SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT DEGREE COLLEGE-SALUR

SRINIVASA NAGAR COLONY, SALUR.
535591
www.gdcsalur.ac.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College, Saluru, was founded on 31st August 1982 in Vizianagaram District of united Andhra Pradesh. Situated approximately 50 kilometers away from the District headquarters, Saluru is a prominent town in the region. The college operates under the affiliation of Andhra University, Visakhapatnam, and received approval from the University Grants Commission (UGC) under sections 2(f) and 12(B) in 1991.

The UGC Act of 1956 has enlisted Government Degree College, Saluru, District-Vizianagaram -535591, Andhra Pradesh in the catalog of colleges maintained under the category of Government Colleges.

The institution's vision is to be a beacon of inclusive education, embracing diversity, and providing diverse skills and hands-on training to meet our community's needs. The President and Executive members of Lions Club senior college committee, Saluru, exemplified this vision by donating Rs. 2,50,000 (One Lakh as Corpus Fund and another one lakh fifty thousand rupees for one year deposit to cover salaries and establishment charges). Additionally, the committee contributed 9.78 Acres of land to establish Government Degree College at Saluru (Tribal Area) in 1982-83, offering BA and B.Com courses.

The institution encourages staff to participate in faculty enhancement programs, refresher courses, seminars, and teacher training by CCE-Andhra Pradesh, improving the teaching-learning process. ICT-based methods are adopted to stay updated in subjects. Feedback from students, peers, and employers is utilized to enhance the educational experience.

Currently, the college serves 735 students in UG and PG courses, with 93% from rural, socially, and economically disadvantaged backgrounds. It has 25 full-time teaching staff, 6 non-teaching staff, and 2 mentors in the placement cell (JKC). Employability skills are offered through APSSDC.

The college was accredited at "C" level with institutional with CGPA 1.96 on four-point scale on 28th March 2008 and again Re-accredited with CGPA 2.30 on four-point scale at "B" grade on 19th January 2016. After that the college qualified the following ISO audits: 1) ISO 90001:2015 for providing educational services on 11-07-2022 and subsequently 2) ISO 14001:2015 for implementation of greenery and environmental promotion activities 11-07-2022 3) ISO 50001:2018 for implementation of Energy Saving Practices on 11-07-2022. The college is working towards NAAC Reaccreditation Cycle 3 in the current year i.e., 2022 - 2023, It hopes for the best to achieve a better grade.

Vision

The institution aims to become a beacon of inclusive education, fostering diversity, and providing an extensive array of practical skills and hands-on training to meet the specific needs of our community.

Mission

To provide career orientation and multi-skill development programmes to meet the academic demands of

students from various social groups.

To promote each student's intrinsic talents and assist them in discovering the "pleasure of learning".

To actively engage with our community, understanding and addressing their unique needs, and collaboratively working towards their upliftment and growth.

To continuously innovate and adapt our curriculum and teaching methodologies, ensuring that our students are equipped with the knowledge and skills relevant to the ever-changing world.

To instill a strong sense of social responsibility and empathy in our students, inspiring them to be compassionate and active contributors to building a more equitable and inclusive society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths,

1. Physical and Digital Infrastructure: The college offers optimal facilities with a strong infrastructure, including well-furnished classrooms, well-equipped digital and virtual classrooms, a seminar hall, laboratories, Jawahar Knowledge Centre (placement cell), Skill Hub, RO Plants, and free Wi-Fi.

2. Internal Quality Assurance Cell (IQAC): A well-functioning IQAC monitors, enhances, and maintains the overall quality of the institution.

3. Modern Administrative Systems: Initiatives like E-office and Comprehensive Financial Management System (CFMS) are implemented in an online mode.

4. Extensive Library: The college boasts an excellent library with a wide collection of reference and text volumes, periodicals, and journals.

5. Online Admissions: Admissions are conducted entirely online and openly through OAMDC (Online Admission Module for Degree Colleges).

6. Planning and Development Committee: The College Planning and Development Committee (CPDC) provides valuable assistance.

7. CSR Activities: The college actively engages in CSR activities through two NSS units.

8. Participation in Government Initiatives: Faculty actively participates in various government support programs like Swachha Bharath, Swachha Sarvekshan, Swachha Pakhwada, Voter enrolment, etc.

9. Eco-friendly Practices: The college implements eco-friendly measures such as establishing a plastic-free campus, preserving the natural environment, and designating a motor vehicle-free day monthly.

10. Centre of Excellence: Selected by the Govt of AP, the college is transforming into a Centre of

Excellence with a budget of Rs. 3 crore to achieve a top NIRF score through facelifting.

11. District Resource Centre (DRC): As directed by CCE, the college serves as the DRC for OAMDC for other colleges in the Vizianagaram District.

12. Embracing E-learning: The college utilizes online courses, online tutoring, E-learning tools like NLIST, NDL, SWAYAM, domain email addresses, and virtual classrooms to impart knowledge effectively.

13. Student-Teacher Ratio: With a student-teacher ratio of 25.5, slightly higher than the UGC guidelines of 25, the faculty efficiently caters to students' needs.

14. Qualified Faculty: The institution boasts qualified and passionate faculty equipped to meet the academic needs of the students.

Institutional Weakness

The college faces challenges due to state regulations on employee transfers, resulting in a lack of staff consistency. Moreover, there is a shortage of administrative and support personnel.

Being a constituent college of Andhra University, the college must strictly adhere to the university-developed curriculum, leaving no room for flexibility in curriculum design or delivery.

Certain students face disadvantages due to the college's location, as they struggle to afford the auto-rickshaw fare from Salur Bus station to reach the college.

Furthermore, the college has limited facilities for scientific investigation, hindering students' practical learning experiences.

Institutional Opportunity

Institutional Opportunity:

The institution sits on 9.78 acres of land and has more space available for the construction of structures to fulfil the residential needs of students. At the same time, the college has plans to create a girls' hostel and a multipurpose indoor stadium as part of the Khelo-India project.

The institution prepares the students for the workforce by placing them in internships and requiring them to complete a variety of certificate programmes given by CCE to acquire the skills necessary to compete successfully in the labour market.

Through its Placement Cell and internship programmes, this college has developed its own credibility over the course of its history and established strong connections with various industrial partners.

The fact that faculty members were enrolled in doctoral programmes boosted the potential for research endeavours.

Strong Alumni Network that is actively involved for the success of the Institution.

Prioritized Efforts for Internship Projects and Community Service Projects Contributing to Significant Improvement in Technical Competencies.

The MHRD-sanctioned RUSA-Grants allowed the institution to undergo much-needed upgrades and make necessary structural changes to provide students with a high-quality physical learning environment.

Continuous efforts from departments contributes the all-round development (Curricular, Co-Curricular, and extra-Curricular activities) of the Student Community.

Institutional Challenge

Institutional Challenges:

1. Commercialization of Education: The commercialization of education creates a divide between private institutions focused on profit and government institutions with a mission of providing quality education as a service. This dichotomy can lead to conflicting approaches and priorities in the education sector.

2. Attracting Core Companies for Campus Recruitments: The college may face challenges in attracting renowned core companies for campus recruitments. Building strong industry connections and showcasing students' skills and potential become essential to address this issue.

3. Providing Paid Internships to All Students: Offering paid internships to all students can be a financial challenge for the institution. Securing collaborations with industries and organizations willing to provide internships becomes crucial for enriching students' practical experiences.

4. Establishing High-End Labs with Industry Support: Setting up high-end laboratories for specialized courses can be resource-intensive. Collaboration with industries and seeking their support can be instrumental in establishing state-of-the-art labs.

5. Developing Industry-Ready Courses in Curriculum: Aligning the curriculum with industry requirements and trends is crucial to produce industry-ready graduates. Continuously updating and revising courses to meet industry demands is a constant challenge faced by the institution.

6. Increasing Number of Private Colleges: The growing number of private colleges in the region poses a challenge to government institutions. Competition for students and resources intensifies, impacting overall education quality.

7. Lack of Coordination between Stated Goals and Real-Time Practices: Sometimes, there is a disconnect between the institution's stated goals and the actual implementation in day-to-day practices. This lack of coordination can hinder the achievement of desired outcomes.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows the Choice Based Credit System (CBCS), providing a flexible and student-centric approach to learning and assessment. The academic calendar is easily accessible on the university and college websites, guiding students and teachers on key events and deadlines, including semester-end exams.

As an affiliated college, it adheres to Andhra University's rules and regulations governing syllabi, examinations, and evaluation, ensuring a standardized and rigorous academic experience. Committees, including student representatives, engage in discussions and make informed decisions to address specific issues.

The institution's academic plan, Teaching Notes, and descriptions of themes are prepared by lecturers and approved by the IQAC and Principal. Co-curricular, extra-curricular, and extension activities enrich students' learning experiences, fostering communication skills and holistic development.

To enhance effective delivery of the curriculum, the college ensures compliance with the Programme outcomes, Programme specific outcomes, and Course outcomes of its Programs. Various certificate and add-on courses, along with e-learning resources and online courses, supplement students' resumes.

The Continuous Internal Assessment system evaluates students' progress with mid-term exams, academic activities, and practical exams. The college classifies students based on academic proficiency, offering stimulating tasks for advanced learners and remedial coaching for others to ensure inclusive learning.

The curriculum has been expanded to include life skill courses and skill development courses, equipping students with essential life skills and practical expertise in diverse domains. Interdisciplinary and multidisciplinary courses will be introduced in accordance with the New Education Policy.

To create a responsible and inclusive environment, the college integrates cross-cutting issues like Gender Sensitization, Environment and Sustainability, Human Values, and Professional Ethics into the curriculum. Various cell and committees, such as the Women Empowerment Cell and NSS, organize events and campaigns to promote gender equality, environmental initiatives, and awareness on significant national and international days.

The college's dedication to comprehensive and well-regulated academics, along with its commitment to student development and community engagement, exemplifies its role as a progressive institution.

Teaching-learning and Evaluation

Government Degree College, Salur, places a strong emphasis on a student-centric approach to its academic plan and curriculum. The college employs various teaching-learning methods and pedagogical approaches, such as experiential learning, participative learning, and problem-solving methodologies, to enhance the overall learning experience and outcomes of its students.

Experiential learning is promoted through two-month Community Service Projects (CSP) and eight-month internships in recognized firms. Field visits to relevant industries and institutions further enrich students' academic experiences beyond the classroom.

Participative learning is nurtured within the classrooms through group discussions, questioning methods, quizzes, and student seminars. These activities encourage active student involvement, critical thinking, communication skills, and teamwork. Diverse practical activities and an enabling infrastructure enhance the scientific temperament of students and promote experiential learning.

The college takes comprehensive measures to promote self-learning by providing infrastructure facilities for enrolling in various online platforms like SWAYAM, SWAYAM PRABHA, UGC MOOCs, National Digital Library, and Skill AP. These initiatives empower students to acquire essential skills and instill a lifelong love for learning.

Problem-solving methodologies are integrated into the curriculum to encourage students to identify, analyze, and solve complex problems within their disciplines. Team projects and socio-economic surveys develop collaboration and leadership skills while fostering a multidisciplinary approach to problem-solving.

Students are provided with a comprehensive overview of the assessment process, and internal exam answer scripts are made available for review. The introduction of the jumbling system for semester-end examinations ensures fairness and integrity in the evaluation process.

Program Specific Outcomes (PSOs) and Program Outcomes (POs) are established for each department in alignment with Graduate Attributes mandated by NAAC. These outcomes equip students with the knowledge, skills, and attributes required by the industry and society.

Assessment of POs and COs is carried out through internal and external marks/grades, practical exams, and active student participation. A grading scale is used to assess student performance, and CGPA classification ensures transparent evaluation and meaningful academic outcomes.

Overall, Government Degree College, Salur, creates a participative learning environment that empowers students to actively engage, collaborate, and develop the necessary skills for their academic and personal growth.

Research, Innovations and Extension

Our college's strategic location near a tribal community attracts a diverse mix of students, and we are committed to meeting their expectations and elevating their academic standards. While we currently do not have a specific incubation center, we continuously strive to improve our infrastructure to cater to the needs of our students. We empower our students to think critically and explore novel ideas, nurturing creativity and intellectual growth. To achieve this, we organize various activities that include:

Intellectual Property Rights (IPR): The college organized a webinar on IPR to raise awareness about its importance and inspire participants to strive for excellence in their careers. Additionally, the Department of Chemistry conducted a certificate course on IPR for postgraduate students.

