SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

GOVERNMENT DEGREE COLLEGE FOR MEN

GOVERNMENT DEGREE COLLEGE FOR MEN, SRIKAKULAM, ARTS COLLEGE
ROAD, SHANTHI NAGAR COLONY, BALAGA THOPU, SRIKAKULAM,
SRIKAKULAM DIST. - 532001.
532001
https://gcmsklm.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Government Degree College for Men, Srikakulam, established in 1951 by G.O.Ms. No.1887 of the Madras Government, stands as the district's pioneering educational institution. Recognized by the U.G.C under sections 2(f) and 12(b) since 06-10-1969, the college has been a cornerstone in the dissemination of education, research, and extension activities in the remote and backward north coastal region of Andhra Pradesh for over 73 years. Under the aegis of the Commissionerate of Collegiate Education, Government of Andhra Pradesh, the college benefits from comprehensive financial, academic, and administrative support.

Offering B.A., B.Com., and B.Sc. programs across 17 departments, the college enrolls 1,790 students. It adopted the Choice Based Credit System (CBCS) in 2015-16, enhancing academic flexibility and student choice. The highly qualified faculty, recruited by the Andhra Pradesh Public Service Commission, are deeply involved in research, state and university-level curriculum design, and frequently serve as resource persons for various academic activities. They are adept with digital tools and emphasize student-centric teaching methodologies.

The college has a commendable NAAC accreditation history, securing a B++ grade (CGPA 83.05) in its first cycle in 2005, a B grade (CGPA 2.87) in the second cycle in 2011, and a B++ grade (CGPA 2.90) in the third cycle in 2017. In 2016-17, the institution was selected for upgradation by RUSA, receiving 1.4 crore rupees, which significantly enhanced its infrastructure, including digital classrooms, laboratories, a playground, gymnasium, and an RO plant.

The Jawahar Knowledge Centre, the college's dedicated placement cell, regularly organizes training sessions and campus drives to facilitate student employment. Committed to holistic development, the college encourages active student participation in cultural, sports, and outreach programs through robust support facilities like NCC, NSS, YRC, and WEC. These initiatives are designed to foster comprehensive growth and community engagement among students, contributing significantly to the social fabric of Srikakulam and its surrounding areas.

Vision

The college provides seamless access to sustainable and learner-centric quality education, skill upgradation and training to the students through innovative methodologies for promoting integrated development towards fostering global competence.

-You grow we support

Mission

The mission of the College is to prepare knowledgeable, skilled, cultured and competent future citizens:

- To disseminate and provide knowledge to the students through blended learning and student centric methods.

- To instill confidence among students to face the competitive world

- To impart scientific temperament and to promote integrated development through personality training. - To encourage collaboration and harmony in the attainment of goals. (participatory and decentralized governance)

- To nuture responsible citizens who engage with social and economic issues through NSS, NCC, RRC, YRC, UBA, WEC, cultural and sports activities.

- To enhance access and inclusivity in higher education, through digital access, skill upgradation and trainings and seek to make a change for the better.

- To inculcate adaptability to overcome difficult situations

CORE VALUES

1. Inclusiveness

2. Equity

3. Service

4. Environmental Stewardship

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 38 acres of environment friendly clean and green campus.

- Central location of the institution.

- Well Qualified, dedicated and Experienced Staff.

- Offering diverse programmers to suit the needs of students.

- Curriculum embedded foundation courses on skill development, life skills, computer skills.

- Enrichment of curriculum by offering Certificate courses.

- Fee Reimbursement scholarships offered by the Government.

- Imparting Practical skills/ Hands on training to students through Short Term, Long term Internships and community service projects.

- Implementation of student centric teaching learning methodology.

- Robust infrastructure availability with ICT-enabled classrooms, digital classrooms, smart classroom with interactive board, computer laboratories and well equipped science laboratories

- Separate, well stacked automated library and Active Membership in N-list.

- E-content development through Learning Management System (LMS).

- Established MoU's, Linkages and Collaborations to provide new horizons of learning experiences to students.

- Establishing ISO standards in providing educational services, environmental consciousness and energy conservation.

- High speed internet connectivity and wifi enabled campus.

- Interview skills training through Placement and JKC platform.

- Loco parenting of students through effective Mentor Mentee System for over all development of students.

- Mixed NCC wing for boys and girls cadets.

- Inculcating social responsibility among students through extension activities of 3 NSS Units.

- Implementation of e governance in areas of administration, student admissions and examinations.

