SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

S. V. L. N. S. GOVERNMENT DEGREE COLLEGE

S.V.L.N.S GOVERNMENT DEGREE COLLEGE BILLALAMETTA SANGIVALASA
BHEEMUNIPATNAM
531163
www.svlnsgdc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The S.V.L.N.S Government Degree College, Bheemunipatnam, established in 1984, has provided higher education to students in the underprivileged area of Visakhapatnam. Situated on the scenic sea-shore, the college takes pride in its logo, which features the idol of Sri Varaha Lakshmi Nrusimha Swamy, with the profound words 'aachaaryah poorva roopam – antevaasyuttara roopam' derived from the taitteriyopanishad.

In its early years, the college offered two undergraduate programs, namely, B.A (Arts) and B.Com (Commerce). Recognizing the need to foster scientific education, in 2009, the college introduced a new program, B.Sc (Mathematics, Physics, and Chemistry), opening doors for students inclined towards the field of science. Subsequently, in response to the growing demands of students, another science program, B.Sc (Botany, Zoology, and Chemistry), was launched in 2013.

The commitment to academic excellence and holistic development bore fruit when the college was accredited with a respectable B Grade by the National Assessment and Accreditation Council (NAAC) in 2016. This recognition served as a testament to the quality of education and overall progress achieved by the institution.

In line with its vision to offer diverse educational opportunities, the college introduced two new programs during the academic year 2020-21. The Bachelor of Commerce (Computer Applications) aimed to equip students with practical computer skills, while the Bachelor of Arts (History, Economics,Tourism and Travel Management) opened avenues for those interested in the dynamic field of travel and tourism.

To keep pace with the evolving job market and technological advancements, the college commenced a new program, Bachelor of Science (Mathematics, Physics,Computer Science), in the academic year 2022-23. This course aimed to provide students with a strong foundation in computer science, ensuring their readiness for lucrative career opportunities in the IT industry. By constantly striving to offer innovative and relevant courses, the college aims to empower students in achieving their career aspirations.

The S.V.L.N.S Government Degree College, Bheemunipatnam, continues to serve as a beacon of education in the region. With its commitment to inclusivity, academic excellence, and forward-thinking curriculum, the college plays a vital role in shaping the future of its students and contributing to the socio-economic development of the area.

Vision

VISION:

The vision of the institution is to educate, enlighten and empower the students in general and socially and economically challenged students in particular and to make themselves sufficient in all respects and make them responsible citizens.

Mission

MISSION:

To enable the students in problem solving, leadership, team work skills, ethical behaviour and respect.

By conducting various programmes to enhance the employability and career potential of the students.

By encouraging the students in Research and community oriented programmes.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Upgraded to Model Degree College under Rashtriya Uchchattar Shiksha Abhiyan (RUSA) scheme.
- Eco friendly environment with 10-acre green campus.
- Qualified, experienced and dedicated teaching faculty.
- Sincere and hard-working non-teaching staff.
- Sufficient number of class rooms and laboratories with good ventilation.
- Consistent good pass percentage in final semester in all programmes.
- Spacious playground with 200 m running track and well-equipped play fields.
- Area for indoor recreation activities and Fitness centre with 10 stations multipurpose gym.
- Trust and obedience of students is the primary strength of the college.

Institutional Weakness

- First generation students.
- 90% of the students from socially and economically challenged sections.
- Limited financial resources.
- No hostel facility within the campus for both girl and boy students.
- The college is4km away from Bheemunipatnam town.
- Inadequate transportation options.

Institutional Opportunity

- To start new programmes in fisheries.
- To construct separate hostel buildings within the campus for both girl and boy students.
- To collaborate with a greater number of organizations and industries to conduct courses for employability skills and internships or on job trainings.

Institutional Challenge

- Motivating students to prepare for competitive examinations and pursue higher studies.
- Developing effective networks and strengthening relationships with stakeholders.
- Facilitating student's adaptation to English as the primary language of instruction.
- Inspiring students to complete their course work without abandoning the programme midway.

10-07-2023 11:13:42

- To persuade students who are hesitant to leave their home town for career opportunities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricula for the institution's undergraduate programs (B.A/B.Sc/B.Com) are designed based on the guidelines provided by the AP State Council of Higher Education and the affiliating university, Andhra University. These curricula align with the institution's vision and mission. Since the 2015-16 academic year, all undergraduate programs are offered under the Choice Based Credit System (CBCS) curriculum, as per the guidelines of APSCHE and the affiliated university.

The CBCS curriculum framework for all undergraduate programs consists of domain-specific courses, two languages, and ten foundation courses. In the final year, students can choose one elective course (Paper VII) and three cluster elective courses (Papers VIII A, B, C). The foundation courses include subjects like ICT, communication and soft skills, environmental science, leadership education, entrepreneurship, analytical skills, and human values and professional ethics. The curriculum also includes mini projects, field trips, laboratory work, and assignments.

The institution encourages students to participate in webinars and seminars. The revised curriculum framework in 2020 incorporates domain-specific courses, two languages, life skill courses, skill development courses, and skill enhancement courses. The selection of life skill courses and skill development courses follows a choice-based and multidisciplinary approach.

Under the new curriculum framework in 2020, students are required to undergo a two-month community service project after completing the first year, during the summer vacation. Additionally, a two-month internship is mandatory for all undergraduate programs after completing the second year, also during the summer vacation. In the fifth or sixth semester, all students must undergo semester internships lasting 15 weeks.

The institution offers certificate courses to enhance students' employability skills. Regular feedback on the curriculum is collected from stakeholders, and necessary actions are taken for the overall development of the students.

Teaching-learning and Evaluation

Admissions to all undergraduate programs at this institution are conducted online, following the guidelines of APSCHE and APCCE. Recognizing the diversity among students, the institution conducts bridge classes and an induction program for all first-year students. After analysing the results of internal examinations, students are grouped into slow and advanced learners.

Remedial classes are provided to support slow learners, while advanced learners engage in mini study projects and student seminars. The institution's teachers prepare curriculum plans well in advance and circulate them to students. Continuous internal assessment is conducted, and internal marks are displayed to all students.

The teachers at the institution employ learner-centric methods such as laboratory work, assignments, seminars, quizzes, projects, interactive sessions, field trips, and the use of information and communication technology (ICT) to deliver quality education. All teaching staff members are highly qualified and experienced, with many possessing qualifications such as NET/SET/Ph.D. The college maintains a good teacher-student ratio, ensuring personalized attention and support. During Covid pandemic all the teachers of the institution organised the online classes through Gsuite.

The result of final semester students in all programmes is more than 80%.

The Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) are available on the institution's website. These outcomes provide clarity on the knowledge, skills, and competencies that students will acquire throughout their undergraduate programs. The institution emphasizes transparency by making this information easily accessible to all stakeholders.

In conclusion, the institution ensures a seamless online admission process and offers additional support through bridge classes and an induction program. Differentiated learning strategies cater to the needs of both slow and advanced learners, while learner-centric methods and the use of ICT facilitate effective knowledge delivery. The institution's highly qualified teaching staff and good teacher-student ratio contribute to a conducive learning environment. The availability of COs, POs, and PSOs on the website promotes transparency and helps stakeholders understand the intended outcomes of the undergraduate programs.

Research, Innovations and Extension

This institution places a strong emphasis on academic excellence and scholarly pursuits. Both the staff and students are actively encouraged to engage in research and publish their findings in the form of research papers and books. The teaching faculty comprises highly qualified and experienced individuals who hold notable credentials such as NET/SET/Ph.D. degrees. Their expertise and knowledge contribute to the overall quality of education and research conducted at the institution.

In addition to promoting research, the institution also emphasizes practical learning through study projects assigned to advanced learners. This approach enables students to apply their theoretical knowledge in real-world scenarios, fostering a deeper understanding of the subject matter and enhancing their problem-solving skills.

A distinguishing feature of this institution is its strong commitment to community service. The presence of two National Service Scheme (NSS) units and a National Cadet Corps (NCC) unit enables all students to actively participate in extension activities both on campus and in nearby adopted villages. The NSS units regularly organize special camps in these villages, aiming to address local needs and provide assistance in various areas. Furthermore, the NCC cadets actively contribute to society by donating blood and collecting funds for noble causes. During Covid Pandemic the NSS volunteers enlightened the nearby people about the precautionary measures.

The institution organizes a wide range of extension activities that promote environmental awareness and community engagement. Examples of these activities include beach cleaning drives, mega plantation initiatives, and conducting surveys on Open Defecation Free (ODF) status in nearby areas. These initiatives not only contribute to the betterment of society but also instil a sense of social responsibility and environmental consciousness among the students. This institution signed MoU with Magic Bus india, NGO organisation which trains young children with skills and knowledge needed to grow and move out of poverty.