Patent Initiatives: Dr. J. Chandrashekar Rao from the Department of Physics applied for patents in two distinct fields. One patent is for an 'Intelligent Security System using machine learning' in Computer Science, and the other is for a 'Parallel Rays Producer Device with Multiple Slits for teaching purposes' in Physics.

Community Service Project: Students conducted socio-economic surveys, addressed village-level issues, and

developed their solutions, making a positive impact on the community and supporting underprivileged sections.

Exploring Biodiversity: The college organizes programs to explore and appreciate the rich biodiversity in the surrounding areas. Students engage in field visits and awareness programs focused on preserving and conserving biodiversity. Wildlife Week celebrations were also conducted by the Department of Zoology to raise awareness about biodiversity conservation.

Student Study Projects: Engaging students in captivating study projects on critical topics such as endangered species, hormonal imbalances in women, extinct animals, and animal viruses.

No Vehicle Day: Dedicated days (Every Friday) encourage students and staff to refrain from using vehicles on campus, promoting eco-friendly transportation and reducing carbon emissions.

Extension Activities Outcomes: The college actively participates in various in-campus and out-campus extension activities to build a healthy relationship between students and society, promoting responsible citizenship. The National Service Scheme (NSS) and Red Ribbon Club (RRC) organize initiatives like cleanliness drives, blood donation camps, and awareness programs for HIV/AIDS.

Awards and Recognitions: Students from our college have participated in inter-collegiate tournaments and National University Games, with some winning first place in the inter-college competition.

Infrastructure and Learning Resources

Government Degree College, Salur, boasts a sprawling 9.7-acre campus with a total built-up area of 4289 square meters. The well-designed infrastructure accommodates classrooms, laboratories, administrative offices, libraries, and other essential facilities, providing students with a conducive learning environment.

The college comprises 10 spacious classrooms for Undergraduation and 2 classrooms for Post Graduation, along with a well-equipped seminar hall with a seating capacity of 150. Four of the classrooms are equipped with advanced digital technology, enabling interactive and engaging sessions.

The campus is Wi-Fi enabled with one 100mbps and two 60mbps internet broadband connections, ensuring free and accessible internet for students. The college also utilizes a Learning Management System (LMS) provided by CCE to support digital learning.

With a focus on providing a supportive environment for female students, the college has undertaken the construction of a women's hostel and allocated funds for equipment and a digital classroom.

The college features well-equipped laboratories in various disciplines, including Physics, Chemistry, Botany, Zoology, and Computer Science. An English language lab cum Jawahar Knowledge Centre (JKC) with 30 computing systems facilitates career preparation and English language proficiency.

The college campus promotes sports and recreational activities with a 400-meter running/walking track, a Physical Director Room with a Gymnasium, and plans for a multipurpose indoor stadium under the Khelo-India project. Various outdoor and indoor sports and games, such as athletics, cricket, volleyball, Kho-Kho, Kabaddi, Handball, Chess, and Caroms,

To ensure sustainability, the college provides safe drinking water through two R.O. water plants. Female students are catered to with a dedicated ladies waiting hall and separate toilet facilities for boys and girls.

The college library serves as a digital learning environment with over 16,000 physical textbooks and an extensive collection of e-resources. The library is automated with the SOUL-3.0 version, allowing easy access to e-journals, e-books, research papers, and more.

The campus is equipped with facial recognition attendance, 85 computing systems, 30 laptops sponsored by APSSDC, virtual class equipment, a digital classroom, and a Dell Server with an online UPS. The Jawahar Knowledge Centre facilitates career preparation and language proficiency through its state-of-the-art computing facilities.

The college's commitment to skill development is evident through its partnership with APSSDC, providing industrial skills training to students and bridging the gap between academia and industry requirements. The college is designated to establish a Skill Hub under the Khelo-India project, further enhancing employability prospects for the youth.

Student Support and Progression

The Lions Club Senior College Committee, Saluru, demonstrated their generosity by making a substantial donation of two lakh fifty thousand rupees to the Government Degree College in Saluru, specifically catering to the Tribal Area. Out of this amount, one lakh was allocated as a Corpus Fund, while the remaining one lakh fifty thousand rupees were designated for a one-year deposit to cover essential recurring expenses, including salaries and establishment charges. Moreover, the committee's benevolence extended beyond financial support, as they donated a significant land area of 9.78 Acres to lay the foundation for the establishment of the college in 1982-83. Since then, the Lions Club committee has remained actively engaged as alumni, providing steadfast support to the institution's growth and development, creating an environment conducive to the holistic development of students.

The Alumni Association of Government Degree College Saluru operates as a dynamic and well-organized body, reflecting professionalism and efficiency comparable to registered entities, although the official registration process is still underway. The association, open to all former students of GDC Salur, is committed to maintaining connections with their alma mater and contributing as valuable stakeholders to the institution's growth and development. Alumni actively participate in crucial meetings, such as the CPDC Meeting (Career Planning and Development Cell), and engage in various extracurricular activities.

Feedback from esteemed alumni is highly valued at the institution. Regular feedback collection is followed by a thorough analysis, and based on the valuable recommendations and suggestions, a comprehensive action taken report is prepared. This report serves as a roadmap for addressing recommendations and implementing improvements to enhance the quality of the institution's programs and services. The college is committed to continuously improving and ensuring that the voices of alumni are heard and considered in shaping the institution's future.

The alumni actively contribute to the association's activities, events, and initiatives, supporting the institution through financial donations, volunteering, mentoring, and sharing their expertise. In appreciation of their invaluable support, the college organizes special events and ceremonies to honor and celebrate the achievements of its alumni, fostering a strong bond between the institution and its cherished alumni

community.

Governance, Leadership and Management

The vision of the institution is to be a beacon of inclusive education, embracing diversity, and providing a wide range of skills and hands-on training to meet the needs of the community. To achieve this, the college has a clear mission:

1. Career Orientation and Multi-skill Development:

2. Fostering Intrinsic Talents:

3. Building Confidence and Overcoming Challenges:

4. Enhancing Employability Skills:

Governance and Leadership: The institute follows a decentralized organizational structure, facilitating effective decision-making through college committees. These committees play crucial roles in decision-making within their respective domains, ensuring alignment with the college's overall objectives.

The principal, along with the College Planning and Development Committee (CPDC), the Internal Quality Assurance Cell (IQAC), and the Staff Council, works collaboratively to develop a comprehensive plan aligned with the institution's long-term vision.

Strategy Development and Deployment: The college has a strategic action plan to adapt to emerging industrial requirements, introduce new courses, and leverage digital technology for effective teaching methodologies. A short-term plan focuses on immediate needs, while the long-term plan provides a roadmap for growth and development.

In compliance with the National Education Policy-2020, the college has crafted a roadmap introducing major and minor specializations and multidisciplinary courses, along with offering honors degrees.

Faculty Empowerment Strategies: The college takes several measures to empower faculty members, including financial benefits, recognition for research contributions, and continuous professional development. Various programs like Faculty Development Programs (FDPs), workshops, and Training of Trainers (TOT) are conducted to enhance faculty skills.

Financial Management and Resource Mobilization: The college mobilizes funds from various sources, including government grants, partnerships. Regular internal and external audits ensure transparency and efficient utilization of funds.

Internal Quality Assurance System: Regular reviews and meetings assess the teaching-learning process, operational methodologies, and learning outcomes, leading to continuous improvement and incremental growth.

The college's commitment to its vision and mission, coupled with effective governance, faculty empowerment,

and strategic planning, ensures the institution's holistic development and academic excellence.

Institutional Values and Best Practices

Our college takes pride in its distinctive initiatives and practices that prioritize the well-being, empowerment, and inclusive development of its students and the community. One prominent area of distinction lies in the institution's commitment to women's safety, empowerment, and inclusivity. With a significant number of female students, our college fosters a supportive environment through various measures to ensure the safety and security of women on campus.

Women's empowerment cell conducts various programs and events, including commemorating International Women's Day and inviting successful women from different fields for talks, the cell encourages female students to excel and break free from societal stigmas.

In addition to the Women Empowerment Cell, our college also has an Anti-Ragging Committee that takes strict actions against perpetrators to maintain a safe environment for all students, particularly women.

Special provisions like the Women's Waiting Hall, dedicated women's toilets, and an ongoing construction of a women's hostel further enhance safety and security on campus.

The institution has also partnered with the Police Department to conduct awareness programs on the DISHSA app, empowering students to seek assistance during emergencies.

Furthermore, our college actively engages in sensitization programs related to social, cultural, regional, linguistic, and communal aspects. We provide equal opportunities for students from disadvantaged backgrounds, encouraging participation in government-sponsored schemes to ease financial barriers. Additionally, the college organizes events like Constitution Day, Voters Day, Independence Day, and Republic Day to instill constitutional values and a sense of nationalism in students.

our college implements best practices effectively. One such practice focuses on preserving biodiversity and environmental awareness. The institution celebrates Wildlife Week, conducts rallies on World Environment Day, and emphasizes green practices like a vehicle-free campus and sapling planting.

Another best practice revolves around an inclusive student admission process. The institution proactively forms teams to visit nearby villages, These efforts bridge the gap and promote equitable opportunities for students from all sections of society, thereby increasing the Gross Enrolment Ratio in higher education.

As part of the institutional distinctiveness, Our college's performance in providing remarkable infrastructure facilities sets it apart from neighboring institutions. State-of-the-art digital classrooms, laboratories, gymnasium, and playground contribute to a conducive learning environment, enhancing the overall educational experience for students. Moreover, the institution's National Service Scheme (NSS) plays a crucial role in instilling community sensitivity among students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE-SALUR
Address	SRINIVASA NAGAR COLONY, SALUR.
City	Salur
State	Andhra Pradesh
Pin	535591
Website	www.gdcsalur.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	T.radha Krishna	08964-9440315794	9440315794	-	salur.jkc@gmail.com
IQAC / CIQA coordinator	G.srinivasa Rao	08964-9494331207	9494331207	-	iqacsalur2020@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 minroity institution	No

Establishment Details

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	30-12-1991	[View Document](#)
12B of UGC	02-04-2014	[View Document](#)

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SRINIVASA NAGAR COLONY, SALUR.	Semi-urban	9.7	4037

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	36	+2 level of education	English	80	25
UG	BCom,Commerce	36	+2 level of education	English	60	13
UG	BCom,Commerce	36	+2 level of education	English	30	17
UG	BSc,Science	36	+2 level of education with Science subjects only. For admission to Mathematical Sciences and Physics stream, it is essential to have Mathematics as one of the subjects at +2 level.	English	60	48
UG	BSc,Science	36	+2 level of education with Science subjects only. For admission to Mathematical Sciences and Physics stream, it is essential to have Mathematics as one of the subjects at +2 level.	English	80	0
UG	BSc,Science	36	+2 level of	English	30	6

			education with Science subjects only. For admission to Biological Sciences stream, it is essential to have Botany and Zoology as one of the subjects at +2 level.			
UG	BSc,Science	36	+2 level of education with Science subjects only. For admission to Biological Sciences stream, it is essential to have Botany and Zoology as one of the subjects at +2 level.	English	60	34
PG	MSc,Science	24	B.Sc. Science subjects with Chemistry as one of the subjects,	English	40	24

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				23
Recruited	1	0	0	1	0	0	0	0	16	7	0	23
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

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

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	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	4	2	0	6
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	1	0	5
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	2	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	77	0	0	0	77
	Female	78	0	0	0	78
	Others	0	0	0	0	0
PG	Male	18	0	0	0	18
	Female	6	0	0	0	6
	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	17	27	22	26
	Female	8	17	14	17
	Others	0	0	0	0
ST	Male	34	40	29	40
	Female	10	24	21	30
	Others	0	0	0	0
OBC	Male	72	71	69	64
	Female	106	113	88	82
	Others	0	0	0	0
General	Male	11	15	7	9
	Female	8	13	10	7
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		266	320	260	275

