



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

PRR & VS GOVT. COLLEGE

**PRR AND VS GOVERNMENT COLLEGE MAIN ROAD, BESIDE ELECTRICAL
SUB STATION VIDAVALUR, SPSR NELLORE DISTRICT**

524318

www.gdcvidavaluru.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

PRR&VS Government College, Vidavalur was started as a composite co-education college on 8th July, 1965. The donors were Sri Ponnaluru Ramachandra Reddy and Smt. Venkata Subbamma, landlords of Vidavalur. The college was initially started on the campus of Z.P High school, Vidavalur. The present structure took shape in 1989. The college has 11.72 acres of campus. At first it was a composite college but on 16-07-2002, the Junior college was bifurcated from this college. The college got its recognition under 2(f) and 12(b) of the UGC, in the year 1991. The college was affiliated to Sri Venkateswara University right from its inception i.e., 1965-66 to 2009-10. From 2010-11 onwards the college has been affiliated to Vikrama Simhapuri University, Nellore. The college was accredited by NAAC, Bangalore with 'B' grade with CGPA score of 2.03 in the year 2008, and re-accredited in 2015 with 'B' grade with CGPA score of 2.04. The IQAC was established in 2008. The college with its well established library with more than 16000 books and important journals in science and arts. Moreover, the college encourages the staff to attend the orientation programmes, refresher courses, workshops and seminars conducted at national and international level for updating their knowledge and skills. Besides, it encourages them to conduct various programmes like student seminars, workshops at college level as well as at district level. It also tries to improve quality in education by encouraging guest lectures. The faculty members are encouraged to send proposals to UGC for the sanction of minor and major research projects and national seminars and workshops. The computer and skill oriented education, JKC platform for employability, inculcation of social spirit among students through NSS, NCC, Red Ribbon club, Eco-club activities, participation of students in state level games have won the appreciation from all the corners.. In view of the 3rd cycle of reaccreditation, the college prepared the self-study report evaluating quality in terms of sustenance, enhancement and steady improvement of the college in the last five academic years. It is done on the basis of seven criteria highlighting the key aspects of each criterion.

Vision

The prime vision of this institution is to cater to the academic needs of the economically deprived, socially backward, and academically alienated rural youth and to make them self-confident, purposeful, focussed and responsible citizens on the lines of the motto -

“Niyatham Kuru Karmatvam

Vidvaanamrutha Iha Bhavathi”

(Ever perform the duties assigned; for, one who knows will reach eternal heights)

Mission

To attract all the eligible students in the nearby villages to higher education,

To help the students complete UG and advance,

To infuse confidence among the rural youth by uplifting their morale,

To mould them as knowledgeable and useful citizens by effective implementation of the curriculum using the skilled human resources at the institutional level,

and above all,

To inculcate a sense of service to the society and contribution to the Nation's pride.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Quality teaching and student discipline.
- Highly qualified and well experienced faculty.
- Funding from RUSA
- Equipped laboratories for science students.
- Spacious play ground for sports and games.
- Jawahar Knowledge Centre (JKC) for the employability of students.
- Active participation in Extension Activities.
- NCC Unit.
- NSS Unit.
- Good library facility.

Institutional Weakness

- Students' enrolment is not up- to- the mark due to the lack of more junior colleges around and also by the influence of private degree colleges in the nearby villages.
- Proficiency level is far below average as the cream goes to the cities and the residue joins here.
- College is located far away from the main village.
- Lack of advanced infrastructural facilities.
- Lack of physical director post.
- Lack of sufficient number of rest rooms.

Institutional Opportunity

- More industries can be approached for linkages and collaborations.
- Strategic location for Aquaculture in Nellore district.
- Scope for new job-oriented/market-oriented courses.
- Scope for community engagement.
- Supportive and guiding authorities.
- Scope for more research work.
- Use of alumni to contribute to curriculum delivery

Institutional Challenge

- Procurement of sufficient funding for development and maintenance.
- Enhancing students' enrolment by advocating the merits of the institution.
- Inculcating research attitude among the students by involving them in project works.
- Strengthening of computer labs and establishing English language lab.
- Adoption of the latest technology in teaching learning process.
- Part of the building ruined.
- Road transport facility to students and staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since the college is affiliated to Vikrama Simhapuri University, Nellore, the curriculum prescribed by the University is strictly being followed. The college offers five degree courses in B.Sc., B.Com. and B.A., with both conventional and restructured groups. Since all the programmes are offered under affiliating system, the flexibility of the college is limited adhering to the university norms. The institution undertakes various measures such as preparing academic calendar for curricular, co-curricular and extracurricular activities, preparing time-tables, teaching plans by individual teachers etc., For effective planning and implementation of the curriculum and for effective curriculum delivery, the teachers are instructed to maintain rapport with the students for the assessment of their standards in respective subjects through various methods that include group discussions, role plays, debates, class room student seminars, assignments, weekly tests and through the evaluation of their study projects. The institution has developed a mechanism for obtaining feedback on curriculum and the same is being conveyed to the University at the time of framing the syllabus which usually occurs for every three years. The library being enriched with many journals, text books, reference books, story books, newspapers, both English and Telugu, the students make most of their time and strengthen their learning. The college offers courses on Computer Applications for B.Com., and Computer Science for B.Sc. students to make them adept in computer knowledge which is the need of the hour. The college through the platform of JKC trains the students in acquiring Communication Skills, Soft Skills, and leadership qualities through the interactive sessions and thereby improve employability skills. Values and Ethics are taught to the students by the trained lecturers as part of newly introduced subject "Human Values and Professional Ethics" [HVPE]. Thus the college has a vision for the future where a student who joins here ultimately turns into both a knowledgeable and useful citizen.

Teaching-learning and Evaluation

Transparency in the admission process is ensured through online admission process (OAMDC) to protect the interests of the students. By conducting remedial coaching classes for those who are lagging behind in progress, the institution is serving its purpose. For that it collects the data of such academically poor students by reviewing their performance at various stages which include slip tests, assignments, interaction, oral examination etc., and assigns duties to the respective lecturers through care taking system. The IQAC plays a vital role in monitoring the performance of the teachers and tries to suggest methods to improve the teaching-learning process. It emphasizes on quality education by encouraging the institution to adopt multimedia approach in teaching-learning process. Both the students and the faculty are exposed to advanced levels of knowledge and skills mainly through the utilization of internet skills. The institution encourages the staff to

undertake research activities and pursue PhD. Faculty members are deputed to attend guest lectures, national and international seminars and training programmes for updating their knowledge. In order to take care of the students, the institution monitors their progress from time to time through various means such as conducting seminars, group discussions, debates, slip tests, assignments, study projects, field work, etc. The backlog students are often counselled by the subject teachers to get ready for the final examinations and score high marks. There is a marked improvement in their performance. A Grievance- Redressal cell is constituted at the college level which looks after the grievances of students about the evaluation system. The students are often sent to the places where job melas are organized by reputed as well as moderate companies. Feed back is taken from different sources such as parents of the wards, public and the organizers of the job melas as it serves as the surest learning outcome. At present quality maintenance at college level is entrusted to IQAC, hence its role is crucial in the achievement of learning outcomes. The CCE, A.P, Mangalagiri, regularly conducts the Academic Audit in the college and accordingly the institution implements its action plan.

Research, Innovations and Extension

The institution, by establishing a research committee, promotes research activities among the faculty members. It assures infrastructural support for all spheres of research. At present, six members of faculty are actively involved in research activities. Many research papers have been published by faculty in course of the last five years. The members of faculty actively participate in National and International seminars organized elsewhere and present their papers. The college encourages the staff to register for Ph.D. the students are encouraged to take up project works on their subjects. The college has taken initiatives to collaborate with organizations for survey and research. The college organizes extension activities through NCC, NSS, Red Ribbon Club, Eco Club, Women's Cell with more students participation to promote in them the service motto, love for work, leadership qualities, initiative, ethical and moral values. More over awareness is created among the students regarding blood donation, health and hygiene, precautionary measures in times of the spread of epidemics, eco-friendly goods etc., so that they can easily carry forward this spirit into the society and play their role to change it. Among the various activities undertaken by NSS volunteers are adoption of two Villages every year, organization of blood donation camps, clean and green programmes, HIV/AIDS rallies and plantation of saplings with a sole aim to make public participation, thereby creating a feeling that college is not a separate entity but it is a part of society, The college has been getting a feed back on the activities of students when they adopt villages and stay there for seven days.

Infrastructure and Learning Resources

The institution has well furnished classrooms with sufficient arrangements for curricular activities. Science departments have well equipped laboratories and an electronic room cum seminar hall to organize seminars, workshops etc., and the library is moderate in size and has adequate space for housing 16000 books including reference books. The staff and students make use of the library books to fullest extent. In the electronic room LCD facility is provided to help the staff use it during the seminars. Inverters are fixed in electronic room and science laboratories for uninterrupted power supply. A primary health centre is established through which the college provides medical services to the students in times of need. The college has a computer laboratory with 15 latest computers and each department is provided with a computer along with internet facility. Since college has 11.72 acres of land, there is a big play ground. Gym facility is available and there is scope for outdoor and indoor games. The same college land is being shared by Government Degree College as well as Junior college.