- Strong Research ecosystem with an established Research Centre and enhanced number of research projects and publications.

- Strong Resource mobilization policy and well established procedures.

- Differently abled friendly campus.

- Comprehensive Student Involvement in Institutional Governance

- Strong and active Alumni association.

Institutional Weakness

- Lack of patents.

- Lack of endowments.

- Number of students passing national level exams is limited.

- Low student employability rates.

Institutional Opportunity

- Scope for introduction of new programmes.

- Promote student publications

- Enhancement of employment opportunities through Placement center, Jawahar Knowledge Centre and Career Guidance Cell.

- Establishment of a Augmented Reality /Virtual Reality learning center for improving the blended learning

- Enhanced collaboration with more Educational, Government and Non-Government agencies for enriched academic experience.

- Rank in National Institutional Ranking framework (NIRF).

- Emergence as a center of excellence

- Achievement of Autonomous status.

- Harnessing alternative source of energy.

Institutional Challenge

- Strengthening conventional programmes to meet the demand for market oriented.

- Training Rural students to meet global challenges.

- Collaborations with International Universities and Industries to share global knowledge, skills, research and expertise through student exchange programme.

- Low English proficiency among students at the entry level.

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1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government Degree College for Men, Srikakulam takes a comprehensive and systematic approach to curriculum delivery. Governed by the Institutional Academic Calendar, prepared in alignment with the affiliated University and the Andhra Pradesh State Council of Higher Education's (APSCHE) Annual Academic Calendars, the college ensures a robust academic framework.

Over the past five years, the college has introduced 2 new programs to address the evolving academic needs of students and stakeholders. Since 2015-16, the Choice Based Credit System (CBCS) has been implemented, enhancing academic flexibility. The curriculum is further enriched by 39 Certificate Courses offered across various departments. Key subjects integrated into the curriculum include Environmental Studies, Gender Sensitization, Communication Skills in English, Information and Communication Technology, Environmental Audit, and Human Values and Professional Ethics.

The Jawahar Knowledge Centre (JKC), the college's skills training wing, incorporates soft skills, employability skills, and life skills into its curriculum. Currently, the institution offers 15 undergraduate programs and 2 postgraduate programs.

The mission statement articulates the institution's goals, reflecting its commitment to societal needs and responsibilities towards students and the community. This section of the SSR details the courses that impart transferable and life skills offered over the last five years, along with field projects, community service projects, and internships undertaken by students.

Additionally, the institution collects structured feedback on the curriculum from various stakeholders, including students, teachers, alumni, and parents, to inform the design and review of the syllabus annually. These insights are used to implement necessary improvements, ensuring an enhanced educational experience.

Through these initiatives, Government Degree College for Men, Srikakulam, demonstrates a dedication to providing a dynamic and relevant educational experience, preparing students for the demands of society and the job market. This systematic and responsive approach to curriculum delivery underscores the institution's commitment to academic excellence and societal contribution.

Teaching-learning and Evaluation

The average student enrollment rate at Government Degree College for Men, Srikakulam is 74.8 %, conducted with transparency, equity, and broad access according to government guidelines. Admissions were offline until 2019-20, transitioning to an online system via the 'OAMDC' (Online Admission Module for Degree Colleges) developed by the Andhra Pradesh State Council of Higher Education from 2020-21 onward.

The student profile is diverse, encompassing various socio-economic, cultural, and educational backgrounds, with many students from marginalized communities and primarily first-generation learners from neighboring villages. The college addresses the needs of these students through interactive instructional techniques like group discussions, interviews, and ICT-enabled teaching. Digital and smart classrooms promote the use of ICT,

making learning more creative and dynamic. Most faculty members are trained in ICT, enhancing their teaching strategies through the Learning Management System.

The college assesses the learning levels of diverse students to adopt specialized techniques for their needs. It promotes a learner-centric approach through participative, experiential, and collaborative learning. Innovative pedagogical strategies and tools such as surveys, student seminars, debates, quizzes, projects, and internships are employed to ensure effective learning. Remedial coaching is offered to slow learners.

The institution has 60 full-time teachers, with a student-teacher ratio of 29:1. Among the faculty, 24 hold Ph.D. degrees and 22 are qualified in NET/SET/SLET. The Examination and Evaluation Policy assesses the efficiency and effectiveness of the teaching-learning process and its impact on student competence. Evaluation outcomes provide valuable feedback on Program Outcomes (POs) and Course Outcomes (COs). The weightage pattern of Semester End Examinations and Continuous Internal Assessment (CIA) is 75:25 as per the CBCS.