The dedication and efforts of the institution's faculty and students have garnered recognition and accolades. The programme officer of the NSS units received the prestigious Best NSS Programme Officer Award, highlighting their exemplary leadership and commitment to community service. Moreover, a student from the institution had the opportunity to participate in the National Integration Camp, showcasing their outstanding qualities and the institution's commitment to holistic development.

Overall, this institution's focus on research, academic excellence, community service, and practical learning opportunities creates an enriching environment for both staff and students. By fostering a culture of intellectual growth and social responsibility, it plays a vital role in shaping well-rounded individuals who are equipped to contribute positively to society.

Infrastructure and Learning Resources

The institution has recently undergone a significant upgrade and is now recognized as a model Degree college under RUSA scheme. In recognition of its enhanced status, a grant of 4 crores has been released to facilitate the construction of new buildings, repair existing structures, and procure state-of-the-art equipment.

The college campus is divided into three blocks, each serving a specific purpose. The administrative block houses the administrative offices and provides a centralized location for handling various college affairs. The Arts and Commerce block is dedicated to students pursuing degrees in arts and commerce disciplines, while the Science block caters to students studying science-related subjects.

To support the diverse academic needs of the students, the college is equipped with 13 classrooms that provide a conducive learning environment. Additionally, there are five laboratories, including a specialized commerce computer lab and a well-equipped JKc lab. These labs are equipped with modern facilities and technology to facilitate practical learning experiences. The science labs are designed to accommodate practical experiments across different disciplines.

Recognizing the importance of research and academic resources, the college boasts a comprehensive library that houses a vast collection of books, journals, and reference materials. This enables students and faculty members to access a wealth of knowledge and stay updated with the latest research in their respective fields. Furthermore, the college also features a gymnasium to promote physical fitness among the students.

Situated on a sprawling 10-acre campus in a semi-urban area, the college provides a serene and conducive environment for learning. In addition to the academic facilities, the college also has an open auditorium for hosting cultural events, as well as an open ground and a running track to facilitate sports activities and outdoor events.

The institution's upgrade to a model Degree College, coupled with the substantial grant for infrastructure development and equipment procurement, demonstrates a commitment to providing a high-quality educational experience. The enhanced facilities and resources are expected to contribute to the overall growth and success of the college, benefiting both the students and the faculty.

Student Support and Progression

This institution is known for its commitment to providing opportunities for students from socially and economically weaker sections. A significant number of students benefit from state government scholarships, which play a crucial role in supporting their education. Upon admission, all students are registered into the

Jnanabhoomi portal using biometric authentication, ensuring streamlined access to scholarships and other benefits. Those who maintain an attendance record of more than 75% are eligible for state government scholarships, further aiding their financial circumstances. The institution's status as a government college ensures that the fee structure for all programs remains affordable, with the state government reimbursing the fees.

In addition to government scholarships, meritorious students have the opportunity to receive scholarships from Hindustan Petroleum Corporation Limited (HPCL) for one academic year. These scholarships recognize and reward academic excellence, motivating students to strive for excellence in their studies.

To enhance the employability of its students, the institution organizes various training programs in collaboration with esteemed organizations such as the Tata Institute of Social Sciences (TISS), Andhra Pradesh State Skill Development Corporation (APSSDC), and an NGO Magic Bus India. These programs focus on developing crucial skills such as communication and soft skills, spoken English, analytical skills, and ICT skills. By equipping students with these essential competencies, the institution prepares them for a competitive job market and enhances their career prospects.

The institution's dedicated teachers go beyond their regular teaching responsibilities by providing coaching classes for competitive examinations and post-graduate entrance tests. This additional support helps students build the necessary knowledge and confidence to excel in these competitive exams, opening doors to prestigious institutions and further academic pursuits.

The efforts of the institution, coupled with the dedication of its students, have yielded positive outcomes. More than 10% of the students have secured placements in various government and private institutions, setting a solid foundation for their professional journeys. Furthermore, a significant number of students have pursued higher studies, reflecting their drive for continuous learning and personal growth.

Overall, this institution's commitment to inclusive education, financial support, skill development, and career guidance has created a conducive environment for students to excel academically and secure a brighter future.

Governance, Leadership and Management

The institution places a strong emphasis on continuous improvement and quality assurance. The Internal Quality Assurance Cell (IQAC) plays a vital role in monitoring the curriculum delivery and its overall development. Regular feedback is collected from all stakeholders, including students, faculty, and staff. The IQAC carefully analyzes the feedback reports and takes necessary actions based on the suggestions received, ensuring that the institution remains responsive to the needs and expectations of its stakeholders.

To foster a sense of belonging and facilitate the holistic development of the institution, meetings are organized with the Alumni Association. These interactions provide valuable insights and guidance, as former students share their experiences and contribute to the growth and enhancement of the institution.

The institution also prioritizes staying updated with the latest advancements in various fields. Webinars on intellectual property rights (IPR) and the latest advances in subjects like Physics and Mathematics are organized to keep the students and faculty well-informed. These webinars serve as platforms for knowledge sharing and provide opportunities for participants to engage with experts in their respective fields.

In order to benchmark its performance and maintain high standards, the institution actively participates in initiatives like the National Institutional Ranking Framework (NIRF), All India Survey on Higher Education (AISHE), and ISO certification and conducts regular academic and adminstartive audits. These initiatives enable the institution to assess its progress, identify areas of improvement, and strive for excellence.

As part of the quality assurance process, the institution regularly prepares Annual Quality Assurance Reports (AQARs) and submits them to the National Assessment and Accreditation Council (NAAC). To ensure the accuracy and completeness of the AQARs, meetings are organized with staff members to facilitate their active involvement in the preparation process. Additionally, the institution ensures transparency by making the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) available on the website and effectively communicating them to all stakeholders.

By actively engaging in quality assurance measures, seeking feedback from stakeholders, and participating in external assessments, this institution demonstrates its commitment to continuous improvement and ensuring a high-quality educational experience. These efforts contribute to the institution's overall development and empower students to excel in their academic pursuits while preparing them for a promising future.

Institutional Values and Best Practices

To promote sustainability and reduce its carbon footprint, this institution has utilized funds from the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) to install a 20KW grid-connected solar power system. This renewable energy source helps offset the institution's electricity consumption. In addition, all classrooms are equipped with energy-efficient LED tube lights, contributing to energy conservation efforts.

10-07-2023 11:13:42

This instituion regularly conducts gender sensitization progammes.

The institution is committed to raising awareness about energy conservation. Regular programs and initiatives are organized to educate students and staff about the importance of conserving energy. These efforts aim to instill a sense of responsibility towards sustainable practices and encourage the adoption of energy-efficient behaviors.

Recognizing the significance of environmental conservation, the institution collaborates with organizations like DIVIs Lab and engages volunteers from the National Service Scheme (NSS) and the National Cadet Corps (NCC) to conduct mega plantation drives. These initiatives contribute to the greening of the college campus and emphasize the importance of clean and green practices. Furthermore, the institution has taken a proactive step by implementing a ban on the use of plastic within its premises, contributing to the reduction of plastic waste.

Water conservation is also a priority for the institution. Rainwater harvesting pits have been implemented to collect and conserve water. Additionally, the Zoology department maintains a vermiculture system, utilizing organic waste to produce nutrient-rich compost, thereby promoting sustainable practices.

In line with promoting sustainable transportation, both staff and students are encouraged to utilize public transport systems, reducing reliance on private vehicles and minimizing carbon emissions.

During the COVID-19 pandemic, the institution seamlessly transitioned to online classes using the college's G Suite. Teachers utilized various e-learning tools to facilitate online teaching and continuous assessment. Some teachers even generated Learning Management System (LMS) content, ensuring the continuity of education despite the challenging circumstances.

The institution actively celebrates and organizes events to observe important days and occasions. These events serve as platforms for fostering a sense of community, cultural exchange, and promoting inclusivity among students and staff.

