the institution.
- 3. Cultural and Diversity Celebrations:** Celebrating the cultural diversity of India fosters an appreciation for pluralism, a value deeply embedded in the Constitution. Cultural events, festivals, and awareness campaigns can highlight the importance of embracing diversity as a cornerstone of responsible citizenship.
- 4. Student-led Initiatives:** Empowering the students to take the lead in organizing events and campaigns related to constitutional values promotes a sense of ownership. Student clubs or associations dedicated to constitutional awareness can organize seminars, workshops, and awareness campaigns within the institution.
- 5. Regular Constitution Day Celebrations:** Commemorating Constitution Day annually provides an occasion to reflect on the values enshrined in the Constitution. Activities such as panel discussions, essay competitions, and thematic events centered around the Constitution reinforce its significance in shaping responsible citizens.
- 6. Institutional Policy Reviews:** Periodic reviews of institutional policies to ensure alignment with constitutional principles demonstrate a commitment to upholding values. This include policies related to equality, non-discrimination, and inclusivity within the institution.

In conclusion, a multifaceted approach that integrates these activities is essential for effectively sensitizing students and employees to their constitutional obligations. By fostering an environment that values education, ethical leadership, community engagement, and cultural diversity, institutions can play a pivotal role in shaping responsible citizens who actively contribute to the well-being of society while upholding the principles enshrined in the Constitution of India.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values necessary to nurture students to become 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 institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	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:

SeVa - SERVING COMMUNITY AS VASUDAIVIKA KUTUMBAKAM

Goal: Govt. Degree College, Tuni has always held the idea of social service and responsibility, as per our vision in its mandate to all undergraduate students to engage in community service activities. Our

SeVa Practice brings all of the extension activities initiated by the college and executed by different student bodies.

The major objectives are:

- To sensitize the students on the socio-economic structure of the society
- To arouse the spirit of common interest to participate collectively for social cause.
- To modify the students behavior so that they make a difference in society.

Context:

SeVa programme of the institution, in its aim to bring all the extension activities of the college under one umbrella, which houses the student bodies such as National Service Scheme (NSS) highlighting their community service activities.

The Practice: The NSS units organize special camps on several occasions for seven days for the students to understand and analyze the rural life with its dynamics, and serve the village communities. The students of each NSS section adopted a village each and engage with people. They documented people's life style and issues and serve them with their domain knowledge in specific fields of action. The NSS unit conducted a Special Camp at G. Koneru & Chepuru and organized various awareness camps and sensitised the rural public regarding Blood Donation, Health, hygiene, literacy and many more issues as they are facing trouble at present day scenario. They also conducted Clean and Green programme in the adopted villages.

As a part of STEM(Science Technology Engineering and Mathematics) -a Government of India initiative, the Dept. of Mathematics organized voluntary classes by the students of the college in Chepuru Village High School to sensitise the students how to create an empathy on mathematics and how to develop their mathematical abilities. The Botany department and NSS units collectively participated in plantation programme and many plants were planted in campus as well as in the adopted villages. The college initiated another best practice: "The Joy of Sharing –Guppedu Biyyam" (A Handful of Rice). The institution encourages the students, the faculty members to contribute a handful of rice on second Wednesday of every month. The collected rice will be donated to old age home along with clothes, fruits etc. The college staff and students involved in distribution of blankets, clothes for poor, homeless people.

Evidence of Success : The entire college staff and students feel that it's a great privilege for all as some extent helping the needy people in offering their hand directly and voluntarily which may not be possible the same kind of offering and extending the cooperation in case of some other organizations.

Problems Encountered: Creating awareness in the students about the socio-economic status of the society they are catering to.

- Initial hesitation to stay back beyond college hours.
- Monitoring the safety of the students when they go out into the community.

Resources Required:

- Arranging conveyance for the students whenever they have to go into the villages
- As the protocol demands the contact of local authorities is required to get permission for organizing camps.

SHiNE- Support for Higher Education and Nurture towards Employment & Entrepreneurship

Goal : Our SHiNE Practice brings all of the initiatives by the college in nurturing the students higher education, employment and entrepreneurships.

The major objectives are:

- To provide foundation and to improve higher progression of the students for pursuing higher studies.
- To upgrade the skills of the students and neighbouring community for employment generation.
- To arouse the spirit of innovation and entrepreneurships.

Context : SHiNE programme our institution, in its aim to bring all the activities related to student progression of the college, skill upgradation programmes to cater to the needs of the students and neighbouring youth, encouraging innovation under one umbrella.

The Practice: Several departments, under their able guidance, organize coaching classes exclusively for the students those who wish to go for their higher studies. Under the esteemed State Government initiation, AP State Skill Hub centre was sanctioned to this college and it is also successfully providing training for both rural and urban youth in various skill based courses for gaining employment. The Certificate Courses are offered in this college as value added courses in their subjects which are very much useful for the bright career of the student community. Department of Chemistry organized Campus Placement Drives for both UG & PG level students in getting placements for the eligible youth.