The college's graduate attributes clearly articulate the learning outcomes, with an average pass percentage of around 81%, demonstrating successful attainment of these outcomes. The periodic Student Satisfaction Survey serves as effective feedback on teaching-learning, intellectual stimulation, and overall student satisfaction. The surveys reveal that 90% of students appreciate the curriculum, instruction, infrastructure, policies, and procedures of the college.

Research, Innovations and Extension

Recognizing the need for a dynamic approach to knowledge dissemination and creation, Government Degree College for Men, Srikakulam has formulated a research policy and established a Research Centre to foster a research culture among staff and students. The college has mobilized ?60 lakhs for research projects and organized 49 workshops, seminars, and webinars on IPR, research methodology, and cross-cutting issues, which are crucial for creating value in the broader ecosystem.

The college boasts a well-established library with N-List and INFLIBNET memberships, providing access to national and international research journals, articles, doctoral dissertations, and other literary e-resources. Additionally, the college is equipped with a 300 Mbps high-speed internet connection for academic and research purposes.

Over the past five years, the Research Committee's efforts have resulted in 9 faculty members being recognized as research supervisors and 13 PhD scholars being admitted. Two faculty members received Best Thesis Awards. 24 staff members hold Ph.D.s, 12 are pursuing Ph.D.s, and faculty have published 80 research articles in various national and international journals, along with 33 contributions to books and conference proceedings. Students are also encouraged to undertake cluster and community service projects to develop their research aptitude.

The college emphasizes extension activities for the mutual benefit of the community and students, promoting holistic development. These activities instill a sense of communal responsibility and raise awareness of important social issues among students. The institution has conducted 212 extension activities through NSS, YRC, RRC, Consumer Club, WEC, and NCC, focusing on literacy, health, financial literacy, educational sustenance, disaster management, and hygiene.

To enhance the learning experience, the college has established 24 collaborations and Memorandums of Understanding (MoUs) with government and non-government agencies, organizations, and institutions. These partnerships have facilitated the completion of 45 activities over the last five years. Through these initiatives, Government Degree College for Men, Srikakulam demonstrates a commitment to academic excellence, research innovation, and community engagement.

Infrastructure and Learning Resources

Government Degree College for Men, Srikakulam spanning 38 acres has adequate infrastructure to support its academic activities. The campus features 45 spacious, well-ventilated classrooms and 21 laboratories.. Of 45 classrooms, 12 rooms are equipped with ICT facilities, 7 are digital classrooms, 1 is a smart classroom with interactive board. The college has 2 seminar halls, an open-air auditorium, and a closed Silver Jubilee Auditorium for hosting workshops, seminars, conferences, and other events, all of which are connected through a public address system.

The college promotes physical and mental well-being with a four-acre playground featuring courts for volleyball, ball-badminton, shuttle, kabaddi, and kho-kho, as well as a running track, a 12-station gymnasium, and a yoga center. Separate parking facilities for faculty and students are also available. The campus is Wi-Fi enabled, and the institution regularly upgrades and maintains its infrastructure to enhance the learning experience.

The Learning Resource Centre (library) is rich in both printed and digital resources, with a collection of 58,970 books, The library offers a variety of resources, including textbooks, reference books, and other materials, catering to the needs of students, teaching staff, and non-teaching staff. It provides remote access to over 6,000 journals and 199,500 e-books through N-LIST, and 600,000 e-books through NDL, meeting the academic and research needs of students and faculty. The library is automated with Integrated Library Management Software (SOUL 2.0), offering digital access to N-LIST and NDL online databases for all students and staff. It also includes a reference section and a newspaper section.

The college has its own IT policy to ensure adequate technology deployment and ICT implementation across various activities. It houses 3 computer laboratories and JKC lab with 188 computers, maintaining a student-computer ratio of 10:1. The campus is connected with 4 broadband connections providing a bandwidth of 300 Mbps through 6 access points. The institution allocates an annual budget for infrastructure maintenance to ensure the facilities remain up-to-date and functional.

Overall, Government Degree College for Men, Srikakulam is committed to providing a comprehensive and conducive learning environment through its well-maintained and advanced infrastructure.

