



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SHRI GNANAMBICA DEGREE COLLEGE**

**HOSPITAL BRANCH ROAD NEAR RTC BUSSTAND MADANAPALLE  
517325**

**SHRIGNANAMBICACOLLEGE.EDU.IN**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Shri Gnanambica Degree College (SGDC) was established in the year 1999 by an academician, abled administrator and Philanthropist Sri R. GuruPrasad garu with a passion to provide quality education to the local rural students and empower them through knowledge and employment. The institution is located at the heart of Madanapalle town and it is well connected to various villages and other districts. Madanapalle is famous for agricultural products such as tomato, mango, groundnut, and tamarind etc., Madanapalle is the biggest tomato market in Asia. Rabindranath Tagore translated National Anthem from Bengali to English and also set it to music in Madanapalle. Rishi valley school, which has a holistic approach to education and has innovated multi-grade teaching methodology, is located in Madanapalle.

The institution is affiliated to Sri Venkateswara University, Tirupati. The institution was started with 03 programs with an initial intake of 110. Currently, the institution is offering 08 programs with total enrolled students of 1050. The Institution has grown in various aspects since its inception and achieved many milestones. The Institution enjoys a commendable social accreditation and a very good reputation in the state of Andhra Pradesh. SGDC is one of the most preferred institutions in the town and in the district of Annamayya.

The institute maintains high standards of education by providing a wide array of academic and infrastructure facilities. Apart from the regular academic activities, the institution is known for extending its helping hand to the needy through philanthropic activities. The institution also offers freeships to about 80 students. Many students from other districts of Andhra Pradesh prefer to join the institution.

The Institution received many awards and appreciation for imparting quality education in the towns like Madanapalle at a very affordable cost. The chairman of the institution served as a member of the Executive Council of the affiliating university. In addition, four faculty members of the institution also served as members of the Board of Studies of the affiliating university. Furthermore, the institute is ranked Grade 'A' institution by the Government of Andhra Pradesh.

### **Vision**

To equip the students with the required knowledge and skills, and mould them to become competent professionals, leaders, entrepreneurs and above all good human beings through affordable and quality education.

### **Mission**

- Imbibe knowledge, skills and sensitivity toward the society
- Provide a conducive and congenial teaching-learning environment
- Strive to ensure holistic development of the students through curricular, co-curricular and extra-curricular activities

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Many of the students are first-generation learners.
- Remedial classes for slow learners and additional support for advanced learners.
- One of the highest placements in the region
- Good Success rate of students
- Outreach and extension programs
- Active student environment-learning communities, programs, student organizations and clubs
- Training students on life skills from the beginning of the program
- Welfare schemes for faculty and students
- Regular Parent-Teacher Meetings
- Providing Quality education at nominal fees
- Alumni engagement for the institute's growth & development
- Use of ICT tools by all faculty members
- Well-qualified, committed and experienced faculty
- Incentives to faculty for promoting Research and Development
- Because of a good social accreditation, this college is a favoured destination for higher studies in the Annamayya district and nearby districts of Andhra Pradesh.
- Research ambiance on the campus is augmented by the visits of eminent researchers and their interactions.
- Fully automated library
- Well-maintained infrastructure
- Proactive and Visionary management
- Effective and efficient mentor system
- Vision and Mission are well defined and followed
- Well-stocked library of textbooks, journals and digital resources
- Well-equipped and neatly maintained Laboratories
- Exclusive Training & Placement Cell with adequate facilities for training
- Good relationships with the industry
- Indoor and outdoor sports facilities
- Ever-growing Innovation and Entrepreneurship awareness activities
- Industry-specific add-on training programs
- Conduct add-on courses to bridge the gaps in the curriculum
- Well-established career guidance cell
- Empowerment of faculty and decentralization of administration
- Distinguished Alumni in civil services, as entrepreneurs, and with MNCs

### Institutional Weakness

- Limited Communication skills of students as most of the students are from rural areas
- Academic flexibility is limited and confined as the institution follows the syllabi prescribed by the affiliating university
- Students' accessibility to ICT tools outside the campus as many are from rural areas.
- Difficulty in getting quality doctorates for faculty positions
- Lack of diversity of students

- Delay in release of scholarship amount from the government, thereby affecting various institutional activities planned as per strategic plan.

### **Institutional Opportunity**

- The institution provides an opportunity for rural first-generation learners to get quality education at an affordable cost.
- Alumni association provides the opportunity for the current students to have a network with prominent alumni during alumni meetings.
- Establish academic links with renowned national and international institutions for student exchange and interactions to enhance the level of their knowledge in the respective areas
- Enhance faculty exposure to industry by sending them to industries and use the experience for better teaching-learning experience
- Possibility of networking among academia, R&D institutions and local industry to form R&D clusters.

### **Institutional Challenge**

- Some of our students are diffident due to their poor economic background.
- Retention of the faculty
- Creeping commercialization poses challenges to quality education in higher education.
- Elevating the institution to the Autonomous status and offer courses in the emerging technologies.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Since its foundation in 1999, Shri Gnanambica Degree College (SGDC) has been successful in executing the curriculum provided by the affiliating university. The institute uses a choice-based credit system (CBCS) and provides optional courses in accordance with the prescribed curriculum. The affiliating institution carefully designs the curriculum by considering current and future industry needs as well as essential abilities for students to excel in their jobs.

The academic schedule established by the affiliating university is strictly followed by the institution. All internal examinations and other academic-related activities follow the academic calendar. The faculty members maintain course files and deliver content based on pre-approved lesson plans. The institution's chairman was a member of the Executive Council of the affiliating university and contributed to the adoption of the modern curriculum. Furthermore, five faculty members acted as BOS members of the affiliating university in order to establish suitable courses.

The institution offers Choice Based Credit System (CBCS)/elective courses across all the programs during the assessment period. In order to bridge the gap between the curriculum offered by the affiliating university and industry needs, the institute offers add-on courses or value-added courses every year. The institution offered 61 add-on courses during the assessment period with an aim to make the students globally competent and address real-world problems. More than 90% of students took part in these courses and got benefitted.

The institution addresses professional ethics, gender, human values, environment, and sustainability among the students through curricular and co-curricular activities. The institution has a curriculum that includes more than 40% of the courses that impart experiential learning through project work and hands-on exercises in the laboratories. More than 30% of the total enrolled students in the given academic year take part in project works. The institution also has MoUs with various reputed organizations to provide required training to the students and make them employable.

In order to enable the students to achieve all graduate attributes, feedback from all stakeholders is taken and analyzed and gaps in the curriculum are communicated to the affiliating university.

### **Teaching-learning and Evaluation**

Many meritorious students from the state of Andhra Pradesh prefer to join SGDC. The seats are filled for all UG programs through the state-level online admission process. The institute strictly follows the reservation policy issued by the government of Andhra Pradesh. The institute follows a Mentoring system in which around 29 students are assigned to a faculty.

The institute is supported by efficient members of faculty with an average experience of over 7 years. The institute maintains the requisite teacher-student ratio. The courses are assigned to the faculty based on their competencies and specializations. Various teaching-learning methodologies such as problem-solving, participative learning and experiential learning are adopted through ICT-enabled infrastructure. The institution prepares course plans and course files well before the commencement of classes and adheres to the academic calendar.

Based on the assessment, students are divided into slow learners and advanced learners. Slow learners are provided with remedial classes to improve their subject knowledge and skills. On the other hand, advanced learners are encouraged to take part in workshops and seminars, explore content beyond the syllabus, and prepare to pursue higher education. To further strengthen students' domain knowledge guest lectures, workshops, conferences, etc. are also organized.

The examination section of the institute monitors and reviews the conduct of assessments and evaluation of internal examinations in a systematic way and ensures transparency in its processes. The affiliating university has brought in numerous IT reforms to automate various activities starting from student registrations to the declaration of results. In addition, the examinations branch of the institution facilitates students to address grievances, if they have any, related to internal and external examinations. The students excel in the examinations conducted by the university every year. The institution has been maintaining an average pass percentage of more than 95% during the last five years. The institution has also produced many academic toppers at the university level.

All COs and POs/PSOs are made available on the institute's website and their attainments are computed.

### **Research, Innovations and Extension**

The eco-system and linkages with various industries and institutions have been instrumental in promoting research at SGDC. Efforts of the members of faculty and support from the institution are evident from grants received from DST and books published by the faculty members. The Institute received 52.80 Lakhs of funds

from DST, the Government of India during the last five years.

SGDC has been promoting research by offering incentives to the faculty to take part in various activities of Research and Development. The institution promotes research among its faculty members by offering financial incentives based on papers published, books authored, papers and grants received. In addition, the members of the faculty are motivated and financially rewarded for taking part in international and national conferences. The institution organizes different seminars and workshops related to research methodology and Entrepreneurial skills.

The institution has been very active in organizing numerous extension and outreach activities. The institute encourages and ensures the holistic development of the students by motivating them to take part in several extension activities conducted by the institution. The institution has strong NSS units and organized 103 extension and outreach activities addressing the spectrum of societal issues and concerns during the last five years. Most of the students effectively contribute to these activities with a spirit to contribute to the society and nation. In recognition of its significant contribution to society, the institution received 25 awards and appreciation letters from various government and government recognized bodies.

The institution established strong linkages and collaboration with many institutions and organizations for the betterment of all the stakeholders. These collaborations showed a positive impact on various functions of the institution. The institution has more than 32 functional MOUs during the assessment period. The outcome of MOUs is evident from the placements and achievements of the students.

### **Infrastructure and Learning Resources**

The institute offers ICT-enabled classrooms, seminar halls, well-equipped labs, sports facilities, and superior infrastructure, as well as attractive architecture and an environmentally friendly atmosphere. The institute includes well-equipped, well-ventilated, and well-illuminated classrooms. Lift and ramp facilities are also available for divyangjans' convenience.

The instructional facilities include 35 classrooms, 09 laboratories, and 02 Seminar halls with proper ventilation, acoustics and ICT enabled. The Administration facilities include the office of the Principal, offices of HODs, Faculty rooms, Examination section, Placement Office, and Security office. Moreover, the institution is just behind the bus station of Madanapalle and hence, has higher accessibility even to students coming from remote areas.

The Institute has a dedicated library with a seating capacity of 60. The library is automated with LMS from M/s Guddz software. Library at SGDC has 1423 titles and 10035 volumes, rare books, journals, and special reports. In addition, a digital library with 10 desktop computers and 30 tabs are also available to access e-resources and for academic purpose. The Institute allocates a budget every year for various learning resources and expands its base.

The Institute has a committed team to look after various IT infrastructure works. The Institute has a total of 291 systems with a student computer ratio of about 10:1 for academic purposes. The institute has a Server and 300 Mbps Internet bandwidth to support LAN and Wi-Fi. The total campus area is Wi-Fi enabled. The institute has a well-defined IT policy in place for the effective utilization of the IT infrastructure. The institution has Power Generators of 62.5 KVA capacity and other required safety facilities. A CCTV surveillance system has also been in place. The institution has a well-connected fire-fighting system in place.

The institute provides various infrastructure facilities for sports and cultural events. All the facilities at the institution are well maintained through a systematic process and with the help of a well-defined maintenance policy.

### **Student Support and Progression**

The Government of Andhra Pradesh provided scholarships to more than 87% of SGDC students. Furthermore, the Institute has provided institutional funding to students who are economically disadvantaged yet intellectually gifted. During the previous five years, institutional scholarships benefited more than 6% of students.

The institution's many capability improvement programs help students improve their talents outside of the curriculum. The institution's Career Counseling Cell (CGC) assists students in achieving their goals by providing Career Counseling, guidance for Competitive Examinations, and Bridge courses. Additionally, meditation and yoga classes are conducted for the students' general growth. Almost all the students are benefitted from CGC . The Institute imparts life skills among the students during most of their studies at the institution.

For students to address any issues, the Institute has a well-established Grievances Redressal Cell. The Institute's zero-tolerance policy for ragging has helped to make it a ragging-free and student-friendly campus. Students are encouraged to participate in both co-curricular and extra-curricular activities. Many of the youngsters were rewarded for their performance in sports. Every year, the Institute also hosts a number of cultural and sporting events.

SGDC has a dedicated Training and Placement Cell to provide training and help students get placed. More than 63% of students got placed in various companies during the last five years. SGDC has been maintaining the highest placement records in the region for many years. Students are also motivated and guided to pursue higher education. The Institute ensures the involvement of students in various committees such as the Board of Studies, National Service Scheme (NSS), Cultural Clubs, Sports Clubs, and Technical Associations for the holistic development of the students.

The Institute has a registered Alumni Association and it contributes to the academic and overall development of the institution. Alumni association meets are conducted every year on campus to strengthen the bondage between the Institute and alumni and foster a sense of togetherness with alumni. The alumni base of the institution has a presence in various parts of the globe.

### **Governance, Leadership and Management**

SGDC has a governance model which is decentralized, democratic, participative and transparent to all its stakeholders and it is in line with the Institute's Vision, Mission and Quality Policy. The Institute has a well-developed strategic and perspective plan with tangible goals which influence the growth of the institution.

The Institute adopts decentralization of various activities at various levels and functions through various statutory and non-statutory committees. Seamless functioning of academic, administrative and financial activities of the Institute is ensured through the functioning of about 17 committees/cells. The Institute is known for its Student Discipline, Teaching and Learning Process, Evaluation, Research and Development and

Extension activities. Various welfare schemes such as free transport, Employee Provident Fund (EPF), Maternity Leave, Medical Leave and CCLs are extended to teaching and non-teaching staff.

SGDC implements and updates e-governance in various areas of the institution. The Institute also motivates the faculty to attend conferences/workshops and provides financial incentives for attending the same. Faculty are also encouraged to take part in various Professional Development Programmes, Orientation /Induction Programmes, Refresher Courses, and Short-Term Courses. The institute plans all the activities and allocates the budget accordingly at the start of the academic year. Both internal and external financial audits are done to verify any discrepancy in the areas of finance and account at the Institute.

SGDC considers internal quality a top priority. The Institute strategically enhances the quality of the teaching and learning process through continuous new initiatives such as Faculty Self-Appraisal, Training Programs for Teaching and Non-teaching staff, Workshops, Conferences, Educational Reforms, Setting the Quality Bench Marks, Key Performance Indicators, Incentives, and Student Mentoring System through IQAC of the Institute.