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The state government of Andhra Pradesh has recently made a significant policy decision regarding the implementation of the National Education Policy (NEP). Starting from the academic year 2023-24, As part of this momentous decision, the prestigious Andhra University has been entrusted with the responsibility of ensuring the effective implementation of the NEP across all affiliated colleges under its jurisdiction. As stipulated in NEP, Government Degree College Salur offering the following Multidisciplinary courses such as Principles of Physical Sciences, Health and Hygiene and Basic Statistics for Arts and Commerce Students and for Science Stream Introduction to Social Work. Introduction to Public Administration and Fundamentals of Economics from the Academic Year 2023-24.
2. Academic bank of credits (ABC):	The Government Degree College in Salur is affiliated with Andhra University. Therefore, the decision regarding the Academic Bank of Credits (ABC) falls under the jurisdiction of Andhra University. Recently, the university has begun the process of assigning a UNIQUE ID to students who have been enrolled since the academic year 2015-16. This UNIQUE ID is being created for the purpose of the Academic Bank of Credits (ABC).
3. Skill development:	The Andhra Pradesh State Skill Development Corporation (APSSDC) was established the Employability Skill Centres (ESCs) in the Institution and Provided the following infrastructure facilities: 30 Acer (Intel Core 3, 4GB RAM, 1TB HDD) Laptops with Bag packs, 2 Panasonic 42 Inch Large Format Display (LFD's), and 1 D-Link DIR-825 Dual Band Router. Apart from above, College was also introduced the following Skill Courses as part of Curriculum they are 1. Information and Communication Technology, 2. Tourism Guidance, 3. Survey and reporting, 4. Social Work Methods, 5. Business communication, 6. Insurance promotion, 7. Logistics and Supply Chain Management, 8. Solar Energy, 9. Dairy Technology, 10. Poultry farming and 11. Electrical Appliances. In collaboration with APSSDC, College established a Skill Hub in the College premises to enhance skills in Unemployed youth through which they get employment in the Job market. As part of NEP college Offering the

	following Skill Enhancement courses 1. Entrepreneurship Development 2. Analytical Skills 3. Stock Market Operations 4. Investment Planning 5. information and communication technology 6. Digital marketing.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Students of Government Degree college, Salur were offered two courses as part of introducing the rich Indian Knowledge System. these are: Indian Culture and Science and Performing Arts. We have initiated efforts to create awareness among students about the CCRT (Centre for Cultural Resources and Training) portal, which serves as a valuable resource for understanding and appreciating the philosophy, aesthetics, and beauty inherent in Indian art and culture.The CCRT portal offers a wealth of information and resources related to Indian art forms, cultural heritage, music, dance, theater, literature, and more. By introducing students to this portal, we aim to broaden their horizons and deepen their understanding of the diverse cultural of India. To promote Indian languages, we are actively encouraging students to select Telugu as their second language and incorporating it into the institute's curriculum. Since Telugu is the mother tongue of the students, this approach enables them to think and create knowledge independently through various literary forms such as poems, prose, novels, stories, and short stories.
5. Focus on Outcome based education (OBE):	The guidelines from the university and the Commissionerate of Collegiate Education emphasize the implementation of Outcome-Based Education (OBE). as part of it the institutes has defined Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) that collectively ensure students' holistic development, align with industry needs, and facilitate effective teaching, learning, and assessment strategies. By adopting this framework, the institutes is able to enhance the quality and relevance of education and better prepare students for their future endeavors.
6. Distance education/online education:	As an affiliated college, the institution operates under the framework established by the affiliating university or governing body. Within this framework, certain rules and regulations govern the types of courses that the college is authorized to offer. In this particular case, the existing rules and regulations

	specify that the college is not permitted to offer any Distance Education courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Not Applicable
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.	Not Applicable
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.	1. Every year, In celebration of Voter's Day on January 25th, the institution organizing a Voters Awareness Rally in collaboration with the Mandal Revenue Office (MRO) to promote voter awareness and civic participation. 2.The Voters Awareness Rally aimed to educate and engage the community about the importance of exercising their right to vote. The collaboration with the MRO Office of the Mandal strengthened the outreach efforts and ensured the participation of local government authorities in the event. 3. As an integral component of the election process, the College staff assumed various roles and responsibilities to facilitate the smooth conduct of the elections. These roles included Poling Officers (POs), Assistant Poling Officers (APOs), Other Poling Officers (OPOs), and Route Officers (ROs). 4. The college has been designated as a crucial facility during the electoral process, serving as both an election strong room and a distribution centre for various elections, including those for Members of Parliament (MP), Members of Legislative Assembly

	(MLA), Mandal Parishad Territorial Constituency (MPTC), and Zilla Parishad Territorial Constituency (ZPTC).
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.	1. The institution is actively engaged in creating awareness about the National Voters Services Portal (NVSP) and motivating Students to utilize the platform for self-registration. Moreover, efforts are made to extend the same services to the neighbouring community, fostering a culture of active citizenship and participation. 2. The institution is actively monitoring and informing all eligible students about the importance of registering for the Electoral Roll to enable their participation in the voting process.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
275	260	320	266	324

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

2 Teachers

2.1

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

Response: 45

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	24	25	25	25

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.99	46.75	164.69	14.01	6.33

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Andhra University, Visakhapatnam, has adopted the flexible Choice Based Credit System (CBCS) to prioritize student-centric learning and assessment. The university and college websites offer easy access to the detailed Academic calendar, containing essential events and timelines for the academic year, including semester-end exams.

As an affiliated college, it strictly follows Andhra University's rules and regulations, governing syllabi, examinations, and evaluations, ensuring a standardized and rigorous academic experience. The institution's adherence to the academic calendar, including Continuous Internal Assessment (CIA), demonstrates its commitment to maintaining a well-regulated academic environment.

Each lecturer prepares an annual academic plan, Teaching Notes, and themes in advance, subject to IQAC and Principal approval. Monthly Teaching Diaries, submitted to IQAC and the Principal, document subjects taught and co-curricular, extra-curricular, and extension activities in detail, ensuring a structured and verified academic process.

Co-curricular activities that take place along with the curriculum of a course such as Group discussions, field trips and quiz contests are also notable examples, they assist students in developing their communication skills and expanding their subject knowledge.

Extracurricular and extension activities like NSS regular programs, special camps and Sports are an essential component of a student's life since they assist in the holistic development of student's personality and provide opportunity for pupils to gain new skills.

The Institution makes sure effective delivery of the curriculum through a well-planned and documented process encompassing the Programme outcomes (POs), Programme specific outcomes (PSOs), and Course outcomes (COs) of the Institution's Programmes.

Andhra University has implemented a continuous internal assessment system that serves as an integral part of the evaluation process for each paper, which carries a total of 25 marks. The purpose of this internal assessment is to facilitate an ongoing evaluation of students' progress and performance throughout the semester.

From the academic year 2021-22 onwards, the Continuous Internal Assessment has been followed which consists of.

Mid Exam: Two mid-term examinations are conducted during the semester. The first mid-term exam accounts for 20 marks, while the second one carries a weightage of 15 marks. These exams are

administered to evaluate the students' writing skills, and knowledge over the subject.

The college adopts a comprehensive evaluation approach to assess students' academic progress. Besides mid-term exams, various activities like seminars, group discussions, assignments, quizzes, and initiatives promoting environmental consciousness contribute 15 marks to internal assessment. The weightage of these activities is derived by averaging the 50 marks assigned to them, which then accounts for 25 marks in total.

The college further supports students' educational growth by grouping them based on academic proficiency: advanced, average, and slow learners. Advanced students engage in stimulating tasks while remedial coaching helps average and slow learners bridge knowledge gaps.

Practical exams at the end of each semester evaluate students' practical skills and knowledge with a weightage of 50 marks.

To ensure quality, the institution actively seeks feedback from stakeholders and conducts internal academic audits regularly, fostering an inclusive learning environment for all students.

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

1.2 Academic Flexibility

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

Response: 19

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

1.2.2 *Percentage of students enrolled in Certificate/ Value added courses and also completed online*

courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 65.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
208	250	175	184	127

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

1.3 Curriculum Enrichment

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

Response:

During the academic year 2015-16, the Institution introduced life skill courses to its curriculum. These courses included Environmental Education, Human Values & Professional Ethics, Leadership Development, and ICT (Information and Communication Technology). These courses aimed to equip students with essential life skills and knowledge beyond their academic subjects.

Furthermore, starting from the academic year 2020-21, the Institution expanded its curriculum to incorporate skill development courses. These courses were designed to provide students with practical skills and expertise in various domains. Some of the skill development courses included Dairy Techniques, Poultry Farming, Solar Energy, Electrical Appliances, Insurance Promotion, Business Communication, Logistics and Supply Chain Management, Tourism & Guidance, and others.

In accordance with the implementation of the New Education Policy (NEP), the Institution is going to incorporate Interdisciplinary and Multidisciplinary courses into its curriculum, commencing from the academic year 2023-24.

Government Degree College, Salur, prioritizes the holistic development of its students and aims to shape them into responsible citizens. To achieve this, the college focuses on integrating crucial cross-cutting issues like Gender Sensitization, Environment and Sustainability, Human Values, and Professional Ethics into the curriculum. Some of the notable cell, committees and their activities within the college, which includes:

Women Empowerment Cell: The Women Empowerment Cell is a dedicated entity that promotes gender equality, empowers women, and fosters a safe and inclusive environment for their success. The IQAC (Internal Quality Assurance Cell) works together with the Women Empowerment Cell and other relevant groups in the institution to organize events, seminars, and awareness campaigns that support gender equality and empower students.

NSS (National Service Scheme): NSS units engage in diverse activities during special camps in nearby villages, with a particular emphasis on environmental initiatives. These activities include tree plantation, village cleanliness drives, gutter cleaning, plastic-free campaigns, competitions, and awareness programs.

The college commemorates numerous national and international days of significance, such as Indian Constitution Day, Voters Day, Independence Day, Republic Day, Environment Day, Science Day, International Women's Day, Library Week, Wildlife Week, AIDS Day, Consumer Day, Yoga Day, as well as the birth and death anniversaries of **Prominent Personalities** like Subhash Chandra Bose, Bhagat Singh, Savitribai Phule, Potti Sri Ramulu, Alluri Seetha Ram Raju, Ambedkar, Gandhi, and more.

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

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

Response: 78.55

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

Response: 216

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

1.4 Feedback System

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 79.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
275	260	299	266	299

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

2021-22	2020-21	2019-20	2018-19	2017-18
430	430	300	300	300

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
219	252	169	169	169

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

2021-22	2020-21	2019-20	2018-19	2017-18
219	252	169	169	169

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

2.2 Student Teacher Ratio

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

Response: 10.58

2.3 Teaching- Learning Process

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

Response:

The college has embraced a range of student-centric teaching-learning methods and pedagogical approaches, aimed at elevating the overall learning experience and outcomes, such as:

A. Experiential Learning:

In accordance with the new guidelines given by the university the students are required to complete a two-month Community Service Project (CSP) and an eight-month Internship in recognized firms: The internship programs are conducted in two phases, allowing students to gain valuable industry exposure and foster meaningful interactions between students and professionals in their respective fields.

Field visits: As part of an industrial visit, the chemistry department took their students to Patil Rail

Infrastructure Ltd. Company. The Department of Zoology organized a visit to the Vermi Compost unit, Poultry Farm, and Fish Farms in the nearby Salur area. The Department of Commerce arranged visits to nearby banks to create awareness about various banking activities. The Department of Political Science and History jointly took their students to the MRO Office, Police Station, High School, Hospital, and other governing bodies to gain insight into their functioning.

B. Participative Learning:

Group Discussions: Students are encouraged to participate in group discussions, allowing them to share their perspectives, exchange ideas, and collaborate with their peers. This promotes critical thinking, communication skills, and teamwork.

Questioning Method & Quiz Method: These are used to stimulate student curiosity, encourage active participation, and assess their understanding of the subject matter.

Student Seminars: Class seminars provide opportunities for students to present their ability, share knowledge, and engage in in-depth discussions on specific topics. This enhances their research skills, presentation skills and overcome the fear over public speaking.

Practicals: The college possesses an optimal infrastructure to facilitate diverse practical activities, thereby enhancing the scientific temperament of students and promoting experiential learning.