Student Support and Progression

The institution demonstrates a proactive concern for student progress, providing extensive support in various endeavors, including scholarships for SC, ST, OBC, economically weaker sections, and differently-abled

students. A mentor-mentee system is in place, ensuring efficient mentoring to maximize the utilization of academic services. The Jawahar Knowledge Centre organizes career counseling and campus recruitment training programs. These initiatives cover resume preparation, soft skills, computer skills, analytical skills, and student performance appraisal, preparing them for on- and off-campus selection drives. The college also offers guidance on career opportunities and conducts coaching for competitive exams.

The institution encourages student participation in sports and extracurricular activities through regular organization of sports and cultural events. The students have proudly earned 68 medals including at National level in various sports events, showcasing their dedication and talent. The Physical Education Department has played a crucial role by providing comprehensive yoga training, promoting physical well-being and mindfulness among students. Additionally, the college has actively participated in 36 cultural activities, with students bagging awards at district -level youth festivals. These accomplishments reflect the college's commitment to holistic development and excellence in extracurricular activities.

Students are involved in institutional-level committees, playing a significant role in academic decision-making, maintaining discipline, and organizing cultural events. They also participate in initiatives to raise awareness against ragging, enhancing their leadership and organizational skills. The Student Grievance and Redressal Cell promptly addresses student grievances, and gender sensitization programs featuring eminent speakers are regularly conducted.

The Alumni Association is active, regularly holding meetings and mobilizing donations for sports, supporting financially challenged students, and contributing to the institution's development. These collective efforts ensure a supportive and enriching environment for the students, fostering their growth and success.

Governance, Leadership and Management

The vision and mission of Government Degree College for Men, Srikakulam, aim to provide holistic education that shapes the character of the younger generation by fostering discipline, intellectuality, and rational thinking. The college emphasizes participatory governance through the decentralization of administration. Various internal committees, such as the Staff Council, Examination Committee, Grievance Redressal Cell, Women Empowerment Cell, Anti-Ragging Cell, Cultural Association, and Financial Committee, streamline academic and administrative activities.

The college operates with a transparent, inclusive, and accountable governance system, underpinned by its own policies and practices for effective functioning. Leadership and participative decision-making are aligned with the institution's vision, mission, and core values. E-governance is implemented in administration, admission, and student support through systems like e-Office, CFMS, OAMDC, and Jnanabhumi. Welfare facilities for teaching and non-teaching staff include GPF, CPS, APGLI, maternity leave, paternity leave, Group Life Insurance Scheme, and earned leave encashment.

Regular enrichment programs for faculty cover academic and other topics, while non-teaching staff receive opportunities for personal and professional growth. Over the past five years, faculty have attended 161 refresher courses, orientation programs, workshops, seminars, webinars, and conferences. Faculty performance is assessed annually through student feedback and individual appraisals using Annual Self Appraisal Report (ASAR) scores devised by CCE, AP, during academic audits, which are aslo considered for the award of Career

Advancement Schemes for teachers. The college undergoes regular internal and external financial audits.

The Internal Quality Assurance Cell (IQAC) coordinates all quality-related activities, developing organized documentation and internal communication methods to enhance and integrate various college activities. The IQAC initiates academic and administrative audits, promoting quality, accountability, and transparency. It collects feedback on all aspects of the college, analyzes it, and provides suggestions to enhance the quality of academic and infrastructural facilities.

Overall, Government Degree College for Men, Srikakulam, is committed to fostering a holistic educational environment through transparent governance, effective leadership, and continuous quality improvement.

Institutional Values and Best Practices

Government Degree College for Men, Srikakulam demonstrates a strong commitment to gender awareness by providing amenities such as a common room, counseling services, and safety and security measures. As part of its gender action plan, the college has hosted several programs promoting gender equity. Additionally, the institution conducts Gender Audits to monitor gender balance, address gaps, and ensure the proportionate inclusion of female expertise.

The college has installed a 20KV on-grid solar energy system to promote alternative energy sources and energy conservation. The campus is illuminated with LED light bulbs, and classrooms are designed to maximize natural air, sunlight, and ventilation. Waste management practices effectively according to accepted standards. The college prioritizes water conservation with four rainwater harvesting pits, bore wells, water tank and Ro plant.

In line with its Green Campus initiatives, the college restricts car access in certain areas, promotes pedestrian pathways, and limits the use of plastic. The institution is certified under ISO 21001:2018 for Quality Management, ISO 14001:2015 for Environmental Management, and ISO 50001:2018 for Energy Management.