Institute's IQAC has taken up various quality initiatives such as feedback from various stakeholders, and collaboration with various institutes. The IQAC also conducts its meetings regularly, drives many quality initiatives, and takes corrective actions wherever required to enhance different quality parameters.

### **Institutional Values and Best Practices**

SGDC ensures gender parity not just in terms of the number of career possibilities available to women, but also in terms of their representation in the organization. The Institute has around 60% female students and 50% female employees. Various strategic initiatives are performed from time to time to increase gender awareness and give equal chances for all genders. Women Cell (Grievance and Redressal) was formed to ensure the safety and security of female teachers and students. The university takes a variety of energy-saving techniques. The Institute has taken several initiatives to reduce, recycle, and reuse the various forms of trash created by the Institute.

Water harvesting pits are strategically placed across campus to properly use natural water resources. The Institute has implemented many green measures and promoted and improved the campus's eco-friendliness. For the Institution, several audits such as energy, green, and environmental are performed. SGDC has also been recognized for implementing different green initiatives on campus. Through its infrastructure, the Institute offers *divyangjans* access to a variety of facilities. The Institute regularly celebrates birth/death anniversaries of the great Indian personalities and national festivals every year.

Training and Campus Placements: Empowerment through Employment, and Mentoring systems have been two best practices implemented by the Institution. The Institute has imparted various skills to the students to make them employable by end of their program duration. Regular assessments and tailored training yielded the best results in terms of placement offers. Mentoring system implemented by the institution showed a positive impact in various functional areas of the institution.

SGDC strives to impart the importance of societal consciousness apart from excellent regular academic knowledge. The Institute has organized numerous extension activities and received many awards in this regard. In addition, the Institute has helped many individuals, families and villages through its philanthropic activities. SGDC has shown its distinctiveness in helping others and sharing social responsibilities through various activities across the nation and thereby improving the focus and skills of the students in a different areas.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI GNANAMBICA DEGREE COLLEGE
Address	HOSPITAL BRANCH ROAD NEAR RTC BUSSTAND MADANAPALLE
City	MADANAPALLE
State	Andhra Pradesh
Pin	517325
Website	<a href="http://SHRIGNANAMBICACOLLEGE.EDU.IN">SHRIGNANAMBICACOLLEGE.EDU.IN</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Surabhi Rama Devi	08571-223199	6305560049	08571-22319 9	gnanambicadegreec ollege@gmail.com
IQAC / CIQA coordinator	K S Ramya	08571-222215	8939577294	08571-22221 5	RAMYAKS2011@ GMAIL.COM

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	12-07-1999

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

State	University name	Document
Andhra Pradesh	Sri Venkateswara University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

**Details of autonomy**

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	HOSPITAL BRANCH ROAD NEAR RTC BUSSTAND MADANAPALLE	Urban	0.23	3731

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Mathematical Sciences, Mathematics Electronics Computer Science	36	Board of Intermediate Education or Equivalent	English	100	49
UG	BSc,Mathematical Sciences, Mathematics Physics Chemistry	36	Board of Intermediate Education or Equivalent	English	50	3
UG	BSc,Mathematical Sciences, Mathematics Physics Computer Science	36	Board of Intermediate Education or Equivalent	English	100	87
UG	BSc,Mathematical Sciences, Mathematics Statistics Computer Science	36	Board of Intermediate Education or Equivalent	English	150	143
UG	BSc,Life Sciences, Biotechnology Chemistry	36	Board of Intermediate Education or Equivalent	English	50	40

	Computer Applications					
UG	BSc,Life Sciences,Botany Zoology Chemistry	36	Board of Intermediate Education or Equivalent	English	50	44
UG	BCom,Commerce,Computer Applications	36	Board of Intermediate Education or Equivalent	English	300	300
UG	BBA,Management,Bachelor of Business Administration	36	Board of Intermediate Education or Equivalent	English	60	60
UG	BCA,Computers,Bachelor of Computer Applications	36	Board of Intermediate Education or Equivalent	English	120	120
UG	BCA,Computers,Bachelor of Computer Applications	36	Board of Intermediate Education or Equivalent	English	60	60

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				7				101			
Recruited	0	0	0	0	4	3	0	7	55	46	0	101
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				52
Recruited	27	25	0	52
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	5	0	0	5
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	3	0	0	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	55	46	0	101
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
		0	0	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	1343	6	0	0	1349
	Female	1479	11	0	0	1490
	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	30	43	22	24
	Female	29	52	42	43
	Others	0	0	0	0
ST	Male	6	8	5	8
	Female	14	13	13	10
	Others	0	0	0	0
OBC	Male	141	113	113	112
	Female	140	175	143	144
	Others	0	0	0	0
General	Male	310	235	243	202
	Female	236	289	250	280
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		906	928	831	823

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The institution is affiliated to Sri Venkateswara University. Though the institution does not have complete flexibility in offering multi-disciplinary/interdisciplinary courses, it has been encouraging the students to take up multi-disciplinary/interdisciplinary courses. The institution is also offering various multi-disciplinary/interdisciplinary courses in the form of value-added or add-on courses.
2. Academic bank of credits (ABC):	The institution is in the process of getting registered under ABC after getting approval from the affiliating university. The faculty are involved in the Board of Studies of the affiliating university. In addition,

	faculty have been setting syllabi for value-added courses or add-on courses offered by other institutions.
3. Skill development:	The institution collaboration with Andhra Pradesh State Skill Development Corporation to provide skill-based training to the students. In addition, the institution has also entered into various organizations and institutions for imparting skill-based training through collaborations and MOUs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution has books related to the Indian knowledge system and has been striving hard to promote Indian ancient traditional knowledge and Indian tradition and culture.
5. Focus on Outcome based education (OBE):	The institution has been practicing Outcome Based Education (OBE) to impart quality education. Attainment of COs and POs/PSOs has been carried out periodically to identify and bridge the gaps.
6. Distance education/online education:	Although the institution is not currently offering programs through distance education/online education mode, the faculty take a few classes to reinforce the key concepts.

# Extended Profile

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## 1 Program

### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
241	244	244	244	172
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	7	7	7

## 2 Students

### 2.1

**Number of students year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2839	2854	2779	2648	2400
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
520	520	440	440	440

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
878	895	882	727	675

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
108	100	98	93	76

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

#### Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
108	100	98	93	76

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 35**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
121.11	93.08	234.18	247.31	94.21

**4.3**

**Number of Computers**

**Response: 291**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 285**

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

As the college is affiliated to Sri Venkateshwara University, it follows the curriculum prescribed by the university. A structured and comprehensive curriculum execution pattern is designed by the affiliating university to suit the year and semester needs through symbiotic liaising with the curriculum designers, experts, the academic council, and also with the integration and support of the stakeholders. The institute also makes the syllabi of all programs available on the institute's website for wider dissemination. The college prepares the master academic calendar in line with the almanac sent by the university.

The following are the stages involved in the implementation of the curriculum:

**Stage 1:** A meeting is held at the beginning of the semester/year by the Head of the institution with each department to discuss the curricular aspects and implementation strategies. A review and feedback on the previous semester are considered for improvisation. All the merits, demerits, program objectives and outcomes, and scope for introducing new teaching methodologies are deliberated. In the process, all the heads of the departments give feedback on the faculty expertise, their performance, syllabus completion status and student satisfaction to the Head of the institution. To enhance and ensure quality, modifications and improvements are discussed and decisions are made for the implementation.

**Stage 2:** Time Tables and Lesson Plans are prepared course-wise and program-wise based on the number of classes/credits allotted to the course. The lesson plans are reviewed to incorporate nuances and improvements. The Teaching Diaries are maintained by the faculty as well. A syllabus completion report is also submitted periodically by the faculty to the head of the department. Any discrepancies in the implementation and completion of the syllabus are discussed with the concerned head of the department and corrective actions are taken, including taking extra classes to adhere to the academic calendar.

**Stage 3:** A comprehensive master academic calendar is prepared to ensure meticulous implementation of the curriculum which includes the schedule for exams, parent-teacher meetings, co-curricular activities, sports, cultural activities, value-added /add-on courses etc.

**Stage 4:** Faculty also prepares course files well before the start of the semester. Teaching material such as PPTs and class notes are made available on the institute's website before start of the semester/class for ready reference of the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.1.2

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

##### **Response:**

The institution follows the academic calendar given by the affiliating university. The institution takes utmost care and measures to adhere to the academic calendar provided by the university, including the conduct of Continuous Internal Evaluations (CIE). Various actions taken by the institute to adhere to the academic calendar are discussed below.

Before the start of each academic year/semester, the academic calendar is received from the affiliating university. The academic calendar is made available on notice boards, distributed to students and teachers, and conveyed to parents. This academic schedule is shared with all other stakeholders and made available on the institute's website for greater distribution. Every faculty member creates lesson plans based on the academic calendar, and they organize the syllabus coverage appropriately, taking in to consideration the dates for performing internal examinations.

The master academic calendar is developed at the department and institute levels in accordance with the academic calendar, and it includes all curricular, including CIE, co-curricular, and extra-curricular events. A review of syllabus coverage was conducted to see whether the teaching-learning process and content delivery are on time as specified in the academic calendar. Workshops, add-on courses, seminars, and other co-curricular activities are arranged and carried out in accordance with the academic calendar.

Extracurricular activities such as sports and cultural events are also included in the master academic calendar. HOD conducts periodic reviews of various activities of the respective departments to ensure that all activities are carried out in accordance with the master schedule. The principal also holds review meetings to ensure that all activities are completed on time as specified in the academic calendar and takes corrective action if any anomalies are discovered.

Internal examinations for theory, laboratory, project, and other courses are carried out in accordance with the guidelines outlined in the regulations from time to time, while keeping to the academic calendar's timetable. Various internal examinations are scheduled by examination in-charge based on the academic calendar. Internal examinations are held on the days specified in the academic calendar.

The Institute examines different activities listed as part of the master event calendar to see if any variations are noticed. HODs, in collaboration with the principal, approve extra classes to cover the syllabus if they are found to be behind schedule. While sticking to the academic schedule, several events such as NSS programs, traditional festival celebrations, and commemorative days are also planned and commemorated. The affiliating university communicates any changes or modifications in the academic calendar to the institute. The Institute modifies its various activities in response to the revised academic calendar.

So far, the Institute has complied completely with the academic schedule shared by the affiliating university.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.1.3

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

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

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 100

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

**Response:** 9

<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.2**

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

**Response:** 61

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	12	10

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.3**

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

**Response:** 93.12

**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2624	2610	2574	2503	2270

<b>File Description</b>	<b>Document</b>
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

##### **Response:**

The Institution effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics into the curriculum, which is prescribed by the affiliating university, and leads to a strong value-based holistic development of students. In addition, various activities are organized throughout the year as part of the curriculum that helps in this endeavour.

##### **Gender Sensitization:**

- The college has Women Grievance Cell and Grievance Redressal Cell to provide counseling to students, promote gender equity among students and also deal with related issues of safety and security of female students, staff and faculty.
- The college campus is secured with CCTV and high-level security.
- There are separate Boys & Girls hostel for providing the safe environment to all students.
- Our college associated with MLLC (Mandal legislative literacy council) they conducted various gender Sensitization Programs in college every year.

##### **Human Values and Professional Ethics:**

- Human values and professional Ethics are a compulsory subject for B.A, B.COM, BCA / BSC students in their UG 1st Semester.
- With regard to inculcating good values amongst students, they are indulged in various co-curricular activities of the college.
- As an integral part of student engagement in social activities during their programme of study, college also mandates all the students to enroll as NSS Volunteers. It aims at inculcating values, ethics and socially responsible qualities.
- Students organize street plays, awareness campaigns, debates etc. Human values activities by students are being conducted since inception.
- College celebrates days of National and International importance as Republic Day, Women's Day, Independence Day, Teacher's day, Human Right Day, International Yoga Day etc. These celebrations nurture the moral, ethical and social values in the students.

### Environment and Sustainability:

- As per the University curriculum for UG 1st Semester, Environmental Studies is a mandatory course which is intended to help students gain awareness on biodiversity, and embark on an endeavour to understand the serious environmental concerns.
- The NSS team of the college indulges in various environment and biodiversity programs including 'Swachh Bharat' and other community development schemes.
- At the college level, various programs like 'Harithaharam' and 'Vanamahotsav' are conducted every year to address issues related to environment.
- Also, interdisciplinary projects that cater to environmental issues are given to the students that cover issues related to environment, health, biodiversity etc.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 43.56

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

2020-21	2019-20	2018-19	2017-18	2016-17
115	111	100	99	74

<b>File Description</b>	<b>Document</b>
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3

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

**Response:** 30.72

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

Response: 872

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders*

*1) Students*

*2) Teachers*

*3) Employers*

*4) Alumni*

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

## 1.4.2

**Feedback process of the Institution may be classified as follows:**

**Options:**

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

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

**Average Enrolment percentage (Average of last five years)**

**Response:** 91.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
906	928	831	823	833

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

2020-21	2019-20	2018-19	2017-18	2016-17
1040	1040	880	880	880

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2

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

**Response:** 76.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
360	404	338	341	348

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

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

**Response:**

SGDC college is located in a semi-urban area but students are mostly from surrounding rural areas.

The college organizes an orientation program for the parents and students at the commencement of program for the new batch every year. The program would help students and parents get familiarized with the institution, curricular and co-curricular activities, facilities, rules and regulations etc. Before the commencement of the classes, the different requirements of the students are identified and addressed at the earliest by way of a strategic approach.

Every student is given training on communication and personality development, time management, and career guidance session. Final semester students are given classes for campus interviews and competitive exams.

In order to motivate both advanced and slow learners workshops are organized. Lectures are arranged for the students to help them gain skills and practical knowledge from the experts.