Through its commitment to sustainability, technology integration, and inclusive celebrations, this institution creates a conducive environment for holistic development, encouraging students and staff to become responsible global citizens. These efforts showcase the institution's dedication to promoting a sustainable and enriching educational experience.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	S. V. L. N. S. GOVERNMENT DEGREE COLLEGE
Address	S.V.L.N.S GOVERNMENT DEGREE COLLEGE BILLALAMETTA SANGIVALASA BHEEMUNIPATNAM
City	BHEEMUNIPATNAM
State	Andhra Pradesh
Pin	531163
Website	www.svlnsgdc.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	R Manjula	0833-229789	9985737633	-	svlns.gdc@gmail.com
IQAC / CIQA coordinator	M Rajeswara Rao	-	9441464109	-	rajumankala@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	21-09-1992	[View Document](#)
12B of UGC	21-09-1992	[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	S.V.L.N.S GOVERNMENT DEGREE COLLEGE BILLALAMETTA SANGIVALASA BHEEMUNIPATNAM	Semi-urban	10	3292.41

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Physical Science	36	INTERMEDIATE	English	60	55
UG	BSc,Biological Science	36	INTERMEDIATE	English	40	32
UG	BA,Arts	36	INTERMEDIATE	English	40	32
UG	BA,Tourism And Travel Management	36	INTERMEDIATE	English	30	7
UG	BCom,Commerce	36	INTERMEDIATE	English	40	36
UG	BCom,B Com Computer Applications	36	INTERMEDIATE	English	40	39

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				3				16
Recruited	0	0	0	0	2	1	0	3	11	4	0	15
Yet to Recruit				0				0				1
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				2
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				6
Recruited	5	1	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				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		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	5	1	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	6	3	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	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	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

10-07-2023 11:13:43

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	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**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	125	0	0	0	125
	Female	76	0	0	0	76
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	25	0	0	0	25
	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	9	2	12	9
	Female	14	2	11	4
	Others	0	0	0	0
ST	Male	2	2	9	14
	Female	1	0	2	2
	Others	0	0	0	0
OBC	Male	56	54	53	48
	Female	27	21	49	62
	Others	0	0	0	0
General	Male	14	3	11	16
	Female	4	2	5	8
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		127	86	152	163

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	This institution offers a range of undergraduate programs in science, commerce, and arts streams. In the science stream, students can choose two programs B.Sc (MPC) or B.Sc (CBZ) depending on their +2 qualification. For those interested in commerce, the institution offers two programs: B.Com (General) and B.Com (Computer Applications). In the arts stream, students can choose between B.A (HEP) and B.A (Tourism Travel Management). The affiliated university has recently revised its CBCS curriculum for 2020, which includes a multidisciplinary approach. Under the revised curriculum, students are required to complete four life skill courses, four skill development courses during their first three

	semesters, and skill enhancement courses in the fifth semester. The life skill courses cover a range of topics, including environmental education, human values and professional ethics, analytical skills, and business communication. Additionally, science students have the option to choose courses such as insurance promotion, retailing, and supply chain management as skill development courses. Similarly, arts and commerce students can opt for skill development courses like dairy techniques, electrical appliances, solar energy, and more. In addition to coursework, students are required to complete a community service project for eight weeks at the end of their first year, during the summer vacation. This project helps students understand the socio-economic and political development of their neighboring villages. At the end of their second year, students are required to complete a short-term internship for eight weeks. In their fifth or sixth semester, students are required to complete a semester-long internship (15 weeks). Overall, this institution's programs offer a well-rounded education that prepares students not only with academic knowledge but also with essential life skills and hands-on experience through community service and internships.
2. Academic bank of credits (ABC):	As per the circular issued by Andhra University on 11/01/2023, this institution has instructed all its students to register for the Academic Bank of Credits (ABC) through DigiLocker. This move is aimed at facilitating the digitalization of academic records by the affiliating University. All students are required to register for ABC through DigiLocker and submit their respective ABC unique ID to the college. This is necessary to upload the information on the University portal for record-keeping purposes. By adopting this digital process, the institution aims to streamline the record-keeping process and make it more accessible to students. This initiative is expected to benefit students in the long run as they will have easy access to their academic records whenever needed. Additionally, it will also help the University maintain accurate records, thereby reducing errors and discrepancies.
3. Skill development:	The Andhra Pradesh State Council of Higher Education (APSCHE) has issued revised guidelines for the CBCS curriculum framework 2020, which includes changes in the number of courses and

	assessment methods. As per the new guidelines, there will be four Life Skill Courses instead of the earlier ten foundation courses, with two teaching hours per week (2 Credits) and a maximum of 50 marks. The objective is to inculcate simple life-long skills that are necessary for students. While the course in 'Environmental Education' will continue to be mandatory, students can opt for one out of three courses for the other life skill courses. Additionally, a new set of four Skill Development Courses will be offered with two hours of teaching per week, two credits, and a maximum of 50 marks, with only external assessment. These courses are intended to train students in broad-based multiple career-oriented general skills in Arts, Commerce, and Science streams and are open to all students. Students have a wider choice as they can choose one course from a total of six courses, with two options from each stream. Moreover, two Skill Enhancement Courses will be offered for each domain subject in Semester V, and the two Skill Enhancement Courses of each domain subject will be linked for a broader basic and practical experience for the students. To make the students employable, they will undertake an Apprenticeship/Internship/On-the-job training during the intervening summer vacation between the 2nd and 3rd years. During the entire 5th or 6th Semester, students will undergo Apprenticeship/Internship/On-the-Job Training. This initiative aims to ensure that students develop hands-on technical skills, which will be of great help in facing the world of work.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As per the revised CBCS curriculum 2020, all UG students are required to complete four life skill courses throughout their four semesters. One of these courses is "Human Values and Professional Ethics," which will be taught by language teachers during the first semester. Another course is "Indian Culture and Science," which will be offered during the second semester. In addition to academic studies, this institution also celebrates the birthdays of great national leaders and important festivals such as Sankranti (Sambaralu). The institution encourages all students to participate in cultural events such as Freshers Day, NSS Day, or College Anniversary functions, where they can showcase the culture of different states through performances such as solo or group dances, skits, and more. This institution offers

	Telugu as a second language and also encourages students to opt for Hindi or Sanskrit as their second language
5. Focus on Outcome based education (OBE):	In this institution, all course outcomes, program outcomes, and program-specific outcomes are clearly communicated to all stakeholders, including students, teachers, and parents. These outcomes are also available on the institution's website for easy access. The teachers of this institution prepare their curricular plans based on the mentioned course and program outcomes to ensure that students acquire the necessary knowledge, skills, and competencies. Moreover, the internal assessments of this institution focus on the graduate attributes and Blooms taxonomy. Teachers use a variety of assessment methods, such as quizzes, assignments, projects, presentations, and exams, to evaluate the performance of students. The assessments are designed in such a way that they encourage critical thinking, creativity, and problem-solving skills among students. Apart from academic activities, this institution also provides various extracurricular activities such as sports, cultural events, and social service activities. These activities help in the overall development of the students and provide them with opportunities to showcase their talents and skills. The institution has a well-equipped library with a vast collection of books, journals that cater to the academic needs of the students and faculty. Additionally, the institution has a computer lab with internet connectivity, which allows students to access various online resources for academic purposes. The institution also provides career counseling services to the students to help them choose the right career path. The institution conducts regular seminars, workshops, and guest lectures by experts from various fields to provide students with exposure to the latest trends and developments in their respective fields. In conclusion, this institution emphasizes holistic development and provides a supportive and stimulating learning environment for students to achieve their full potential.
6. Distance education/online education:	The teachers at this institution are highly proactive and have adapted well to online teaching methods, especially during the Covid-19 pandemic. To ensure the continuity of education, teachers organized online classes using GSuite and Google Meet platform.

They also created a learning management system (LMS) to facilitate remote learning for students. In addition, the Commissioner of Collegiate Education (CCE), AP, has encouraged all staff members to prepare various digital resources to support online learning. This includes creating PowerPoint presentations, video lectures, transcriptions of the videos, podcasts, and online assessment methods. To enhance students' knowledge and skills, teachers at this institution encourage them to register for Swayam MOOCs courses. Swayam is a government-supported online platform that provides free access to numerous courses offered by top institutions and universities. By enrolling in these courses, students can supplement their learning and gain additional knowledge and skills to prepare them for their future careers. Overall, the teachers at this institution are committed to providing quality education to their students and have embraced technology to enhance their teaching and learning experiences.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	This Political Science Department of this institution, conducts National voters day every year and in association with local MDO office this institution conducts voter enrollment programme
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?	The department of political science, the in charge of the department Dr. A, Prasad organized awareness programme on voter enrollment. During Graduate MLC elections this institution enrolled many students in the election commission portal. As per the instructions received from Honorable Commissioner of Collegiate Education bulk enrollment programme organized at institution
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,	This institution in association with local MDO office authorities organised several awareness campaigns on voters registration and costing of votes

commercial sex workers, disabled persons, senior citizens, etc.	
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.	Awareness programmes conducted at the institution level, quiz, elocution, essay writing programmes conducted
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.	As per the guidelines issued by CCE, AP the registration and enrolment of students into ceo andhra portal organized in this institution

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
399	354	331	276	246

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: 35

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	11	12	14	15

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
34.98636	75.55503	3.37812	162.93498	15.13192

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:

Our institution operates under the academic calendar set forth by Andhra University. Before the start of each academic year, the Principal meets with IQAC members and staff council to devise an institutional action plan, which is based on each department's action plan. The departmental Lecturer in Charge creates individual and department timetables based on the syllabus provided by the university, which are then uploaded onto the TLP web application by the TLP Coordinator.