Student Support and Progression

The college publishes its updated version of prospectus every year for providing necessary information to the students seeking admissions. Transparency is maintained in the whole admission process. More than 90% of the students get scholarships from the social welfare Department of the state. There is no elected student council at the college level. However, various committees are formed in the college giving a participatory role to the students. The college keeps up a good pass percentage over the university average every year. The college arranges extension lectures, field trips to strengthen their learning. Remedial classes are conducted from time to time to help the academically backward students. The college encourages students' participation in all activities like celebrating the National festivals, conducting seminars, organizing camps, eco-club activities. It promotes their participation in co-curricular and extra-curricular activities through NCC, NSS, Red Ribbon Club, Sports and Games, Literary competitions. Through Jawahar Knowledge Centre platform, the college offers coaching in Communication Skills, Soft Skills, and LSRW, Arithmetic and Analytical Skills and thus facilitates placements to the outgoing students. The college has a Career Guidance Cell and an Anti-ragging Cell to provide counselling for the students. There is a Grievance- Redressal Cell also to attend to the grievances of the students. The college has an Alumni Association that meets frequently and discusses the issues related to the promotion and welfare of the institution.

Governance, Leadership and Management

Ours being a government institution with a vision and mission, we fulfil the objectives and policies in letter and spirit. The top management of the institution is the government wherein the college works under the Commissioner of Collegiate Education, Govt. of Andhra Pradesh, Mangalagiri. The IQAC at the college level looks after the requirements for quality education; the institution formulates an action plan for the fulfillment of the stated mission. The IQAC monitors the effective implementation of the institutional plans. The principal who is the academic and administrative head of the institution monitors all the activities in the college. He involves all the staff members at all levels of the decision making processes by indulging them in various committees for the smooth functioning of the institution. The college deputes them to attend orientation and refresher courses for their professional development. There is formal appraising system of the staff for the timely evaluation of their performance on multiple activities i.e., ASAR (formerly API) for Lecturers and AADPI for Principals, the same being intimated to CCE, AP for necessary action.

However, informally the head of the institution gets feedback on the activities of the staff and based on that they will be directed by assigning goals to perform at the institutional level. The institution has an integrated framework for quality assurance of the academic and administrative activities. The effective and efficient use of financial resources is monitored by a committee constituted by the institution. However, a regular audit is done towards the utilization of financial resources.

Institutional Values and Best Practices

The institution currently has a few best practices. One of the prominent ones is 'Free Medical Camp.' Every academic year, when we observe the percentage of students getting promoted to the next year of their UG, it is noticed that there are drop outs. One reason for this dropout rate is ill health – acute and chronic. When this was analyzed, it is found that many of the villages which our students come from lack primary health care facilities. Hence, the College thought of conducting medical camps regularly on campus with the collaboration of speciality hospitals in Nellore. During each academic year, one key health parameter is selected. Speciality

Hospitals are approached by NSS, for collaboration. On the designated date, doctors and their technical staff visit the college. Equipment is also brought to the college. They test the students and give medicine. They suggest remedial and preventive measures.

Another best practice is 'Blood Grouping and Blood Donation.' Since Vidavaluru is located on coastal line, far away from the district headquarters, medical emergencies requiring blood transfusion often have become difficult to manage. At times, some of the students and their relatives met with trauma, management of which became difficult. Also, it has come to the notice of the College administration that many of the students do not know their own blood group. In this context, blood grouping and blood donations has been taken up as a best practice, in collaboration with Red Cross, Nellore. NSS and NCC are active in this best practice.

The remaining are -

- Department of Physics - Scholarship to the Meritorious student in Physics
- Department of Zoology - 'Adarana' - feeding the hungry and ' Veekshana' - adding to the competitive spirit
- Department of Botany - One Day a Plant
- Department of English - One Word a Day
- Department of Statistics - Support to Research
- Department of History - Competitive Exams Coaching
- Department of Telugu - Goda Patrika & Sukti-Neeti Padya Rachana
- Library - Book Exhibitions
- Department of Political Science - Electoral Literacy
- NSS/NCC - Fostering Greenery

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | PRR & VS GOVT. COLLEGE |
| Address | PRR and VS Government College Main Road, Beside Electrical Sub Station Vidavalur, SPSR Nellore District |
| City | VIDAVALUR |
| State | Andhra Pradesh |
| Pin | 524318 |
| Website | www.gdcvidavaluru.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|-----------|----------------------------|------------|-----|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | B Sujatha | 08622-294080 | 6301091971 | - | vidavaluru.jkc@gmail.com |
| IQAC / CIQA coordinator | N Madhu | 08622-29048 | 9441443004 | - | iqac.prrvs@gmail.com |

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

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

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

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|----------------|-----------------------------|-------------------------------|
| Andhra Pradesh | Vikram Simhapuri University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 28-10-1991 | View Document |
| 12B of UGC | 28-10-1991 | View Document |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

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

| Location and Area of Campus | | | | |
|-----------------------------|---|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | PRR and VS Government College Main Road, Beside Electrical Sub Station Vidavalur, SPSR Nellore District | Rural | 11.72 | 4411.068 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|----------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/ Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Ba | 36 | Intermediate | English | 30 | 22 |
| UG | BCom,Bcom | 36 | Intermediate | English | 40 | 22 |
| UG | BSc,Bsc | 36 | Intermediate | English | 40 | 18 |
| UG | BSc,Bsc | 36 | Intermediate | English | 30 | 10 |
| UG | BSc,Bsc | 36 | Intermediate | English | 30 | 8 |

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 | | | | 21 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 0 | 20 |
| Yet to Recruit | 0 | | | | 0 | | | | 1 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 16 |
| Recruited | 9 | 1 | 0 | 10 |
| Yet to Recruit | | | | 6 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 2 | 0 | 10 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 2 | 0 | 10 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 57 | 0 | 0 | 0 | 57 |
| | Female | 23 | 0 | 0 | 0 | 23 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 44 | 31 | 27 | 24 |
| | Female | 10 | 10 | 18 | 9 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 1 | 2 | 7 | 8 |
| | Female | 1 | 4 | 10 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 39 | 18 | 13 | 15 |
| | Female | 8 | 5 | 16 | 8 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 2 | 3 | 1 | 2 |
| | Female | 1 | 0 | 3 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 2 | 0 | 2 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 108 | 73 | 97 | 71 |

Institutional preparedness for NEP

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| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Being an affiliated college, course structure and content is designed by the University. The College tries to adopt multidisciplinary/interdisciplinary approach as NEP suggests. Teaching-learning strategies are adopted so as to amalgamate intellectual, emotional, social, cultural and scientific development of the students is shaped up perfectly. Students are free to select the Skill Enhancement Courses (SECs) in domain subjects as per their choice. Inter-departmental collaborative activities are planned. Certificate courses offered provide wider chances for multidisciplinary education. Activities mediated by Eco-club & RRC provide interdisciplinary & multidisciplinary approach in</p> |
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| | sensitizing the students about various issues of concern - environmental, social and health. |
| 2. Academic bank of credits (ABC): | As an affiliated college, we have limited freedom to operate ABC accounts. The proviso for credit transfer and multiple entry and exit will be implemented as per the directions from the affiliating university. All the students are encouraged to pursue courses on SWAYAM and NPTEL to earn extra credits. All the students are encouraged to open dig locker accounts to deposit their certificates. |
| 3. Skill development: | The Institution adopts revised framework of CBCS 2020, in line with the NEP. This aims at the development of the 20th century skill set required to make the students future-ready graduates. 24 Skill Development Courses (SDCs) are offered, 8 each for Arts, Science & Commerce streams. Students can select one in Sem I, 2 in Sem-II and 1 in Sem-III. A total of 4 SDCs shall be studied. Each SDC is of 2 credits. These SDCs are intended to promote the desired skill set to empower the students for self-employment & entrepreneurship. 10 Life Skill Courses (LSCs) are offered. Students can select 1 in Sem-I, 1 in Sem-II and 2 in Sem-III. Each LSC is of 2 credits. These LSCs aim at developing the skill set required for the new millennials. Skill Enhancement Courses are opted in the 5th sem semester, 3 pairs in each domain subject. Students have to select one pair, and greater flexibility is allowed in selection. Each SEC is of 4 credits. Community Survey Project, short term internship and longterm internship are compulsory for students. these programs equip them with different skill sets. Certificate courses are conducted. Field visits, Study projects and Case studies are given due priority. Internships are arranged with the help of authorities. All these steps help build cognitive, transferable, analytical, and employable skills to make our students more relevant & fit to the transforming society. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The College was established way back in 1965. It still holds the values and ethos of earlier times which reflect the local/regional culture as an integral part of the Indian culture and heritage. Due care is taken to integrate the new knowledge base. All the activities are planned to uphold this value system. The college commemorates Matrubhasaha Dinotsavam (Mother tongue day), Sankranti Celebrations are regularly |