**Special programs for advanced learners**

1. Special measures are taken to support advanced learners. High-performing students are identified on the basis of internal assessment, university examination and involvement in the classroom.
2. Advising to participate in JAM, group discussion, technical quizzes to develop analytical and problem-solving abilities in them and there by to improve presentation skills.
3. Students are encouraged to take up micro-projects to inculcate research orientation and thereby practical awareness is improved.
4. Students are also provided opportunities to develop their creativity by participating and organizing intercollegiate as well as national level symposiums.
5. Bright and diligent students are motivated and inspired to get university rank.
6. Students are encouraged to take up competitive exams like APPSC group exams, PG CET etc.
7. The academic toppers and rankers are encouraged with certificates and cash prizes.

**Special program for slow learners**

1. During the time of admission, principal interacts with the parents and students to assess their needs.

2. The mentor monitors performance and interacts frequently to understand and assist students for success.
3. The institute has a system to communicate the performance and attendance of students to parents regularly. A set of 20 students is assigned to a mentor and personal and academic care is taken.
4. Mentors communicate regularly with the parents along with the reports after the completion of each assessment test.
5. Faculty members do periodic interactions with parents about the performance of slow learners.
6. Departments conduct remedial classes for slow learners and those students who are on the verge of dropping out due to arrear subjects.
7. Such students are given regular tests in order to improve their performance in the university exam. Further faculty members revise topics as per the students' requisition.
8. Extra classes are organized to clarify doubts. Critical topics are re-explained for better understanding by the students.
9. Appropriate counselling with additional teaching is done which eventually results in students attending the classes regularly.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional Information	<a href="#">View Document</a>

### 2.2.2

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

**Response:** 26.29

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

**Response:**

The institution believes in using student-centered techniques to increase student engagement in experiential learning, participatory learning, and problem-solving processes. In addition to traditional teaching techniques, the Institute employs new ways to enhance the learning experience. This learning contributes to students' overall growth outside of the classroom.

Each of the learning methods adopted by the institution is presented below.

### **1. Experiential Learning**

- Experiential learning is provided via active learning such as student teaching, teamwork, presentations, self-study, and dissertations.
- To support the teaching process and give experience learning, guest talks by notable professionals from business and academia are planned.
- Lab classes promote learning by doing as well.
- Lecturers promote a learning atmosphere by engaging in experiential teaching content such as demonstration, experimentation, visual aids, and paper presentations.
- Students are encouraged to participate in creative and practical projects.

### **1. Participative learning**

- Students are encouraged to participate in MOOCs given by the country's top schools.
- The Institute's NSS section arranges student events to foster collaboration and social responsibility. Various events, such as blood donation camps, sapling planting, health awareness camps, and Swatch Bharath activities, are held on a regular basis.
- Students can participate in participatory learning through field trips and industry visits.
- Individual and group learning activities are carried out under the supervision of the teacher in order to improve participatory learning.

### **1. Problem Solving Learning**

- Faculty administer quizzes in all programmes. Undergraduates also do final year projects.
- Students are given homework projects to help them improve their problem-solving abilities.
- Under the supervision of senior professors, research activities are carried out in each department to help students acquire critical thinking and practical knowledge in order to improve problem-solving skills.

### **Project-based learning**

- Report writing, information interpretation, and current themes in management studies with current trends improve students' project-based learning skills.
- Through MOUs and agreements, the institution encourages students to work on projects in industry.

## ICT Enabled Learning

- LCD projectors, smart classes, and other information and communication technology tools are employed in the teaching and learning process.
- Faculty members employ ICT-enabled tools to facilitate successful learning. ICT capabilities are available in all classrooms.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2

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

##### Response:

ICT-enabled tools enhance the quality of education in several ways: by increasing learner motivation and engagement, facilitating the acquisition of basic skills, and enhancing teaching training. When used appropriately, the ITC facilities promote the shift to a Learner-Centered environment.

It is essential nowadays for the students to learn and master the latest technologies in order to be corporate-ready. The institute SGDC follows ICT-enabled teaching in addition to traditional classroom education. Subsequent efforts are taken by the institute to provide a conducive learning atmosphere in the classroom.

- In addition to chalk and talk methods of teaching, the faculty members use the ICT-enabled learning tool such as PPT, video clippings, Audio systems, and Online sources, to expose the students to advanced knowledge and practical learning.
- The classrooms and labs are equipped with ICT-enabled facilities such as projectors with screens, Wi-Fi connections, etc.
- The faculty at SGDC use various ICT-enabled tools to enhance the quality of Teaching-Learning.

##### The following tools are used by the Institution:

- Projectors are available in different classrooms and labs.
- Desktop and Laptop are arranged at the computer Lab and faculty cabins all over the campus.
- Printers - They are installed at Labs, Cabins and all prominent places.
- Scanner - Multifunction printers are available at all prominent places.
- Seminar Rooms- Seminar halls are equipped with all digital facilities.
- Smart Board is installed in the campus.
- Auditorium – It is digitally equipped with mike, projector, cameras and computer system.
- Online classes through Zoom, Google Class Room.
- Digital library resources.

### Use of ICT by Faculty:

- **PowerPoint presentation:** - Faculty are encouraged to use PowerPoint presentation in their teaching by using LCD's and projectors. Online search engines and websites to prepare an effective presentation.
- **Industry connects:** - seminar and conference room are digitally equipped where Lectures expert talk and various competitions are regularly organized for students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	<a href="#">View Document</a>

### 2.3.3

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

**Response:** 28.68

#### 2.3.3.1 Number of mentors ?????????????? ???????

Response: 99

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
Mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

<b>File Description</b>	<b>Document</b>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 3.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	6	4	2	0

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.3

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

**Response:** 7

**2.4.3.1 Total experience of full-time teachers**

Response: 756

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

#### **Response:**

In terms of frequency and variability, the college offers a transparent and strong review mechanism. During the orientation session, students are properly educated about the university criteria for awarding internal assessment marks, as well as the rules and regulations related to internal assessment exams and university examinations. Students admitted to relevant Courses are regularly evaluated through various assessment methods at the college and university levels.

Academic activity plans and internal assessment examination schedules are established by the affiliating institution in accordance with COE (Controller of Examination, SV University) announcements. Internal Assessment Examinations (IAE) are held at regular intervals based on the academic calendar. The examination unit of the institution prepares the IAE timetable, which is published on the notice board and distributed to students. The principal and HODs meet with faculty members and help them to ensure that the assessment process is carried out effectively. The head of the department reviews the question papers set by the faculty for internal exams. The institution conducts two IAEs during the duration of a course. The special classes for slow learners will be conducted to improve their performance.

Rubrics are created for assessing various sorts of courses, such as laboratory courses, project courses, seminars, and so on, and are sent to students prior to the start of the semester. During the orientation program, students are told about the many types of courses offered and the evaluation procedure.

Marks received by students in internal assessments are also shown on the departments' separate notice boards. Poor-performing students are provided individual assistance. Students are advised of any changes to the master academic calendar through mentors and in class. Internal evaluation improvements are offered by IQAC on a regular basis.

The graded answer papers will be distributed to the students in the classroom. The student may approach the professors if they want clarification on the awarding of marks based on the assessment method outlined in class. The internal assessment mark list will be compiled and placed on the notice board, and students' progress in the internal assessment will be communicated to their parents. Students' internal evaluation scores and attendance percentages are entered into the SV University online portal on a regular basis.

This makes the internal assessment procedure transparent and robust.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.5.2

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

#### **Response:**

In dealing with internal examination-related grievances, SGDC uses a clear, time-bound, and efficient procedure. Throughout the semester, many internal examinations are administered. Internal Assessment Examination (IAE) -1, IAE-2, Assignments, Lab continuous assessment, Project evaluations, and so on are some of them.

The internal evaluation is completely transparent. The criterion used is that specified by the affiliating university.

- Faculty members inform students about the many components of the evaluation process during the semester at the start of the semester.
- Internal assessment exam schedules are established in accordance with university guidelines and provided to students well in advance.
- Two invigilators are appointed to each hall to oversee the correct administration of formative examinations. The course management faculty members evaluate the students within three days of the assessment date.
- HOD verifies the amended response scripts at random to guarantee the standard assessment procedure.
- Students' revised answer sheets are delivered to them for verification, and any complaints are addressed swiftly. The results of internal assessment examinations taken by students are posted on the department notice board.
- The grades earned by students in internal assessment examinations are posted on the university web portal on a regular basis, along with their attendance.
- Observing values and confirming theoretical components need students to provide lab reports on a regular basis.
- The student's day-to-day performance is evaluated for each experiment, which includes regularity, performance, viva, and promptness in submitting the record.
- In lab courses, the student's marks/grade for each experiment is provided in the observation/record. For laboratory courses, the individual learning, and practical approach to real-time applications are examined by viva voce.
- To improve transparency and to prevent unethical practices, the institution has implemented a jumbling system, and theoretical end examinations are held at a location other than the college.

### Redressal of grievance at the institute level:

- **Departmental Level:** Faculty conducts continual evaluations of students based on theoretical lectures, laboratories, assignments, and unit examinations. Midterm grades are assigned using predetermined techniques and posted on the noticeboard. Any concerns are handled with teachers and the HOD.
- **Institute Level:** The institute hires a Senior Supervisor to ensure the smooth completion of the examinations conducted by the affiliating university. The Chief Examination Officer solves any problems that students have. During the end of examinations, grievances are examined and addressed with the principal, and if required, reported to the university by the examination department.
- **Redressal of Grievance at University Level:** The queries about results and revisions to mark sheets and other university exam-related issues are handled by the examination department of the affiliating university after getting it through the college's examination section. If students are dissatisfied with the university evaluation through college, they may submit an application for reevaluation and recount by paying the requisite processing fee to the university.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

#### **2.6.1 STUDENT PERFORMANCE AND LEARNING OUTCOMES**

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

Apart from the institution's established Program Outcomes (POs), the institution has well-defined Course Outcomes (COs) and Program Specific Outcomes (PSOs).

#### **Course Outcomes for all Programs:**

COs are specified in the syllabus books for all courses and are extensively distributed. COs for chosen courses from all programs are also included.

**Display in Prominent places:**

The statements are posted at the Principal's office, the HOD's office, notice boards, common areas, and other strategic locations.

**Communication to the teachers:**

The Institution employs a multi-layered, multi-point, and multi-faceted procedure for disseminating POs, PSOs, and COs to instructors and students. POs/PSOs and COs are produced in each program of courses with the participation of all program faculty and are reviewed in the Department Academic Committee meeting after extensive deliberation. The faculty receives approved POs/PSOs and COs.

**Display on Website:**

All of the programs' POs, PSOs, and COs statements are available on the institute's website under their respective departments. For example, the POs/PSOs for B. Sc (Mathematics, Physics, and Computer Science) are available on the institution's website at the following address.

<http://shrignanambicacollege.edu.in/page.php?type=ug&id=course-outcomes>

**Communication to the Students:** COs, POs, and PSOs are disseminated to students via the following channels.

- **Introduction of Course Outcomes:** Throughout the curriculum, respective COs are shown at the start of each course.
- **First-year Induction Programme:** As part of the Induction Programme, dedicated lecture demonstrations are provided in which POs/PSOs are introduced and explained to students.
- **Trainings and Workshops on OBE:** To instil the spirit of OBE and communicate important information, the Institution has been offering OBE training programs and seminars for students, professors, and non-teaching staff.
- **Question papers of Continuous Assessment:** The questions on continuous assessment tests are designed to represent the COs of the specific course as well as cognitive levels of learning.

- **Display of Outcomes in the Department Corridors:** Multi-coloured foam boards showing the POs are posted to raise student awareness of the issue.

File Description	Document
Upload COs for all courses (examples from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

## 2.6.2

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

#### **Response:**

At first, Course Outcomes (COs) are generated using both direct and indirect approaches. The achievement of Program Outcomes (POs) and Program Specific Outcomes (PSOs) follows the achievement of COs via course and programme articulation matrices. The achievement of POs, PSOs, and COs is accomplished through faculty course assessment reports using well developed evaluation rubrics. This will help to indicate the students' learning results, employability levels, and future growth.

**COs-Attainment Process:** It is accomplished by the use of both the direct and indirect methods. CO attainment is determined using marks received by students in Continuous Internal Examinations (CIE) and Semester End Examinations as part of the direct approach (SEE). To compute direct CO achievement, CIE and SEE are given weightages of 25% and 75%, respectively. Each course has a course end survey, and the indirect accomplishment of COs is calculated. To determine the overall CO attainment for each course, 80 percent and 20 percent weightage are now applied to direct and indirect CO attainment, respectively.

**POs/PSOs-Attainment Process:** The achievement of POs/PSOs follows the achievement of COs. Direct PO/PSO achievement is done for each course based on CO attainment and the course articulation matrix. The program's direct PO/PSO attainment is determined using the program articulation matrix and the PO/PSO attainment of each course. A program exit survey, an employer survey, and an alumni survey are used to achieve POs/PSOs indirectly. The final attainment of PO/PSO is accomplished by allocating weightages of 80% and 20% to direct and indirect attainments, respectively.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

### 2.6.3

#### Average pass percentage of Students during last five years

**Response:** 95.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
802	884	841	694	618

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

2020-21	2019-20	2018-19	2017-18	2016-17
878	898	877	725	650

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.99**

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

## 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:** 55.01

**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)**

2020-21	2019-20	2018-19	2017-18	2016-17
00	13	22.51	0	19.5

#### **File Description**

#### **Document**

Institutional data in prescribed format

[View Document](#)

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

[View Document](#)

Any additional information

[View Document](#)

#### 3.1.2

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

**Response:** 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

**3.1.2.2 Number of departments offering academic programmes**

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.1.3

**Number of Seminars/conferences/workshops conducted by the institution during the last five years**

**Response:** 0

**3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

## 3.2 Research Publications and Awards

### 3.2.1

**Number of papers published per teacher in the Journals notified on UGC website during the last five years**

**Response:** 0.22

**3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
7	3	6	3	2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.2.2

**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:** 0.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	1	1	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.3 Extension Activities

### 3.3.1

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

**Response:**

Shri Gnanambica degree College organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to the community and strengthening community participation. The NSS unit of the institution has taken part in various initiatives such as organizing camps, Swachh Bharat initiatives, blood donation camps, awareness programmes on AIDS prevention, Awareness programs on Voter enrollment, and Environmental protection. The institute, in association with its NSS unit and other collaborative agencies, organized 103 events successfully during the assessment period. Most of the students actively participate in extension and outreach activities. The average Percentage of students' participation during last five years was found to be about **99.77%**.