For Divyangjan students, the college provides facilities such as ramps, wheelchairs, specialized software, and scribe services. The college actively promotes inclusive growth by participating in significant festivals and traditional events within the community, fostering tolerance and harmony across cultural, regional, linguistic, communal, socio-economic, and other diversities. Numerous awareness programs and celebrations are conducted through NSS, NCC, YRC, and WEC to educate students and staff about their values, rights, obligations, and responsibilities as citizens.

The college has established a set of code standards to instill morals and ethics in all stakeholders, ensuring a respectful and ethical environment. It also encourages programs like creation of Social Awareness videos by students, Indian Knowledge System activities, Voter Awareness, Azadi Ka Amruth Mahotsav, Jal Shakthi Abhiyan, Swachh Bharat, Reduce Plastic awareness, No Vehicle Day, Celebration of National festivals & commemorative days aimed at enhancing student capabilities and fostering social & civic responsibility among students. These practices exemplify the college's dedication to creating an inclusive, sustainable, and socially responsible academic environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE FOR MEN
Address	Government Degree College for Men, Srikakulam, Arts College Road, Shanthi Nagar Colony, Balaga Thopu, Srikakulam, Srikakulam Dist. - 532001.
City	Srikakulam
State	Andhra Pradesh
Pin	532001
Website	https://gcmsklm.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	P Surekha	08942-222383	9948121716	-	srikakulam.jkc@gmail.com
IQAC / CIQA coordinator	Haritha Ronanki	91770-2203953	7702203953	-	haritha.ronanki@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	Dr. B.R. Ambedkar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	06-06-1951	View Document
12B of UGC	06-06-1951	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	Government Degree College for Men, Srikakulam, Arts College Road, Shanthi Nagar Colony, Balaga Thopu, Srikakulam, Srikakulam Dist. - 532001.	Urban	38	14550

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,History, HONORS HISTORY	48	Intermediate or equivalent qualification	English	40	28
UG	BA,English, HONORS SPECIAL ENGLISH	48	Intermediate or equivalent qualification	English	40	19
UG	BA,Telugu,HONORS SPECIAL TELUGU	48	Intermediate or equivalent qualification	Telugu	40	17
UG	BA,Economics,HONORS ECONOMICS	48	Intermediate or equivalent qualification	English	40	20
UG	BBA,Commerce And Management,Honors	48	Intermediate or equivalent qualification	English	40	8
UG	BCom,Commerce And Management, HONORS COMPUTER APPLICATIONS	48	Intermediate or equivalent qualification	English	60	53
UG	BCom,Commerce And Management, HONORS GENERAL	48	Intermediate or equivalent qualification	English	60	45
UG	BSc,Computer Science,HONORS COMPUTER SCIENCE	48	Intermediate or equivalent qualification	English	40	39
UG	BSc,Mathem	48	Intermediate	English	40	37

	atics,HONO RS MATHE MATICS		or equivalent qualification			
UG	BSc,Physics, HONORS PHYSICS	48	Intermediate or equivalent qualification	English	40	12
UG	BSc,Applied Sciences,HO NORS BIOT ECHNOLOG Y	48	Intermediate or equivalent qualification	English	40	33
UG	BSc,Botany, HONORS BOTANY	48	Intermediate or equivalent qualification	English	40	33
UG	BSc,Zoology ,HONORS ZOOLOGY	48	Intermediate or equivalent qualification	English	40	28
UG	BSc,Chemica l Sciences,H ONORS CHEMISTR Y	48	Intermediate or equivalent qualification	English	40	11
UG	BSc,Chemica l Sciences,H ONORS IND USTRIAL CHEMISTR Y	48	Intermediate or equivalent qualification	English	40	40
PG	MCom,Com merce And Management,	23	Degree or equivalent qualification	English	30	0
PG	MSc,Chemic al Sciences,O RGANIC CHEMISTR Y	23	Degree or equivalent qualification	English	30	34

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	2				5				54			
Recruited	2	0	0	2	3	2	0	5	37	14	0	51
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	0	3	0	3
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				40
Recruited	20	10	0	30
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	0	0	0	0
Yet to Recruit				5

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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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	2	0	13	1	0	18
M.Phil.	0	0	0	3	0	0	3	2	0	8
PG	0	0	0	0	0	0	21	14	0	35
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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	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	286	0	0	0	286
	Female	142	0	0	0	142
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	13	0	0	0	13
	Others	21	0	0	0	21