As part of self-learning the college has put all its efforts to create awareness and support them by providing sufficient infrastructure facilities to enrol in SWAYAM, SWAYAM PRABHA, UGC MOOCs, National Digital Library, Skill AP, to enriches students' academic journey to equips them with essential skills. These experiences foster a lifelong love for learning, preparing students to adapt to a rapidly evolving knowledge landscape and remain intellectually curious throughout their lives.

C. Problem solving Methodology.

Team Projects: Through student study projects on topics such as endangered species, hormonal imbalance in women, extinct animals, and animal viruses, our aim is to enhance their collaboration and leadership skills, while fostering a multidisciplinary approach to problem-solving.

Social Economic Survey: As part of the CSP, students are encouraged to participate in socio-economic surveys, enabling them to gain an understanding of real-time problems and develop their own solutions to address them.

ICT Enable teaching and Learning Process: The institute has established well-equipped digital classrooms and virtual learning spaces dedicated to teaching and learning in ICT (Information and Communication Technology) mode. These advanced facilities enable seamless interaction between the college's instructors, students, and participants from other educational institutions. Through "Training of Trainers." initiative by CCE, the faculty members have had the opportunity to update themselves on effective online teaching methodologies and the utilization of various digital tools to enhance classroom instruction. A

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

2.4 Teacher Profile and Quality

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	24	26

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

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

Response: 56

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	15	15	15	13

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

2.5 Evaluation Process and Reforms

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

Response:

Response

The examination guidelines for continuous internal assessment are determined by Andhra University, and our institute diligently adheres to the rules and regulations set by the university. We maintain a strong commitment to upholding the integrity and fairness of the assessment process. In addition to these guidelines, our institute implements various assessment procedures such as assignments and quizzes etc., to evaluate students' progress and understanding. Through these assessments, we ensure a comprehensive evaluation of our students' knowledge and skills, fostering a conducive learning environment for their academic growth.

At the beginning of each semester, faculty members provide students with a comprehensive overview of the assessment process. They inform students about the various components that will be considered for evaluation during the semester. Furthermore, internal assessment test schedules are meticulously prepared in accordance with the guidelines provided by the university and communicated to the students well in advance.

To promote transparency and prevent malpractices, the university has implemented a jumbling system for semester-end examinations. Under this system, students are assigned to colleges other than their parent colleges for the examination process. This measure ensures fairness and eliminates any potential biases or irregularities. By introducing the jumbling system, the university aims to create a level playing field for all students and maintain the integrity of the examination process.

Departmental Level: At the departmental level, students are provided with their internal exam answer scripts and given the chance to review the marks allocated to their answers. If any concerns or objections arise regarding the internal evaluation, the respective faculty members promptly address them to ensure fairness and accuracy. Students receive their evaluated assignments, fostering transparency in the marking

process and offering an avenue to address any grievances that may arise. This approach aims to uphold integrity and create a supportive learning environment for students within the department.

At the college level, an Examinations Committee is appointed to ensure the seamless administration of examinations affiliated with the university. If students face any issues or concerns, the institution, in collaboration with the university-appointed observer, promptly addresses and resolves them. Any grievances that arise during online or theory examinations are carefully considered and discussed in consultation with the principal. If it is determined that the grievance falls outside the institution's jurisdiction, it is immediately forwarded to the university for appropriate redressal. This proactive approach ensures a fair and efficient resolution process, maintaining the integrity of the examination system and prioritizing the students' welfare.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Response:

Outcome-Based Education (OBE) is implemented in our institute to focus on the expected achievements of students upon course completion. Program Specific Outcomes (PSOs), Program Outcomes (POs), and Course Outcomes (COs) are developed in alignment with OBE principles. This approach empowers students to attain meaningful outcomes throughout their academic journey and before graduating from the institute. OBE serves as a guiding framework to ensure students acquire the necessary knowledge and skills that are relevant and valuable for their future endeavours.

Each department within the institute establishes Program Specific Outcomes (PSOs) and Program Outcomes (POs) in accordance with the Graduate Attributes mandated by the National Assessment and Accreditation Council (NAAC). These outcomes are developed by considering inputs from students, faculty members and alumni, while also considering the latest technology trends, job prospects, and societal requirements. By aligning the PSOs and POs with these factors, the institute ensures that its programs equip students with the necessary knowledge, skills, and attributes that meet the demands of the industry and society.

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

2.6.2 *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

Response:

The programme outcomes and Course outcomes are prescribed in the syllabus designed by the Andhra Pradesh State Council of Higher Education (APSCHE). They were displayed in the college website and the students aware of them. In the beginning of every unit, faculty members give outline of syllabus along with Programme outcomes and course outcomes.

Course outcomes and Programme out comes are evaluated in terms of the student Internal, External marks/grades, their performance in Practical exams and Active participation during class hours.

A grading scale used to assess the performance of students based on their marks or grades in various subjects. Let's break down the table:

1. GRADE SCALE: This section outlines the different grades and grade points assigned to specific ranges of marks.
    - Range of Marks: This column indicates the range of marks a student must obtain to fall into a particular grade category.
    - Grade: This column specifies the grade letter associated with the respective range of marks.
    - Grade Point: This column represents the numerical grade point assigned to each grade. It is used to calculate the Grade Point Average (GPA).
2. CLASS SCALE: This section provides the classification of students based on their Cumulative Grade Point Average (CGPA).
    - I Class: Students with a CGPA of 6.5 and above fall into this category.
    - II Class: Students with a CGPA of 5.5 but less than 6.5 fall into this category.
    - III Class: Students with a CGPA of 4.0 but less than 5.5 fall into this category.

It's worth noting that the CGPA is multiplied by 10 to calculate the aggregate percentage of marks obtained by the candidate. This means that if a student has a CGPA of 7.5, their aggregate percentage would be 75%.

Additionally, some qualitative descriptions are provided for certain grade ranges:

- Outstanding: Marks in the range of >90-100 are considered outstanding.
- Excellent: Marks in the range of >80-90 or above are considered excellent.
- Very Good: Marks in the range of >70-80 are categorized as very good.
- Good: Marks in the range of >60-70 are considered good.
- Above Average: Marks in the range of >55-60 are considered above average.
- Average: Marks in the range of >50-55 are categorized as average.
- Pass: Marks in the range of >40-50 are considered a passing grade.
- Fail: Marks below 40 are considered a failure (F).

- P: A grade point of 4 is assigned for marks below 40 to indicate a pass but without any grade.

- To calculate the Semester Grade Point Average (SGPA), the credit weightage of each subject is multiplied by the Grade Point obtained for that subject, and then the sum of these values is divided by the total credits of all subjects taken in that semester.

  The Cumulative Grade Point Average (CGPA) is the overall average of all SGPA scores achieved in different semesters.

  Overall, this table provides a comprehensive system for evaluating student performance based on marks or grades and helps in determining their academic standing using GPA and CGPA values.

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

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

Response: 69.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
181	99	182	127	122

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

2021-22	2020-21	2019-20	2018-19	2017-18
218	159	270	200	178

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	2.4

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

3.2 Innovation Ecosystem

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

Response:

Our college's strategic location in close proximity to a tribal community attracts a diverse mix of students, and we are committed to meet their expectations and elevate their academic standards. Although we do not have a specific incubation center, we are continuously striving to improve our infrastructure to cater to the needs of our students. And to embrace a culture of innovative thinking, we empower our students to think critically and explore novel ideas to nurture creativity, intellectual growth to shape a brighter future through a range of activities, which includes."

Intellectual Property Rights: The college took the initiative to organize a webinar on Intellectual Property Rights (IPR) with the purpose of raising awareness about IPR and inspiring participants to strive for excellence in their careers. The webinar provided valuable information and insights into the importance of protecting intellectual property and its impact on various fields. Through this event, the college sought to equip participants with the knowledge and motivation to succeed in their chosen paths while respecting and safeguarding intellectual property. alongside the webinar on Intellectual Property Rights (IPR), the Department of Chemistry has organized a certificate course specifically focused on IPR for postgraduate students.

Patent: Dr. J. Chandrashekar Rao, a lecturer in the Department of Physics, has applied for patents in two distinct fields. The first patent is for an 'Intelligent Security System that monitors drivers and generates responses in vehicles using machine learning' in the field of Computer Science. The second patent is for a 'Parallel Rays Producer Device with Multiple Slits for teaching purposes' in the field of Physics.

Community Service Project: As per the guidelines provided by the Commissionerate of Collegiate Education and Andhra University, the institution initiated a two-month Community Service Project in the college. In this project, all students were required to conduct a socio-economic survey and address various issues at the village level. Students participate in various community service projects that address societal needs. These projects aim to make a positive impact on the community by addressing social issues and providing support to underprivileged sections of society.

Exploring Biodiversity: Programs are organized to explore and appreciate the rich biodiversity in the surrounding areas. Students engage in field visits and awareness programs focused on preserving and conserving biodiversity. In this regard, the Department of Zoology conducted Wildlife Week celebrations in the college to create awareness about the conservation and importance of biodiversity in maintaining the ecological balance among the student community.

Student Study Projects: The College engages students in captivating study projects centred around critical topics such as endangered species, hormonal imbalances in women, extinct animals, and animal viruses. Through active student involvement, we provide a unique opportunity for them to gain practical insights into real-time challenges and empower them to develop innovative solutions.

No Vehicle Day: Dedicated days (Every Friday) are designated where students and staff are encouraged to refrain from using vehicles in the campus, promoting eco-friendly modes of transportation, and reducing carbon emissions.

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

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	2	0	0

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

3.3 Research Publications and Awards

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

Response: 0.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	4	3

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 0.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

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

3.4 Extension Activities

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

Response:

College is actively participating in various in-campus and out-campus extension activities to build a healthy relation between students and the society as a result they will act as a responsible citizen and behave like an individual with civic sense. The activities include.

1. The National Service Scheme (NSS) units of our institute actively participated in various impactful initiatives and events, contributing to the betterment of society. These endeavors aimed to create awareness, promote social causes, and engage students in community service. Some of the notable activities conducted by the NSS units include:

NSS Orientation Program: An NSS orientation program was conducted to familiarize new NSS volunteers with the principles, objectives, and activities of the NSS. The program aimed to inspire and engage students in community service, instilling in them a sense of responsibility and commitment towards societal welfare.

Swachh Bharat (Clean India) Campaign: As part of the Swachh Bharat Abhiyan, NSS units organized cleanliness drives and awareness programs to promote cleanliness, hygiene, and sanitation in the community. Students actively participated in cleaning public spaces, spreading awareness about waste management, and encouraging behavioral changes for a cleaner and healthier environment.

2. Red Ribbon Club (RRC): The RRC Conduct programs focuses on several key goals like Spreading Awareness and Eliminating Stigma and seeks to raise awareness about HIV/AIDS and foster a supportive environment for **People Living With HIV/AIDS** (PLWHA).

Blood Donation: RRC and NSS actively promotes voluntary blood donation among young people, awareness drives, and informative sessions, the club strives to instil a sense of responsibility and encourage students to contribute to this noble cause.

3. Depositors Awareness: An awareness program on deposits conducted by the Department of Commerce aimed to empower individuals with the knowledge and skills needed to make informed decisions regarding their financial well-being. By equipping participants with the necessary information and guidance, the department contributed to fostering financial literacy and promoting responsible financial practices among individuals, ultimately strengthening their financial security and stability.

4. Guest Lectures: Eminent speakers and experts were invited to deliver inspiring lectures on topics such as gender equality, Vectors in Biotechnology, Endocrine System, etc.,

5. College to school programmes: The students of our college actively engage in a valuable initiative where they visit nearby schools and generously share their knowledge. This exchange of knowledge serves as a mutually beneficial experience, as it allows the visiting students to impart their expertise and insights while fostering a spirit of collaboration and learning among all participants.

6. Celebrating Important days: The college with the support of the NSS and The IQAC conducts various Important National and International Days to create awareness on those specific days like Independency Day, Republic Day, National Science Day, Constitution Day, Voters Day, Wildlife Week, Etc.,

7. Participating in Intercollegiate Tournament: The Institute strongly adhere to the belief that "a sound mind can exist only in a sound body," thus, we place equal emphasis on sports and games alongside curricular activities. Encouraging active participation in inter-collegiate tournaments and National University Games, we provide our students with ample opportunities to showcase their sporting talents and compete at various levels.