Various extension activities were conducted during the celebration of World Consumers Rights Day,

International Yoga Day, Fit India freedom run and Rasatriya Ektadiwas. More number of students usually take part in extension and outreach activities organized by the institution. Awareness of Consumers' rights and duties is significant in the process of economic development of the country. The institution received a total 25 number of awards and appreciations for its contribution to various extension and outreach activities during 2016-17 to 2020-21.

The institution organized various outreach activities related to yoga to promote activities related to better health. Programs such as 'Save our Environment', tree plantation drive in collaboration with Green Initiative, etc. encourage the students in planting trees and protect the environment. Organizing Blood donation camps on Campus is a regular feature wherein students and staff donate blood.

Apart from the above events the college conducted Swachh Seva in villages-like **Kothavari Palli, Kondamari Palli, Thummala thanda** villages and extend our NSS Actives in ZP High School, **Penchupadu, MPP School Peddamadiga Palli** School premises. The institution received a letter of appreciation for its contribution from Rotary Club, Lions Club, and other non-government agencies for its active participation in various NSS events. The institution also received appreciation from Delhi Pravitha Bharathi Puraskar Award by Telugu Academy in the field of Social Service.

Participation of NSS volunteers in Republic Day Celebrations, Pulse polio drive, awareness on road Safety rally and RRR- (Reduce, Reuse, Recycle) connects students with the larger environmental and social issues in the community and makes them socially responsible and sensitive and thus facilitates in the holistic and sustainable development.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.3.2

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

**Response: 3**

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	1	1

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.3

**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**Response:** 103

**3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
22	29	18	16	18

<b>File Description</b>	<b>Document</b>
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.4

**Average percentage of students participating in extension activities at 3.3.3. above during last five years**

**Response:** 99.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
2831	2850	2770	2644	2395

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4 Collaboration

#### 3.4.1

**The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years**

**Response: 53**

**3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15	14	13	5	6

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of linkage related Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.4.2

**Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

**Response: 32**

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	6	6	3	3

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
e-Copies of the MoUs with institution./ industry/ corporate houses	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

---

### 4.1 Physical Facilities

#### 4.1.1

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

**Response:**

The institution is having sufficient infrastructure and physical facilities for teaching and learning process. Therefore, further improvement of the learning environment by providing latest infrastructure as per the University guidelines.

The infrastructure of the Institution ensures adequate facilities for academic activities. The campus is beautified by gardening and landscaping. The campus has nearly class rooms each with an average area of **50.60sq.m.**, well equipped laboratories, well established library, playground for outdoor games and facilities for indoor games, gymnasium.

The Institution is equipped with LCD projectors and internet to facilitate the modern teaching methods and ICT resources have been sufficiently strengthened.

The other supportive facilities on the campus are developed to contribute to the effective atmosphere for curricular, extra- curricular and administrative activities. The overall physical and academic facilities are provisions to all kinds of personal, professional, recreational and relational needs of the students and faculty members.

Various physical and infrastructure facilities available for teaching-learning at the Institution are mentioned below:

**Class Rooms:**

The institution has well-furnished classrooms with good ventilation to conduct classes. Classrooms are maintained as per norms for proper visibility of blackboard and audibility. All the classrooms are ICT enabled and are equipped with fans, lights, LAN/WIFI connectivity.

**Laboratories:**

As per the regulations of SV University, Tirupati, the Institution has well-maintained laboratories to conduct experiments.

**Seminar Halls:**

The institution has Two modern seminar halls with ICT enabled facilities to conduct seminars, conferences, guest lectures, webinars, and workshops for students and faculty.

**Library:**

The institution has a modern automated central library, which is well equipped and furnished with spacious seating capacity for referring books, has access to various e-resources.

**Other amenities:**

Apart from regular office spaces to administrators and faculty members, the Institution has infrastructure facilities for curricular, co-curricular and extra-curricular activities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.2**

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

**Response:**

The College provides very good sports facilities and encourages all its students and staff to take up the sports. The gymnasium facilities are also available for the use of students and staff.

The department of Physical Education provided adequate infrastructure for indoor, and outdoor games and extracurricular activities. The department supports the participation of students in games and sports tournaments at the inter-university level, state level, and national level.

Various infrastructural facilities available at the Institution and their usage rate are mentioned below.

**Outdoor games:** Adequate facilities are provided for Cricket, Football, Volleyball, Ball badminton, Kho- Kho, Tennikoit, Throwball and Basketball. One cricket ground is available for the students to practice and play. Facilities for Sports such as long jump, high jump, shotput, disc throw and 200-meter six-lane standard track are provided.

**Usage Rate: 50%**

**Indoor games:** The college has 246 sqm. built-up area available to facilitate the indoor games such as Badminton, Chess and carroms.

**Usage Rate: 60%**

**Gymnasium:** Gymnasium available for the students and staff at specified timings with well equipped and advanced machinery.

**Usage Rate: 20%**

**Cultural Activities:** To promote cultural events among students in the campus, cultural clubs were constituted by the college. It encourages the students to participate in District, State, National level, Inter Collegiate and Inter University cultural festivals.

Different committees are constituted at both department level and Institute level. Cultural festival is conducted every year.

**Usage Rate: 60%**

**Encouragement for Participation:** Attendance is provided to the students who represent the college at Inter-University, National and International competitions. Sports material and uniform are provided to the college teams to participate in the events. Annual Intra- moral competitions for boys and girls are conducted. Annual Sports day is celebrated and meritorious sportspersons of the college are honored.

**Usage Rate: 40 %**

Sports committee and cultural committees also exist in the institution to conduct sports and cultural activities. Students actively take part not only in participating in such extra-curricular activities but also in organizing such events.

Various sports facilities available at the institution are provided as a separate attachment.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 4.1.3

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

**Response:** 100

#### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

**Response:** 35

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.4

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

**Response:** 35.68

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

2020-21	2019-20	2018-19	2017-18	2016-17
34.65	53.54	142.62	64.35	5.04

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

The library is located in the “Block-1” of the campus with built-up area of **76 square meters**. The institution has automated the library services to improve the quality and efficiency of the services that the library provides.

**The Integrated Library Management System (ILMS)** provides efficient, comfortable and prompt service to all its users including students, faculty and guests. Besides regular updates on new arrivals through Online Public Access Catalogue, users can access the details of borrowings by them at any time of the day.

The ILMS facilities also help users to check the availability of books. Users have access to and avail facilities from the library and from anywhere within the campus. Web OPAC (Online Public Access Catalogue) facility is made available through **ILMS**.

The LMS provides an extensive searching facility for various fields like the Title, Author, ISBN, Keyword, publishers, and domain. All the active book collection is updated in the ILMS Software

database and the Web OPAC is available for the users. The issue and return of books have been activated with the **ILMS Software**.

ILMS of the Library is an essential foundation for handling all its day-to-day activities i.e. receiving of books, ordering process, cataloguing, classification of books, serial control, circulation etc. The library is automated using the following Integrated Library Management System:

Name of the Software: **Integrated Library Management Software by Guddz Technologies**

Nature of Automation: **Fully Automated**

Version: **LMS V2.6.2**

Year of Automation: **2022**

The institution library was fully automated in a phased manner and the details of which are given below:

<b>S. No.</b>	<b>Year</b>	<b>Activity Carried Out</b>
<b>1.</b>	<b>2022</b>	<b>Automation is done using ILMS Software by Guddz Technologies</b>

The institution has a Digital Library with **10** Computers that are connected on LAN. The Digital Library has a large database of NPTEL videos for easy access to students and faculty with a dedicated Library server. Students can access all e-resources available.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

#### **4.2.2**

**The institution has subscription for the following e-resources**

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

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

#### 4.2.3

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

**Response:** 6.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
9.82	0	3.51	18.13	1.65

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4

**Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

**Response:** 13.3

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

Response: 392

<b>File Description</b>	<b>Document</b>
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

#### **Institution frequently updates its IT facilities including Wi-Fi**

#### **Response:**

IT services offer assistance and facilities to teachers, researchers, staff members, and administrators to enable efficient management and administration. To suit the institute's evolving needs, the infrastructure and application support are continuously updated.

Shri Gnanambica Degree College is committed to making a cutting-edge, reliable, and secure IT infrastructure to manage the institute's academic and administrative operations. so as to safeguard the availability, integrity, and confidentiality of the institute's information technology (IT) facilities, the institute has developed a comprehensive information security policy. Everyone, who uses the institute's resources, including most of the teachers, staff, and students, is bound to this policy.

The institute's IT infrastructure is very established, with more than 290 computers, 4000 metres of networking, and more than 10 switches that offer gigabit networking and 100Mbps of internet bandwidth.

For the appropriate management of these infrastructures, a comprehensive IT policy is required. After careful consideration at many levels, including numerous internal meetings and also the necessary management approvals, the institute has adopted a well-suited, comprehensive IT policy for its IT infrastructure.

The following elements are defined by SGDC policy:

1. The process for acquiring IT infrastructure
2. Process for monitoring service responses and problem reporting.
3. The procedure for registering a device's MAC address in order to request Wi-Fi.
4. Allocation of email, Wi-Fi and LMS password.
5. Open-source friendly framework.

The institution meticulously plans the up-gradation of various IT facilities and the budget is allocated accordingly. The institution also monitors the budget and appropriate corrective actions are taken wherever deviations are observed. The budget and expenditure for IT infrastructure for the last five years is presented below.

Academic Year	2020-21	2019-20	2018-19	2017-18	2016-17
Budget for	<b>15.00</b>	<b>5.00</b>	<b>2.00</b>	<b>4.00</b>	<b>1.50</b>

IT Facilities (INR Lakhs)					
Expenditure on	<b>11.48</b>	<b>3.05</b>	<b>1.61</b>	<b>3.25</b>	<b>1.22</b>
IT Facilities (INR Lakhs)					

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

<b>4.3.2</b>	
<b>Student - Computer ratio (Data for the latest completed academic year)</b>	
<b>Response:</b> 9.96	
File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

<b>4.3.3</b>	
<b>Bandwidth of internet connection in the Institution</b>	
<b>Response:</b> A. 750 MBPS	
File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

<b>4.4.1</b>
<b>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</b>
<b>Response:</b> 62.41
<b>4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic</b>

**support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
84.47	80.95	82.90	175.77	46.05

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### **4.4.2**

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

**Response:**

According to the maintenance policy, the institution has established procedures for maintaining physical, academic, and support facilities.

**MAINTENANCE SECTION:**

A campus administrator, a maintenance engineer, and a team of knowledgeable technicians make up the centralized maintenance division. The upkeep of infrastructure facilities, such as plumbing, electrical, carpentry, masonry, and sewage works, is handled under this section.

The section receives requests for maintenance from other sections and departments, and under the guidance of the relevant department head, does the necessary work in accordance with internal operating procedures.

**INTERNAL OPERATING PROCEDURE:**

Any issue that continues in a department is reported to the maintenance supervisor via letter or mail.

The person in charge assigns a qualified individual or technician to handle the issue. If no more materials are needed, the knowledgeable individual fixes the issue right away on the spot. When the material is needed, it is obtained by an indent from the maintenance area.

If the material is to be procured from outside, permission is obtained from the maintenance in-charge, the Head of the Institution, and arranged for procurement of material to fix the problem.

## **1. Physical Facilities**

### **Electrical Maintenance:**

Electrical equipment, including generators, UPS systems, and batteries, is checked monthly, and the status is recorded in the log/stock book. In the event of any significant error, the supplier or service providers are approached.

When a part has to be replaced, quotes are requested, and the part is purchased in accordance with the centralized buying method. The appropriate authorities will check the service provider's work before submitting a report on its completion to the principal.

The Government of Andhra Pradesh's Directorate of Electrical Safety conducts yearly inspections of electrical installations, maintenance, and supply safety.

### **Building Maintenance:**

In accordance with internal operating procedures, a Civil Engineer and a Supervisor are in charge of new construction projects as well as the civil maintenance of buildings, including the installation and upkeep of plumbing, water pipelines, and sanitary fittings.

Andhra Pradesh State Disaster Response and Fire Service Department conduct annual inspections for fire safety. Periodic upkeep is performed on the pest control system.

### **Furniture Maintenance:**

The internal operating procedures are followed for maintaining the furniture in the institution.

### **Network / Wi-Fi Maintenance:**

The hardware technicians, in collaboration with the network administrator from the Department of Computer Science, monitor and maintain the college's intranet and internet infrastructure.

Any upgrades or modifications to the current Network Model will be made by requesting quotes from outside organizations in accordance with a centralized purchasing process.

## **2. Academic Facilities:**

### **Library:**

The central library supports textbooks, reference books, journals and periodicals for issuing to students, staff and faculty.

The Digital library caters e-books, e-journals, and online resources that can be utilized within the library and also within the campus with proper user credentials.

The Library committee monitors the effective functioning of library services.

**Laboratories:**

The lab's equipment is routinely maintained. The competent and trained department technicians and heads of departments take care of the internal maintenance and repairs. Major issues and repairs are handled after the central purchasing procedure in cooperation with the suppliers.

**Class Rooms:**

The floor in-charges are appointed to periodically check the condition of classrooms/laboratory amenities like benches, chairs, blackboards, fans, lights, and LCDs.

The in-charge will resolve the problem through the Administrative Officer following the internal operating procedure.

**Computer Facilities:**

Around 291 computers, 5 printers and sufficient scanners are available for the staff and students. Computers and software in the laboratories are maintained by computer technicians under the supervision of a senior faculty.

**3. Supporting Facilities:****Sports:**

The playground and sporting equipment including Gym facilities are regularly available and maintained under the supervision of the Physical Director.

**NSS:**

The College encourages the students to participate in societal and nation-building activities. It aims to motivate the students to identify the needs and problems of the community and involve them in problem-solving process.

**4. Other Facilities:**

The Institute has an RO plant, which provides a drinking water facility round the clock.

Adequate manpower is employed to maintain the cleanliness of the campus, classrooms, staff rooms, seminar halls and laboratories, etc. Washrooms and restrooms are well maintained.

The campus security is monitored through surveillance Cameras and is maintained by a security supervisor.

A Medical Centre is maintained on the college campus to provide medical assistance to the students.