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| | <p>conducted. Seminars on medicinal flora, use of folk medicine are being conducted. All the courses were run in Telugu medium till 2019-20 academic year. In order to equip the students with global communication skills, English medium has been implemented by the Govt. of Andhra Pradesh since 2020-21 academic year. But, faculty is free to transact the curriculum in bilingual mode, and students are provided with bilingual textbooks by APSCHE. The promotion of local language, arts and traditions is facilitated through competitions held on the occasions of Independence Day, republic day, freshers' day etc. Essay writing, elocution, poetry recitation, creative writing, dance competitions etc. encourage to stay tuned with their rich tradition, culture and heritage.</p> |
| 5. Focus on Outcome based education (OBE): | <p>OBE is a pedagogical approach that aims at achievement of higher-order learning. CBCS curriculum is being implemented with well defined Program Outcomes, Program Specific Outcomes and course outcomes. Affiliating university guidelines are followed. Students are given inputs about the intended Outcomes during the Induction Program. Integration of OBE is incorporated in assessment system by the affiliating University.</p> |
| 6. Distance education/online education: | <p>Online/ distance education provides ample flexibility to students to learn. At PRR & VS College, a Study centre of Ambedkar Open University, a Open University of AP Govt. is being run. An active LMS portal is being run by the Commissionerate of Collegiate Education, Govt. of AP, to which all the faculty contribute regularly. All the students are registered with LMS portal to watch video lessons. Students are encouraged to enroll in SWAYAM/NPTEL courses also to enhance & widen their knowledge base.</p> |

Institutional Initiatives for Electoral Literacy

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| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | <p>An Electoral Literacy Club is functioning in the college. Principal is the Chairman. Smt Priyanka, lecturer in Political Science is the convener. Designated staff and students are members. The ELC function with these objectives - > To make the</p> |
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|--|---|
| | students aware of Universal adult franchise > to make them aware of their roles & responsibilities in the democratic system > to make them aware of the need for voting > to get them registered to the electoral rolls > to conduct extension programs regarding the election procedures and voting |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes, ELC is functional and representative. In the beginning of each academic year, while drafting different college level committees, the principal seeks expression of interest from the faculty. interested faculty members are appointed in ELC. Students from different programs are also appointed to the committee, to coordinate its activities. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | Voters' Day Awareness programs are conducted regularly. Voters' Day Awareness Rallies are conducted. Voter registration of students is taken up in collaboration with local revenue authorities. Students campaign for voter registration and ethical voting in their residential localities repective under the aegis of NSS. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | Electoral literacy is integrated in the curriculum of Political Science domain subject. Students undertake campaign for ethical voting and participate in awareness drives. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | ELC is active in conducting voter registration drives, as and when needed, before every occasion of elections to the Lok Sabha, Legislative Assembly and Local bodies of Andhra Pradesh State. |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 215 | 196 | 241 | 228 | 283 |

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2 Teachers

2.1

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

Response: 21

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 21 | 21 | 16 | 18 | 19 |

3 Institution

3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3.239 | 69.11 | 3.7 | 54.7 | 31.17 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

PRR & VS Govt. College functions for the cause of education of the rural youth, on the following lines:

Vision:

The prime vision of this institution is to cater to the academic needs of the economically deprived, socially backward, and academically alienated rural youth and to make them self-confident, purposeful, focused and responsible citizens on the lines of the motto -

“Niyatham Kuru Karmatvam

Vidvaanamrutha Iha Bhavathi”.

(Ever perform the duties assigned; for, one who knows will reach eternal heights)

Mission:

To attract all the eligible students in the nearby villages to higher education,

To help the students complete UG and advance,

To infuse confidence among the rural youth by uplifting their morale,

to mould them as knowledgeable and useful citizens by effective implementation of the curriculum using the skilled human resources at the institutional level,

and above all,

to inculcate a sense of service to the society and contribution to the Nation's pride.

Deployment of Curricular Plan:

Though the institution has to adopt the curriculum designed by Andhra Pradesh State Council of Higher Education, Vijayawada and prescribed by Vikrama Simhapuri University, Nellore, the institution takes liberty to device its own ways of framing the schedule of syllabus coverage, conduct of the internal examinations, selection of clusters/electives, etc.

An academic calendar is provided by the affiliating university at the beginning of each academic year. At the beginning of each semester, the time table committee frames the time table considering various aspects of teaching-learning process. Due care is taken for the integration of co-curricular and extra-curricular activities. In tune with the academic calendar, each faculty member prepares a semester curricular plan. The same is executed in tune with the instructions from time to time from the University as well as the Commissionerate of Collegiate Education, Government of AP.

Along with the traditional chalk & talk method, new pedagogies are being used. Integration of ICT has been taken care of, and majority of the faculty are using ICT tools. Lecture method and demonstration method are followed, Participative learning is encouraged. Student seminars, group discussions, peer teaching, field visits, study projects, quiz programs and internships are provided as learning experiences.

The Head of the Institution conducts monthly review meetings with the teaching staff to discuss the coverage of syllabus in a month as per the academic calendar.

The teaching staff maintain Academic Records such as Teaching Diaries, Teaching Notes, Annual Curricular Plans, etc.

Internal evaluation of the intended course outcomes is taken up by means of internal tests, student seminars, quiz programs, and group discussion. Attendance is closely monitored as part of CIE. Each department maintains Internal Marks Register. As per the given schedule by the affiliating university, internal exams are conducted and marks are communicated to the Controller of Examinations, Vikrama Simhapuri University, Nellore.

Teaching staff collect students' feedback on teaching on various occasions so as to know the need to change the teaching methods suitable to the needs of the students. Remedial Coaching is undertaken for slow learners by each and every department.

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

1.2 Academic Flexibility

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

Response: 12

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

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

Response: 18.57

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 60 | 86 | 35 | 35 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

1.3 Curriculum Enrichment

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

Response:

As an affiliated college, we follow the curriculum designed by Vikrama Simhapuri University. Different cross cutting issues are applied positively in the curriculum. These issues like gender sensitivity are mainstreamed through all the stages of curriculum implementation to teaching-learning process.

The vision, mission and motto speak about the way we integrate different cross cutting issues into the

regular curriculum. Various life skills are imparted formally and informally. Civic sense and responsibility, gender sensitivity, awareness of environmental, ecological, social, cyber security, human rights and other issues pertaining to national integrity and development are incorporated in the curriculum as well as co-curricular activities planned.

Apart from imparting the 'core', efforts are continuously made for curriculum enrichment at institutional level, through extra-curricular and co-curricular activities.

Courses related to Human Values and Professional Ethics, Environmental Studies, Health and Hygiene, Renewable Energy Resources are incorporated in the curriculum.

The following activities help creating an awareness about these issues -

1. Students' participation in various committees
2. Environmental awareness programmes by NCC and NSS
3. Awareness programmes about protecting environment
4. Blood group analysis campaigns
5. Blood donation programs
6. Gender awareness programs by Women empowerment Cell
7. Training for student volunteers
8. Compulsory papers on Life Skill Courses as in HVPE, Environmental Studies/Audit, health & Hygiene, Analytical skills, Entrepreneurship Development and Indian culture & Science.

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

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

Response: 16.28

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

| Response: 35 | |
|---|-------------------------------|
| File Description | Document |
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.4 Feedback System

| <p>1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</p> <p>Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> | |
|---|-------------------------------|
| File Description | Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 41.55

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 79 | 71 | 97 | 73 | 108 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 170 | 140 | 240 | 240 | 240 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

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

Response: 69.64

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 71 | 67 | 93 | 70 | 105 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 96 | 79 | 136 | 136 | 136 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | View Document |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.2 Student Teacher Ratio

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

Response: 10.24

2.3 Teaching- Learning Process

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

Response:

Teaching-learning process will be more effective when students are provided with practical knowledge apart from the theory. As it is envisaged in the vision statement, the institution tries its level best to equip the students with good learning experiences. Towards this end, in tune with its vision statement, the institution tries to equip and enrich its teaching-learning methodology with experiential learning, participative methods, blended approach, project based methods, etc. As the needs of students are

diverse, the teachers try to meet them in a dynamic way, adopting different student-centric methods. Students are taken beyond the classrooms by adopting different strategies, ensuring their active participation in the teaching-learning process.

Use of ICT Tools:

- Since the ICT based pedagogies are the order of the day, integration of ICT tools is given due importance in curriculum transaction, . Faculty are using different online teaching-learning platforms. Google workspace has been subscribed for. Google meet, Zoom, Google Classroom and Webex are used. Kahoot are Plickers have been tried for assessment. The college encourages all to contribute to CCE-LMS.

Experiential Learning:

- Students of Science programmes have a compulsory practical component in the curriculum. They are imparted practical knowledge in relation to the theory and are assessed at the end of each semester.
- Students of all courses of all the programmes are given the task of project work to be fulfilled.
- Field visits are arranged by all the departments.
- Students participate in science fairs & exhibitions.
- Community Service Project has been made compulsory for all the students since the academic year 2021-22.
- Compulsory Internship has been introduced since the academic year 2021-22.