The incubation cell of the college is always trying its level best to encourage the innovative ideas of the students and the staff of the college also strive hard in implementing their ideas and transforming them in well-known entrepreneurs. The incubation cell along with department of Computer Science of this college also encourages their students to become entrepreneurs in the field of Computers with cutting-edge technologies through which they can establish their own business strategies in procuring online business platform which also gives a tremendous response from the citizens in establishing various e-commerce web portals like Cheneta.in, etuka.in.

Evidence of Success: The college is so fortunate to have such great scholarly diamonds who give good name and fame to this institution.

- Computer Science got state 1st rank in Andhra Pradesh PGCET in BC-D Category, state 2nd rank in open category, 33rd rank in Telengana PGCET.
- Physics got University 1st rank in Andhra University, Adikavi Nannaya University- PGCET entrance Exams.

- Every year Chemistry got several ranks and they got their PG seats in this college itself
Several Job drives facilitated the employment generation for the youth in and around our college.
- Skill Developments initiatives enhanced the abilities of the youth
Innovative ideas mushroomed and converted into applications such as cheneta.in, etukas.com

Problems Encountered:

- Getting wider participation in the job drives is a major challenge
- Insufficient financial resource to venture into big ideas.

Resources Required:

- Special orientation classes form teachers community of different areas.
- More financial resource to support innovative ideas.

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:

Introduction: The institution has adopted a forward-thinking approach to education by implementing the SHiNE practice, which stands for support for Higher Education and nurture towards nployment & entrepreneurship. This initiative reflects the institution's commitment to providing holistic support to students as they navigate their educational journey, explore employment opportunities, and nurture entrepreneurial aspirations.

Context and Objectives: In the context of higher education, the SHiNE practice has been designed to consolidate various activities related to student progression under a unified umbrella. It recognizes that education extends beyond traditional academic work and encompasses a spectrum of opportunities, including higher studies, skill development, and entrepreneurship.

The major objectives of SHiNE are multi-faceted, aiming to provide a strong foundation for higher progressions, enhance students' prospects for pursuing advanced studies, upgrade their skills for employability, and instill a spirit of innovation and entrepreneurship. These objectives align with the evolving landscape of education and employment, emphasizing the need for a dynamic and multifaceted approach.

Implementation and Departmental Initiatives: The successful implementation of the SHiNE practice

is evident through various initiatives taken by different departments within the college. Several departments have taken a proactive stance, organizing coaching classes dedicated to students aspiring for higher studies. These classes not only assist students in their academic pursuits but also provide guidance for competitive examinations, broadening their career options.

Under the aegis of the state government's initiative, the college has established the AP State Skill Hub Center. This hub operates successfully, offering diverse training in skill-based courses. The center plays a crucial role in bridging the gap between education and employment, catering not only to urban youth but also extending its reach to rural areas. The incorporation of certificate courses as value-added programme by different departments further enriches students' knowledge, providing them with a competitive edge in their chosen fields.

Success Stories: The SHiNE practice has yielded tangible success, particularly in the realm of campus placements. Departmental efforts, such as the Campus Placement Drive organized by the Department of Chemistry in collaboration with Aurobindo Pharma Limited, have resulted in numerous UG and PG students securing job offers. The Mega Campus Placement Drive, conducted in partnership with Jawahar Knowledge Center (JKC) and State Skill Development Center, stands out as a landmark event, with 81 candidates securing positions in various esteemed companies.

The college's incubation cell has played a pivotal role in nurturing entrepreneurial aspirations among students and faculty. The Department of Computer Science stands as a beacon of success, actively encouraging students to explore entrepreneurship in cutting-edge technologies. The creation of successful e-commerce web portals like Cheneta.in and etukas.com is a testament to the effectiveness of this initiative. The digital realm has provided a fertile ground for students to channel their innovative ideas into viable businesses.

Evidence of Academic Excellence: The SHiNE practice's impact is not limited to employment and entrepreneurship; it has also contributed significantly to academic excellence. Meritorious students achieving top ranks in various Post Graduate Common Entrance Tests (PGCETs) and university entrance exams underscore the practice's success. Noteworthy achievements include the Computer Science department securing the state's 1st rank in Andhra Pradesh Post Graduate Entrance Test (PGCET) in the BC-D category, state's 2nd rank in PGCET, 33rd rank in Telengana PGCET and Physics attaining the University 1st rank in both Andhra University and Adikavi Nannaya University.

These academic accolades are indicative of the holistic approach adopted by the SHiNE practice, which goes beyond conventional academic boundaries to nurture well-rounded individuals capable of excelling in various domains.

Challenges and Strategies: However, the journey of SHiNE has not been without its challenges. Encouraging students to extend their study hours, overcoming initial hesitation to stay beyond college hours, and providing continuous motivation are common hurdles. Increasing participation in job drives and addressing financial constraints for ambitious initiatives also pose significant challenges.

To tackle these issues, the college needs to implement strategies such as special orientation classes from teachers in different areas. Local media support can help in reaching a wider audience and garnering community involvement. Additional financial resources are essential to support innovative ideas that have the potential to transform into impactful ventures.