Teachers at our institution prepare a semester curricular plan that includes co-curricular and extracurricular activities, which are shared with students in advance through various platforms. The attendance of students, topics covered, and the methodology used for each lesson are uploaded to the TLP application of the CCE, AP. The mid-term examination time table is prepared by the Examination Committee, and the final scores for continuous internal assessment are uploaded to the Andhra University examinations portal.

During the COVID-19 pandemic, teachers conducted online classes through Google Meet, utilizing the Gsuite account provided by the institution. The class attendance and topics covered in each lesson were regularly uploaded to the Bharat Padhe Online web application of the CCE, AP, and the institution's WhatsApp group, which are monitored by the Principal.

To conduct internal assessments, assignments, and quizzes, teachers utilized various online tools such as Google Forms, Google Drive, and WhatsApp. For practical classes, teachers demonstrated experiments using virtual laboratories (vlabs).

Students are grouped into advanced, moderate, and slow learners, taking into account the student's performance in intermediate/First Semester/Third Semester. Advanced learners are assigned projects and present student seminars, moderate learners are assigned assignments and given opportunities to present seminars, and slow learners are provided with remedial coaching and personalized support from teachers.

we prioritize individualized attention and support for every student. By focusing on the unique needs and abilities of each student, we ensure that they receive the appropriate level of challenge and support, empowering them to succeed both academically and personally.

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: 7

File Description	Document
List of students and the attendance sheet for the above mentioned 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](#)	

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: 15.88

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
87	75	25	22	46

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

1.3 Curriculum Enrichment

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

Response:

Our institution's commitment to Professional Ethics, Moral and Ethical Values, Gender Equality, Environmental Awareness, and Human Rights is reflected in our educational philosophy and practices. By

instilling these values in our students, we aim to create responsible and compassionate citizens who make a positive impact on society.

Our institution is committed to the holistic development of our students, which includes academic excellence, ethical and moral values, gender equality, environmental awareness, and human rights. We have implemented various programs and initiatives to ensure that our students are well-rounded individuals who are capable of making a positive impact on society.

Professional Ethics is an essential part of our curriculum, and we have included courses like Human Values and Professional Ethics, Indian Culture and Science in the UG syllabus for B.Sc/B.Com/B.A students. These courses are taught by language teachers and focus on developing students' leadership skills, group work abilities, and social responsibility. Field visits to nearby orphanages and old age homes are regularly organized to help students understand the importance of empathy and compassion towards others.

Moral and Ethical Values are fundamental components of our educational philosophy, and we strive to groom our students into responsible citizens who uphold these values in their personal and professional lives. We celebrate national days of importance such as Independence Day, Republic Day, and Gandhi Jayanti, to instil patriotism and social consciousness among students.

Gender Equality and equal opportunity for women are essential values of our institution, and we ensure that all activities and programs are inclusive of female staff and students. The Women Development Cell, Anti-Ragging Cell, and Legal Cell are active in promoting equality and support for female staff and students. Regular meetings are conducted to discuss issues and find solutions to create a better environment for women.

Environmental Awareness is a crucial issue, and we aim to instil a sense of responsibility towards the environment in our students. The Environment Study is a part of our curriculum, and we organize tree plantation and cleanliness programs. Seminars are conducted on topics like Ozone Day, Energy Conservation Day, and other environmental issues. We also organize community service projects on raising awareness about the conservation of energy and planting saplings in the adopted village.

Human Rights are basic rights enjoyed by all, and we celebrate Human Rights Day every year to spread awareness and motivate everyone to make proper use of their basic rights. Constitution Day is also celebrated to raise awareness about the importance of the constitution and its values among students.

In conclusion, our institution is committed to developing responsible and compassionate citizens who are capable of making a positive impact on society. We strive to instil values like Professional Ethics, Moral and Ethical Values, Gender Equality, Environmental Awareness, and Human Rights among our students. By implementing various programs and initiatives, we ensure that our students are well-rounded individuals who are capable of making a positive impact on society.

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: 47.87

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

Response: 191

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

1.4 Feedback System

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View 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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 65.5

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
201	163	152	84	127

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

2021-22	2020-21	2019-20	2018-19	2017-18
250	260	200	200	200

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: 55.64

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
102	72	57	19	56

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
131	125	100	100	100

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: 19

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:

Creating a student-centered learning environment is the objective of this institution, where students are empowered to take charge of their education, develop critical thinking skills, and apply their knowledge to real-world situations. To achieve this, faculty members employ various strategies that promote hands-on learning experiences, field trips, study projects, home assignments, student seminars, peer learning, quizzes, the use of ICT, webinars, and community service projects.Field trips play a crucial role in

providing students with firsthand experiences directly linked to their academic curriculum. By venturing beyond the classroom, students engage in experiential learning, observing and participating in activities relevant to their studies. Tailored to departmental needs and interests, field trips organized by the institution encompass a range of destinations, including nurseries, floating solar parks, fishing harbors, waste management centers, historical monuments, DWACRA exhibitions, retirement homes, and yoga centers.

Study projects are assigned to advanced learners, enabling them to choose their own topics and methods. This approach fosters critical thinking, problem-solving, and teamwork skills, granting students a sense of ownership and motivation. For instance, students in the Chemistry, Zoology, and Commerce departments create models for National Science Day, integrating project requirements into their curriculum.

Home assignments serve as a student-centered approach, requiring students to complete work outside of class. These assignments, assigned to moderate learners, include reading or writing assignments and problem sets. Each teacher assigns an assignment per module for each course, enabling continuous internal assessment of students.

Student seminars encourage active participation and discussion, allowing students to challenge assumptions and engage with diverse perspectives. Through these seminars, students refine their critical thinking, communication, and argumentation abilities. Advanced learners are required to present student seminars as part of their internal assessment.

Peer learning is promoted through student projects, where students collaborate and develop critical thinking, problem-solving, and teamwork skills. By empowering students with the freedom to choose their topics and methods, they become actively engaged in their learning process. Science students present their models on National Science Day, and projects are integrated into the curriculum of Chemistry, Zoology, and Commerce departments.

Quizzes, both online and offline, serve as a formative assessment tool. Additionally, community service projects are mandatory for all undergraduate students after completing their second semester. This provides an opportunity for students to engage in meaningful experiences that benefit the community while promoting student-centered learning.

Information and communication technology (ICT) are incorporated into teaching, learning, and evaluation processes to enhance student-centered education. Utilizing tools like Google Forms, Google Meet, YouTube, and virtual laboratories, teachers create interactive and personalized learning experiences that foster student engagement and motivation.

Webinars are organized on important occasions such as Mathematics Day, Science Day, and Women's Day, facilitating interactive and collaborative learning experiences. These webinars contribute to formative assessment and student success.

In alignment with the revised curriculum framework of the affiliated university, community service projects have become mandatory for all undergraduate students. This approach allows students to engage in meaningful experiences that benefit the community, emphasizing a student-centric learning approach.

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: 76.04

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
19	19	19	19	20

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: 80.82

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
17	10	10	11	11

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

2.5 Evaluation Process and Reforms

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

Response:

The teachers of this Institution are committed to ensure a fair, accurate, and efficient assessment process as it is crucial for ensuring student success. We are able to achieve this by implementing transparent assessment criteria, standardized assessment methods, open communication, timely feedback, and an efficient grievance redressal system for all stakeholders.

To ensure a seamless examination process, the examination committee prepares the time table well in advance in accordance with the academic calendar, which is then circulated among the students. The mid-examination schedule is displayed on notice boards, and teachers prepare internal exam question papers in advance, keeping in mind the syllabus.

Invigilation duties are assigned to teachers based on the requirements, and all teachers complete the evaluation within a week. The answer scripts are then made available to all students, and in case of any discrepancies in the award of marks, concerned teachers re-evaluate the paper and modify the scores as per the revaluation process.

After the completion of the mid-examinations, the final marks of the students are uploaded to the university examination portal. This entire process is streamlined to ensure transparency, efficiency, and fairness, thus enabling students to perform to the best of their abilities.