Participative learning:

- Students are provided with different participative learning experiences through group discussion, peer-teaching, poster presentations, quiz programmes, article writing, book reviews, surveys, seminars and workshops.
- Students are involved as volunteers in various activities taken up by the departments.
- Continuous Internal Evaluation involves assignments and student seminars which provide ample opportunities for participative learning.
- NSS and NCC units organize camps, rallies and road shows providing good opportunities to participate.
- RRC and YRC, in collaboration with the Department of Zoology, conduct blood grouping camps and blood donation programs, which provide an opportunity to participate and learn.
- Various departments conduct programs on occasions like AIDS Day, Forest Day, TB Day, Telugu Bhasha Dinotsavam, etc., which provide an opportunity to participate and learn.
- During the Covid-19 pandemic situation, as part of the online teaching-learning program adopted, google classrooms were installed by some of the departments for blended learning to improve students engagement in curriculum transaction.

Problem Solving Methodologies:

- Students are provided opportunities to learn problem solving skills.
- Department of Botany conducted activities like Vertical Drip Irrigation, Wick Bed Technology, Aquaponics, etc., providing opportunities to learn problem solving abilities
- Department of Zoology conducted projects like Study of Anemia, Dental Problems, etc.

- Department of Economics regularly conducts different activities eg. Survey on use of LEDs, Survey on ODF, Food Inflation and other socially relevant issues.
- Other departments also conduct different problem solving activities like case studies.

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

2.4 Teacher Profile and Quality

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

Response: 85.59

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 21 | 21 | 23 | 23 | 23 |

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

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

Response: 75.79

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19 | 19 | 12 | 12 | 10 |

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

2.5 Evaluation Process and Reforms

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

Response:

Response:

Since the institution is an affiliated college, external evaluation is taken care of by the affiliating Vikrama Simhapuri University, Nellore. At the end of each semester, a schedule is circulated by the University notifying due dates for payment of exam fee. Once the nominal rolls are ready, examination time-table is circulated. The college has an exam centre, in which students are allotted from other colleges to take the exams, following jumbling system. Principal acts as the Chief Superintendent, supported by the examination committee headed by a Convener. An external Sitting Observer is drafted by the affiliating university to ensure the fair conduct of exams. An internal squad is also drafted to check malpractices. University drafts an external squad and a high-power committee to see that malpractices are prevented. Occasional visits by university authorities add to the smooth and fair conduct of exams. University appoints lecturers as examiners to evaluate the answer scripts. Evaluation camp is conducted at designated places by the affiliating university. If there is a grievance related to evaluation, students approach the University through proper channel. The examination section of the Institution helps students in redressing all such grievances. University has introduced OMR based exams and bar-coded answer scripts to ensure ease of conduct of exams.

Internal assessment is taken up by the departments concerned, following the guidelines issued by the affiliating University, as per the norms laid down in the CBCS pattern. Since various assessment tools are allowed, the departments as well as the individual teachers are given complete freedom to choose the type of assessment test for internal assessment. Many of the departments choose assignments, student seminars and quiz programs as assessment tools for internal evaluation. After the assessment, results are disclosed. Internal assessment is made completely transparent. As per the University guidelines, the results of internal assessment are submitted in the exams portal.

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

2.6 Student Performance and Learning Outcomes

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

Response:

In tune with the vision and mission, the Institution is keen about the programs and courses offered. Since it is an affiliated institution, the college has less freedom in defining the course outcomes, but care is taken that the outcomes are carefully entwined in curriculum transaction and the methodology adopted.

At the beginning of each academic year different Boards of Study meet to discuss changes in the curricula and syllabi as per the directions from the University. The same is provided by the University to all the affiliated institutions. The COs, Pos and PSOs are discussed among the teachers and students and other stakeholders. The stated COs, POs and PSOs are displayed on the College website.

The framework of programs and syllabi are kept in the library for use of students and faculty. Each department also keeps a copy of the syllabus pertaining to the programmes concerned.

Students are communicated these outcomes during the Induction program at the beginning of 1st Semester. At the beginning of each semester, the students are reminded of the stated outcomes of different courses, semester-wise.

The college emphasizes on learning of the students, their life skills, social awareness, ethics and values, and aims at their holistic development while defining the teaching-learning methodology to achieve the stated outcomes. Due care is taken to enrich the emotional and social intelligence of the students. To inculcate the spirit of co-operation vis-à-vis the spirit of competition is carefully woven around the curriculum transaction.

Each department gives information about the programs that can be taken after completion of their under graduation. The attainment of outcomes is reflected in students' progression to higher education and employment. At the institutional level, the results of internal assessment and results of external assessment are displayed.

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

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

In tune with the vision and mission, the Institution is keen about the programs and courses offered. Since it is an affiliated institution, the college has less freedom in defining the course outcomes, but care is taken that the outcomes are carefully entwined in curriculum transaction and the methodology adopted.

At the beginning of each academic year different Boards of Study meet to discuss changes in the curricula and syllabi, as per the directions from the University. The same is provided by the University to all the affiliated institutions. The COs, Pos and PSOs are discussed among the teachers and students and other stakeholders. The stated COs, POs and PSOs are displayed on the College website.

The framework of programs and syllabi are kept in the library, for use of students and faculty. Each department also keeps a copy of the syllabus pertaining to the programmes concerned.

Students are communicated these outcomes during the Induction program at the beginning of 1st Semester. At the beginning of each semester, the students are reminded of the stated outcomes of different courses, semester-wise.

The college emphasizes on learning of the students, their life skills, social awareness, ethics and values, and aims at their holistic development while defining the teaching-learning methodology to achieve the stated outcomes. Due care is taken to enrich the emotional and social intelligence of the students. To inculcate the spirit of co-operation vis-à-vis the spirit of competition is carefully woven around the curriculum transaction.

Each department gives information about the programs that can be taken after completion of their under graduation. The attainment of outcomes is reflected in students' progression to higher education and employment. At the institutional level, the results of internal assessment and results of external assessment are displayed.

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

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

Response: 61.72

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 27 | 30 | 14 | 27 | 31 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 40 | 42 | 40 | 36 | 51 |

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.78

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

Being an affiliated college, the institution focuses much on and teaching learning. Though research is not the prime concern of the Institutional academic activity, the institution strives hard to inculcate scientific temper among the students. The Institutional quest for knowledge acquisition and distribution, application and innovation, evident in the research publications of the faculty is reflected in its activities promoting scientific inquiry and application.

As the majority of the students are from agrarian communities and agriculture-allied domains, they are naturally skilled. To nurture the same and enrich the scientific attitude among the students, various days of national and international importance are being celebrated during each academic year. These days include National Science Day, World Aids Day, National TB Day, Cancer Day, National Forest Day, National Maths Day and National Statistics Day, etc.

To nurture skills of innovation among students, faculty involves them in study projects and research based pedagogical tool creation.

A 'National Work Shop on 'Foldscope' as Educational and Research Tool' was organized on 25.02.2021, sponsored by Department of Biotechnology. Experts in the field of Foldscope visited the

college and made the students use it for simple research purposes. Department of Physics conducted a seminar on 'India's Energy Crunch' on 12.2.2020.

As part of its Innovation activity, a 'Programme on Making Clay Idols' was organized on 31.08.2022, in which students prepared handmade eco-friendly idols of Ganesha and distributed 50 idols to be used instead of Plaster of Paris idols. The students took up an outreach awareness program in the community of Parlapalli.

To nurture the same culture of innovation, science departments conduct exhibitions. The Department of Botany conducted an exhibition on Medicinal Flora of the Institution on 19.10.2019 ; and took up a best practice 'One day - One Plant', in which a medicinal plant picked up from the on-campus flora is displayed; students make notes of the plant, and they themselves identify and pick up the plant for next day.

Project based learning is also undertaken by different departments, for example Botany students did projects on Aquaponics, Vertical Drip irrigation, Plantation techniques, Wicking Bed Technology etc. Zoology students did projects on Incidence of Anaemia, Post-harvest Technology of Aquaculture etc. Arts students also undertake projects based on secondary data and surveys.

Faculty involves the students in research. Some of the students are so prudent that they suggest folk/traditional medicine for treating minor ailments. Faculty nurture such talents. Our institutions strives for handholding such young talent.

Some of the faculty members have patent publications, about which the students are given inputs for future endeavours.

Community service projects and internship programs introduced as part of new CBCS framework help improve the innovation skills among students.

Thus the institution contributes to the innovative thinking abilities of the students.

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

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

Response: 22

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 10 | 2 | 3 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

3.3 Research Publications and Awards

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

Response: 3.29

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 26 | 17 | 7 | 6 | 13 |

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

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

Response: 1.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11 | 4 | 6 | 0 | 2 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.4 Extension Activities

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

Response:

The primary social responsibility of any educational institution at UG level lies in sensitizing the students about various social issues and making them realize their role in serving the community. At this College, importance is given to extension.

The college has an NSS Unit with 100 students and one NCC (Naval 10(A)) unit with 50 students. The NSS and NCC units regularly take up extension and outreach activities. NSS has adopted Parlapalli village & Velagalamma Gunta (ST colony) village nearby. Special camps are conducted regularly by NSS unit as part of outreach. Extension activities like National AIDS Day Rallies, Blood Donation Camps, Voters' Day Rallies, Neeru-Chettu programme, Pulse-Polio program, Road Safety Education program, etc., taken up by NSS volunteers added much to the community health.