The Institution has a Canteen facility where subsidized food is available for staff and students.

The Union Bank ATM and a book stall are nearby college premises which are useful for accessing by the

students, faculty, and staff.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

**Average percentage of students benefitted by scholarships and freeships provided by the Government during last five years**

**Response:** 87.61

**5.1.1.1 Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
2513	2620	2389	2291	2046

#### **File Description**

#### **Document**

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 5.1.2

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

**Response:** 6.26

**5.1.2.1 Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
84	148	160	181	253

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 5.1.3

**Capacity building and skills enhancement initiatives taken by the institution include the following**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

### 5.1.4

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

**Response:** 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
2839	2854	2779	2648	2400

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.5

**The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 57.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
395	592	480	323	524

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 13.9

**5.2.2.1 Number of outgoing student progressing to higher education.**

Response: 122

<b>File Description</b>	<b>Document</b>
Upload supporting data for student/alumni	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2.3**

**Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 23

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	4	3	2	7

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.3.2

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

**Response:**

The institution is certain that outcome-based learning is only feasible with students' active engagement. In the pursuit of quality education, the Institute gives students equal stakes in decision-making by including them in a variety of statutory and non-statutory committees/cells. The students are encouraged to take part in decision-making.

**Student participation in Academic & Non-academic Activities:**

Students' participation and their feedback on the creation of the syllabi are assured, as is their feedback on the design of the assessment procedure. Furthermore, students are invited to participate in the development of Vision, Mission, Syllabus construction, assessment, and curricular gap analysis.

Throughout their studies, the student's feedback is gathered multiple times. They give input on Teaching & Learning practice, which assists the Institute in determining the need for additional content, additional

classes, greater industry focus, and the efficacy of faculty members in teaching. Students provide input on college amenities and facilities such as hostels, meal halls, sports facilities, co-curricular and extracurricular programs, and internships. As a result, the input assists the institute in focusing on upgrading the facilities and taking necessary steps for enhancing various quality aspects of the institution.

Students participate in numerous committees to express their ideas for their own growth as well as the development of the college. Among the committees are the IQAC, the Disciplinary Committee, the Women's Empowerment Cell, the Grievance Redressal Committee, the Anti-Ragging Committee, and others. The students run the institution's activity centre. Under this section, students plan extracurricular and co-curricular activities.

The student council is known as the Student Activity Centre (SAC) at the institution. This Student Council is in-charge of all academic, co-curricular, and extra-curricular activities. The SAC's major operations include:

1. Plan and coordinate student conferences, workshops, and seminars in a variety of academic and co-curricular topics.
2. Plan and organise sports and games at the institutional and regional levels.
3. Plan cultural events such as the Annual Cultural Event, Republic Day, Independence Day, Science Day, Engineers Day, Debate, Essay Writing, Elocution, and Quiz.
4. Assist in elevating the institution's neighbouring communities and providing health and sanitation services, as well as a plantation in collaboration with NSS special camps.
5. Assist the state government in local administration, traffic enforcement, rural awareness, and election poll management.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3.3

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

**Response:** 5.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	6	7	5	5

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

Alumni are important stakeholders in the institution's academic and other developmental efforts. The Institute involves alumni on critical issues such as Vision, Mission, PEOs, Syllabus, assessments, provision of facilities, Industry Institute requirements, and placements. Alumnus is also a member of the institution's IQAC.

Shri Gnanambica Degree College is a 22-year-old Institute with alumni all over the world. Shri Gnanambica Alumni Association was created in 2012 to provide effective alumni connection and services, and it was registered in November 2021, vide Reg No:201 of 2021.

The institution has an annual Alumni meet, which is attended by alumni from all around the world. The meet, which is held yearly, is usually attended by several alumni. The efficacy of the institution's academic performance is evaluated using feedback from alumni. Furthermore, as part of indirect attainment, alumni are included in computing the attainment of POs/PSOs.

The Alumni contribute to the institution's growth and quality in the following ways.

1. Contribute to the university by giving guest lectures in their area of expertise.
2. Assist the university by offering placement contacts for students.
3. Provide a variety of study resources for various competitive tests.
4. Assist students in pursuing higher education overseas and provide temporary housing and assistance to new students abroad.

The institution helps alumni in the following ways:

1. By arranging conferences, workshops, and seminars that might help graduates advance in their careers.
2. By providing alumni with placement help even after they graduate.

The institution is proud of its alumni's accomplishments. Among the noteworthy Alumni are:

S. No.	Name of the Alumni	Name of the Program	Achievement
1.	Mr. S. Guru Kumar	B.S.c	Indian Revenue Service (Irs)  Joint Commissioner of Income tax, Hyderabad.
2.	Ms. M. Aswini	B.S.c	Assistant Statistical Officer,  O/O Tehsildar,  B. Kothakota
3.	K Kishore Kumar Reddy	B. Com	Vice President - Business Analytics,  Company: Empower Retirement,  Bangalore
4	Mr. C. Dayakar Reddy	B. Com	Sub Inspector of Police,  Sri Tirumala Tirupati Devasthanams, Tirumala.
5	Mr. Narasimha Sanagaram	B.C.A	Data Analyst,  Wipro Technologies,  London, United Kingdom
6	Ms. Manju Bhargavi	B.Sc.	Software Engineer,  Accenture Australia Pvt. Ltd, Australia.
7	Ms. Kadapala Alekhya	B.Com	Mahila Police, Basinikonda, Madanapalle.
8	Ms. B. Sumathi	B.Com	Police Constable (Civil),  Nimmanapalli Police Station, Nimmanapalli.
9	Ms. B. Sandhya	B.Com	Panchayat Secretary (Grade V),

			Ankisetty Palli, Madanapalli.
10	Mr. Shaik Mohammad Jubed	B.Sc	Ward Sanitation and Environment Secretary (Grade II),  Donthi Layout, Madanapalli.
11	Ms. K. Hema Latha	B.Sc	Software Engineer,  The Home Depot, U.S.A.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

<b>5.4.2</b>	
<b>Alumni contribution during the last five years (INR in lakhs)</b>	
<b>Response:</b> E. <1 Lakhs	
File Description	Document
Upload any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

---

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

**Response:**

**VISION:**

To equip the students with the required knowledge and skills, and mould them to become competent professionals, leaders, entrepreneurs and above all good human beings through affordable and quality education.

**MISSION:**

- Imbibe knowledge, skills and sensitivity toward the society
- Provide a conducive and congenial teaching-learning environment
- Strive to ensure holistic development of the students through curricular, co-curricular and extra-curricular activities

**GOAL:**

**The goal of the institution is to produce graduates with high standards of knowledge and skills, required to make an honorable living and contribute to the socio-economic development and welfare of the society, so as to be recognized this institution as a “Centre of excellence”.**

**NATURE OF GOVERNANCE:**

- Participatory Management by all the stakeholders is practiced
- All the members of the Governing Body participate actively, and with their wide-ranging experience, and governance skills contribute to the growth and development of the institution.
- Governing body and seventeen other non-statutory committees involving faculty are constituted to help in administration.
- The Principal implements and monitors the rules and regulations for all academic and administrative issues under the guidance of the Governing body.
- The Principal also ensures the recruitment of quality teaching and non-teaching faculty through a well-defined procedure to achieve the vision of the institution.

**PARTICIPATION OF TEACHERS IN DECISION-MAKING BODIES:**

- The HODs with the help of the faculties are responsible for upgrading laboratories, syllabus, etc. In consultation with faculty members, the HoDs prepare a timetable and decide the allotment of workload.
- HOD is responsible for content delivery, effective teaching and learning process, monitoring

mentoring system, calibration, and maintenance of various equipment.

- The faculty members act as conveners for the non-statutory Committees and assist the Principal in routine administration and academic processes. Faculty plays a positive role in the academic and administrative activities of the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.1.2

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

##### **Response:**

Systematic college functioning became easier due to the effective involvement of stakeholders in constructing various guidelines. The governance codifies decentralization of power to improve the efficiency of teaching-learning quality. Several committees are formed to administer the effective governance of the institute. The decentralization and democratic decisions in all aspects including academic and administrative became transparent.

The college management takes all the precautions to get academic results as well as non-academic aspects too. To achieve this aim, it rests the responsibility on different senior faculty members and heads of the Departments (HODs) at different levels. The cooperation of management, senior faculty and HODs provides a smooth function of the institution. With due consultation with stakeholders, the members of Governing Body (GB) concentrated on the performance of the institution. The GB took solitary responsibility in the developmental activities of the institution. The autonomous approach of GB arouses the stakeholders to offer their helping hands for the development of the institute. The decisions taken by the GB, on the academic and non-academic committees are available on the college website periodically for the sake of parents and students. The same thing is shared with the employees through meetings and circulars immediately. Achieving superiority in academic is not possible by the mere GB, the cooperation and coordination of the staff and teaching faculty at different levels are also required. Hence, the management provided responsibility at different levels to define the role and responsibility of an individual which provides excellence in various areas.

To uphold the total progress of the students there are many active committees in the institute which function continuously. The GB and different committees strive for the overall growth among the student which in turn the progress of the institute. The Principal and HODs play a key role in implementing do's and don'ts in academic, extra-curricular and co-curricular activities. The purpose of observing discipline on the college campus reflects the positive image of the institute in society.

The Governing Body along with the Department Academic Committee monitors the academic and administrative activities. In the process of decentralization and participative management, the

Department Academic Committee submitted a proposal for a new program which was approved by the concerned HoDs. The HoD of life sciences and computers submitted proposals to the principal to introduce new program B.Sc (BZC) and an additional intake in BCA respectively. The principal submitted the proposal to the governing body for approval and it was approved by the Governing Body.

Thus, the decentralization and participative management in the introduction of new program and increasing the intake of one of the programs is ensured.

The evidence and supporting documents for the same are enclosed to support the above case study.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

#### **The institutional Strategic / Perspective plan is effectively deployed**

##### **Response:**

The perspective and strategic plan are made by the institution to fulfil the requirements of the industry and to address real-world problems of local and global by providing quality education to produce technically competent graduates to serve the nation. The students' progress towards technical and social excellence is achieved with well-established systems and processes. The institute has developed strategic plans and prospective plan to ensure quality in teaching and learning, promote outcome-based education and implement various quality initiatives.

The institution has developed and deployed two strategic plans namely strategic plan 2016-21 and strategic plan 2021-26 during the assessment period. The institution meticulously reviewed the status of various objectives set in the strategic plans and achieved most of the objectives to achieve the Vision of the institution. Strategic plans were developed keeping in view the vision and mission of the institution and the interests of all the stakeholders.

One of the best strategies executed for effective quality of education is given below.

#### **Establishment of Internal Quality Assurance Cell (IQAC)**

Sri Gnanambica Degree College (SGDC) was established in the academic year 1999-2000 with an aim of imparting quality education with values and achieved marvelous progress in various performance parameters. Strategic plans and prospective plans were prepared taking into account the vision and mission of the statements. Due to dynamic changes in the education sector and changes in the requirement of deployable resources in the job market, the institute felt that a structured and well-

established IQAC is required to enhance various quality aspects of the institution.

The institute included the establishment of IQAC as one of the goals in Strategic Plan 2016-21 of the institution. After understanding the complete functioning of IQAC and the processes required for various aspects, the institute established IQAC on 15 – 07 - 2017. IQAC was constituted as per the norms laid down by the NAAC. Regular IQAC meetings were conducted, various actions were initiated and successfully implemented numerous quality initiatives across the institution. In addition, IQAC has established a procedure to compute CO-PO attainment and advised the academic departments on setting CO/PO targets and achieving them.

**Here are some of the quality initiatives implemented by IQAC of the Institution at various functions and the teaching-learning process.**

- Established several non-statutory committees/cells, assessed their operations, and took remedial steps as needed.
- Developed a procedure for collecting student input on amenities. The collected data is analysed, and remedial measures are performed as needed to maintain the infrastructure up to date in order to meet the changing demands of the job market.
- Advised students on numerous modern teaching-learning strategies for a better comprehension of complicated topics.
- Development of prospective and strategic plans to accomplish the Institution's Vision and Mission.
- Various audits, such as Energy Audits, Environmental Audits, and Green Audits, have been undertaken on a regular basis to keep both the campus and the surrounding area environmentally friendly.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.2.2**

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

**Response:**

The Governing Body (GB) is an authoritative body and it functions under the leadership of Chairman of the body. The Principal is the head of the institution to oversee various academic and administrative activities. The Vice-Principal and the Academic Director (AD) work in tandem with the head of the institution for smooth functioning of the institution. Various Committees, HODs, Faculty and Office Staff assist in executing the policies for the advancement of college functioning.

Shri Gnanambica Degree College has Governing body as statutory and various seventeen non-statutory bodies carrying out functions and responsibilities in chase of institutional vision and mission.

### **Governing Body**

The administration is overseen by the Governing body (GB). The governing body meets regularly and meetings are conducted transparently. The GB approves the Strategic Plan, Vision & Mission, and the Budget based on the Strategic Plan. The institution is well known for its better organizational practices and work culture.

### **Appointments and Service rules**

A.P State Government / University / APSCHE norms are strictly followed regarding the Qualifications, age, experience etc. at the time of selection of Teaching and Non-Teaching Staff.

### **Anti-Ragging Committee**

The anti-ragging committee and anti-ragging squad have been constituted to inhibit the ragging culture at the institution. The anti-ragging squad will work under the supervision of anti-ragging committee and monitors the places like buses, cafeteria and classrooms for any victims of ragging and shall educate and spreads awareness among the students to make the campus ragging-free.

### **Disciplinary Committee**

This committee is formed to enforce and implement stern discipline within the college premises. In case of any disturbance in the class, ID card will be apprehended from the student which will be handover to the student on the same day with a warning and advice from disciplinary committee members. In case of any misconduct or desecration of the college rules, the ID cards of the students will be retained with the disciplinary committee members till the inquiry is over. Monitoring the movement of students in the college and avoiding students roaming around in the corridors during college working hours. The minutes of meetings are submitted to the principal by this committee at least once a month for her to take necessary actions.

### **Women Empowerment & Protection Committee**

This committee strives for women's empowerment & creation in the institution. It also functions to endeavor women's empowerment on campus. The committee looks into all the grievances received from female employees and students regarding any gender-related violations and initiates appropriate action.