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

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

Response:

The college's faculty members and students have been honored with prestigious awards and prizes for their commendable contributions in various extension activities. Some notable awards achieved by faculty and students include:

Dr. J. Chandrashekar, a faculty member at our college, received a 'Certificate of Appreciation' for his active contribution as a Key Speaker in the Student Science Village during the India International Science Festival 2020 (IISF 2020) event.

Dr. J. Chandrashekar, a faculty member at our college, was awarded a Gold Medal for his innovative

Teaching Learning material and presentation on the topic of 'PARALLEL RAYS PRODUCER' during the India Science Techno Festival 2021 (ISTF 2021 – Virtual).

In the year 2022 Sri. G. Srinivasa Rao, a faculty member at our college, received a "Certificate of Appreciation for his meritorious services as content developer and master trainer in survey & Reporting" from the Commissionerate Of Collegiate Education

In the year 2022 Dr. G. Vijaya Durga, a faculty member at our college, received an Appreciation and Merit Certificate from the Andhra Pradesh State Council of Higher Education, acknowledging her outstanding contributions in national children science congress for acting as a judge.

In the year 2022 Dr. B. Vijaya Bharathi, the Telugu Lecturer, was honored with the Women Excellence Award by Sahiti Brundavan Vihara Vedika.

In the year - 2022 During the Republic Day celebration, Dr. K. Chiranjeevulu, the Economics Lecturer, was awarded the Best Teacher Award by the district collector, in recognition of his exemplary teaching.

In the year -2022 Smt. M. Jaya Lakshmi was recognized for her dedication and hard work, receiving the Best Employee Award from the district collector during the Republic Day celebration.

In March 2019, M. Krishna Veni, M. Nagamani, Y. Mohitha, and A. Meenakshi received the esteemed Prathibha Award.

In the year 2018-19, CH V Rama Krishna, T Durga Rao, A Pushpa Kamala, G Priyanka, and P S L Venkatanavya showcased their fencing prowess at the All-India Inter-University Fencing Men & Women Championship held at Gurunanak University, Amruthsar, representing the college at the national level.

Eleven students emerged victorious in the Eenadu District Level Cricket Tournament in the 2019-20 season, displaying their remarkable teamwork and talent.

Bhargavi Gayathri secured the third place in the Regional Level Poster Presentation, impressing the judges with her creativity and artistic skills during the 2018-19 cultural event.

The team consisting of Paul Sandesh and Sowmya achieved second place, while another team comprising Kalyani and Pooja secured third place in the Regional Level Quiz Competition, in the 2018-19 cultural contest.

B Sowmya Sri excelled in Kabaddi Nationals, 2021-22 season, showcasing exceptional skills and determination.

Valluri Meena Supriya secured second place in Discus throw, and Praveen Kumar achieved first place in Shot Put during the AP CM CUP in 2021-22.

M. ESWAR, a first-year BZC student, showcased immense talent in Throw Ball and represented the college at Nationals in 2021-22.

J Nagaraju won three gold medals in state and inter-university events, while P Sai Kumar excelled in 400m and disc throw events during 2021-22.

Despite their academic responsibilities, these students actively participate in various National Service Scheme (NSS) activities, dedicatedly serving their communities in their hometowns. Their impactful community service receives high praise and appreciation from the residents, showcasing their commitment to making a positive difference in society.

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

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

Response: 76

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	7	20	18	20

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

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

Response: 25

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college campus sprawls over 9.7 acres with a total built-up area of 4289 square meters, offering ample space for academic and recreational activities. It boasts remarkable infrastructure, including 10 spacious classrooms for Under Graduation, 2 classrooms for Post Graduation, and a seminar hall with a capacity of 150 seats. Four classrooms are equipped with advanced digital technology for interactive learning, and there is a state-of-the-art virtual class supported by RUSA sponsorship, featuring video conferencing and online collaborative tools.

Connectivity is robust with 100mbps and two 60mbps internet broadband connections, and the campus is Wi-Fi enabled, providing free access to students. The college also offers a Learning Management System (LMS) provided by CCE.

For female students' support, the college is constructing a women's hostel under the NIRF Pilot project, funded with Rs. 3,60,00,000. Additionally, Rs. 25,00,000 has been allocated for equipment and machinery, and Rs. 55,00,000 for a Digital Classroom.

The college is well-equipped laboratories across various disciplines. These include:

Physics labs: 1

Chemistry labs: 1

Botany labs (with Herbarium): 1

Zoology lab (with Museum): 1

Computer Science lab: 1

English language lab cum Jawahar Knowledge Centre (JKC): 1

The college campus spans across a vast 9.7-acre land, offering abundant space for various sports and recreational activities. It boasts a well-maintained 400-meter running/walking track, One Physical Director Room with Gymnasium. At the same time, the college has submitted a proposal on multipurpose indoor stadium as part of the Khelo-India project.

The campus provides a diverse range of indoor and outdoor sports and games to cater different interests and preferences. For outdoor sports, the college offers facilities for athletics, cricket, volleyball, Kho-Kho, Kabaddi, Handball, and more. Furthermore, the college provides opportunities for students to participate in indoor games such as Chess and Caroms, fostering leisure and friendly competition.

To ensure the well-being of its students and staff, the college provides safe drinking water through an advanced Two R.O. water plants.

Special care has been taken to provide a hygienic and comfortable environment for female students. A dedicated ladies waiting hall has been established to ensure their convenience. Additionally, separate toilet facilities are available for both boys and girls, ensuring privacy and maintaining hygiene standards on campus.

Recognizing the importance of inclusivity, the college takes special care to accommodate the infrastructural needs of physically challenged individuals.

The college library offers a comprehensive digital learning environment, providing easy access to a vast array of online resources through the N-list platform. It houses an impressive collection of over 16,000 physical textbooks and reference books, covering various subjects and disciplines.

To promote holistic development and career advancement, the college has established the Jawahar Knowledge Centre (JKC). This centre serves as both a placement hub and an English language lab, equipped with 30 computing systems, providing students with dedicated space to enhance their career preparation and English language proficiency.

The college, designated as a Skill Hub by the Honourable Chief Minister of Andhra Pradesh, partners with APSSDC to provide various industrial skills to students. Through the APSSDC Employability Skill Centre (ESC), students learn industry-relevant skills, bridging the gap between academia and industry requirements. This centre plays a crucial role in empowering students with the tools they need for successful careers in their chosen fields.

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.99	46.75	164.69	14.01	6.33

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

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:

Response:

The library, serving as the Learning Resource Centre of the college, has an extensive collection of educational materials to support the academic needs of the students and faculty. With a vast collection of resources, it offers a wealth of knowledge and information for intellectual exploration and research.

In 2005, the Commissioner of College Education, A.P initiated a collaborative effort with INFLIBNET, to automate the libraries of Government Degree Colleges. As part of this initiative, the college received SOUL (Software for University Library) version 1.0, which facilitated the partial updating of the library in 2010. This software introduced a UNICODE based multilingual support system, enabling the library to cater to Indian as well as foreign languages.

Subsequently, the SOUL-1.0 version was replaced by the more advanced SOUL-2.0 version in 2019, offering enhanced features and functionalities. This upgrade further improved the automation process and provided an enriched user experience for both the library staff and patrons. However, recognizing the need for continuous development, the library underwent another upgrade in January 2022, transitioning to the latest SOUL-3.0 version. At present, the library operates with the SOUL-3.0 version, which represents the most up-to-date and advanced automation system.

To support multimedia learning and e-learning initiatives, the library also maintains a collection of 100 CDs and videos that are related to various subjects. These audio-visual resources serve as valuable supplements to the academic curriculum, enabling students to grasp complex concepts through interactive and visual learning experiences.

The college portal at https://www.gdcsalur.ac.in/index.php serves as an extensive gateway to a diverse

array of valuable resources and services for its users. With a user-friendly interface, it offers quick and efficient access to high-quality web-based information.

Through this portal, users can conveniently explore and take advantage of numerous e-resources provided by reputable platforms. It provides direct links to essential databases and repositories, including NLIST, INFLIBNET SHODHGANGA, e Pathshala, Integrated e-content Portal, SWAYAM, SWAYAMPRABHA TV, and the NATIONAL DIGITAL LIBRARY. These resources comprise a wealth of digital content, encompassing e-journals, e-books, research papers, course materials, and educational videos.

The college institution has subscriptions to the following e-resources:

E-journals: Access to a wide range of electronic journals, providing students and faculty with the latest research and academic publications.

E-Shod Sindhu: A valuable platform that facilitates access to a plethora of scholarly resources, enhancing the research capabilities of the college community.

Shodhganga Membership: Membership to the Shodhganga repository, enabling users to explore and utilize a vast collection of Indian electronic theses and dissertations.

The library houses has an impressive collection of more than 16,000 textbooks and reference books covering various subjects and disciplines. These books serve as essential references for students, providing them with comprehensive and up-to-date information to supplement their classroom learning.

The college library provides a comprehensive digital learning environment for both faculty and students, ensuring easy access to a vast array of online resources. Through the N-list platform, the library offers remote access to an impressive collection of over 6,000 journals and more than 1,99,500 e-books.

In addition to the N-list resources, the library further enhances its digital collection by offering access to 6,00,000 e-books through the National Digital Library. This extensive repository of e-books covers a wide range of subjects, catering to the diverse academic interests and research needs of the faculty and students.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

Response:

The institute is dedicated to providing comprehensive computing and networking services to support the academic and administrative activities. A wide range of computing resources, including desktops, laptops, and Internet connectivity, is made available for various purposes such as library research, computer labs, and office operations.

FRS: The college has implemented a facial recognition attendance system, which was introduced by the Government of Andhra Pradesh. This system enables the monitoring of faculty members and students by utilizing facial recognition technology. It serves as a reliable and efficient method of tracking attendance within the college premises. By adopting this system, the college aims to streamline the attendance process and ensure accurate recording of the movement of individuals.

Library: The college has established a robust internet connectivity infrastructure to cater to the digital needs of its students and faculty. It is equipped with 3 high-speed internet connections, one of which is offering a bandwidth of 100 Mbps, along with an additional two 60 Mbps connection provided by BSNL Broadband These multiple connections ensure a reliable and uninterrupted internet experience for all users within the college premises.

With the implementation of these broadband facilities, the college has taken a significant step towards bridging the digital divide. By providing free Wi-Fi access throughout the campus, students from all backgrounds, including those from marginalized sections, can access the wealth of knowledge and resources available on the internet. This initiative aims to empower students with digital literacy skills, facilitate online research and learning, and enable seamless communication and collaboration.

Digital and virtual Classrooms: There are 19 classrooms at the college, including 1 digital classroom and 4 virtual class rooms. These digital classrooms have been made feasible by RUSA's (Rashtriya Uchchatar Shiksha Abhiyan) generous sponsorship. The virtual classroom is designated specifically for Teaching and Learning in ICT (Information and Communication Technology) mode, allowing for seamless interaction between the college's instructors and students and those from other institutions. This platform facilitates the exchange of knowledge and promotes collaboration among students.

In addition to its digital classrooms, the college has a well-equipped seminar room. The seminar room is outfitted with ICT equipment to facilitate a variety of academic and extracurricular activities. This location is suitable for hosting workshops, presentations, seminars, and guest lectures. The incorporation of ICT equipment into the seminar room improves the overall learning experience and facilitates effective participant communication.

Computer Lab and JKC Lab: The college possesses a robust computing infrastructure consisting of 85 computing systems, designed to cater to the diverse needs of students and faculty. Notably, 30 laptops have been sponsored by APSSDC (Andhra Pradesh State Skill Development Corporation), enabling students to engage in flexible and mobile learning experiences.

 Jawahar Knowledge center, serving as both a placement hub and an English language lab, is equipped with 20 computing systems, a Dell Server, and a 15Kva online UPS (Uninterruptible Power Supply). These resources were made possible through the sponsorship of the Commissioner of Collegiate Education (CCE), Government of Andhra Pradesh.