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	180	189	163	168
	Female	89	95	82	84
	Others	0	0	0	0
ST	Male	72	76	68	61
	Female	35	38	34	31
	Others	0	0	0	0
OBC	Male	368	366	327	324
	Female	151	183	163	162
	Others	0	0	0	0
General	Male	600	630	568	559
	Female	295	315	284	279
	Others	0	0	0	0
Others	Male	0	0	0	5
	Female	0	0	0	3
	Others	0	0	0	0
Total		1790	1892	1689	1676

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Government Degree College for Men, Srikakulam, offers a diverse range of programs across the humanities, sciences, arts, and commerce. The institution's curriculum is implemented with a strong emphasis on social engagement, ethics, effective communication, and critical thinking. This comprehensive approach ensures that students are well-rounded and prepared for the challenges of the modern world. To validate the institution's preparedness for NEP 2020 in terms of multidisciplinary and interdisciplinary education, Government Degree College for Men, Srikakulam, is undertaking several initiatives: 1. Curriculum Development: The college is updating its curriculum to include interdisciplinary courses that blend subjects from different streams. 2. Faculty Training: Faculty members are being trained in interdisciplinary teaching methods. Workshops and seminars are being organized to help educators design and deliver courses that integrate multiple disciplines, ensuring that they can effectively guide students in this new learning paradigm. 3. Industry Partnerships: The college is forming partnerships with industries and organizations to provide students with practical experience in multidisciplinary fields. Internships with industry partners will help students apply their interdisciplinary knowledge in real-world settings. 4. Student Engagement: Student Welfare Union is being encouraged to organize activities and events that promote interdisciplinary learning. 5. Interdisciplinary Degrees and Certifications: The college is planning to introduce new degree programs and certification courses that specifically focus on interdisciplinary studies. These programs will be designed to meet the demands of the evolving job market and prepare students for careers that require a broad skill set. By implementing these measures, Government Degree College for Men, Srikakulam, is demonstrating its commitment to the principles of NEP 2020. The institution is poised to become a leader in providing a multidisciplinary and interdisciplinary education, equipping students with the skills and knowledge needed to thrive in a complex and interconnected world.
2. Academic bank of credits (ABC):	As an affiliated college, Government Degree College for Men, Srikakulam, currently does not have the authority to independently convert credits earned by

	students from other institutions. However, the college is proactively exploring ways to enable students to earn credits from other reputed higher education institutions. This includes completing courses on various platforms such as EdX and IIT Bombay's Spoken Tutorial. The institution is committed to integrating these credits into students' academic records once the regulatory guidelines permit. This initiative aligns with the college's dedication to providing students with a diverse and flexible learning experience, in line with contemporary educational standards.
3. Skill development:	To address the growing demand for a skilled workforce with multidisciplinary abilities, Government Degree College for Men, Srikakulam, is actively enhancing its focus on skill development in line with the National Education Policy (NEP) 2020. The college's dedicated skill training wing, Jawaharlal Knowledge Centre (JKC), plays a crucial role in promoting digital skills, communication skills, and analytical skills among students. Recognizing the importance of industry collaboration, the college has entered into Memorandums of Understanding (MoUs) with the Andhra Pradesh State Skill Development Corporation (APSSDC) and various industries. These partnerships are designed to impart employability skills, interview skills, and other higher cognitive skills to students, preparing them for the demands of the modern job market. To further institutionalize skill development, the college has integrated four life skill courses (LSCs) and seventeen skill development courses (SDCs) into its curriculum. These courses are carefully designed to equip students with essential life and professional skills, enhancing their overall competence and employability. Moreover, the college actively encourages students to pursue skill enrichment courses offered by accredited Higher Education Institutions (HEIs) through online and distance learning modes. This approach provides students with additional opportunities to acquire specialized skills that complement their academic studies. In a significant move to bolster its skill development initiatives, the college plans to establish a Skill Development Centre (SDC). This center will focus on cultivating "21st Century Skills" among students, including critical thinking, creative thinking, problem-