### **Grievance & Redressal Cell**

The committee is directly engaged in dealing with all complaints which are related to the common problems at the institute level both academic and administrative. The minutes of meetings are submitted to the principal by this committee at least once a semester for taking necessary actions.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.2.3

#### **Implementation of e-governance in areas of operation**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

SGDC has effective welfare measures for teaching and non-teaching staff.

**Teaching staff:**

- Casual leave for staff members
- On duty for attending workshops, seminars, for spot evaluation and for attending as external examiners for practical exams
- Maternity benefits as per norms
- Providing Registration fees, Dearness and travel allowances for faculty attending conferences and workshops.
- Incentives for publication in Journals and Conferences

- Reduction of workload and paid leave for the faculty during their final submission of the Ph.D. thesis
- Data recharge for taking online classes
- Medical allowances
- Service, Conduct and Leave Rules are made available
- SGDC Employee's welfare fund
  
- Yoga classes and Psychological counselling
- Wi-fi and computing facility for all the faculty
- Fee concession for children of employees
- Subsidized transport facility
- Identity cards
- Sports facilities

**Non - Teaching staff:**

In addition to the applicable welfare measures offered to the teaching staff, the following welfare measures are extended to the non-teaching staff.

- Free medical facility available
- Maternity Leave for female employees
- Half-pay medical leave for staff members
- Health Awareness Programs like blood donation, organ donation, etc. is conducted in every semester.

Sports and Fitness facilities

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 39.65

**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**

2020-21	2019-20	2018-19	2017-18	2016-17
53	42	38	33	25

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 22.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	22	28	19	17

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	<a href="#">View Document</a>
Reports of Academic Staff College or similar centers	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

### 6.3.4

**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 45.09

**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
45	46	55	38	31

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

### 6.3.5

#### **Institutions Performance Appraisal System for teaching and non-teaching staff**

##### **Response:**

Shri Gnanambica Degree College motivates its employees with a structured performance appraisal method that was blue-printed to cultivate individual growth and recognize chances for extra support that leads to productivity to reach good results among the wards. The appraisal system, which the institute chose, motivates the staff of the college to perform best of their ability. The teaching faculty is suggested to focus on various aspects of career development including research and development.

At the beginning of the semester, the teaching faculty should mention the expected pass percentage and measures to reach the goal. The faculty also mentions how many papers they can publish. They are also expected to make a plan to contribute to other activities of the institution. The HODs review the goal-setting of the individual and revise them, if needed, after consulting the principal.

The principal along with the concerned HOD discusses the poor performers in the teaching-learning process. Individual counseling will be held to identify the reasons for the weak performance and corrective actions are taken to improve the performance. After completion of a few weeks of class, the feedback is taken from the students to ascertain the performance of the faculty.

At the end of the odd semester, HOD evaluates the progress of the teachers according to the self-appraisal submitted by the concerned faculty, gives feedback and suggests measures to improve the performance of the faculty. At the end of even semester, the individual's performance is evaluated along with the principal, and chairman and decide the increments after a thorough perusal of the self-appraisal form. High performers are appreciated by the HOD and the principal. On the other hand, the low performers are counseled by the HOD and the Principal and suggestions are given for further improvement.

For non-teaching staff the performance is evaluated on regularity, punctuality and sincerity in service

rendered, the immediate reporting authority presents to discuss the performance of the individual to decide salary increment at the end of academic year.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal and external financial audits regularly**

##### **Response:**

Coinage of Financial Planning and Management is the forethought of the Institution in realizing

Systematic development activities. The institution has a strong Financial Management System which is regularly audited by authorized Auditors. As the State Government pays the fee (through Reimbursement) of all the eligible students who got admission in the college, the A.P. State Government also conducts audit through Andhra Pradesh State Admission and Fee Regulator Committee (APFRC). The Institute's accounts department keeps all the expenditures and income, duly submitted to the Government for every financial year. The committee (APFRC) considers revising the fee structure for the next block period the duration of a block period is three years.

The college has a Finance Committee that reviews financial planning periodically. The Institute is registered under section 12 A of the Income Tax Act. The Finance committee acts as an advisory body to Governing Body, on the matters of Finance to the College. The institution's accounts are audited by both Internal and External auditors to check the financial submission. The finance committee makes institute-level budget for every financial year.

The Finance Committee reviews the Income and Expenditure Statements and reports the same to the Governing body for a future plan of action regarding financial matters. Optimal utilization and execution of the budget is monitored through internal and external auditing.

At the beginning of the financial year, the annual budget for the institute is prepared and proposed, for recurring and non-recurring potential income and expenditure for the year. The departmental budget proposals are made by the HODs and submitted for the approval of the Governing body through the proper channel. The primary source of income for the institution is through the collection of Tuition fees and donations from individuals.

##### **Internal audit:**

Qualified and certified internal auditors are appointed to audit on regular basis. The auditors conduct an

audit of accounts on a quarterly basis and confirm all the payments, receipts, vouchers of transactions, cash books, ledgers, and bank statements in a financial year. The accounts are also subjected to external auditing every year.

The auditors prepare and submit the income and expenditure statement and balance sheet and depreciation statement. All Government scholarships and donations from individuals are audited separately by the auditors. As an act of transparency, the audited financial statements are published on the institute's website.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 6.4.2

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

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

#### 6.4.3

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

**Response:**

The college aims to persistent academic and non-academic reforms to meet the ever-changing needs of society by maintaining excellence, resource mobilization, and accountability. The fees paid by the

students at the time of joining the program are primary receipts to the college. Any shortage in the receipts would be met in the form of overdrafts from the banks. These funds are utilized mainly for laboratory updating for the betterment of the students' requirements. The institute has a defined system to evaluate the effective and efficient application of available financial funds for the growth of academic and infrastructural areas.

The power rests in the hands of the principal in preparing the institutional budget by considering recurring and non-recurring expenses. The HODs and Administrative Departments are requested to prepare and present the budget for the forthcoming year. All the major decisions regarding finances are taken by the Institute's Governing Body. Verification and analysis by the Governing body under different heads such as T & P upgrading software, Internet charges, Library Books, Journals, repair and maintenance, consumable Furniture, fixtures, printing and stationery are adopted. This includes different co-ordination of various cells like NSS, Exam cell, Training and Placement Cell.

At the time of insufficient financial funds, the management seeks loans to meet the expenditure. The College Management never took a backward step in providing high-quality education at a reasonable cost to the students. It clearly shows the sincere involvement of the institution in providing quality education as a part of its social commitment to serve society and empower the youth.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes**

**Response:**

The IQAC has been consistently striving to institutionalize quality assurance strategies and processes at every level of the institution's functioning. Here are the two practices

Institutionalized as a result of IQAC initiatives.

QUALITY INITIATIVE – 1

**Students' Feedback on facilities**

The endowment of good staff, organization and other assets is essential for the students to face emerging

challenges in order to succeed in their goals. The students, faculty, and other staff are the benchmark of an institution's image. Apart from the regular academic upkeep, the students are provided with other facilities like sports & games and a library for outshining academics.

IQAC provides a pleasant environment for the students for developing their skills in both academics and co-curricular and extracurricular activities. The feedback on Infrastructure facilities is collected from all the students.

The students give feedback in the range of 1 to 5 for each parameter in the feedback form. The survey report is collected from the students. The analysis is done by IQAC at the institutional level and is submitted to the Principal for review and suggestions. Based on the feedback report, the management prioritizes and makes the decision on improving various facilities. The action taken report is prepared by IQAC after the corrective actions are taken.

## QUALITY INITIATIVE – 2

### **Women Empowerment Cell (WEC)**

Since the beginning of the institution, the admission of female students into various degree courses is increasing year after year. This gradual growth in enrolment upholds the commitment of the institution toward women's empowerment. So, the Women Empowerment Cell was constituted at the institution to provide support, assistance and guidance to the female students for their complete development. The main function of the cell is to embolden women students to excel not only in academics but also in co-curricular and extra-curricular activities. Apart from this, the WEC also organizes programs that motivate and provide career guidance to women students. The cell also lectures on various openings available for women in India to turn into successful entrepreneurs.

Women empowerment cell is constituted every year under the leadership of the Principal. The cell constitutes women faculty and students. To plan different activities and in order to review the action plans, the cell meets once every semester or whenever needed under the supervision of the principal.

The establishing and active functioning of the cell helped the women students to fulfill their dreams by motivating the students during the course of study. The institute acknowledged more pass percentage, more placements and accomplishments in co and extra-curricular activities among women students. As a result, the institute continues to attract more girl students to its undergraduate programs every year.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.5.2

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the**

## **incremental improvement in various activities**

**( For first cycle - Incremental improvements made for the preceding five years with regard to quality**

**For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

### **Response:**

**1. Use and enrichment of ICT infrastructure:** The IQAC led efforts to the successful implementation of modern technology in the Institute's administrative functioning through ICT-enabled facilities, and the up-gradation of Wi-Fi and LAN facilities. The use of ICT tools has become an integral part of the teaching-learning process. IQAC always encouraged teachers to utilize these tools in academics and laboratories. IQAC prepares the plan to include the use and enrichment of ICT infrastructure expected from each department. The IQAC has advised the administration to enrich ICT infrastructure by purchasing advanced ICT tools, and broadband internet with Wi-Fi facility. Periodically IQAC has trained teachers and non-teaching staff to use ICT by arranging different workshops, especially on Google Apps, Video conferences, use of e-mail, handling ICT instruments etc. The educational use of social media has also been utilized to establish communication with the students and other stakeholders. In teaching and learning, the feedback system is implemented to take the review reliability and uses of ICT facilities.

**2. Student Mentoring:** Student mentoring was introduced and implemented in the Academic sessions. The student Mentorship Scheme is an initiative of the institute inculcated for the overall development of the students in light of holistic improvement of knowledge enhancement and personality advancement.

**Process of Program:** The mentor-mentee program includes the mentor (an experienced faculty member) and the mentee (student).

The mentor roles are categorized clearly into two functions:

- 1) The career-related function incorporates advice to enhance the mentee's professional performance and development
- 2) The psychosocial function establishes the mentor as a role model and mental support system for the mentee.

In light of the effectiveness of a mentorship program, the institute management has set guidelines to include a maximum of 30 students as a mentee under the guidance of a single mentor. The students are assigned with a single mentor for clear communication between the student body and the mentor for effective development. Due to mentoring process, students participated in various activities throughout the academic session. The mentoring is done on the basis of need and as often as it is needed. The performance of the mentees is evaluated throughout the duration of the program. It was noticed that students have been identified to engage in classroom participation, enhanced focus, higher well-being, and reduced absenteeism.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.5.3

**Quality assurance initiatives of the institution include:**

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

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

**Response:**

To address Gender Equality, the Shri Gnanabica Degree College has formed a Women Empowerment Cell, which handles any such issues at the SGDC.

Shri Gnanabica Degree College has 06 departments, four of which are led by female academics. A number of administrative roles are held by female faculty members at Shri Gnanambica Degree College. Mrs. S. Rama Devi served as the Principal of Shri Gnanambica Degree College from 1999 until the present. It is a pledge to promote gender equality.

Gender sensitivity is ensured at the institute by giving equal opportunity for female students in all academic aspects. The ICC (Internal Complaint Cell), staffed entirely by women, regularly monitors the safety and security of female students, providing them with appropriate counseling in times of need. The girls are given a safe and secure atmosphere.

**Safety and security:**

- The SGDC campus is provided with 24 X 7 CC cameras to monitor the safety and security of all inmates in general and women in particular, particularly in essential and critical areas.
- There are separate restrooms for females and common spaces for female students.
- A display of the chosen person's emergency contact numbers is made available on campus.
- Thorough monitoring and security surveillance are in place until the last female employee or female student exits the campus.
- Transportation for female employees leaving the campus after hours.
- Understanding the policy on sexual harassment and gender discrimination, as well as the compliance procedure.

**Counselling**

Personal and career counseling are offered for female students by their instructors, who also serve as mentors. The college has established a Women Empowerment Cell (WEC), which offers the essential orientation for female students to adequately address adolescence and nutrition difficulties, as well as concerns relevant to present societal situations, by scheduling guest lectures with professionals.

- The college has frequent counseling sessions for all students.
- For mentoring and counseling, each faculty member is allocated 15-29 students.
- Faculty mentors meet with the students assigned to them and talk with them about academics and other personal matters.
- Needy students might benefit from psychological treatment.
- Women faculty members assist female students on gender-related issues on a regular basis.

## Common Rooms

SGDC offers separate common areas for boys and girls, each with necessary amenities like tables, chairs, cribs, mattresses, dustbins, a first-aid box, etc.

### Other relevant information

- A girl student serves as a class representative in each class.
- A balanced representation of female students and female teachers in all curricular, co-curricular, and extra-curricular initiatives.
- Admissions are granted in accordance with the reserve norm, with girls receiving 33 percent of available seats.
- 30% of female faculty members are available.
- Senior female faculty members from the women's empowerment cell are in charge of advising the female faculty and students.
- The college commemorates significant days such as International Women's Day.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

### 7.1.2

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

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

**Response:** C. 2 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.3

**Describe the facilities in the Institution for the management of the following types of degradable**

## **and non-degradable waste (within 500 words)**

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

### **Response:**

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

The College has developed techniques for managing waste created on campus based on the 3R's waste management strategy: Reduce, Reuse, and Recycle. The following facilities are provided on campus to manage various forms of garbage.

### **Solid waste management:**

The institution separates solid garbage into dry trash and moist waste. On-campus, there are separate containers for dry garbage and moist waste. Dry waste, which includes papers, plastic, and dry leaves, is collected separately. Dry conditions are used to separate recyclable materials such as plastic, glass, steel, and steel cans. Construction trash is created in the form of broken bricks, and concrete is utilized in campus landfilling. Wet garbage, such as food waste and vegetable waste, is disposed of by vendors. Food waste from canteens and hostel messes is used up at the piggery. Canteen trash collected from washrooms and hostels is transferred to a biomedical waste organization that comes to the institution on a regular basis. A certain number of dust bins are provided at each building and along the roadway.

### **Liquid waste management:**

The institute's liquid waste is classified into the following categories.