Conclusion: In conclusion, the SHiNE practice at the institution exemplifies a forward-looking and comprehensive approach to education. By seamlessly integrating higher education, employability skills, and entrepreneurial spirit, the college is not only preparing the students for academic success but also for the dynamic challenges of the professional world.

The success stories of campus placements, the entrepreneurial ventures emerging from the incubation cell, and the academic achievements of students are all testament to the programme efficacy. As the college continues to navigate challenges and refine its strategies, the SHiNE practice stands as a beacon of progressive education, shaping the future trajectories of students and contributing to the overall development of the community.

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

5. CONCLUSION

Additional Information :

Govt. Degree College, Tuni, stands as a beacon of progressive education, embodying a commitment to gender equality, social responsibility, environmental sustainability, inclusivity, and skill development. The institution's strategic initiatives demonstrate a holistic approach to student welfare, community engagement, and environmental consciousness.

The proactive measures taken to ensure gender equality, women's empowerment, and safety within the campus reflect a dedication to fostering an inclusive learning environment. The Women Empowerment Cell plays a pivotal role in sensitizing the students to gender issues, promoting health awareness, and providing a secure space for female students. The college emphasises on counselling, security measures, and inclusive facilities contributes to the overall well-being and growth of its diverse student community.

The SeVa programme exemplifies the institution's commitment to community service and social responsibility. Through various outreach activities, awareness programs, and student-led initiatives, the college actively participates in addressing societal issues. Initiatives like these showcase the institution's compassionate approach, extending support to those in need and fostering a sense of responsibility among students.

In terms of environmental sustainability, the college's solid and liquid waste management and green initiatives underscore a dedication to creating an eco-friendly campus. The multifaceted approach, including waste reduction, recycling, and energy-saving measures, aligns with global efforts toward environmental conservation. The institution's active involvement in environmental awareness campaigns reflects a sense of duty towards future generations.

The commitment to differently-abled students is evident in the establishment of ramps, clear signage, and inclusive examination policies. The emphasis on awareness and sensitization programme fosters an environment of understanding and support. The institution's encouragement of student-led initiatives further promotes diversity and inclusion, ensuring that every student, regardless of ability, can thrive academically and socially.

The SHiNE programme encapsulates the institution's dedication to fostering higher education, skill development, and entrepreneurship. The array of initiatives, including coaching classes, skill-based courses, and incubation support for entrepreneurial ventures, reflects a forward-thinking approach. The college's success stories in academic achievements, employment generation, and innovative ventures demonstrate the effectiveness of these initiatives.

While challenges such as initial hesitation and resource constraints have been encountered, the institution's resilience and commitment to continuous improvement are commendable. Additional resources and support, as identified, would undoubtedly enhance the impact of these initiatives.

In essence, the institution emerges as an educational institution that goes beyond traditional boundaries, actively engaging with societal challenges, nurturing talent, and creating a conducive environment for holistic development. The institution's multifaceted initiatives serve as a testament to its vision of providing quality education intertwined with social responsibility, environmental consciousness, and inclusivity.

Concluding Remarks :

In summary, the institution demonstrates a comprehensive commitment to academic excellence, holistic student development, and social responsibility. The curricular framework reflects a forward-looking approach, integrating conventional, restructured, and vocational programme to align with global competencies. The emphasis on life skill courses, community service projects, and internships further enhances students' readiness for the professional arena. The impending restructuring in line with NEP 2020 underscores the institution's adaptability to contemporary educational paradigms.

Teaching and learning methodologies cater to a diverse student base, particularly those from socio-economically marginalized backgrounds. The institution employs varied pedagogies, a mentor-mentee system, and robust IT infrastructure to facilitate effective learning. The commitment to Outcome-Based Education, continuous assessment, and a flexible credit system ensures a dynamic and student-centric learning environment.

Research and innovation thrive within the institution, with a focus on both faculty and student involvement. The Research Council's initiatives, the Incubation cell supporting entrepreneurial endeavors, and success stories of student-led initiatives like etukas.com and cheneta.in exemplify the institution's commitment to fostering a culture of innovation and practical application.

The infrastructure and learning resources, notably the Learning Resource Centre and IT facilities, are well-maintained and aligned with technological advancements. The institution's emphasis on experiential learning, community engagement, and social responsibility through extension programs further enriches the overall educational experience.

In terms of student support and progression, the institution excels in providing a range of services, from career guidance to an active student council and alumni association. These efforts contribute to a supportive and inclusive environment, ensuring students are well-prepared for diverse career paths.

The governance, leadership, and management of the institution are characterized by effective planning, transparency, and accountability. The institution's financial management, internal and external audits, and the pivotal role played by IQAC underscore its commitment to quality enhancement.

Finally, the institution's adherence to values and best practices, such as gender equality, social responsibility, and inclusivity, are commendable. The various committees and initiatives, from Women Empowerment Cell to SeVa program, showcase a holistic approach to education that goes beyond academics.

In conclusion, the institution stands as a model of excellence in higher education, embodying a harmonious blend of academic rigor, student-centric practices, and a strong commitment to societal well-being.