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:

The institution's teachers provide clear guidance on the significance of Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs) during the induction training programs. These are also made available on the institution's website and in the syllabus of the university.

POs outline the overarching goals and expected outcomes of a degree program, while COs define the specific learning outcomes for each course within the program. Assessing the attainment of POs and COs is crucial in ensuring that students meet the expected learning outcomes and are well-prepared for their future careers.

CO PO PSO attainment assessments involve measuring student performance directly against the COs and POs. This may include tests, exams, projects, or other performance-based assessments that evaluate students' ability to apply what they have learned in real-world scenarios.

25% weigtage for internal exam marks and 75% weigtage for external exam marks in a specfic course.

Teachers of the instituion prepare question papers of internal exams as per guidlines of the CCE AP, .

Overall, evaluating the attainment of POs and COs is essential in assessing the quality and effectiveness of the degree program. It helps ensure that students receive a high-quality education and are well-equipped to succeed in their future careers.

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

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

Response:

The institution's teachers provide clear guidance on the significance of Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs) during the induction training programs. These are also made available on the institution's website and in the syllabus of the university.

POs outline the overarching goals and expected outcomes of a degree program, while COs define the specific learning outcomes for each course within the program. Assessing the attainment of POs and COs is crucial in ensuring that students meet the expected learning outcomes and are well-prepared for their future careers.

The attainment of CO Po PSC assessments involve measuring student performance directly against the COs and POs. This may include tests, exams, projects, or other performance-based assessments that evaluate students' ability to apply what they have learned in real-world scenarios.

The weigtage for internal exams is 25% and for external exams is 75%.

Teachers of the instituion prepare the question papers of internal exams as per the SOP issued by CCE AP

Overall, evaluating the attainment of POs and COs is essential in assessing the quality and effectiveness of the degree program. It helps ensure that students receive a high-quality education and are well-equipped to succeed in their future careers.

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: 80.43

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
78	46	61	48	30

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
97	57	88	50	35

File Description	Document
Institutional data in the prescribed format	<u>View Document</u>
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.	<u>View Document</u>
Provide Links for any other relevant document to support the claim (if any)	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.89

File Description	Document
Upload database of all students on roll as per data template	<u>View Document</u>

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:

To foster growth and development, educational institutions must establish ecosystems that promote innovation and knowledge transfer. These ecosystems encourage research, innovation, and knowledge creation among students and faculty, resulting in the development of new ideas, products, and technologies.

One effective strategy for creating such an ecosystem is through industry partnerships. This institution has taken the initiative by entering a Memorandum of Understanding (MoU) with Magic Bus, a leading organization in the field. This partnership enables collaboration and knowledge sharing between the two entities, fostering the development of new ideas and innovations.

Entrepreneurship programs are another valuable avenue for promoting innovation. This institution has established such programs that provide students with the necessary skills and resources to start their own businesses. Through these programs, students can develop their ideas and transform them into successful ventures.

Support for intellectual property rights (IPR) is also crucial to encourage innovation. In collaboration with the Patent Office Chennai, this institution organized an awareness program in February 2022 to educate students and faculty members on the importance of IPR. This initiative ensures the protection and

preservation of innovative ideas and products developed within the institution.

Research and development (R&D) activities play a significant role in fostering innovation. Two faculty members of this institution have obtained Guide ship, demonstrating their expertise and commitment to research. Additionally, one faculty member has filed patents, showcasing the institution's dedication to transforming research outcomes into tangible innovations. Moreover, students are encouraged to present study projects that have the potential to generate new ideas and innovations.

By forging industry partnerships, implementing entrepreneurship programs, supporting IPR, and promoting research and development, this educational institution establishes a thriving ecosystem that nurtures innovation and knowledge transfer. These initiatives empower students and faculty members to collaborate, create, and contribute to the development of groundbreaking ideas, products, and technologies.

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: 1

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
01	0	0	0	0

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

3.3 Research Publications and Awards

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

Response: 0.14

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
4	1	0	0	0

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: 0.06

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

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

File Description	Document
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](#)

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:

Our educational institution has been committed to carrying out a range extension activities over the last five years. These extension activities have been instrumental in sensitizing students to social issues, promoting their holistic development, and creating a positive impact in the neighborhood community.

Community service has been a crucial extension activity that we have undertaken, and our NSS volunteers have played a significant role in this regard. They have collected Open Defecation Free (ODF) data in adopted villages, organized regular special camps, and raised awareness about clean and personal hygiene. Our institution has also collaborated with DIVIs laboratory to organize beach cleaning drives, which have further promoted environmental awareness among students.

Another extension activity that we have carried out is awareness campaigns on critical social issues. These campaigns have been spearheaded by our NCC volunteers and have covered topics such as energy conservation, women's literacy, Covid precautionary measures, government welfare schemes, and plasma donation. These campaigns have not only raised awareness but also encouraged students to take action and contribute positively to society.

Apart from community service and awareness campaigns, our institution has also organized workshops and seminars on emerging social issues, collaborated with NGOs and government agencies to address critical challenges, and implemented student-led community outreach programs. These initiatives have equipped our students with practical skills, empathy, and a sense of responsibility towards the community

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

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

Response:

The NSS, NCC units of this institution actively participates in extension activities. The NSS unit Programme officer Dr.B.Hari Prasad, Lecturer in Commerce of this instituion recieved best programme officer award at University level.

Ms. Swarnakala of B.Sc MPC Student recieved participation certificate for Healty Youth for Healthy India, Paticipated in National voters day activities, selected for State NSS youth festival, State Level National Youth Parliament Festival, Participation certificate in National Integartion camp.

The students of this instituin regularly participate in Beach Cleaning Prigramme in association with DIVIS laboratories, Tagarapuvalasa, Bheemunipatnam.

The NCC cadets recieved appeiciation certificates for blood donation activities oraganised at the instituion.

File Description	Document
Upload 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: 88

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
28	28	22	03	07

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

3.5 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: 1

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 institution is a well-equipped model degree college, having undergone an upgrade under the RUSA scheme. The allocated budget of 4 Crores to be utilized for constructing new buildings, renovating existing ones, and acquiring new equipment. Under which the construction of new building and repair works almost completed, the procurement of eqiupment is pending. By utilizing RUSA grants instituion installed 20Kw grid connected Solar power system.

The administrative building accommodates the Principal's chamber, office room, and a staff room on the ground floor.and in the first floor the chemistry laboratory, JKC lab, and a seminar hall. The library, along with a reading room, is also situated on the ground floor of this block. The second block includes the Commerce computer laboratory, eight classrooms, NCC and NSS rooms, as well as a staff room for Arts teachers. Additionally, there is a new science block that houses departments for Physics, Botany, Zoology, and the Computer lab, along with four classrooms. The first floor of the new building features a seminar hall equipped with ICT facilities, while the ground floor offers a gym. The Commerce computer lab and JKC lab are furnished with laptops and desktops, while the science laboratories for Physics, Chemistry, Botany, and Zoology are fully equipped for practical experiments.

The institution takes pride in its open auditorium, which serves as a venue for various cultural events. It celebrates occasions like Independence Day, Republic Day, NSS day, Freshers Day, Sankranthi Sambaralu, and College Anniversary with great enthusiasm. Students actively engage in cultural activities such as Solo Dance, Group Dance, Singing, Skit, and Mono action. To cater to sports enthusiasts, the institution provides a gymnasium, 200m running track, and a playground for outdoor games like volleyball, kabaddi, cricket, and long jump. It has even organized an Inter-University Kabaddi Tournament for both girls and boys. The teachers from the Centre for Yoga and Consciousness in Bheemunipatnam inspire students through yoga sessions and personality development programs.

In addition to the physical facilities, the institution boasts three ICT-enabled classrooms. The first is a seminar hall functioning as a virtual classroom, equipped with an LCD projector, desktop, projector screen, web camera, audio system, and high-speed internet connectivity of 100 Mbps. The second classroom is the JKC laboratory, equipped with an LCD projector, desktop, TV, and internet connectivity. Lastly, the MANA TV room is equipped with a TV for broadcasting SAPNET programs telecast by CCE, AP. Moreover, the institution provides a separate restroom for female students and a canteen where students can purchase refreshments.

File Description	Document
Upload Additional information	View Document

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

Response: 96.94

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
33.82590	75.00053	0	160.73075	13.48018

File Description	Document
Institutional data in the prescribed format	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 library plays a significant role in the overall development of the students. The basic purpose of the college library is to provide the required information and study material to the user in short possible time. Lecturers often visit the library to gather the material on which their teaching relies. Students exploit the available resources and utilize the services provided. They read news papers, magazines, they issue the books, and they refer to the old model papers, and read the competitive books.