Students extended their services for ODF campaign of the government, rendered relentless service in creating awareness about open defecation. Usage of LED lamps was also a focus of extension work taken up by the students under the aegis of NSS.

Swacchabharat and Swaccha pakhwada activities, Blood donation camps, Voters' Day Rallies, Neeru-Chettu programme, Pulse-Polio program, Puneet Sagar Abhiyan (beach cleaning camps), Day Cadre Camps, Communal Harmony Awareness program, Anti-drug day, Anti-dowry Rally etc.

taken up by NCC volunteers contributed to the community education and health. Plastic usage avoidance rally, Saplings distribution, Apadamitra (Disaster Management Training), Ship modeling training etc., contribute to the extension services offered by the Institution.

JKC offers extension service for placements, imparting training for competitive exams for the students as well as for village youth, who are unemployed.

The students created awareness among the rural women about anaemia, issues of adolescent girls, mother & child health, and hygienic practices under the guidance of Women Empowerment Cell. Blood grouping camps, programmes like Kisorivikasam organized by Women Empowerment Cell provides good opportunities for students to extend their abilities for community service.

Red Ribbon Club and Youth Red Cross Unit of the Institution extend their services for AIDS education, blood donation and related activities.

Extension by other departments is taken up as and when it is possible. Commerce students enlighten the community about the Consumer's rights and Political Science students about the Human Rights, Zoology students about General health issues like TB and Thalassemia, Botany students about importance of greenery, vertical farming, zero budget natural farming, etc., create good contribution to the community. Computer Science department is actively engaged in extension by way of conducting certificate courses in MS office and Tally in collaboration with Commerce Department.

Impact of the extension activities of the Institution:

All these extension and outreach activities taken up by the Institution in the neighborhood has created a sense of responsibility, belongingness, readiness to contribute to the common good. There has been a positive impact on the overall personality development of the students. Co-operative spirit is developed among the students. In reciprocation, the Institution has got good applause among the communities of neighboring villages.

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

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

Response:

In recognition of the extension services provided by the Institution, students and faculty received certain awards.

Sri M.Johnpaul, Lecturer in Botany received Best Red Cross Coordinator Award during 2018-19 for his contribution.

For her meritorious services, Dr. G.Padamapriya, Lecturer in Telugu received 'Best Nodal Officer' award from Indian Red Cross Society. She received an award from the Government of Andhra Pradesh for her unparalleled services rendered at 'Rottela Panduga', a state festival at Nellore.

Our NCC unit has received good applause from the authorities. Sri P.Vijaya Mahesh Kumar, Librarian and the NCC Officer received the Best NCC officer in 2018-19 for his meritorious services and motivation of students. Our student Mr.P.Naveen received the best cadet award. A.Vamsi, P.Steesh, N.Dinesh and K.Mahendra received best cadet awards during 2019-20. Our cadaets Ms.M.Vinutasree, P.V.Naga Mokshith and G.V.Sai Siva Charan received commendation awards from the NCC authorities. Our students were selected for Pre-Republic Day parades at Vijayawada and Nagapur, having been selected in recognition of their services as cadets. Our cadet D.Vivek participated in the Republic Day

Parade in New Delhi on 26 January 2017.

In recognition of their contributions to the academic world, our faculty Dr.G.Padmariya, Dr. N.Madhu and Dr.I.S.Chakrapani received Best Teacher Awards from Lions Club International in the year 2022. Dr.I.S.Chakrapani, Lecturer in Zoolgy, Sri M.V.Ramana Rao, Lecturer in History and Dr.E.V.Sureshkumar, Lecturer in Chemistry were awarded Master Trainers' Award from the Commissioner of Collegiate Education, Govt. of Andhra Pradesh.

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

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

Response: 84

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15 | 9 | 15 | 37 | 8 |

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

3.5 Collaboration

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

Response: 21

| File Description | Document |
|--|-------------------------------|
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | View Document |
| Institutional data in the prescribed format | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college has a policy for the creation and enhancement of infrastructure in order to promote good teaching- learning environment, according to its vision and mission. The institute ensures adequate availability and optimal utilization of physical infrastructure in order to create an environment of excellence in academics. At the beginning of the academic year, with the help of all in-charges of the departments, Course requirements, computer student ratio, working condition of the existing equipment are assessed.

The Time Table committee plans ahead for all requirements regarding the availability of classrooms, laboratories, furniture. Whenever need arises to augment infrastructure, efforts are made to procure them at institutional level, and requirements beyond the institutional reach are submitted to the Commissionerate of Collegiate Education, AP. The college ensures optimal utilization of the resources by encouraging latest teaching-learning practices like use of powerpoint presentations, LCD projectors etc. Optimal deployment of infrastructure and utilization of modern technology exploration of e-resources and interactive teaching-learning tools is encouraged. On Sundays the class rooms are used for carrying out classes of Ambedkar Open University Students. It is used as an examination centre for internal and university Semester end examinations.

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

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

Response: 71.19

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0 | 46.45 | 0 | 43.09 | 25.73 |

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

4.2 Library as a Learning Resource

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

Response:

The college is using updated version of Soul 3.0 Library software and library is fully automated. Library provides OPAC to students and faculty members to access titles subject-wise, author-wise, title-wise and with accession number. The total number of books in library is about 11500 and average number of visitors per day is 40-50. The library has a browsing centre and reading facility for users. Library is instrumental in the progression of students, as it is also involved in guidance and counseling the students for competitive exams and higher education opportunities. Library, as a department contributes to the maintenance of institutional website. The library committee shoulders the responsibility of publishing monthly newsletter. The college has one regular librarian and one assistant. The library committee is actively supporting generation of e-content by the faculty.

The library takes up the following activities

1. Book reviews
2. Book exhibitions and Display of New books
3. Feedback analysis action taken reports
4. Grievance redressal
5. Provision of educational research, training and employment information.
6. The library also provides access to NPTEL, E-PGPATHASALA, MOOCs and NDLof India

Provision of News papers, News reports, Magazines and journals in the reading room.

The library has a Reading Room provision with a very good ventilation within the library. It has a large table and some chairs provided for the students. The Reading Room consists of newspapers for the convenience of the students. It has a few desktop computers that have access to the students and the staff so that they can access the required material online related to academic or competitive examinations and e-news papers also. The students who prepare for the competitive examinations related to SSC, RRB, APPSC, Police Constable and SI use these computers for their preparation. These computers with internet facility are very helpful to the aspirant students to get online material, model question papers and previous question papers. They are preparing even for the entrance examinations of various PG courses. They are using these facilities well and they are very useful to them.

Recently, our Librarian created a blog "<https://prrvslibrary.blogspot.com/2023/03/blog-post.html>" and serving the needy through remote access.

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

4.3 IT Infrastructure

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

Response:

Following the emerging needs from time to time, the Institution tries to upgrade its IT infrastructure with resources procured at institutional level and also from the Commissionerate of Collegiate Education, AP, Vijayawada. Smart classrooms are equipped with interactive board, LCD projector, Digital Podium, microphone system and speakers were installed. The entire college is wi-fi enabled. G-suite was subscribed to cope up with the online teaching-learning methodologies applied during the COVID-19 lock down challenge. Bharatnet internet facility with 100 Mbps speed provided by BSNL has been subscribed to meet the huge demand of data transfer during online classes. Frequent cyclones are disturbing the college infrastructure annually, as such the institution struggles a lot to cope up with the task of reviving its IT infrastructure. The Institution could revive part of the IT infrastructure, including internet facility and digital class rooms. In this connection, the role of local MLA is vital. The Member of Legislative Assembly (MLA), Kovur Constituency has supported the institution a lot. He recommended to the Chairman, District Cooperative Marketing Society (DCMS), SPSR Nellore District to provide computers to this institution through CSR (Corporate Social Responsibility) funds. Fortunately, the Chairman, DCMS donated 15 Desktop Computers with reasonably good configuration and with ups backup facility along with a USB scanner so that the college has got minimum required computer facility.

Further, the alumni have also been requested to strengthen the IT facilities for the benefit of the students. In this connection, recently a philanthropist by name Mr. P. Chandrasekhara Reddy has donated 4

desktop computers to the institution. With this type of continuous efforts, certainly, this institution will get the required IT infrastructure facilities soon. Moreover, proposals have also been sent to the state government for the development of IT facilities while sending proposals under Nadu-Nedu Scheme. As soon as the government takes decision in this regard, the institution gets the required IT infrastructure.

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

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

Response: 10.75

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

Response: 20

| File Description | Document |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased | View Document |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

4.4 Maintenance of Campus Infrastructure

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

Response: 28.79

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3.2 | 22.66 | 3.7 | 11.61 | 5.44 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 54.69

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 128 | 119 | 167 | 103 | 119 |

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

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

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

Response: A. All of the above

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

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

Response: 37.4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 75 | 75 | 75 | 105 | 105 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View Document |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2 Student Progression

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

Response: 53.59

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 23 | 14 | 31 | 31 | 13 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 40 | 42 | 40 | 36 | 51 |

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

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

Response: 7.22

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 4 | 1 | 0 |

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

5.3 Student Participation and Activities

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

Response: 1

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

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

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

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

Response: 5.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8 | 1 | 6 | 6 | 5 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.4 Alumni Engagement

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

Response:

The College has an alumni association. Efforts are being done to get the alumni association registered. At present, there are more than 100 members in the alumni association.