	solving, and digital literacy. The SDC will offer a range of programs and workshops designed to foster these essential skills, ensuring that students are well-prepared for the challenges and opportunities of the future. Through these comprehensive efforts, Government Degree College for Men, Srikakulam, is demonstrating its preparedness for the NEP 2020 in terms of skill development. By promoting a holistic approach to education that integrates academic learning with practical skill acquisition, the college is committed to producing graduates who are not only knowledgeable but also highly skilled and adaptable to the evolving demands of the global workforce.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Government Degree College for Men, Srikakulam, is deeply committed to integrating Indian Knowledge Systems (IKS) into its curriculum, fostering a strong sense of connection among students to their cultural history, arts, languages, and traditions. In alignment with the National Education Policy (NEP) 2020, the college has made significant strides in preserving and promoting India's cultural wealth through a variety of initiatives. One notable effort is the inclusion of a Tourism course specifically designed to highlight and preserve India's rich cultural heritage. This course not only educates students about the historical and cultural significance of various sites but also emphasizes the importance of heritage conservation and sustainable tourism practices. The college actively encourages and promotes student participation in cultural and literary activities that are rooted in their cultural traditions. By organizing events and competitions that celebrate local arts, crafts, music, dance, and literary traditions, the institution ensures that students develop a profound appreciation for their cultural heritage. To further embed IKS into the academic framework, the college has implemented several key initiatives: 1. Curriculum Development: The college has developed and integrated certificate courses that focus on various aspects of Indian Knowledge Systems. These courses cover topics such as traditional Indian sciences, philosophy, arts, and indigenous knowledge practices, providing students with a comprehensive understanding of India's intellectual heritage. 2. Literary Programs and Competitions: Regular literary programs and competitions are conducted to enhance students' language skills and promote regional and

	classical languages. These activities encourage students to explore and express their cultural narratives and linguistic diversity. 3. Organizing Language Days: The college celebrates specific days dedicated to different Indian languages, fostering an environment where students can learn about and engage with the linguistic richness of the country. These events often include poetry readings, storytelling sessions, and discussions on the significance of language in cultural identity. 4. Field Trips for Student Exposure: Field trips to culturally and historically significant sites are organized to provide students with firsthand exposure to India's cultural wealth. These trips help students gain a deeper understanding of the historical context and contemporary relevance of various cultural practices and traditions. 5. Cultural Celebrations and Festivals: The college regularly organizes celebrations of cultural festivals such as Diwali, Holi, and Ugadi. These events provide students with opportunities to actively participate in and learn about the rituals, customs, and significance of these festivals, thereby strengthening their cultural bonds. 6. Research and Publications: Faculty members are encouraged to engage in research and publish works related to Indian Knowledge Systems. This scholarly activity not only contributes to the academic community but also enriches the curriculum with contemporary interpretations and applications of traditional knowledge. Through these comprehensive efforts, Government Degree College for Men, Srikakulam, has demonstrated its preparedness for the NEP 2020 by appropriately integrating Indian Knowledge Systems into its academic and extracurricular programs. By nurturing a deep respect for and understanding of India's diverse heritage, the college is ensuring that students are well-equipped to carry forward the legacy of Indian culture and knowledge into the future.
5. Focus on Outcome based education (OBE):	Government Degree College for Men, Srikakulam, has taken significant steps towards implementing Outcome Based Education (OBE), aligning with the objectives of the National Education Policy (NEP) 2020. This strategic shift ensures that the college's curriculum is designed to achieve specific learning outcomes, equipping students with the knowledge, skills, and competencies required for their personal

and professional development. To achieve this, the college has undertaken a comprehensive curriculum that incorporates essential modules such as Communication Skills, Life Skills, Professional Skills, and Indian Culture and Values as foundation courses that are compulsory for all students. These modules are designed to provide a well-rounded education, fostering critical thinking, ethical understanding, and effective communication. In addition to foundational courses, the college has developed a robust academia-industry interface to facilitate student training and placement. By offering industry-developed courses within the curriculum, the institution ensures that students gain practical, industry-relevant skills that enhance their employability. The curriculum also emphasizes experiential and participative learning through various initiatives: 1. Industry Internships: Mandatory industry internships are integrated into the curriculum, allowing students to gain hands-on experience and apply theoretical knowledge in real-world settings. These internships provide valuable insights into industry operations and expectations, preparing students for future employment. 2. Field Projects and Visits: The college organizes field projects and visits, offering students the opportunity to engage in practical learning experiences. These activities not only enhance students' understanding of their subjects but also promote collaboration with local communities and industries. Through these interactions, students can work on real-life problems, fostering innovation and problem-solving skills. 3. Academia-Industry Collaboration: The college has established partnerships with various industries to develop courses that reflect current industry trends and demands. This collaboration ensures that the curriculum remains relevant and dynamic, equipping students with the skills required by employers. 4. Participative Learning: The curriculum includes group activities that encourage teamwork and collective problem-solving. These activities help students develop interpersonal skills and the ability to work effectively in diverse teams. 5. Community Engagement: Community Service Projects that involve local communities are integral to the curriculum. Students engage with community members, working on projects that address local issues and contribute to community development.