The college management is making an effort at its best to provide every possible resource to the library to meet the requirements of the students as it play a vital role in their education and overall development. The library services are available from 10am to 5pm on all working days. There is stock room, text book section, working space, reference section, and reading room.

There are 8960 books which include academic and competitive, and 2 newspapers in the college library to meet the needs of the students and staff. SC/ST book bank resources are also available to cater the requirements of the students. Along with the academic books we are also providing competitive books to the students to make them equipped for various competitive exams like UPPSC, APPSC, bank exams, staff selection, railways etc. There is reference books service and news paper clipping service.

To improve the quality of the library services even more SOUL 2.0 software is going to be installed in the library for entering the data of the library Every year library orientation programme is being conducted for the newly joined students to make them habitual with the library resources and services provided to them so that they can know about the sources provided for them to utilize. And with this programme they can easily access the books and required information. And also books exhibition is being conducted every year for the students to make them familiar with the books available for them.

This College Library has subscribed for NLIST to provide e resources to the students and staff.

File Description	Document
Upload 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:

The institution understands the importance of an updated website, and thus, it ensures regular updates to keep the information current and relevant. Additionally, the computers in the commerce computer laboratory, JKC laboratory, and IQAC are regularly maintained and updated based on the evolving requirements. In case any software on these systems becomes corrupted, the institution relies on nearby vendors for repair services. Moreover, the institution leverages the skills of its tech-savvy students who possess expertise in software formatting and installation, utilizing their knowledge during times of need.

To ensure efficient internet connectivity, the institution is equipped with two BSNL broadband connections, each offering a speed of 100 Mbps. One connection is installed in the administrative block, while the other is set up in the new science block. This reliable and high-speed internet access enables smooth functioning of online activities and supports the technological requirements of the institution.

The institution recognizes the significance of staying up-to-date with technological advancements and strives to provide an environment that fosters digital literacy among its students and faculty members. By maintaining well-functioning computer laboratories and ensuring internet connectivity, the institution aims to enhance the learning experience and facilitate research and development activities.

The institution remains committed to creating a technologically advanced and conducive learning environment for its students and staff. Through regular updates, maintenance, and access to high-speed internet, the institution strives to equip individuals with the necessary skills and knowledge to thrive in an increasingly digital world. The utilization of student expertise further promotes a collaborative and supportive learning community within the institution. By staying at the forefront of technological advancements, the institution prepares its students for the challenges and opportunities of the modern digital landscape.

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

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

Response: 15.96

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

Response: 25

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[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: 3.06

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
1.16046	0.55450	3.37756	2.20423	1.65174

File Description	Document
Institutional data in the prescribed format	[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: 75.59

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
333	219	310	192	160

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](#)

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](#)

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: 9.34

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
40	40	30	40	0

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: B. 3 of the above

File Description	Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	<u>View Document</u>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<u>View Document</u>
Provide Links for any other relevant document to support the claim (if any)	<u>View Document</u>

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: 15.97

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
20	10	6	2	4

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
78	46	61	48	30

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: 1.75

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
4	1	0	0	0

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

5.3 Student Participation and Activities

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

Response: 4

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
2	2	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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: 8

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
23	5	4	5	3

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 alumni association of our institution is actively involved in various development activities of the college. They provide financial support and other valuable services, which have greatly contributed to the growth and progress of our institution. For instance, they have participated in admission campaigns, donated wheelchairs for the physically challenged students, and provided feedback on the curriculum.

The alumni association has also extended their support by providing valuable suggestions and assistance in various college events, including Independence Day, Republic Day, and College Anniversary celebrations. Their contribution has helped us to make these events more successful and memorable.

We are grateful for the active participation and support of our alumni association, and we will continue to work closely with them to foster greater collaboration and engagement for the benefit of our institution.

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:

The institution's leadership is aligned with its vision and mission, which is reflected in its governance practices that emphasize decentralization and participation. The institution's vision is to provide education, enlightenment, and empowerment to all students, especially those who face social and economic challenges, and to develop responsible citizens. The mission of the institution is to equip students with problem-solving, leadership, teamwork, ethical behavior, and respect skills through various programs that enhance their employability and career potential, as well as encourage them to engage in research and community-oriented projects.

The institution has established several committees, such as the Examination Committee, NSS, NCC, YRC, Career and Counseling Cell, Library and Sports Committee, Cultural and Literary Committee, Anti-Ragging Committee, College Magazine Committee, RUSA and UGC Committee, Disciplinary Committee, Scholarship Committee, CPDC, Grievance Redressal Committee, and more, to support its vision and mission. These committees are responsible for planning and implementing activities that align with the institution's goals, and they have been successful in carrying out their responsibilities in every academic session.

File Description	Document
Upload 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:

The institutional bodies demonstrate effective and efficient functioning, evident from their policies, administrative setup, appointment and service rules, and deployment of institutional strategic/ perspective/ development plans.

As a government college, the institution adheres to the rules, regulations, and policies set forth by the Government of Andhra Pradesh. Staff recruitment, promotion, transfer, and other service-related matters are fully governed by the Andhra Pradesh Government Service Rules. Recruitment of faculty members is carried out by the Government of Andhra Pradesh upon the recommendation of the Public Service Commission.

The curriculum designing and examination pattern and modalities are determined by the affiliating university. The institution values the participation of various bodies such as the Internal Quality Assurance Cell (IQAC), Staff Council, non-teaching staff, and Students' Union in the implementation of policies and guidelines.

File Description	Document
Upload 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

6.3 Faculty Empowerment Strategies

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

Response:

The S.V.L.N.S GOVERNMENT Degree College is a government educational institution administered by the Andhra Pradesh (AP) Government. The welfare measures implemented by the AP Government benefit

both teaching and non-teaching staff members. These programs aim to provide social security and support for government employees. Some key welfare programs available to the staff include:

1. Andhra Pradesh Government Life Insurance (APGLI): APGLI is a mandatory social security measure for government employees. It is overseen by the finance department, with the finance minister serving as the president of the managing committee. Faculty members can avail loans from their APGLI accounts whenever necessary.

2. Group Insurance Scheme: The Group Insurance Scheme offers life insurance coverage to government employees. The accumulated amount, along with interest, is paid to the employee's nominees in the event of death or retirement.

3. Employees Health Scheme: The Employees Health Scheme provides cashless medical treatment to state government employees, pensioners, and their dependent family members. It covers hospitalization and treatment in empanelled hospitals, offering additional benefits such as post-operative care and treatment of chronic diseases.

4. Government Provident Fund (GPF): The AP General Provident Fund provides financial support to the subscriber's family in case of death or after retirement. Advances from the GPF account are disbursed promptly to both teaching and non-teaching staff when needed.

5. CPS (Contributory Pension Scheme): CPS is mandatory for government employees who joined service on or after September 1, 2004. It involves a contribution of 10% of the salary from both the employee and the government. The scheme offers investment plans with varying proportions of fixed income and equity investments.

6. Andhra Pradesh Employees Welfare Fund: Membership in this fund is mandatory for all state government employees. Contributions from employees support various welfare activities, and loans can be obtained for medical expenses, education, ceremonies, and other family-related events.

7. Eligibility for Loans from Banks: Government employees enjoy privileges when obtaining loans from nationalized and private banks. Lower interest rates and simplified paperwork are available for home loans. Personal loans can be sanctioned through salary-linked savings bank accounts, and educational loans are offered for employees' children.

These welfare measures aim to provide comprehensive support to government employees in Andhra Pradesh, addressing their financial and medical needs throughout their careers and beyond. Additionally, the college has a Performance Appraisal System in place:

1. Lecturer Promotions under CAS: Promotions of lecturers are conducted by the Commissionarate of Collegiate Education , Andhra Pradesh (APCCE). Eligible lecturers apply through the APCE website, and promotions are based on the scrutiny of online applications.

2. Assessment of ASAR: The Internal Quality Assurance Cell (IQAC) collects and scrutinizes the Annual Self Appraisal Reports (ASARs) of all teachers. The institution's principal verifies the reports, and the final scores are uploaded to the APCCE portal.

3. AADPI of the Principal: The Academic Administrative Audit Performance Indicator (AADPI) of the

principal is sent to the Regional Joint Director of Collegiate Education (RJDCE) for verification.

4. Non-Teaching Staff Promotions: Guidelines for non-teaching staff promotions are notified by the RJDCE, and eligible staff members' names are sent for further action.

These performance appraisal systems ensure a fair evaluation and promotion process for both teaching and non-teaching staff at the college.

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: 28.16

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
14	6	4	3	2

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
6	6	6	6	6

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

Sources of funds are as follows:

1.Fees: Fees charged as per the university and government norms from students of various conventional and self financed courses.