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

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

Response: 4.58

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

Response: 60

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

4.4 Maintenance of Campus Infrastructure

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.99	46.75	164.69	14.01	6.33

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
275	260	320	266	324

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

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

Response: A. All of the above

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

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

Response: 25.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	38	84	188	25

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 2.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	2	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
181	99	182	127	122

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

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

Response: 0.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	0	0

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

5.3 Student Participation and Activities

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

Response: 46

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	7	15	12

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

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

Response: 84

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	50	90	80	100

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

5.4 Alumni Engagement

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

Response:

Response:

The President and Executive members of the Lions Club Senior College Committee, Saluru, exemplified their generosity by making a significant donation of two lakh fifty thousand rupees. Out of this sum, one lakh was allocated as a Corpus Fund, while the remaining one lakh fifty thousand rupees was designated for a one-year deposit to cover essential recurring expenses, including salaries and establishment charges. Furthermore, the committee displayed exceptional philanthropy by donating a substantial land area of 9.78 Acres, which laid the foundation for the establishment of Government Degree College in Saluru, specifically catering to the Tribal Area. The college was founded in the year 1982-83, and since then, the Lions Club committee has remained actively engaged as alumni, providing steadfast support to the institution's growth and development. Their unwavering dedication has had a profound and positive impact on the college community, creating an environment conducive to the holistic development of our students.

The Alumni Association of Government Degree College Saluru is a dynamic and well-organized body that operates with a level of professionalism and efficiency akin to that of a registered entity, despite not having completed the official registration process yet. The association functions effectively and diligently, reflecting a strong commitment to its responsibilities and objectives. At present, the association is actively engaged in the process of obtaining official registration as a Society.

Membership to the association is open to all former students of GDC Salur who wish to maintain a connection with their alma mater and contribute to the growth and development of the institution as valuable stakeholders, the alumni actively participate in important meetings such as the CPDC Meeting (Career Planning and Development Cell) and meetings related to extracurricular activities.

At our institution, we highly value the feedback provided by our esteemed alumni. As part of our practice, we regularly collect feedback from our alumni, and we take this input seriously. Each feedback is thoroughly analysed and based on the valuable recommendations and suggestions shared by our alumni; we prepare a comprehensive action taken report. This report serves as a roadmap for addressing the recommendations and implementing the suggested improvements to further enhance the quality of our institution's programs and services. We are committed to continuously improving and ensuring that the voices of our alumni are heard and considered in shaping the future of our institution.

The alumni play an active and integral role in the association's activities, events, and initiatives. Their contributions to the development of our institution are invaluable, as they generously support us through financial donations, volunteering, mentoring, and sharing their expertise. In return, the institute expresses its gratitude and recognition by organizing special events and ceremonies to honor and appreciate their invaluable support. These occasions serve as a wonderful opportunity to celebrate the achievements of our alumni and acknowledge their significant contributions, fostering a strong bond between the institution and its cherished alumni community.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Response:

Vision:

The institution's vision is to be a beacon of inclusive education, embracing diversity, and offering a wide range of skills and hands-on training to cater to the needs of our community.

Mission:

To provide career orientation and multi-skill development programmes to meet the academic demands of students from various social groups.

To promote each student's intrinsic talents and assist them in discovering the "pleasure of learning".

To assist pupils in developing confidence in themselves and overcoming problems in their present and future.

Help the students to improve the performance and ability to progress in their career through the Employability skills and transferable skills that are useful in every job.

Governance And Leadership

The governance of the institute is deeply rooted in its vision and mission statements, which serve as guiding principles for its operations. The institute consistently demonstrates its commitment to these statements in all aspects of its functioning.

The college has adapted a decentralized organisation structure to facilitate decision-making processes, allowing for effective and efficient governance. This decentralized approach of organising things involves the establishment of college committees that play a crucial role in decision-making within their respective domains. These committees serve as crucial intermediaries, ensuring that the decisions made at the department level align with the overall objectives and policies of the college.

Under this decentralized framework, college committees actively engage in discussions and deliberations to address specific issues and make informed decisions. These committees consist of members and the coordinator as head who possess the necessary expertise and knowledge in their respective fields. We also include students in every committee and ascertain their opinion on all matters.

The principal, along with the College Planning and Development Committee (CPDC) and the Internal Quality Assurance Cell (IQAC), RUSA Coordinator, Staff Council, works together to develop a plan that reflects the institution's long-term vision and mission. Their expertise and valuable insights play a pivotal role in shaping the overall governance and direction of the institute.

To ensure a comprehensive and inclusive approach, the preparation of the institute's perspective plan involved a collaborative effort. To thrive in the competitive landscape and set an example, the institute diligently prepared both short-term and long-term plans on a timely basis.

The short-term goals focused on adapting to emerging industrial requirements. The institute recognized the need to offer new courses that aligned with the evolving demands of the job market. By doing so, they aimed to equip students with the skills and knowledge necessary to excel in their chosen fields. Additionally, to enhance the effectiveness of teaching methodologies, the institute embraced digital technology as a valuable tool to supplement traditional teaching approaches.

The long-term plan aimed to provide a roadmap for the institute's growth and development. It encompassed strategic initiatives such as infrastructure expansion, faculty development programs, community engagement and preparing the institute in way to provide the various skills to meet the industrial requirement to enhance the employability in students.

In compliance with the government's mandate to implement the National Education Policy- 2020, from the year 2023-2024, the institute diligently prepared its roadmap. This comprehensive plan outlined the introduction of Major and Minor specializations in various courses, along with the inclusion of multidisciplinary courses.

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

6.2 Strategy Development and Deployment

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

Response:

Taking into consideration the recommendations of the Previous Cycle of National Assessment and Accreditation Council (NAAC) and the valuable feedback received from our institute's students, we recognized the need to expand our academic offerings and proposed the introduction of new postgraduate (PG) programs, specifically the Master of Science (M.Sc.) program in Chemistry.

After careful crafting and evaluation, we are pleased to announce the successful launch of the M.Sc. program in Chemistry in 2017 and 2018. These programs provide specialization in Chemistry, equipping

students with the necessary knowledge and skills for their careers. we also got the approval to start M.Sc (Computer Science) from the Andhra university for the academic year 2023-2024. The introduction of these PG programs expands our academic offerings and demonstrates our commitment to educational advancements and meeting student needs.

In the domain of undergraduate education, new courses such as B. Com (Computer Application), and B.Sc. (Chemistry, Zoology, Aquaculture) in the year 2020-2021, and B.Sc. (Maths, Chemistry, Computer Science) in the year 2022-2023, have been introduced to broaden the range of disciplines offered at the institute.

Despite the disruptive nature of the National Education Policy (NEP) in the academic field, we took proactive measures and take the help from the CCE, Andhra University, and APSCHE to successfully incorporate the new guidelines into our institution without significant disruption.

The college infrastructure is being developed in a way that addresses the needs of the students. This includes the renovation of the Botany, Zoology, Chemistry, Physics, and computer labs, as well as making any required modifications.

ensures that educational institutes can provide quality service to their students by appointing competent and qualified individuals who can effectively contribute to the teaching-learning process.

College Planning and Development Council (CPDC): The College Planning and Development Committee (CPDC). The CPDC is frames a strategic plan that aligns with the long-term vision and mission of the institution. As part of this planning process, the CPDC recognizes the significance of incorporating new courses and leveraging Informative and Communication Technology (ICT) and Digital Tools to improve the quality of teaching and learning within the institution.

Internal Quality Assurance Cell (IQAC): With the principal's expert guidance, the IQAC diligently organizes regular meetings and conducts thorough reviews. These gatherings embrace a diverse spectrum of academic and administrative dimensions, encompassing syllabus coverage, internal examinations, financial mobilization, awareness programs, community services, and active involvement of both staff and students. Drawing insights from departmental plans, the IQAC meticulously crafts an Annual Institutional Plan, a visionary blueprint that paves the way for a plethora of activities throughout the academic year.

Commissionerate of Collegiate Education (CCE): As part of capacity building, the CCE (Commissionerate of Collegiate Education) has taken the initiative to conduct Training of Trainees (TOTs) to empower the staff with expertise. Additionally, the CCE encourages faculty members from various institutes to collaborate on writing books, fostering a spirit of learning and contribution. CCE ensures conducive environments for teaching and learning, promotes accountability, and utilizes technology to enhance the quality of education.

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

6.2.2 *Institution implements e-governance in its operations*

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

Response: A. All of the above

File Description	Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The Government of Andhra Pradesh, in collaboration with key administrative bodies like the Commissionerate of Collegiate Education (CCE), Andhra University, and the Andhra Pradesh State Council of Higher Education (APSCHE), is dedicated to actively empowering and supporting the staff within the educational institutions. Recognizing the pivotal role played by the faculty members, the government has undertaken various measures to ensure their well-being and professional development.

The government is committed to offering competitive remuneration packages and attractive incentives to attract and retain highly skilled and qualified teaching and non-teaching staff. By providing financial stability, the government aims to motivate and reward educators for their hard work and dedication, they include.

Group Insurance Scheme (GIS, Pension (pre-September 2004, Contributory Pension (post-September 2004, Andhra Pradesh Government Life Insurance, Employee Health Scheme (EHS, Medical Reimbursement, Leave Travelling Concession (LTC) Encashment, Half Pay Leave, Home Loan, GPF Loan, Medical Leave, Gratuity, Special Casual Leave for Women, Child Care Leave for Women, Maternity Leave, Paternity Leave., Appointment of Descendants on Compassionate Grounds.

In addition to providing financial benefits, the government has proactively embraced innovative strategies to enhance faculty capacity building. As per the guidelines of the government, the governing bodies like the Commissionerate of Collegiate Education (CCE), Andhra University, and the Andhra Pradesh State Council of Higher Education (APSCHE), has taken proactive steps to enhance faculty capacity building. The CCE, as a key member, has played a crucial role in developing and implementing programs that

nurture and refine the skills of faculty members.

These programs encompass a variety of initiatives designed to empower educators. Faculty Development Programs (FDPs) offer opportunities for professional growth and the acquisition of new knowledge and teaching methodologies. Workshops and conferences facilitate the exchange of ideas, enabling faculty members to stay updated with the latest pedagogical techniques, research advancements, and industry trends. Orientation Courses (OC) and Refresher Courses (RC) further enhance the skills of the faculty by providing specialized training in specific subject areas or emerging educational paradigms.

As part of the CCE commitment to meeting the evolving global needs of students, a key initiative spearheaded is the Training of Trainers (TOT) program. This initiative equips educators with the expertise required to address the challenges and demands of a rapidly changing educational landscape. By participating in TOT programs, faculty members gain valuable insights and skills to deliver high-quality education that aligns with global standards.

The Performance Appraisal of teaching staff is conducted through the Annual Self-Appraisal Report (ASAR) system. As per G.O. Ms. No. 14, Higher Education (UE) Department, Govt. of A.P. dated 13-02-2019, College Teachers are required to submit their ASAR to the IQAC (Internal Quality Assurance Cell) at the end of each academic year. The ASAR formats are reviewed by the IQAC, and the principal assigns scores based on the evidence provided by the teachers. The final appraisal reports are then submitted to the Commissioner of Collegiate Education.

These comprehensive measures collectively ensure a high-quality education ecosystem within Institution. By fostering collaboration with renowned institutions and facilitating continuous professional development opportunities, the government prioritizes the growth and proficiency of the faculty. This, in turn, contributes to an enriched learning environment and equips students with the knowledge and skills necessary to succeed in a dynamic and competitive world.

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

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

Response: 1.6

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**

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 53.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	41	10	1	4

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

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

6.4 Financial Management and Resource Mobilization

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

regularly (internal and external)

Response:

Government Degree College Saluru is committed to its strategic plan for resource mobilization, going beyond the salary grant provided by the Government of Andhra Pradesh and the revenue generated from self-financed programs. The financial support for our college is derived from various esteemed Government Agencies, and these partnerships have been instrumental in driving our vision of providing equitable and accessible higher education.

The Rashtriya Uchchatar Shiksha Abhiyan (RUSA), a crucial scheme promoting quality education, has been a primary avenue for funding. Through RUSA's support, we have been able to expand our infrastructure and improve academic resources, thereby elevating the overall educational experience for our students.

Another significant source of financial backing comes from the University Grants Commission (UGC). With the UGC's assistance, we have successfully undertaken diverse academic and research-related projects that have further enriched the academic environment within our college.