Alumni are invited to the college on special occasions, felicitated for their achievements and offered respectable place in the CPDC and other committees for effective administration of the College.

Since, alumni form a major strength for any educational institution, the college tries to coordinate with them and increase its membership base. For this, an online registration facility has been provided.

Alumni meets are regularly conducted.

Objectives of the Alumni Association:

- To provide good mentorship for the present students
- To utilize their experiences and expertise for the benefit and progress of the present students in particular; and the college in general
- To provide guidance for improving better employability of the present students
- To assist the College administration in conducting special events like cultural and sports events, and also to train up NCC cadets
- To motivate the present students by their success stories
- To help resource mobilization

Contributions of the alumni:

The college tries to conduct alumni meets regularly, providing them a chance to visit the campus, share their experiences and offer any help for the present students. Individual alumni visit the college as and when they have a possibility.

Our alumni are active and always ready to contribute for the upliftment of the College. Some of the alumni to mention are – Sri P.Krishnaiah, IAS, ex-chairman, APIIC; Sri M. Rajasekhar Reddy, CA, Sri M.Srinivasa Reddy and Sri Raveendra, Avocate and others.

Alumni association met on 11.04.2016; 16.01.2020 and 20.03.2022

Non-monetary contributions included provision of uniforms for students by Sri P.Achyuta Reddy, B.Govardhana Reddy and Sri K.Naveen Reddy during the academic year 2021-22; provision of fans and lights in the seminar hall by students of B. Com (Batch 2009-12) during the academic year 2019-20; provision of chairs by Sri J.Sesha Kumar, P.Naveen kumar and Sri G.Malyadri during the academic year 2021-22.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION:

The prime vision of this institution is to cater to the academic needs of the economically deprived, socially backward, and academically alienated rural youth and to make them self-confident, purposeful, focused and responsible citizens on the lines of the motto –

” Niyatham Kuru Karmatvam

Vidvaanamrutha Iha Bhavathi”.

(Ever perform the duties assigned; for, one who knows will reach eternal heights)

MISSION:

To infuse confidence among the rural youth by uplifting their morale, to mould them as knowledgeable and useful citizens by effective implementation of the curriculum using the skilled human resources at the institutional level.

OUR OBJECTIVES:

1. To ensure good standards in higher education.
2. To make higher education more inclusive and purposeful for the local people.
3. To nurture students' personality so that they fit into this competitive world, with strong rooting to their traditions and cultural ethoes.
4. To encourage students in service activities.

The Vision and Mission of the college aims at achieving equity, accessibility and inclusivity to provide higher education to the rural youth, irrespective of caste, creed, sex and religion. Aiming at the all-round development of the students - intellectual, social, cultural, moral and technical .

Institutional practices for NEP implementation:

1. Ineternships are offered to the students.
2. Life skill courses and skill development courses are offered.

3. Students are enlightened about Academic Bank of Credits and encouraged to register in Digilocker.
4. Majority of the staff are pursuing MOOCs on SWAYAM / AICTE and other platforms. Some of the faculty are involved in e-content development for CCELMS.

Practises for sustained Institutional Growth:

1. Strategic Plan for Institutional development is prepared.
2. Caring for the quality sustenance strategies.

Institutional practices for decentralization:

The college functions under the authority of Vikrama simhapuri University in academic matters. It is under the administrative control of the Commissionerate of collegiate Education, which is the apex body of higher education in Andhra Pradesh.

Adhering to the democratic values, the college believes in decentralization and participative administration. CPDC, which is the advisory body, meets in the beginning of every academic year. Their suggestions are taken into consideration, in consonance with the direction of the affiliating university and the Commissionerate.

The principal calls for meeting of the staff council from time to time. All issues of concern are discussed. Staff council includes the in-charges of all the departments. The IQAC helps the Principal, in drafting various statutory and non-statutory committees to look after different functions. Students are also involved as members of different committees, giving them a chance of decision making and development of leadership qualities.

Each committee, in turn, discharges its duties duly following the established procedures.

An effective mentor-mentee system is in practice.

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

6.2 Strategy Development and Deployment

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

Response:

Since curriculum development is taken care of by the affiliating university, at the college level, effective

implementation of curriculum is focussed. A number of co-curricular and extra curricular activities are formulated for this purpose, and implemented from time to time.

Teaching and Learning:

More focus on ICT enabled Teaching learning methods.

Examination and Evaluation:

Formative evaluation is taken care of by the faculty. Summative evaluation is done by the University at the end of each semester. Internal evaluation is done by using tools like slip tests, assignments, student seminars, group discussions, etc. At the end of each semester, University gives a time-table for exams, staff are deputed from outside as squad and sitting observers.

Research and Development:

Faculty are encouraged to apply for minor/major research projects. Information pertaining to funding agencies and schemes is provided by the IQAC from time to time. Library, ICT and Physical Infrastructure / Instrumentation. At present, library automation has been done partially, using SOUL 2.0. Complete automation and bar coding is encouraged and is in progress. N-list has been subscribed. Students are using NDL repository.

Industry Interaction / Collaboration:

To promote collaboration and linkage with industry, industry people are being invited to visit our college. Often they are instrumental in conducting job drives. They encourage our students in getting good positions. Formal linkages and MoUs are being sought.

Admission of Students:

As there is immense competition from private unaided colleges for admission of students, the institute is really struggling hard. We stand for professional integrity and do not resort to unhealthy practices in getting admissions. The faculty members participate in active admission campaign every year. Faculty undertake rigorous campaign for admissions in the beginning of each academic year and contribute to the needy and poor students.

Administrative Setup, Appointments & Procedures:

The Principal leads the college and is the head of all institutional committees. A staff council, comprising all the incharges of departments, assists the principal in decision making pertaining to academic matters. Various committees are drafted to discharge different duties. Students also take part as members on different committees. Administrative work is taken care of by office personnel, headed by the Senior Assistant.

The Commissioner of Collegiate Education heads the Collegiate Education Department. Each Zone is looked after by a Regional Joint Director of Collegiate Education. The Commissioner is the appointing authority for the Regular Teaching Staff and the Principals. The Regional Joint Director of Collegiate Education is the appointing authority for the Contract Teaching Staff on annual renewal basis. The

existing contract teaching staff working against some of the vacant teaching positions are renewed by the District Resource Center, headed by the Joint Collector following the due procedure. Appointment of administrative staff is done by the Regional Joint Director of Collegiate Education, Guntur. Guest faculty can be appointed by the Principal, following the due procedure.

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for Additional information | View Document |

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

I. Performance Appraisal System:

Every year the Commissionerate of Collegiate Education calls for performance appraisal of the teaching staff, following UGC guidelines. The Annual Self-Appraisal Report is collected from individual faculty in the prescribed format. The same is verified & validated by the IQAC, certified by the Principal and submitted online to the Commissionerate.

II. Welfare Measures for Faculty & Administrative Staff:

- (i) College administration looks after General Provident Fund, Gratuity and Defined Contributory Pension Scheme for the benefit of staff
- (ii) College administration actively pursues for approval, promotions, placements and pensions
- (iii) Facility of Group Insurance Scheme & Employee Health Scheme
- (iv) Financial help to family members of expired staff member
- (v) Felicitation of staff member on superannuation
- (vi) Organization of Medical check up camp
- (vii) Admission to the wards of teaching and nonteaching staff. Staff quarter facility
- (viii) Organization of Medical check up camp

For Students:

- (i) Poor Boys Fund
- (ii) Faculty help in meeting the fee requirements of students, if necessary
- (iii) RO facility is available for students.
- (iv) Through book bank students are provided books to study
- (v) Bus Concession Pass facility of State Transport Service on college campus.
- (vi) Expenses for students representing the college in various competitions are met informally File Description Docum

III. Avenues for Career Development & Progression:

The college administration extends all possible help for the staff for career development. The Commissioner of collegiate Education nominates faculty for Refresher courses, Induction programmes, FDPs and Short Term Programs. Staff are encouraged to pursue MOOCs on NPTEL, SWAYAM, GIAN and the like. Career development of students is taken care of and promoted by a series of awareness programs, job drives and personality development programs offered by the Jawahar Knowledge Centre and Career guidance Cell. The commissionerate conducts FDPs regularly to empower faculty in various aspects - including ICT & LMS. The College provides all kind of moral help for the faculty pursuing

doctoral degree.

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

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

Response: 0

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

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

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

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

Response: 30.28

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 18 | 7 | 3 | 6 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 8 | 8 | 8 | 10 |

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

6.4 Financial Management and Resource Mobilization

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

Response:

The College tries to grab opportunities of funding for the sake of infrastructure and academic development. The College applies for govt. schemes announced and tries to procure funds.

After getting through the second cycle assessment by NAAC, the College was selected for RUSA 2.0 under component seven. 2.0 crores were sanctioned.