- Septic tank effluents from various sanitary blocks, canteen water used for washing and cleaning utensils, etc.
- RO plant wastewater

The waste water created by the sanitary facilities is disposed of into septic tanks positioned across campus, and their effluents, together with canteen waste water, are utilized for gardening, watering trees, and other purposes. RO plant wastewater is mixed with canteen wastewater and utilized for gardening, tree watering, and other purposes.

All wastewater collected at other locations is sent to a sewage treatment plant for additional treatment.

**E-waste management:**

When an electronic product reaches the end of its useful life, it generates e-waste or electronic garbage. Computer systems, monitors, servers, printers, scanners, copiers, fax machines, calculators, battery cells, and other old electronic equipment are examples of e-waste. The Institution disposes of its E-Waste using organizations designated by the Telangana government.

**Waste recycling system:**

The College has a sewage treatment system with a capacity of 10,000 liters per day that handles the sewage water generated on campus. It processes the wastewater and generates acceptable grade water, which is utilized on campus for gardening and restrooms. Furthermore, rainfall collected from various building rooftops is directed to water collecting pits to restore the groundwater table.

**Hazardous chemicals and radioactive waste management**

Though no radioactive waste is produced on campus, the College produces relatively little chemical waste from laboratories such as Chemistry and Life Sciences. Due to the low concentration and quantity of such trash, it is generally combined with other liquid waste and transported to a sewage treatment plant for further processing.

File Description	Document
Geotagged photographs of the facilities	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.4****Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.5

**Green campus initiatives include:**

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

**Response:** A. Any 4 or All of the above

<b>File Description</b>	<b>Document</b>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

### 7.1.6

**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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

**Response:** A. Any 4 or all of the above

<b>File Description</b>	<b>Document</b>
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.7

**The Institution has disabled-friendly, barrier free environment**

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**

3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.8

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

**Response:**

SGDC is located in Madanapalle, which is known for its regional, cultural, linguistic, communal, ethical, and religious diversity. This is reflected in the composition of the SGDC teachers and students. At SGDC, there are representatives from every area, religion, language, and caste.

The SGDC fosters an inclusive environment for all, with tolerance and harmony toward cultural, regional, linguistic, communal, socioeconomic, and other differences. Every year, many sports and cultural activities are held to promote unity among people.

- The college celebrates regional festivals like as Dushera, Vinayaka Chaturthi, Diwali, Eid, Guru Purnima, Christmas, and Ugadi. In addition, traditional day is observed in the college.
- SGDC, through its rules, regulations, and culture, does not believe in any sort of discrimination among its student and faculty members based on race, region, religion, caste, economic class, or color. To guarantee equity, SGDC does not promote any worship location associated with any group on campus. It follows the campus custom of avoiding religious meetings and festivals. Because of its numerical supremacy, it assures that no one can hijack the social activity agenda.
- In order to promote an India-centric secular viewpoint, SGDC commemorates occasions such as Independence Day, Republic Day, Environment Day, Teachers Day, Women's Day, Yoga Day, International Women's Day, and so on. The institution makes an annual resolution at SGDC to promote equality, harmony, and coexistence in society in general and at SGDC in particular.
- Several extension programs were carried out by college students, including i) raising awareness among villagers about insurance and banking, and ii) promoting cleanliness and hygienic

practices among girls and women in the villages surrounding Madanapalle.

File Description	Document
Any other relevant information.	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 7.1.9

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

##### **Response:**

The institution takes initiatives in organizing different activities to make students and staff sensitized on the constitutional obligation: Values, Rights, Duties and responsibilities of the citizens.

As per the course structure prescribed by the affiliating university, all the students are provided with a foundation course on “Human Values and Professional Ethics”. It helps the institution to inculcate human values and social and professional ethics for their and society’s well-being among the students. As a part of this course work, instructors take day-to-day real incidents on news in order to open students’ eyes and minds to the realities of the world and awaken them to bring about a world of greater justice, equity, and human rights for all.

Constitution day has been celebrated at Shri Gnanambica Degree College campus every year to make the students aware of the fundamental rights, Duties, Values and responsibilities of citizens as per the Indian Constitution. Independence Day (15th August) and Republic Day (26th January) are celebrated regularly and students are sensitized to understand the freedom struggle and sacrifices. Students are always reminded about their fundamental duty to respect the National Flag and National Anthem.

The institution conducts elocution and debates to sensitize the students to constitutional obligations. National Voter’s Day (25th January) is conducted every year to educate students and the general public on voter registration and the importance of voting as part of strengthening the democratic system in the country.

Various programs were conducted for female students and female staff on gender equity, and the role of women in nation-building as per the constitution of India. Self-defence training sessions were conducted for female students as per the self-defence act in the constitution. NSS volunteers conducted various programs in the rural area on right to health, the right to a clean environment, and the right to education. Institution spent around Rupees 5 Lakhs to Provide facilities of Health camps, Rural Camps, Veterinary camps and Womenemporment through NSS Special Camps every year in rural areas around Kondamaripalle, Kothavaripalle, ThummalaThanda, Peddamadigapalle and doing the task of repairing schools and providing academic support by utilizing the services of our students and faculty members.

The college has been serving its neighbouring villages namely Ankesettipalli, Cheekalabyly, Kollabyly, Kondamaripalle, Kothavaripalle, Kuruvanka, Madanapalle Town, MalepaduVillage, Mittamaripalle, Peddamadigapalle, Penchupadu, Ponnetipallem, Pothapalu, Ramireddypalli, ThummalaThanda and Valasapalle.

- Annual medical camps under NSS.
- Camps under NSS in neighbouring villages for educating people on health, environment and cleanliness and arranging medical check-up.
- Distribution of books, stationary items and study material to school children.
- Arranging awareness programmes in nearby villages.
- Providing academic support by utilizing the services of our students and faculty members.
- Whenever, the college upgraded its computer infrastructure, it diverted the replaced computers to rural schools of Neighbouring villages.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View Document</a>

### 7.1.10

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

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

**Response:** A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.11

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

**Response:**

The Institution organizes national festivals as well as Anniversaries for the great Indian personalities, such as

- Swami Vivekananda Jayanti 12th January
- Republic day 26th January.
- International Women's Day 8th March.
- World Environment Day 5th June.
- International Yoga Day 21st June.
- Independence Day 15th August.
- Teacher's day 5th September is the birthday of a great teacher Dr. Sarvepalli Radhakrishnan.
- NSS day 24th September.

Birth and Death of anniversary of great personalities.

- Dr. B.R. Ambedkar 14th April.
- Sadbhavna Diwas 20th August.
- Mahatma Gandhi 02nd October.

**Independence Day** is celebrated Every year on August 15th. The National Flag is flown and the national song is sung on this occasion, followed by a march past to honor the national flag. At the end of the presentation, sweets are handed to all attendees.

**Teachers' Day** is observed on September 5th each year by students to express gratitude and appreciation for their teachers. This day is set aside to honor Dr. Sarvepalli Radhakrishnan, a remarkable leader. To ensure the success of this event, all teaching and non-teaching personnel, as well as students, assemble.

**Gandhi Jayanti** is observed every year on October 2nd to commemorate Mahatma Gandhi's (Father of the Nation) birth anniversary. Students and faculty Students actively engage in the event on the college campus on this day, the institution organizes a program at General Hospital Madanapalle in which our students join to distribute fruits to the destitute.

Every year on October 31st, **National Unity Day** is observed to pay honor to Sardar Vallabhbhai Patel, the Iron Man of India who unified the nation on the occasion teaching, non-teaching, and students of Shri Gnanambica Degree College gathered to take the national unity vow. This day promotes solidarity and honesty among all citizens in order to develop a strong nation.

**Swami Vivekananda Jayanti** is observed on January 12th, with faculty, staff, and students participating in talks and debates about Swami Vivekananda's life and works.

**Republic Day** Every year on January 26th, is observed. On this day, the national flag is raised and the national song is played. Principal and faculty members address the students and the other participants to instill patriotism, unity, and dedication to the nation among students. Students participate in a variety of activities to commemorate this day.

The student, Shaik Sanya has participated in NSS Pre-Republic Day Parade camp at the Maharaja Sayajirao University of Baroda, Vadodara from 02-11-2016 to 11-11-2016.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE 1:**

#### **1. Title of the Practice – Training and Campus Placements: Empowerment through Employment**

#### **2. Objectives of the Practice**

The Placement Cell with individual departments constantly provide a vibrant platform to meet the different needs of students for employability.

- Given the skewed male-female ratio in urban professional spaces, the Placement Cell and individual departments connect young women with potential employers, empowering them socially, politically and economically active citizens through employability.
- The Placement Cell and the departments provide opportunities for internship, fellowship and summer training, etc.
- In addition, the college also organizes talks on academic and conducts training programs and workshops to bridge the knowledge gap between students and the job market.

#### **3. The Context**

Placement Cell interacts with the reputed organizations all over the country for arranging campus interviews for the final year students. We make efforts to organize technical seminars, workshops and corporate expectation sessions. Industry personnels are invited periodically to enrich the knowledge of our student community with the latest technological innovations and industry practices. We produce graduates who are well equipped to handle the working norms of the industry and commerce in the public and private sectors and help every student to define his/her career interest through individual counseling by the experts.

## **Vision and Mission of Placement Cell**

### **Vision**

Equipping students with relevant and conceptualized professional skills and guiding them towards a bright future and career in and around the world with the values of hard work and justice.

### **Mission**

To achieve 100% placement for students through dedication, attitude and complete involvement is our mission. The Training and Placement Cell arranges and coordinates various programmes that aim at moulding the students so as to meet the industry expectations in career building. The Training and Placement Cell, guided by a set of rules and principles, strives to maintain good relationships with industries. Preparing the recruitment schedule for the year, inviting corporations for pre-placement talks in the campus followed by final placements, and overseeing the process to its end, is the responsibility of the Training and Placement Cell. The Cell endeavors to carry out successfully all the processes methodically throughout the year.

### **Goals and Objectives**

#### **Goals:**

To enhance employability skills among students, to meet corporate expectations.

- To improve the industry – institute relationships
- To place all the students in the prospective IT, Management Companies and Media Channels.
- To enhance the student's interest in entrepreneurship and business strategies.

#### **Objectives:**

- To provide training for the students through continuous training module
- To approach top multinational companies about arranging campus recruitment
- To counsel students to improve their career exposure across the world.
- To produce the most competitive students to fit in all scenarios of the job market.

## **4.The Practice**

Shri Gnanambica Degree College coordinates with various organizations for campus placements. It began with a single company in 2008, but now more than 20 reputed multi-national companies, banks, and other corporates such as Deloitte, Accenture, Ernst & Young, TCS, Wipro are keen to recruit our students.

- Shri Gnanambica Degree College scrutinizes the companies' profiles and schedules a preliminary presentation by them which informs the students about the job profile, working conditions and growth opportunities. The companies then conduct their standard recruitment procedures such as written tests, group discussions and interviews.
- Shri Gnanambica Degree College is one of the few top-grade colleges to offer a Bachelor's degree in Science, Commerce and Management. It is also the only college in Madanapalle to offer

both Science, Commerce and Management courses.

- Aimed at training students in specific skills required by the job market, Shri Gnanambica Degree College's Science, Commerce and Management department ensures one-month internship programmes for its final year students. All the department students have interned and have been placed in reputed organizations.
- This year we also made sure that most of our students were trained and gets placement. Although, after graduation, not everybody wants to enter the job market, but still, as a matter of responsibility, we ensure that our maximum students should get enough training to sustain their caliber and aptitude in the desired field.
- This year we invited some of the very renowned organizations and their expert professionals to guide our students for the upcoming challenges. To begin with the new academic year, we started with the Techno-serve training and employability program for commerce students.
- In a similar way, we introduced “career opportunities in APPSC for the Science and Commerce section of our college. Most of the students attended the career guidance lecture which elaborated on the way to move ahead in competitive examinations.
- A computer certification course, “Tally ERP 9.0” was organized by the institute. Around 40 students participated and were certified as Tally PR professionals.
- Similarly, ‘How to crack MBA’, ‘Career opportunities in Railways and Public sector banking’, ‘Career opportunities as GST Practitioner’, ‘Career in Business Management, ‘Career opportunities in the Insurance Sector’ are the other areas where students explore and get educated in.
- The college also offered add-on courses on an average to move beyond the curriculum knowledge.
- Shri Gnanambica Degree College also offers certificate courses in foreign languages like French and Spanish that add value to the students’ profile.
- The college has invited a wide variety of organizations and educational institutions, such as SV University, SPMVV, YVU etc. to conduct presentations, seminars and career guidance programmes.

## 5.Evidence of Success :

Given that Shri Gnanambica Degree College primarily offers Science, Commerce and Management at the undergraduate level, the placement record of the college is extremely successful when compared to its peers.

- Clarity regarding student employment through the college’s Placement Cell and other departments for 2016-17 to 2020-2021 is provided below:

**Table 1: Number of Students Placed and their Medium (Average) Salary Package.**

<b>Year</b>	<b>No. of Students Placed</b>	<b>Average salary (Amount in Rs.LPA)</b>
2020-21	<b>488</b>	<b>4.72</b>
2019-20	<b>635</b>	<b>3.16</b>
2018-19	<b>577</b>	<b>2.07</b>
2017-18	<b>349</b>	<b>1.98</b>
2016-17	<b>531</b>	<b>2.13</b>

**Table 2: Number of Companies visited for the**

**last Five Year.**

<b>S. No</b>	<b>Academic Year</b>	<b>Number of Companies visited</b>
<b>1</b>	<b>2020-21</b>	<b>13</b>
<b>2</b>	<b>2019-20</b>	<b>15</b>
<b>3</b>	<b>2018-19</b>	<b>16</b>
<b>4</b>	<b>2017-18</b>	<b>12</b>
<b>5</b>	<b>2017-16</b>	<b>09</b>

### **6.Problems Encountered and Resources Required :**

Inadequate support from the Govt. agency APSDC and the respective Sector Skill Council meant to facilitate placements for B.Sc. (Bio-Tech and Life Sciences) Healthcare and BBA Retail Management. There has been a considerable improvement in the resources provided for placement activities in the last five years. However, further resources are required for better multimedia rooms and other infrastructural resources to meet the increasing demand for placements in better companies.