As part of our commitment to advancing women's education and empowering female students, we secured a grant under the National Institutional Ranking Framework (NIRF) pilot project, allowing us to construct a dedicated Girls Hostel. This initiative ensures a safe and supportive living space for our female students, enabling them to focus on their studies without worries about accommodation.

In line with our emphasis on promoting physical fitness and nurturing sporting talents, we have made notable progress under the Khelo India-National Programme. By availing this opportunity, we are currently in the process of constructing an indoor stadium equipped with state-of-the-art sports facilities. This facility will not only encourage active participation in sports but also foster a culture of physical well-being among our students.

Our cherished alumni and generous individual donors hold a special place in our journey of growth and excellence. Their unwavering support and contributions play a pivotal role in driving our vision and mission forward.

The college focuses on effective fund utilization to achieve excellence and ensure quality in all endeavours.

The Government of Andhra Pradesh has established a comprehensive audit mechanism for all government educational institutions, with the Accountant General of A.P serving as the external auditor. In addition, periodic internal audits are conducted by the audit teams of Commissionerate of Collegiate Education or the Regional Joint Director of Collegiate Education. To ensure accuracy and transparency, monthly account tallies are compared with treasury figures, and any deviations or errors are promptly addressed. The audits encompass various aspects, including expenditure on salaries, student strength, admission processes, leave on duty registers, purchases, utilization of special fees, and tuition fees, among others.

At the end of each financial year, the utilization of UGC funds, Special Fee funds, and other resources will be subject to auditing by the Internal Audit Team from the Commissionerate of Collegiate Education. Furthermore, the government funds will be audited by the Accountant General of Andhra Pradesh, while the financial accounts will undergo scrutiny by the institute's Chartered Accountant.

In addition to the established audit mechanism, the college principal conducts an internal audit annually to ensure transparency across various internal departments, sections, and accounts. External funds received from bodies like UGC, DST, etc., undergo auditing by a Chartered Accountant hired by the institution to ensure their proper utilization. These well-defined procedures and processes govern the planning and allocation of financial resources. The institution has developed effective strategies for mobilization and efficient utilization of resources.

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

6.5 Internal Quality Assurance System

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

Response:

The institution took the initiative to establish its Internal Quality Assurance Cell (IQAC) on June 1st, 2010, constituting a committee with a coordinator and members. With a strong commitment to ensuring quality higher education and student support services, the institution adopts appropriate teaching-learning strategies, evaluation methods, and student-centred activities to consistently deliver excellence.

To improve service delivery to both students and faculty, the college implemented e-governance. This implementation has greatly enhanced the efficiency and accessibility of various services, including enrolment, examination result access, feedback submission, document, and certificate requests, as well as admit card generation. Through these digital advancements, the institution strives to provide a seamless and convenient experience for all stakeholders involved.

The IQAC has successfully integrated a learner-centred approach through the utilization of Information and Communication Technology (ICT). This enables students to engage in continuous learning opportunities round the clock. Under the guidance of the principal, the IQAC conducts regular meetings and comprehensive reviews. These meetings encompass a wide range of academic and administrative aspects, including syllabus coverage, internal examinations, financial mobilization, awareness programs, community services, as well as staff and student participation. Based on the departmental plans, the IQAC prepares an Annual Institutional Plan that serves as the blueprint for conducting various activities throughout the academic year.

The institution conducts regular reviews of its teaching-learning processes, operational structures, and learning outcomes through its Internal Quality Assurance Cell (IQAC). These reviews involve multiple channels, including internal academic audit teams, departmental reviews with the participation of students and teachers, meetings of the College Planning and Development Council (CPDC), IQAC, and Staff

Council. Additionally, district-level monitoring is carried out through the District Resource Centre (DRC). Continuous Comprehensive Evaluation are reviewed through live video conferences and teleconferences, with peer reviews conducted by academic officers from CCE, A.P. The assessment of Annual Performance Indicators (API) of individual teachers is also performed by CCE, A.P.

While teachers are granted autonomy in the teaching-learning process, various control mechanisms are in place at different levels to positively guide their strategies. These control mechanisms reinforce the curriculum transaction. The institution reviews the teaching-learning process and operational methodologies for each semester. This review involves verifying the methods employed, such as classroom-based or online approaches, student-centric or lecture-based methods, and the utilization of Information and Communication Technology (ICT) or traditional methods. The IQAC reviews the learning outcomes by assessing reports such as results and students' performance in various competitive examinations.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

Response:

Our college is fortunate to have a significant number of female students, which allows us to cultivate a supportive and inclusive environment for women on campus. The college administration consistently prioritizes the provision and protection of the diverse needs of our female students.

There are several measures implemented within our institution to ensure the safety and security of our female students on campus. These measures include.

We have established a Women Empowerment Cell to raise awareness among our female students about various career opportunities and empower them to overcome social challenges and stereotypes. The cell aims to provide guidance and support, enabling our female students to excel in their chosen fields and break free from societal stigmas associated with women.

The Women Empowerment Cell actively organizes a range of programs within the institute to foster sensitivity among our female students, enabling them to think and act freely without any sense of insecurity. These programs include commemorating International Women's Day, celebrating the birth anniversaries of prominent women personalities such as Savitribai Phule and Rani Jhansi Lakshmi bai, and inviting successful women from various fields to share their experiences through talks and lectures. These initiatives are carefully designed to cultivate a safe, inclusive environment that empowers our female students, encouraging them to express themselves confidently.

Our college has an Anti-Ragging Committee that prioritizes the well-being of women and maintains a safe environment. Prompt and strict action is taken against perpetrators, including involving the local police when necessary. This demonstrates our institution's commitment to ensuring a secure campus for all students, particularly women, and effectively addressing harassment incidents.

In addition to the aforementioned committees and cells, our college places special emphasis on providing a safe and hygienic environment for its students. This commitment is evident through various initiatives such as the construction of a Women's Waiting Hall, dedicated toilets for women students, and ongoing construction of a women's hostel. Furthermore, the establishment of a boundary wall further enhances the overall safety and security of our campus, fostering a sense of security and well-being among our female students.

The institute has partnered with the Police Department to conduct impactful awareness programs on the DISHSA app, empowering students to safeguard themselves during emergencies by seeking assistance from the authorities. Through these collaborative initiatives, students are educated about the functionalities and features of the app, enabling them to promptly access support and report any incidents requiring immediate attention.

The Programme Officer of the Integrated Child Development Services Scheme (ICDSS) was visited our college to raise awareness about the detrimental effects of child marriages on individuals' marital lives and physical health. The visit served as an educational platform, equipping students with knowledge to recognize and address the challenges posed by child marriages, while also promoting the significance of proper nutrition for a healthy lifestyle.

The college had the privilege of hosting a visit from the esteemed District Medical and Health Office (DMHO), who delivered a comprehensive talk addressing crucial topics such as breast cancer, health, and hygiene. During the session, the DMHO provided valuable insights and information regarding the early detection, prevention, and treatment of breast cancer.

These concerted efforts exemplify our college's unwavering commitment to fostering an environment that prioritizes the safety, comfort, and empowerment of our female students, enabling them to wholeheartedly pursue their education.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

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

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

Response: B. Any 3 of the above

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

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

Response:

Our institution is committed to actively promoting welfare measures and fostering inclusivity. We strongly encourage underprivileged communities, particularly SC and ST, OBC to join us by providing them access to government-sponsored schemes like JAGANANNA VIDYA DEEVENA and JAGANANNA VASATHI DEEVENA. Furthermore, we strive to reduce financial barriers by offering concessions on registration, tuition fee, and examination fees.

In alignment with the government's aspirations, Andhra University has set a low fee structure, aiming to encourage individuals from the downtrodden society to pursue their academic aspirations. The fees at our institution are significantly lower compared to the surrounding corporate institutions. This step has been taken to ensure that financial constraints do not hinder the educational opportunities of deserving students, providing them with an affordable path to achieve their academic goals.

The Women Empowerment Cell takes proactive measures to organize a diverse range of programs within the institute, aiming to cultivate a sense of empowerment and security among our female students. These programs encompass various activities, including observing International Women's Day, commemorating the birth anniversaries of influential women figures like Savitribai Phule and Rani Jhansi Lakshmi Bai, and inviting accomplished women from diverse fields to deliver talks and lectures, sharing their valuable

experiences.

The institution follows a common practice of organizing fresher's and farewell events. These events serve as platforms for students to establish a rapport with one another. During these events, a diverse range of cultural activities take place, providing students with opportunities to showcase their innate talents. These events not only promote a friendly and welcoming atmosphere but also create a platform for students to express and exhibit their skills and abilities.

The college organizes various events, such as Constitution Day, Voters Day, Independence Day, and Republic Day, with the aim of sensitizing students to the values enshrined in the constitution of India and instilling a sense of nationalism in the youth. By organizing such events, the college strives to cultivate a deep understanding and appreciation for the ideals and values that form the foundation of our nation.

Through the Community Service Project, the college provides students with an opportunity to gain knowledge and understanding of the socio-economic conditions at the village level. This initiative allows students to actively engage with the community and become aware of the challenges faced by its members. Project serves as a platform for students to apply their skills and knowledge to suggest meaningful and practical solutions that can contribute to the betterment of the community.

We organize AIDS Day to raise awareness and support for AIDS-positive patients, aiming to eliminate discrimination and promote equal treatment. Through educational activities and discussions, we create an inclusive environment where students learn to respect and empathize with individuals regardless of their HIV status.

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

7.2 Best Practices

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

Response:

Best Practice1:

Title: Preserving Nature's Symphony through Biodiversity and Environmental Awareness Programmes.

The context: The institution recognizes the critical importance of biodiversity and the urgent need to address biodiversity loss. Understanding the grave threat, it poses to the delicate balance of ecosystems and the well-being of all living organisms, the institution has wholeheartedly embraced Sustainable Development Goal 15 as a guiding principle in its endeavours.

Objectives of the practice:

1. To raise awareness among students and the community about the imperative need to combat biodiversity loss.

3. To empower the students and the community to understand, appreciate, and take responsibility for the protection and preservation of our natural resources and ecosystems.

The Practice: By aligning its practices, initiatives, and policies with the aim of halting biodiversity loss, the institution seeks to make a meaningful contribution through a range of activities and initiatives. We aim to foster a deeper understanding of the importance of biodiversity, highlight environmental challenges, and empower students as well as the community to take positive actions towards a sustainable future.

The initiatives and activities include:

1. Wildlife Week: The Department of Zoology celebrates Wildlife Week annually (October 2-8, 2021 and 2022) to promote wildlife conservation. Engaging activities such as elocution, essay writing, and Clay Model Preparation competitions encourage student participation. As rewards, saplings are given to inspire a continued commitment to wildlife conservation and foster a sustainable future.

2. World Environment Day: The NSS coordinator, along with dedicated students, celebrated World Environment Day by taking proactive steps to address environmental challenges. They organized a rally to sensitize the community about the importance of environmental conservation in the face of global warming. This rallying effort served as a powerful platform to raise awareness, engage the community, and inspire collective action towards a sustainable future.

Rally participants carried vibrant banners, displayed thought-provoking posters, and chanted impactful slogans to captivate attention and foster meaningful conversations. By interacting with community members, the participants effectively communicated the importance of protecting the environment and highlighted the consequences of global warming.

- Green Practices:

- Vehicle-Free Campus: The college has implemented a weekly vehicle-free day to reduce carbon emissions. Faculty and students are encouraged to commute to campus without motor vehicles, promoting eco-friendly transportation.

- Plantation: To maintain a green campus, a sapling planting program was initiated based on recommendations from the NAAC Cycle-2 peer team. Vanam Manam Students actively participate in planting saplings, and special invitees also contribute to the green environment by planting saplings before they depart.

- Medicinal Plant Observation: A field visit was organized to explore and learn about medicinal plants in the Salur vicinity. Participants gained insights into the diversity, therapeutic properties, and cultural significance of these plants, promoting awareness of local biodiversity and traditional medicinal uses.

○ Guest Lecture on Millets: The institute arranged a guest lecture on millets, featuring renowned speakers and representatives from Krishi Vigyan Kendra. The lecture highlighted millets' transformative potential in local agrifood systems, fostering sustainability, resilience, and inclusivity. Millets' adaptability to climate shocks, support for biodiversity, and soil health were emphasized, offering valuable insights into sustainable agriculture.