In the year 2020, the Govt. of AP announced NADU-NEDU scheme for infrastructural development of educational institutions. We have applied for the same and waiting for sanction of funds.

The flow of finances to the college is monitored by the Government of Andhra Pradesh through Comprehensive Financial Management System (CFMS). All bills are submitted by the Principal as Drawing and Disbursing Officer (DDO). The same are processed by the Sub-Treasurer Officer (STO), duly auditing for any lapses thereof. If there is any error, bill is returned by the STO along with comments for corrections. So, auditing takes place instantly while processing the bills.

The Regional Joint Director of the Collegiate Education and his team audits the budget & expenditure periodically, drafting and communicating a schedule. All the records pertaining to budget and expenditure, flow of finances are submitted to the RJDCE. They audit and report any discrepancies found. The last audit by RJDCE was done in November 2016. Audit objections are answered by the Principal, with the help of office staff, duly submitting objective evidences. Accountant General of Andhra Pradesh audits the expenditure periodically, but these days AG audit teams are not drafted regularly, for reasons which are beyond the control of the Institution. Budget flow and expenditure under RUSA scheme is submitted for audit.

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

6.5 Internal Quality Assurance System

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

Response:

The IQAC includes members as per the established norms. The IQAC is actively contributing for quality improvement and sustenance. The committee regularly meets under the chairmanship of the Principal. Issues regarding quality aspects are discussed and necessary initiatives are taken as per the needs.

IQAC is instrumental in driving the college on the path of quality improvement. At the end of each semester, IQAC collects feedback from students about the teaching-learning process, analyses and informs the concerned teachers about the lapses if any. It suggests the principal about the steps to be taken for improvement of teaching-learning process.

IQAC is instrumental in providing expert inputs for improving the methodologies of operations - both academic and administrative. It conducts many college level programmes for implementation of new methodologies of curriculum transaction. It conducts training programs in MS office for non-teaching staff.

IQAC helps arranging resource persons for in-house programs like university level seminars. It encourages the faculty to organize seminars and webinars, helps in arranging the technical know-how and documentation.

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

6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**

5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | View Document |
| NIRF report, AAA report and details on follow up actions | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |
| Link to Minute of IQAC meetings, hosted on HEI website | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Women Empowerment Cell has been constituted in our college to create awareness for the students, staff and other administrative staff about gender issues. It tries to provide an ambience free from harassment or gender-based discrimination. This committee tries to empower women that create a healthy relationship in society.

The College is a co-educational institution, wherein girl students are provided ample opportunities to learn, empower themselves and contribute to their families by way of their education. As majority of the students are of first generation, coming from rural agrarian background, the Women Empowerment Cell (WEC) of the Institution works hard to instill confidence among the girls students, enrich their knowledge base and empower, both in formal and informal methods. The WEC tries to make them realize their potential, stands forth in protecting their on-campus interests and make them fit for their future roles. The WEC encourages them to pursue higher education and employment. Each year, about 100 students get involved in the activities of WEC along with the teaching and non-teaching staff.

Since it is a co-educational college, at times there may be issues of gender inequality creeping in. In view of the rural background of the girl students, their inherent inhibitions and hesitation to take the lead roles in various activities, the WEC plans events and programs of gender sensitization spread over the entire academic year. The WEC conducts programmes like awareness on personal health and hygiene, women rights in general, educational and employment opportunities for girl students and challenges faced by them in different walks of life. The WEC conducts regular counseling sessions for girl students to make them aware of different issues. Men students are also given a chance to participate in the WEC programmes.

In order to achieve gender equality on campus, girl students are drafted in various institutional committees. They are consulted in decision making pertaining to the different functional aspects of the institution. NCC and NSS recruit girls regularly.

Regarding their safety on campus, girl students are being trained up in using DISHA App, launched by the Government of Andhra Pradesh. Though there are no incidents of ragging and eve-teasing on campus, the WEC frequently invites personnel from the Police and Judiciary, conducts awareness programmes about the constitutional provisions for women safety and security.

Our girl students are meticulous in planning for their career goals. The institution is proud to say that majority of the students advancing for higher education from this college are girls. Our students are pursuing higher education in different universities, including Hyderabad Central university.

Due importance is given to dissemination of information related to their career advancements, like about the Indira Gandhi Scholarship for single girl child.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

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

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

Response: C. Any 2 of the above

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

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

Response:

In this institution, continuous efforts are made for inclusive education. Majority of the students are from farm labour or daily wage workers. More than 60% of the admitted students belong to weaker sections. At the time of admissions, the Principapl, with the support of admission committee, tries to reach every corner of nearby villages. Wider campaign is conducted and all possible efforts are taken to get each and every eligible candidate gets admission to the college.

Unity in diversity is the key character of Indian civilization. The same stands true for our college. Our colege is located on the south-coastal line of andhra Pradesh, close to the Bay of Bengal. Students come from various villages nearby, each one with diffrent cultural, social, economic background. At the micro l;evel, there are vast differences. All studetns are treated equally. To uphold toelrance and harmony, various activities like Telugu Bhasha Dinotsavam, Sankranthi Sambaralu, Ugadi Utsav, Pre-christmas celebrations, etc., are conducted regularly.

Uniform has been intoduced for all the students. No disparity is shown towards any student based on caste, creed, community, social status, etc.

In tune with its vision and mission statements, the College tries to mould the students into responsible youth and good citizens of the nation. Programs are designed to sensitize them to the constitutional obligations. Independece Day, Republic Day, Jatiya Ekta Diwas, birth and death anniversaries of national leaders are celebrated on the campus. All National and State festivals are obsered with great enthusiasm.

Every Citizen is expected to have a preliminary idea aboiut the Idnian Constitution, the constitutional obligations, duties and rights. Accordingly the College, tires to give a preliminary idea about all these to carve students into good citizens. Human Rights Day, Consumers Day, etc are organized regularly to create awareness on constitutional rights. Porgrams are conducted to create awareness on Women and Child rights by WEC.

Knowledge of various social issues is relevant for shaping up the personality of the students. Issues of concern at the village/state/national levels are brought to the notice of students on different occasions. Awareness is created about all these by conducting various programs. Rallies highlighting social issues of relevance are conducted by NSS & NCC. These include - Voters' Day, AIDS Day, programs on Cashless payments, Swacchabharat and make in India, etc.

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

7.2 Best Practices

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

Response:

Best Practice I:

Title of the Practice: Free Medical Camp

Objective:

- To educate the students and general public about common health issues prevalent in the local population,
- To suggest preventive and remedial measures for the same,
- To offer primary medical aid for the diseases diagnosed, and
- To guide them for further treatment.

The Context:

Every academic year, when we observe the percentage of students getting promoted to the next year of their UG, it is noticed that there are drop outs. One reason for this dropout rate is ill health – acute and chronic.

When this was analyzed, it is found that many of the villages which our students come from lack primary health care facilities. Many of these villages do not get daily news paper even. These villages are far from the Primary Health Center (PHC) located in the mandal headquarter, hence people have less access due to lack of proper transport facilities.

In addition, it is observed that students are not fully aware of the adolescent health issues and hygienic practices.

With this back ground, the College thought of conducting medical camps regularly on campus with the collaboration of speciality hospitals in Nellore.

These camps are open for all the students and their parents.

Practice:

During each academic year, one key health parameter is selected. Speciality Hospitals are approached by NSS, for collaboration. It is good that these hospitals accept our invitation and depute doctors. On the designated date, doctors and their technical staff visit the college. Equipment is also brought to the college. They test the students and give medicine. They suggest remedial and preventive measures. Parents & villagers are also offered medical aid. For advanced problems, if any, the students are guided where they can get medical help.

A dental camp on 17th Nov. 2017, general medical camp on 15-11-2018, eye/skin/dental camp on 20-12-2019, and an eye camp on 31-03-2022 were conducted. During 2020 and 2021, such camp was not conducted due to COVID-19 pandemic. The efforts of NSS volunteers have been commendable in organizing these medical camps.

Evidence of Success:

Students are enlightened about health and hygiene. Students got an idea about the incidence of anaemia, eye problems, dental problems and malnutrition. They are instrumental in creating awareness about common problems in their respective locations.

Problems encountered and Resources required:

It has been difficult to motivate the villagers to get them examined medically. It has also been difficult to make them agree for the new diagnostics.

Invited hospitals came voluntarily to conduct these medical camps.

Best Practice – II

Title of the Practice: *Blood Grouping and Blood Donation*

Objective:

- To create awareness regarding the blood donation
- To encourage the students to donate blood
- To create awareness about different blood groups and their medical importance

The Context:

Since Vidavaluru is located on coastal line, far away from the district headquarters, medical emergencies requiring blood transfusion often have become difficult to manage. At times, some of the students and

their relatives met with trauma, management of which became difficult. Also, it has come to the notice of the College administration that many of the students do not know their own blood group. In this context, blood grouping and blood donations has been taken up as a best practice, in collaboration with Red Cross, Nellore. NSS and NCC are active in this best practice.

Practice:

Every year, on certain special occasions, the NSS / NCC call for blood donation. Generally Red Cross volunteers visit the campus on the designated day. They take up blood grouping for the students. Then, the interested students volunteer for donation. Blood is collected using standard protocol and deposited in the Blood bank at Nellore. The donor students are given certificates. Blood donation camps are conducted regularly. One camp was conducted off campus.