### **7. Notes :**

Internships are to promote industry academic collaboration and to provide opportunities for professional growth and employment. Many Industry-Academia collaborations are established wherein students get the opportunity to keep themselves abreast of the latest trends in the various sectors viz, media, journalism, artificial intelligence, data analysis, film making, fashion designing etc. These add to the learning outcomes of the undergraduate programmes and courses being taught to the students.

### **Best Practice- II**

#### **Title of the Practice: Mentoring System**

Mentoring is a student centric initiative introduced by the UGC in its affiliated universities and colleges. The prime goal of this initiative is to look after the academic and non-academic problems faced by the student during the course of their academic career and thereafter.

Mentoring is a relationship between Mentor and Mentee. Mentors are student centric faculty members who help young adult undergraduate student learners in their transitory phases and challenging times. Mentors apply their guidance, experience and expertise in promoting their mentees academically and personally, through interpersonal engagement.

In our college, a large number of students are from rural areas, with different backgrounds and preparation. The college environment is very new for them and they find various difficulties in the course of their student life. The mentors guide, give advice, and support the mentees through observation, assessment and by providing counselling and guidance.

#### **Objective of Student Mentoring System.**

- 1.To develop healthy relationships between students and teachers.
- 2.To help undergraduate students to understand the challenges and opportunities.

3. To counsel academically weak undergraduate students and to play an important role in helping them to cope with academic, extra-academic and personal problems.
4. To ensure academic and professional performance of the student.
5. Refining teacher-student communication outside the classroom.

### **Methodologies.**

Student Mentoring System implementation will be in the following steps.

**Step 1:** At the conclusion of the admission process, the Principal Allocates the students of the all the three classes FY, SY & FY among the faculties in proportion to Student-Teacher ratio.

**Step 2:** As per the suggestions of the principal of college faculties, accepts the mentorship of allotted students and each faculty/Mentor understands an independent notice regarding the mentee assigned to him/her and will invite the mentee to understand the mentor-mentee scheme. In this meeting, the mentee forms regarding essential details will be filed and be submitted to the concerned mentor. The mentor in this meeting also understood the mentee's different online modes of communication, such as WhatsApp, Facebook, e-mails etc.

**Step 3:** Mentor accordingly counsels the students on academic and non-academic issues faced by them throughout the academic year and will submit the annual report of the mentoring through IQAC to the Principal.

### **Role of Mentor:**

The role of a mentor as far as academic field is concerned is to offer his/ her mentee the guidance and counselling to provide convenience to facilitate to do every work whether it is academic or non-academic issues encountered by the mentee in his academic career.

### **Peer Mentoring:**

- A form of mentoring that takes place in learning environments such as schools/ colleges, usually between an older, more experienced student and a new student.
- A form of graduate-student mentorship that pairs a more senior graduate student with a junior student for support related to work-academic life balance and degree completion.
- It involves two or more people of equal status and can range from a small group to a large network.
- Peer mentoring often combines both informal and formal characteristics as programs may be officially offered within institutions, yet their content is determined by participants.
- Peer mentoring is defined as students sharing the responsibility for facilitating online interactions by generating and posting questions, responding to others, asking further questions to clarify understanding, guide, support, and provide summary comments to facilitate building the collective knowledge base.

### **Training to the faculty on Mentoring:**

- Faculty mentoring can be done as part of a formal program or informally by a senior faculty member or members. The goal is to help (junior) faculty reach their potential as teachers,

researchers, and administrators.

- A form of informal mentoring, these mentoring relationships may be comprised of colleagues, who have comparable interests and roles within higher education institutions. Peer mentors or co-mentors assist each other through sharing information, resources and feedback, exchanging roles as mentors and portages while aiding others in the peer or co-mentoring relationship in developing knowledge and skills.

### **Expected Outcomes of the Mentoring Programmer:**

- Strengthening the relationship between the mentor and the students.
- Improvement in academic performance of students.

### **Evidence of Success:**

- The genuine interest shown by the Mentor has developed a sense of confidence, support and security that they become balanced so facing personal and academic challenges.
- Consistent care and guidance acts as a morale booster in improving regular attendance and contributes to the personal and educational growth of the students.
- Continuous monitoring for technical and soft skill enhancement has increased the number of employable graduates.
- Alumni have expressed that they have maximized their potential, developed their skills, improved their performance and become the person they want to be.
- Acceptance of others as they are and respecting their opinions are obviously exhibited in their behavior.
- A strong and caring triangular bond is cemented day by day among parents, teachers and students.
- The alumni gathering in hundreds during celebrations is the most powerful indicator of the success of this programme.
- The help and guidance received is so ingrained in their minds that they voluntarily give back the same to society through extended activities.

### **Problems encountered and resources required:**

- The whole programme would be more successful if a student had the same mentor throughout the course, but for some administrative reasons this could not be worked out.
- Mentoring is a two-way process where, if one side is showing less interest, it would collapse the healthy relationship.
- Space constraints pose difficulties with conducting sessions in separate classrooms.
- Sometimes, students prefer a particular teacher as the mentor cannot be accommodated given the large student strength.
- The faculty, in spite of their busy academic and administrative preoccupations, extend their genuine support, but there is a possibility of not extending adequate quality time to their mentees at times.
- If the mentees are allotted across the disciplines, they may feel free to share their problems and sometimes the familiarity of subject teachers makes them bottle up their difficulties.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices in the Institutional web site	<a href="#">View Document</a>

## 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:**

**Holistic Development of Students Through Extension and Outreach Activities**

**Aim:**

Shri Gnanambica Degree College has been achieving academic excellence through student outcomes and faculty contributions. The institution in its crest for excellence has been continuously interacting with industry, research organizations, and premier academic institutions to provide quality education. The institute is socially responsible institution and it is having pro-active policy in terms of social outreach camps, which makes it distinct among other institutions. Shri Gnanambica Degree College was established with an objective of not only providing quality education at low cost but up lifting of its neighboring community socially and empowering them with the help of knowledge assistance.

This society should sincerely serve the cause of the educational needs of the common man of this cosmopolitan city." This was the mission set by our founder, Shri Dr.R.Guru Prasad, in 1998 and with this spirit of sincerity, we believe in high standards of academic, professional, and societal performance.

We believe that college life is not all about academics, games, friends, and fun. It is also about learning to interact with other people, being aware of social, environmental and gender issues, and inequities in society. We provide an opportunity for every student to contribute to make the society in which they live a better place and to grow up as better individuals. The Shri Gnanambica Degree College has committed itself to the task of inculcating social values and responsibilities in its students.

Along with other sports cultural and technical activities, the NSS unit plans activities like plantation and field visits to expose the students to the pressing issues of society. A session on Human Value & Professional Ethics (HVPE) was arranged by experts. Not only that, every first-year faculty has completed a short-term course in HVPE and interact regularly with the students through open discussions on various topics. Various activities are undertaken by the first-year students to expose them to the pressing environmental issues that ail us. They are taken on field visits to related industries and encouraged to participate in competitions dealing with environmental issues.

As a special thrust, societal development is also instilled on a large scale into the students through the active NSS unit, which undertakes various services to inculcate social values. Throughout the year, the NSS unit undertakes a plethora of events ranging from street plays, cleanliness drives, tree plantation

drives, donation drives, waste management drives, gender equity, field visits and many more. The NSS unit has also been a part of the plastic recycling drive initiated by the principal which was successfully implemented in the campus. It emphasized the topic: “Plastic is not bad. How you dispose of plastic is bad”.

The institute ensures that the social values and feeling of giving back to society is not limited to the NSS unit. In addition to the activities by NSS, many students come up with ideas to contribute to society too, and at SGDC, we encourage them to go forward to execute the ideas. The students have conducted donation drives for flood affected people also.

**Context:**

The institution promotes the participation of the students and teachers in various extracurricular activities through events which enable them to understand and learn about some of the societal issues, like Essence of life (in terms of self-discipline, culture, education), education and employment. It also paves the way for maintaining a healthy relationship with society. While pursuing extracurricular activities in college along with education, students learn prioritization and time management skills too. Talented students have well-groomed personalities, which helps them to face the world in a better way.

**Practice:**

The dissemination of knowledge cannot be an isolated academic project of human development because it is intricately informed by the related discourses of social, economic, cultural and spiritual growth without which it is difficult to sustain a civilization, society or individual. Extracurricular activities teach students how to work for a common goal and ultimately develops a sense of responsibility among them. It increases the level of confidence and also teaches them how to co-operate and work with people in different conditions. They learn to face the challenges that come in their education and career. The NSS unit of the college has consistently contributed to community outreach initiatives through:

1. Literacy programme
2. Tree plantation programme
3. Blood donation
4. Yoga day celebration
5. Awareness programs on Voter's rights
6. AIDS Awareness
7. Gender equality
8. Women's Day celebration
9. Awareness on cyber crime
10. Health Camps

**Evidence of Success:**

Extracurricular activities increase opportunities for social interaction and new relationship development. As most of these activities are group-oriented, they have students from different niches, which gives them a chance to find out about people of different passions and cultures. Interaction with people from different backgrounds help in the development of interpersonal skills among the students. The evidence of success is measured through:

- About NSS in the institution.
- Number of activities conducted in the academic Years 2016-2021
- Social Services of Neighboring of villages
- Number of Awards and Appreciations.
- Bills and Audit Reports of NSS Camps.
- Distinguish alumni.
- Placements, Pass Percentage and Higher Education details
- Participation of students and faculty Extension activities

**Problems Encountered:**

- Hesitation from the students to participate in the NSS Activity.
- Corona Pandemic Situation which stops institutions from conducting a number of external activities.
- Time Constraints in conducting several activities.
- Inertia from local communication to participate in various external and outreach activities organized by the institution.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Shri Gnanambica Degree College aims to create a policy of quality assurance to address, monitor and evaluate the academics offered to the students. Thus, promoting effective teaching practices for the benefit of students and making the college a centre of excellence for Science and Arts graduates. The institute implements distinctive practices, successful student engagement for holistic development, research and development, and societal consciousness.

The Institution was given the highest grade 'A' by the government of Andhra Pradesh for imparting quality education. The honorable chairman of the institution served not only as a member of the executive council of the affiliating university but also contributed to society magnanimously by serving many non-governmental agencies in various capacities. The institution received many awards from government and non-government agencies for its significant contribution to the field of education.

### **Concluding Remarks :**

Shri Gnanambica Degree College with support from its visionary management, able administrators, and dedicated staff has been on a rapid growth trajectory in terms of quality and quantity since its inception in 1999.

The initiatives towards promoting research, industry-academia interface, faculty with research bent of mind, and extension and outreach programs have helped the institute transform from a teaching institute into a research institute. The institute has been leveraging ICT tools to their fullest to provide a great learning experience and a transparent academic administration. The institute also has been continuously upgrading its facilities and infrastructure to respond to the changing pedagogic environments to stay relevant.

The large base of alumni who have taken their rightful places in society is directly contributing to the development of the nation. It is only their contribution that is bringing laurels to the institute time and again. The exercise of preparing this SSR at all levels has brought a sense of ownership among all the stakeholders in the institute. This SSR report is prepared with the contribution and participation of all the stakeholders under the supervision of IQAC.

The institute in particular IQAC never leaves any stone untouched to improve the quality of the learning and teaching process. It continuously adopts best practices and does away with unproductive, obsolete practices. It is because of such practices the institute has fared well in many aspects so far.

The institution hereby submits the SSR for your evaluation and awarding the best deserving grade to take forward various initiatives and elevate the institute to next level for empowering the youth and serving the society.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</b></p> <ol style="list-style-type: none"><li>1. Academic council/BoS of Affiliating university</li><li>2. Setting of question papers for UG/PG programs</li><li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li><li>4. Assessment /evaluation process of the affiliating University</li></ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p>																				
3.1.1	<p><b>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</b></p> <p>3.1.1.1. <b>Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th></tr></thead><tbody><tr><td>1.76</td><td>11</td><td>24.13</td><td>0</td><td>16</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th></tr></thead><tbody><tr><td>00</td><td>13</td><td>22.51</td><td>0</td><td>19.5</td></tr></tbody></table>	2020-21	2019-20	2018-19	2017-18	2016-17	1.76	11	24.13	0	16	2020-21	2019-20	2018-19	2017-18	2016-17	00	13	22.51	0	19.5
2020-21	2019-20	2018-19	2017-18	2016-17																	
1.76	11	24.13	0	16																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
00	13	22.51	0	19.5																	
3.1.2	<p><b>Percentage of departments having Research projects funded by government and non government agencies during the last five years</b></p> <p>3.1.2.1. <b>Number of departments having Research projects funded by government and non-government agencies during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th></tr></thead><tbody><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th><th>2016-17</th></tr></thead><tbody><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></tbody></table>	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	1	1	1	1	1
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	1	1	1	1																	

**3.1.2.2. Number of departments offering academic programmes**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

3.3.2

**Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years****3.3.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	8	5	5	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	1	1

Remark : Input edited by excluding appreciation / participation certificates

4.2.4

**Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****4.2.4.1. Number of teachers and students using library per day over last one year**

Answer before DVV Verification : 490

Answer after DVV Verification: 392

Remark : Input edited referring ledger footfalls uploaded by HEI

5.2.1

**Average percentage of placement of outgoing students during the last five years****5.2.1.1. Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
488	635	577	349	531

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
395	592	480	323	524

5.3.3

**Average number of sports and cultural events/competitions in which students of the Institution**

participated during last five years (organised by the institution/other institutions)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
54	47	54	30	35

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	6	7	5	5

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.2	<p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>9</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>9</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	9	9	7	7	7	2020-21	2019-20	2018-19	2017-18	2016-17	9	9	7	7	7
2020-21	2019-20	2018-19	2017-18	2016-17																	
9	9	7	7	7																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
9	9	7	7	7																	
2.2	<p><b>Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>158.10</td> <td>128.90</td> <td>248.42</td> <td>249.22</td> <td>110.91</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>121.11</td> <td>93.08</td> <td>234.18</td> <td>247.31</td> <td>94.21</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	158.10	128.90	248.42	249.22	110.91	2020-21	2019-20	2018-19	2017-18	2016-17	121.11	93.08	234.18	247.31	94.21
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