Impact of the Practice: Through the aforementioned initiatives, we take pride in our contributions towards halting biodiversity loss, promoting environmental awareness, and striving for a sustainable future. Each step we take from Wildlife Week celebrations, vehicle-free campus, sapling plantations, and field visits to observe medicinal plants, plays a part in creating positive impact. By actively engaging in these practices, we are making a difference, however small, in prese rving biodiversity and fostering a greener and more sustainable world.

Best Practice 2:

1. Title of the Practice: The admission campaign to implement an inclusive student admission process, covering all sections of society and ensuring equitable opportunities for all.

2. The context: The education serves as the cornerstone for marginalized and economically disadvantaged individuals, who often lack other resources to improve their lives and achieve equality with privileged communities. The national education policy emphasizes the importance of equitable and inclusive education, promoting learning for all. Aligned with the UN Sustainable Goals, the pursuit of inclusive and quality education for all reaffirms the belief that education is a powerful and proven vehicle for sustainable development.

3. Objective of the Practice:

a. To facilitate the enrolment of students from rural areas, particularly those residing in tribal zones, in undergraduate courses.

b. To enhance the gross enrolment ratio in higher education institutes.

4. The Practice:

The principal's proactive approach is evident as he forms teams of 3 to 4 lecturers and initiates an admission campaign. These efforts aim to ensure a successful and inclusive enrolment process, emphasizing the institution's commitment to providing equal opportunities in education.

An important aspect of this strategy is the teams' visit to nearby villages, recognizing the untapped potential in rural communities. This approach enables the inclusion of students who may lack access to information or resources, making the admission process more comprehensive and diverse.

Additionally, to increase the Gross Enrolment Ratio (GER) in higher education, the principal directs the teams to visit government and non-government/private colleges. These visits facilitate fruitful discussions with faculty and staff, fostering a collaborative environment for exchanging knowledge, insights, and best practices related to the admission process. This collective effort contributes to the institution's goal of enhancing the overall education landscape.

Impact of the Practice: To bridge the gap between national interests and society, and to address the lack of awareness among tribal and marginalized students, especially female students in the town, surrounding villages, and tribal hamlets the institution initiates an admission campaign aimed at raising awareness among potential students. This campaign also seeks to empower the community, particularly parents, to encourage their children to pursue higher education and increase the Gross Enrolment Ratio, as emphasized in the New National Education Policy.

Obstacles faced, if any and strategies adopted to overcome: Financial limitations pose significant challenges to organizing these events; however, we manage them through the NSS and CPDC funds. The consistent and commendable support from personal contributions made by the college staff and the principal has also played a vital role in motivating us to carry out these programs successfully.

Resources: Resources such as NSS and CPDC funds, along with personal contributions from the college staff and the principal, have played a vital role in providing both financial and human resource support.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

We distinguish ourselves by providing remarkable infrastructure facilities that surpass those of neighbouring institutions. Additionally, we take immense pride in our National Service Scheme (NSS), which plays a pivotal role in instilling a sense of community sensitivity among our students and fostering an environment that supports the holistic development of each student.

Our college stands apart by offering exceptional infrastructure facilities that exceed those of neighbouring institutions. Moreover, we take great pride in our National Service Scheme (NSS), as it plays a pivotal role in instilling a sense of community sensitivity among our students through which we foster an environment that nurtures talent, encourages exploration, and wholeheartedly supports the holistic development of our students.

In its 41 years of existence, our college has earned a reputation as an esteemed institution. From its humble beginnings with just two undergraduate courses - BA and B. Com - it has evolved and flourished. Recognizing the evolving needs of students, the college now offers a diverse range of eight meticulously designed graduate courses and one Post graduation course. These courses aim to nurture talent and ignite a passion for learning among our students. Throughout its journey, the college has remained committed to providing quality education and shaping the future of aspiring individuals.

At the core of our college's mission lies a profound commitment to providing quality education to our

students. Our student body primarily consists of individuals from rural areas and marginalized communities, many of whom are first-generation learners. Recognizing the transformative power of education, our institution embraces the responsibility of shaping their lives and dedicated to providing an optimal learning environment supported by robust physical and human resources.

Even though the college is situated in rural area, our college stands out for its remarkable facilities that surpass those of nearby institutions. We take great pride in offering our students an array of amenities designed to enhance their learning experience.

Our campus has a vast playground with a 400-meter running track, two volleyball courts, and a well-equipped gymnasium. These facilities provide our students with ample opportunities for physical fitness and sportsmanship, promoting a holistic approach to education.

In addition to our outstanding sports facilities, we have also invested in modern infrastructure to support academic excellence. Our digital classrooms are equipped with advanced technology, creating an interactive and engaging learning environment. Students benefit from state-of-the-art laboratories that facilitate practical learning experiences, allowing them to apply theoretical knowledge to real-world situations.

Keeping pace with the latest advancements, we have embraced ICT-based teaching methods to meet the standards set by educational authorities. By integrating technology into our teaching practices, we aim to enhance the quality of education and provide students with a comprehensive and future-ready learning experience.

In addition to our outstanding infrastructure, we place great importance on fostering the holistic development of our students by encouraging their active involvement in a range of community-oriented programs. To achieve this, we have established the National Service Scheme (NSS) and the Red Ribbon Club (RRC) within our institution. These initiatives not only encourage our students to actively participate within the confines of our institution but also serve to enhance the lives of individuals in our community.

The NSS unit-1 and 2 of our institution have accomplished commendable work by planting saplings, which have now transformed the institution into a beautiful green belt, providing a pleasant and refreshing ambiance.

The NSS program officer underwent a comprehensive RCCE training program at M.R Autonomous College, Vizianagaram, facilitated by UNICEF. This training equipped the officer with essential knowledge and skills on behavioral changes, COVID-19, Child Marriages, Nutrition, Immunization, and WASH.

Following the training, the Programme Officer organized an awareness campaign at the college to educate faculty members and NSS volunteers about RCCE's goals and objectives. Inspired by their training, the volunteers continued their efforts to raise awareness in the village communities, actively contributing to the central objective of RCCE. Their dedication is vital in spreading knowledge and promoting positive changes in the community regarding health and related issues.

The dedicated volunteers of the NSS have actively participated in a range of programs, including clean and green initiatives, both within the institute and through special camps organized at the village level. Their involvement has been instrumental in fostering a cleaner and greener environment, benefiting both the

institution and the surrounding communities.

In a successful collaboration with the Department of Zoology, the NSS Unit of our institution took the initiative to conduct an Identification of Blood Grouping Programme. This program aimed to raise awareness and provide valuable knowledge regarding blood grouping among the residents of Saluru Municipality and Dugda Sagaram Village. The NSS volunteers worked diligently to organize and execute the program, which involved conducting blood grouping tests for individuals in these communities.

The NSS volunteers and college students have displayed great enthusiasm and dedication in their collaboration with the Red Ribbon Club (RRC). Together, they actively participated in blood donation camps and engaged in various activities organized by the RRC. These blood donation camps provided an opportunity for individuals to contribute to the noble cause of saving lives by donating blood. Additionally, they actively engaged in other activities organized by the RRC, such as awareness campaigns, educational programs, and community outreach initiatives aimed at spreading awareness about HIV/AIDS and promoting healthy lifestyle practices. Through their involvement with the RRC, the NSS volunteers and college students demonstrated their commitment to serving the community and making a difference in the lives of others.

Through collaboration with various departments within the institution, the NSS conducted an awareness campaign focused on environmental protection. This initiative aimed to educate individuals about the significance of water conservation strategies such as water harvesting, raise awareness about the necessity of ecological balance, and highlight the disadvantages of plastic usage. The campaign took place on the occasion of World Environment Day, both within the institution and at the community level, emphasizing the importance of sustainable practices and promoting a greener future.

At our institution, we firmly believe in the transformative potential of a comprehensive infrastructure that significantly enhances our students' overall educational experience. Moreover, we extend our commitment beyond the campus boundaries, aiming to enrich the lives of individuals in our community through active community engagement.

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

5. CONCLUSION

Additional Information :

The college has taken a significant step by undertaking the construction of a women's hostel under the NIRF Pilot project. This commendable initiative involves an investment of Rs. 3,60,00,000, aiming to offer a safe and conducive living space for female students, enabling them to pursue their education with ease and focus.

As an Identified Degree college and District Resource Center (DRC) within the district. Being equivalent to an adhoc district office for the Department of Collegiate Education, the college's principal assumes the pivotal role of representing the department at the district level. This responsibility includes attending vital meetings like SPANDANA (Public Grievance Redressal System), Jnanabhumi (Scholarship Management System) review meetings, and various other district-level gatherings on behalf of the Regional Joint Director of Collegiate Education.

 As the Drawing and Disbursing Officer for all private aided colleges in the district, the principal plays a crucial role in managing financial disbursements effectively.

The college's influence extends even further, as it actively participates in making proposals for the establishment of new government colleges based on the government's recommendations. Several proposals have been previously submitted for the establishment of new government degree colleges. Even for the establishment of new private degree colleges in the region, recommendations from the Principal of the Government degree college are required, highlighting the college's pivotal role in shaping the region's educational landscape.

Additionally, the college assumes the role of a District Resource Centre (DRC) on behalf of Collegiate Education, demonstrating its expertise in allocating resources and staff efficiently wherever necessary. This has not gone unnoticed, as the Government of Andhra Pradesh has chosen the college to receive a grant of 3.12 crores to improve facilities, with the ultimate aim of achieving better NIRF rankings in the district.

Shifting gears to another ambitious initiative, the college is actively involved in the prestigious Khelo-India project, which seeks to foster a culture of sports excellence and widespread participation in various disciplines nationwide. As part of this endeavour, the college proposes the construction of a multipurpose indoor stadium, designed meticulously to cater to various sports, including basketball, badminton, volleyball, table tennis, and more.

Furthermore, the college assumes the role of the district Help Line Centre (HLC) for the Online Admissions Module for Degree Colleges (OAMDC), where all grievances related to registration, payments, and the college selection process are attentively addressed.

Concluding Remarks :

Government Degree College, Salur, exemplifies its commitment to student-centric education, academic excellence, and community engagement through its progressive approach and innovative initiatives. The college's adoption of the Choice Based Credit System (CBCS) fosters a flexible and dynamic learning environment, empowering students to shape their academic journey. By adhering to Andhra University's

regulations and involving student representatives in decision-making, the college ensures a standardized and inclusive academic experience.

The institution's academic plan, Teaching Notes, and co-curricular activities enrich students' learning experiences, promoting holistic development and communication skills. To enhance effective curriculum delivery, the college focuses on compliance with Program outcomes and introduces various certificate and add-on courses, e-learning resources, and online courses to supplement students' resumes.

The Continuous Internal Assessment system enables the college to classify students based on academic proficiency, offering personalized support to ensure inclusive learning. By expanding the curriculum to include life skill and skill development courses and introducing interdisciplinary and multidisciplinary courses, the college equips students with essential life skills and prepares them for real-world challenges.

Furthermore, the college's dedication to creating a responsible and inclusive environment is evident through its integration of cross-cutting issues like Gender Sensitization, Environment and Sustainability, Human Values, and Professional Ethics into the curriculum. Various cells and committees organize events and campaigns to promote gender equality, environmental awareness, and social responsibility.

In terms of infrastructure, Government Degree College, Salur, boasts a well-designed campus with modern facilities, including advanced digital classrooms, well-equipped laboratories, a library with e-resources, and sports facilities to foster overall development.

The college's commitment to sustainability is evident through its initiatives like No Vehicle Day and provision of safe drinking water. Additionally, its partnership with APSSDC and plans to establish a Skill Hub further enhance employability prospects for students.

Government Degree College, Salur, sets itself apart through its student-centric approach, innovative teaching methods, and commitment to inclusivity and community engagement. With a strong vision and strategic planning, the college continues to excel in providing a conducive learning environment and empowering students for academic and personal growth. Its distinctive initiatives in women's safety, biodiversity preservation, and community sensitization further demonstrate its dedication to creating responsible and well-rounded individuals who can make positive contributions to society. As Government Degree College, Salur, continues to evolve and adapt to changing times, it remains a beacon of academic excellence and social progress in the region.