Promote awareness and education to the general public.

Blood grouping is important to prevent blood born diseases like HIV, Hepatitis-B, etc.

Evidence of Success:

We could instill a sense of responsibility and empathy among the students in responding to the cases of medical emergency. Apart from the blood donation camps on campus, students at times have come forward to save the needy.

Students have got awareness about the importance of blood groups in their daily life.

Problems encountered and Resources required:

It has been difficult to motivate the students to come forward. There have been many misconceptions about blood donation, which need to be cleared.

Other Best Practices:

1. Department of Physics - **Scholarship to the Meritorious student in Physics**
2. Department of Zoology - 'Adarana' - feeding the hungry
3. Department of Zoology - 'Veekshana' - adding to the competitive spirit
4. Department of Botany - One Day a Plant
5. Department of English - One Word a Day
6. Department of Statistics - Support to Research
7. Department of History - Competitive Exams Coaching
8. Department of Telugu - *Goda Patrika & Sukti-Neeti padya Rachana*

8. Library - Book Exhibitions
9. Department of Political Science - Electoral Literacy
10. NSS/NCC - Fostering Greenery

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

7.3 Institutional Distinctiveness

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

Response:

Institutional Distinctiveness

Focus Area: Education for the Rural Youth – Quest for inclusive education

At PRR & VS Govt. College, Vidavaluru, we strive to provide quality higher education to the rural youth. Vidavaluru is located on the coastal line of Andhra Pradesh, close to the Bay of Bengal. The feeder community is basically from marginal farmers, farm labour and daily wage labour involved in Agriculture and Aquaculture. They are apparently away from the mainstream, and it is this group the institution is serving primarily.

Majority of the students are economically deprived, socially backward, and academically alienated (poverty-struck) rural youth, and make them into self confident, purposeful, focused, and responsible citizens and knowledgeable man power with good character, comradeship, wisdom and self reliance with the motto “Niyatham Kuru Karmatvam and Vidvanamrutha Iha Bhavathi.”

Right from its inception in 1965, the college has been striving hard for inclusive education, which is evident from the social profile of the students admitted. During this assessment period (2017-2022), 48% of the students belong to SC, 12% to ST, 34% to OBCs and only 0.5% to the general category.

Focus Area: Holistic education

Education is for better life – this is the philosophy of the college. The college has been catering to students’ needs - to educate them for better life, and to empower them with employability skills for independent living. The college focuses on learner autonomy and self-sustainability. Hence, the college

lays emphasis on the student-centered teaching methods to give them problem-solving skills, participative learning and experiential learning.

The college offers holistic education giving equal importance to cognitive, emotional and value based education and thus offers creative and critical thinking skills. The college offers a value based curriculum to teach integrity and accountability to mould the students as ideal citizens of the nation. To keep pace with the modern learning strategies, the Institution has been laying emphasis on the use of ICT in teaching. Hence, the institution has established virtual and digital classrooms and insists on using ICT to offer the virtual experience for best learning procedures. Not only that, the institution has introduced some Certificate courses to fill the gaps in curriculum and to make education more choice based.

Focus Area: Quest for Achievement

The institution focuses on the building of Research temper through class seminars and study projects in curricular and life related aspects to motivate them for further learning, for progression to Higher education and for helping them to evolve as perfect individuals. The institution lays emphasis on ethical values to become an eligible citizen of the world. Many of the alumni of this college have become Journalists, Entrepreneurs, Chartered Accountants, Teachers, Principals, Lawyers and Police Personnel. The reputed alumni include Dr. P. Krisnaiah, IAS (Retd), Dr. P.Subrahmanyam, former Scientist, ICRISAT, Sri Boyireddy, CA, Mocherla Sudharkar Reddy, Entrepreneur, USA etc.

Along with curricular inputs, the college involves them in different community based activities to bring them closer to life and to teach them responsibility and human values through practical learning. The Institution strives for the welfare of the students in all measures and follows several best practices for their welfare.

Focus Area: Pollution-free Environment

The College has 11.72 acres, one Km away from the main village. Surrounded by lustrous paddy fields, the college has a scenic beauty. Greenery is maintained on campus by regular plantations, pruning and bush clearing. NSS is active in promoting greenery on campus. Different departments do plantations on various occasions. Students are motivated to adopt plants and protect them.

Focus Area: Community Service

The college believes in the philosophy that 'giving' contributes to its eternity. As a responsible institution, the College regularly conducts medical camps to create awareness on health.

NSS, RRC & YRC are very active in organizing these medical camps. Due care is taken to see that diseases prevalent in the nearby communities are focused. Students are assessed for health issues and necessary feedback is given to them.

Students conduct rallies, awareness campaigns and surveys in the nearby villages, as part of their co-curricular activities. While doing so, they enlighten the community members on various issues of relevance and current importance.

Faculties of botany help students gain knowledge of medicinal plants to serve their families.

Focus Area: Upholding cultural values

The College gives equal importance to grab the opportunities of modern times while keeping up the age-old cultural values. Students perform to their full ability, on the occasions of freshers' day, college anniversary etc. Students are well-versed in folk dance, mimicry, recitation etc.

Success story:

2nd Cycle Accreditation – 2015

RUSA 2.0 Grants – Received 2.0 Cr -2016

Compound wall constructed

New Computer systems and furniture procured

State Level Master Trainers Awards 2022 – for three members on the faculty

Reaching global audience – more than 600 video lessons from our commerce faculty

Students pursuing higher studies in Sri Venkateswara University, Padmavati Mahila Viswavidyalayam, Hyderabad Central University etc.

Placements in AP Grama Sachivalaya & private sector

About 70 publications in reputed journals of national and international level

Now proceeding for 3rd cycle Assessment by NAAC

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

Some of the members of teaching staff have applied for research projects to the funding agencies. With the help of higher authorities, we are trying to procure more funds for the development of college.

Concluding Remarks :

PRR & VS Govt. College, Vidavalur has been working for the educational advancement of rural youth, mainly from agriculture & allied professions and backward sections.

Since its inception in 1965, the College produced generations of successful students.

Accredited with B Grade by NAAC in 2015 (2nd Cycle), the College was selected for RUSA 2.0 under component 7, and infrastructure has been developed.

Facing a lot of troubles to keep its credentials at high, the College passed through the tumultuous times of the Pandemic. We were successful in transacting the curriculum online.

We strive to continue to serve the educational needs of the community.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|-----|----|----|----|-----|---------|---------|---------|---------|---------|----|----|----|----|-----|
| 1.2.2 | <p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>117</td> <td>61</td> <td>55</td> <td>35</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>86</td> <td>35</td> <td>35</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as per given clarification documents,</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 117 | 61 | 55 | 35 | 0 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 60 | 86 | 35 | 35 | 0 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 117 | 61 | 55 | 35 | 0 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 60 | 86 | 35 | 35 | 0 | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 88 Answer after DVV Verification: 35</p> <p>Remark : Input edited as per given clarification documents. HEI provided a google drive link which is not accepted.</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>71</td> <td>67</td> <td>91</td> <td>70</td> <td>103</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>71</td> <td>67</td> <td>93</td> <td>70</td> <td>105</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 71 | 67 | 91 | 70 | 103 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 71 | 67 | 93 | 70 | 105 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 71 | 67 | 91 | 70 | 103 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 71 | 67 | 93 | 70 | 105 | | | | | | | | | | | | | | | | | |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years**2.4.1.1. Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 22 | 22 | 23 | 23 | 23 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 21 | 21 | 23 | 23 | 23 |

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 13 | 6 | 6 | 6 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19 | 19 | 12 | 12 | 10 |

Remark : Input edited as per given clarification documents. Considering both NET/SLET and PHD also.

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8 | 3 | 12 | 3 | 3 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 10 | 2 | 3 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 4 | 1 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 4 | 1 | 0 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 0 | 2 | 0 | 0 |

Answer After DVV Verification :

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

Remark : Input edited as per given documents, district level awards not consider here.

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

6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty**

development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

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

Answer before DVV Verification:

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

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 8 | 8 | 8 | 10 |

7.1.3

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

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per given clarification documents input is edited.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1 | <p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>215</td> <td>196</td> <td>241</td> <td>228</td> <td>283</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>215</td> <td>196</td> <td>241</td> <td>228</td> <td>283</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 215 | 196 | 241 | 228 | 283 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 215 | 196 | 241 | 228 | 283 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 215 | 196 | 241 | 228 | 283 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 215 | 196 | 241 | 228 | 283 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 22</p> <p>Answer after DVV Verification : 21</p> | | | | | | | | | | | | | | | | | | | | |
| 2.2 | <p>Number of teaching staff / full time teachers year wise during the last five years</p> | | | | | | | | | | | | | | | | | | | | |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 22 | 22 | 16 | 18 | 19 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 21 | 21 | 16 | 18 | 19 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3.239 | 48.5 | 3.7 | 54.7 | 90.1 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3.239 | 69.11 | 3.7 | 54.7 | 31.17 |