2. Salary Grant: Submitting the proposals to the state government for government budget.

3. UGC Grants: submitting proposals for the central government under RUSA programme

4. Submitting proposals to the private organization for CSR funds Our resource mobilization policy and procedures are as follows:

1. The institution set up a UGC (RUSA) Committees per the directions of the RUSA under component 4

2. The Purchase Committee takes care that purchases are done properly and in accordance with the rules.

3. The time-table committee looks after the proper utilization of classrooms and laboratories. 4. The Library Advisory Committee takes care that the resources in library are utilized optimally.

File Description	Document
Upload 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 Internal Quality Assurance Cell (IQAC) has played a significant role in instilling and implementing quality assurance strategies and processes in the institution. It conducts regular reviews of the teaching-learning process, operational structures and methodologies, and learning outcomes, while diligently documenting the incremental progress made in various activities.

The core focus of IQAC is to ensure the realization of the institution's mission and vision, define program outcomes, institutionalize quality policies, document quality assurance strategies, continuously improve the strategies based on comprehensive assessments, redefine new goals, and monitor the level of attainment. As a result of these IQAC initiatives, two practices have been institutionalized - the use of ICT in the teaching-learning process and the feedback system.

The IQAC has been instrumental in implementing innovative teaching-learning methods such as flipped classes, video lectures, inter-disciplinary lectures, skill-oriented programs, and problem-based learning, among others, to enhance the quality of teaching. Additionally, it has facilitated the use of various tools such as supportive classes, student-assisted teaching, creative thinking, collaborative learning, crossword puzzles, student seminars, and power-point presentations to improve the overall learning experience.

The institution has also established an elaborate feedback system, which collects feedback from various stakeholders such as employers, resource persons, alumni, students, and faculty members. The feedback collected is consolidated for consideration by the IQAC and the Heads of Departments. This system ensures that the institution remains responsive to the needs of its stakeholders and constantly strives to improve the quality of its programs and services.

File Description	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](#)
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:

This institution has made the safety and security of women and girls a top priority, implementing a range of procedures to ensure their protection and well-being during their stay on campus.

First and foremost, a robust boundary wall has been constructed around the college campus, effectively enclosing it and creating a safe environment. Access to the campus is strictly regulated through a single gate, preventing any unauthorized entry and reinforcing security measures.

To address the unique needs of women and girls, the college has established a Women's Empowerment Cell. This dedicated cell focuses on vital aspects of women's health, particularly adolescent health and menstrual hygiene. By organizing student seminars and awareness programs, the cell educates and raises awareness among students on these important topics such as

The awareness program on crime against women, Disha app, and women's safety, .BETI BACHAVO-BETI PADAVO, INTERNATIONAL WOMENS DAY, conducted by the WEC (Women Empowerment Cell) of the college

 Moreover, it promotes the significance of maintaining a balanced and nutritious diet for overall well-being, emphasizing the importance of holistic health.

Understanding the need for self-defence and personal security, the college has introduced self-defence training specifically tailored for girls. This training is conducted by Chy. Chitti Babu, a remarkable student of the college and a black belt holder in karate. By imparting practical skills and building confidence, this initiative empowers students to effectively handle eve-teasers or potential threats. By taking charge of their personal defence and security, students are equipped with the tools to navigate the world with confidence and resilience.

The Internal Complaints Committee (ICC) holds a pivotal role in addressing and resolving issues related to sexual harassment at the workplace.

To address student and faculty concerns effectively, the Grievance Redressal Committee has been instituted. This committee acts as a reliable channel for students and faculty members to voice their grievances or complaints. It carefully evaluates each case, considering the severity and impact of the complaint, and strives to provide fair and satisfactory resolutions. The Anti-Ragging Committee plays a vital role in creating a safe and nurturing campus atmosphere. Committed to eradicating any form of ragging, this committee enforces strict guidelines and organizes awareness programs to educate students about the consequences of such behavior. By fostering a culture of respect and empathy, the Anti-Ragging Committee ensures that all students can pursue their education without fear of harassment, intimidation, or bullying.

A separe rest room for girls students is provided at instituion and Incinerator & Sanitary Napkin Dispenser is arranged .

In all Instituional Committees girls students are nominated as members.

File Description	Document
Upload 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: B. 3 of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[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](#)

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:

SVLNS Govt. Degree College, Bheemunipatnam, is dedicated to creating an inclusive environment that embraces diversity and encourages tolerance and harmony. The college welcomes students from various backgrounds, including urban and rural areas, with different languages spoken at home (Telugu, Odia, Hindi), and practicing different religions (Hinduism, Islam, Christianity). A mentorship program is in place where each student is assigned a mentor who provides guidance and support throughout their college journey. Class representatives ensure a harmonious classroom environment and address any issues that arise. Special attention is given to students who are slow learners or come from non-English backgrounds to help them succeed academically. The college organizes events such as Freshers day, sports day, cultural meets, and food festivals to promote inclusivity and a sense of belonging. Co-curricular activities like NSS, NCC, and Red Ribbon Club encourage social harmony and responsibility, with participation rewarded through extra credits. National festivals and events are celebrated, inviting guest speakers to emphasize the importance of tolerance and harmony. Internships and project work provide practical experiences that foster collaboration and understanding among students from diverse backgrounds. Overall, this College strives to ensure that all students feel valued and respected, contributing to their personal growth and positive impact on society.

The institution is dedicated to sensitizing and educating both students and employees about their constitutional obligations as responsible citizens. Various programs and activities have been organized to promote awareness of values, rights, duties, and responsibilities. These initiatives include the celebration of important days such as UNO Day, International Youth Day, Constitutional Day, National Voters' Day, National Education Day, NSS Day, NCC Day, and International Women's Day.

UNO Day serves as a reminder of the fundamental principles outlined in the UN Charter, emphasizing the importance of international peace and security. International Youth Day, celebrated on January 12th, pays homage to Swami Vivekananda and encourages students to pursue truth and excel in their respective fields.

Constitutional Day, observed on 26th November, focuses on the Indian Constitution, its significance, and the contributions of Dr. B.R. Ambedkar, the chief architect. This day highlights the importance of understanding and upholding the principles enshrined in the Constitution.

National Voters' Day, held on January 25th, emphasizes the value of exercising the right to vote. The institution organizes events and invites guest speakers to raise awareness, particularly among first-time voters.

National Education Day, observed on November 11th, commemorates the birth anniversary of Maulana Abul Kalam Azad, emphasizing the role of education in society. Lectures and discussions are held to underscore the significance of education and its impact on the development of responsible citizens.

On National Service Scheme (NSS) Day, celebrated on September 24th, students are reminded of the NSS motto, 'Not Me But You,' encouraging them to selflessly serve the nation and the community. Activities like rallies, cleanliness drives, and health camps are organized to foster a spirit of service.

The institution also celebrates NCC Day on the 4th Sunday of November, bringing together NCC cadets to

honor their contributions.

International Women's Day is celebrated with enthusiasm, with lectures and events organized by inviting notable guests to recognize and appreciate the role of women in society.

File Description	Document
Upload 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: Use of ICT in Teaching, Learning, and Evaluation at SVLNS Government Degree College

Introduction:
The integration of Information and Communication Technology (ICT) in teaching and learning practices has become imperative for higher education institutions. SVLNS Government Degree College in Bheemunipatnam recognizes the significance of ICT and has adopted it as a best practice to improve the quality of education and enhance student learning outcomes. This document outlines the objectives, practice, evidence of success, and challenges faced in utilizing ICT at SVLNS Government Degree College.

Objectives:
The use of ICT in teaching, learning, and evaluation at SVLNS Government Degree College is guided by the following objectives:
1. Enhancing access to education: ICT overcomes barriers by providing remote access to learning materials, expanding education access for all students.
2. Facilitating active learning: ICT tools encourage active participation and engagement among students, promoting a learner-centered approach.
3. Personalizing learning experiences: ICT allows customization and adaptation of learning materials to suit individual student needs.
4. Enriching instructional strategies: ICT provides teachers with a wide range of tools and resources to diversify their instructional strategies.
5. Promoting collaboration and communication: ICT facilitates communication and collaboration among students and teachers.
6. Enhancing information and digital literacy: ICT helps students develop information literacy skills and the responsible use of technology.
7. Streamlining assessment and evaluation: ICT provides tools for efficient and effective assessment processes.
8. Fostering lifelong learning: ICT equips students with digital literacy skills and promotes lifelong learning practices.

Practice:

SVLNS Government Degree College has implemented several ICT practices to enhance teaching, learning, and evaluation, including:

1. Technology-Enabled Classrooms: Equipped with smart boards and audio-visual systems, these classrooms facilitate the integration of multimedia content and real-time demonstrations.

2. Learning Management System (LMS): The LMS provides students with access to online resources, lecture notes, and multimedia content.

3. Online Learning Platforms and Resources: The college leverages online platforms, educational websites, and digital libraries to supplement classroom instruction.

4. Virtual Laboratories and Simulations: Virtual environments provide students with hands-on experience and practical application of theoretical concepts.

5. Online Assessments and Feedback: Online tools streamline the evaluation process and provide timely feedback to students.

Evidence of Success:

The integration of ICT at SVLNS Government Degree College has yielded several benefits:

a. Enhanced student engagement through interactive and multimedia-rich learning experiences.

b. Improved learning outcomes through access to a wide range of resources and timely feedback.

c. Accessible and flexible learning opportunities, accommodating diverse learning styles and preferences.

d. Enriched teaching practices through the use of engaging lectures and real-world examples.

e. Development of digital literacy skills and critical thinking abilities.

Problems Encountered and Resources Required:

Despite the benefits, the implementation of ICT in education faces challenges:

1. Infrastructure and Connectivity: Adequate internet infrastructure, reliable connectivity, and sufficient devices are needed.

2. Technical Support and Training: Teachers and staff require training and ongoing technical support to effectively use ICT tools.

3. Digital Divide: Ensuring equitable access to ICT resources by providing devices and internet access to disadvantaged students.

4. Cybersecurity and Privacy: Implementing security measures and educating students about responsible digital citizenship.

In conclusion, SVLNS Government Degree College has embraced the use of ICT in teaching, learning, and evaluation to enhance the educational experience and improve student outcomes. By addressing challenges and providing necessary resources, the college aims to continue fostering a student-centric approach and preparing students for a technology-driven future.

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

7.3 Institutional Distinctiveness

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

within 1000 words

Response:

SVLNS Government Degree College stands out in many ways. As a government college, we are committed to empowering our students, especially those who come from underprivileged backgrounds and are the first in their families to go to college. Our main goal is to help them grow and become independent individuals who can overcome any challenge.

What makes our college truly special is the amazing diversity and resilience of our students. Most of our students come from poor families and have faced many obstacles to pursue higher education. But their determination and thirst for knowledge inspire us all.

Another unique aspect is that we have more female students than male students. We believe in the importance of supporting and nurturing women. We have special programs and support systems to help our female students succeed in their personal and professional lives.

To prepare our students for jobs, we have partnered with the Andhra Pradesh State Skill Development Corporation (APSSDC). They help us offer training programs that teach the skills needed in today's rapidly changing industries. We combine theory with practical experiences to make sure our students are ready for their chosen careers after they graduate.

Ours is the only government college in the region that offers a wide range of undergraduate programs at affordable fees. We believe that everyone should have the opportunity to get a good education, regardless of their financial situation.

In addition to academics, we focus on the overall development of our students through our National Cadet Corps (NCC). The NCC unit promotes discipline, leadership, patriotism, and community service. By participating in these activities, our students learn important qualities that make them well-rounded individuals ready to contribute to society.

10-07-2023 11:13:44

5. CONCLUSION

Additional Information :

During the Covid pandemic, the teachers at this institution displayed great adaptability and resilience by swiftly transitioning to online classes. They utilized platforms such as Google Meet to conduct virtual classes and ensure the continuity of education. In addition to live lectures, teachers also utilized various e-tools like Google Forms, WhatsApp, and Google Drive to conduct internal assessments and share study materials with students.

To overcome the challenges posed by the lack of physical laboratories, the institution leveraged virtual lab platforms (VLABs) to demonstrate laboratory work to students. This enabled students to visualize and understand practical concepts remotely, ensuring they received a comprehensive educational experience even in the absence of hands-on experiments.

In order to prioritize the safety of students and staff, all necessary precautionary measures were communicated through online platforms such as Google Meet. Teachers emphasized the importance of following safety guidelines and provided guidance on maintaining personal hygiene, practicing social distancing, and wearing masks.

Recognizing the importance of continuous professional development, the staff members actively participated in various webinars, conferences, and workshops conducted online. These events provided opportunities for teachers to enhance their knowledge and teaching skills, staying updated with the latest advancements in their respective fields.

The institution also collaborated with the Commissionerate of Collegiate Education (CCE), Andhra Pradesh to organize Faculty Development Program (FDP) programs for teachers. These programs aimed to enhance the pedagogical techniques and teaching methodologies of the faculty members, enabling them to deliver quality education in the online mode effectively.

To monitor attendance during online classes, the institution adopted the Bharat Pade Online platform. This platform facilitated the tracking of student attendance and ensured that students actively participated in their online learning sessions. Additionally, the institution maintained a WhatsApp group for each class, through which important announcements and updates were shared with the students.

Overall, the institution's swift adaptation to online teaching, effective use of e-tools and virtual labs, emphasis on safety measures, participation in professional development activities, and efficient attendance monitoring systems demonstrate its commitment to providing uninterrupted education during the challenging times of the Covid pandemic. These measures ensured that students received quality education and continued their academic progress despite the limitations imposed by the pandemic.

Concluding Remarks :

In conclusion, the institution's undergraduate programs are designed according to the guidelines provided by the AP State Council of Higher Education and Andhra University. The curriculum follows a Choice Based Credit

System (CBCS) and includes domain-specific courses, foundation courses, and elective courses. The institution emphasizes the importance of practical learning through mini projects, field trips, laboratory work, and assignments. They also encourage student participation in webinars and seminars.

The institution provides additional support through bridge classes and an induction program, catering to the needs of both slow and advanced learners. The teachers employ learner-centric methods and utilize information and communication technology (ICT) for effective knowledge delivery. The institution's qualified teaching staff and good teacher-student ratio contribute to a conducive learning environment. The availability of Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) promotes transparency and clarity on the intended outcomes of the programs.

Furthermore, the institution focuses on research, academic excellence, and community service. The faculty and students actively engage in research and scholarly pursuits. The institution's commitment to community service is evident through the presence of NSS and NCC units, organizing extension activities and camps to address local needs. They also promote environmental awareness and social responsibility through various initiatives.

The institution has undergone an upgrade and received a grant for infrastructure development. It has well-equipped classrooms, laboratories, a library, and sports facilities to support academic and extracurricular activities. The institution's upgrade to a model Degree College demonstrates a commitment to providing a high-quality educational experience.

The institution is dedicated to inclusive education and provides financial support to students from socially and economically weaker sections. Government scholarships, as well as scholarships from Hindustan Petroleum Corporation Limited (HPCL), are available to eligible students. The institution organizes training programs in collaboration with esteemed organizations to enhance students' employability skills. Teachers provide coaching classes for competitive exams and post-graduate entrance tests.

Quality assurance is a priority for the institution, and the Internal Quality Assurance Cell (IQAC) monitors the curriculum delivery and overall development. The institution actively participates in external assessments and prepares reports for assessment bodies. The availability of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) promotes transparency and ensures stakeholders are well-informed.

The institution also emphasizes environmental conservation, water conservation, and sustainable practices. They collaborate with organizations and engage volunteers for plantation drives and implement practices to reduce plastic waste. They promote sustainable transportation and celebrated important days and occasions to foster a sense of community and inclusivity.

Overall, the institution's commitment to continuous improvement, quality assurance, sustainability, and inclusive education creates a conducive environment for academic excellence, personal growth, and community engagement.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: *(table below)* Answer After DVV Verification : *(table below)* 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: *(table below)* Answer After DVV Verification : *(table below)* Remark : DVV has made changes as per the report shared by HEI
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years** Answer before DVV Verification: *(table below)* Answer After DVV Verification : *(table below)* 5.2.1.2. **Number of outgoing students year wise during the last five years** Answer before DVV Verification:

2.1.1.1 — Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
201	163	152	86	127

2.1.1.1 — Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
201	163	152	84	127

2.1.1.2 — Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
250	260	200	200	200

2.1.1.2 — Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
250	260	200	200	200

5.2.1.1 — Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	10	6	2	4

5.2.1.1 — Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	10	6	2	4

2021-22	2020-21	2019-20	2018-19	2017-18
97	57	88	50	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
78	46	61	48	30

Remark : DVV has made changes as per the report shared by HEI

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
14	6	4	3	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	6	4	3	2

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	1	0	0

Answer After DVV Verification :

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

Remark : As per IIQA, number of non teaching staff is 6 for all years

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of teaching staff / full time teachers year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	13	14	16	15

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	11	12	14	15