	This approach not only enhances students' learning experiences but also instills a sense of social responsibility. 6. Skill Development Programs: The college offers various skill development programs that focus on professional and technical skills. These programs are designed in consultation with industry experts to ensure that students are well-prepared for the demands of the job market. Through these initiatives, Government Degree College for Men, Srikakulam, demonstrates its commitment to Outcome Based Education (OBE) and the principles of the NEP 2020. By focusing on specific learning outcomes, fostering industry collaboration, and promoting experiential learning, the college ensures that its graduates are well-equipped with the necessary skills and knowledge to succeed in their careers and contribute positively to society.
6. Distance education/online education:	Government Degree College for Men, Srikakulam, recognizes the importance of Distance Education and Online Learning (ODL) in expanding access to higher education and aligning with the goals of the National Education Policy (NEP) 2020. Despite some challenges posed by state higher education regulations, the institution is committed to offering high-quality online and ODL courses by making significant improvements and leveraging its strengths. To ensure effective delivery of online and distance education, the college has taken several proactive measures: 1. Faculty Training: Most faculty members have undergone comprehensive training in creating e-content and utilizing Learning Management Systems (LMS). This training equips them with the necessary skills to design and deliver engaging and effective online courses. The faculty's expertise in digital pedagogy ensures that students receive a high standard of education, even in a virtual environment. 2. E-Content and LMS Resources: The e-content and LMS videos developed by the faculty are readily accessible on the institution's YouTube channel, website and the Commissionerate of Collegiate Education (CCE) website. These resources provide students with a wealth of learning materials that they can access at their convenience, supporting a flexible and self-paced learning experience. 3. Readiness for NEP-2020 Standards: The college is fully prepared to offer ODL courses and online education in accordance with NEP-2020 operational

standards. This includes adhering to guidelines for course design, assessment methods, and student support services. By aligning with these standards, the institution ensures that its online offerings meet the highest quality benchmarks.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) at Government Degree College for Men, Srikakulam, has been an instrumental part of the Systematic Voters' Education and Electoral Participation (SVEEP) initiative by the Government of India. The ELC aims to foster electoral literacy among students, promoting their active participation in the democratic process. The following committee has been constituted for overseeing the activities of the ELC: • Chairperson: Dr. P. Surekha, Principal • Coordinator: Dr. B.N. Venkata Chalamaiyah, Lecturer in Geography • Members: o Smt. U. Prathista, Lecturer in History o Sri. S. Chiranjeevi Rao, Lecturer in Political Science o Mr. S. Prem Kumar, Student I B.A., HEP o Ms. Krupa Vatsalyam, Student I B.A., TGE The establishment of the Electoral Literacy Club at Government Degree College for Men, Srikakulam, has significantly contributed to promoting electoral literacy and participation among students. Through a series of well-organized events and programs, the club has successfully aligned its activities with the SVEEP initiative's objectives, fostering a culture of informed and active electoral participation among the youth. The ELC's efforts have not only educated students about their voting rights but have also instilled in them a sense of civic responsibility, ensuring a more robust and participatory democratic process in the future. In summary, the Electoral Literacy Club (ELC) has been set up at Government Degree College for Men, Srikakulam, and it has played a crucial role in advancing institutional initiatives for electoral literacy.
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 Government Degree College for Men, Srikakulam, has taken significant institutional initiatives to promote electoral literacy among its students. A dedicated team comprising a student coordinator and coordinating faculty members has

	been appointed by the college to lead the Electoral Literacy Club (ELC). The ELC at the college is a representative body that actively engages students through a variety of interesting activities and hands-on experiences. These initiatives aim to sensitize students about their electoral rights and familiarize them with the electoral processes of registration and voting. The ELC is functional and effectively strengthens the culture of electoral participation among young and future voters in India. Overall, the establishment of the ELC and the appointment of a dedicated team of coordinators and members highlight the college's commitment to promoting electoral literacy among its students.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club (ELC) at Government Degree College for Men, Srikakulam has undertaken several innovative programs and initiatives to promote electoral participation among students and the wider community. Key initiatives include: 1. Awareness Rallies: The ELC conducts regular awareness rallies on National Voter's Day to educate the public about their electoral rights. 2. Voter Registration Drives: The club actively encourages eligible students aged 18-21 to register as voters with the assistance of the Assistant Electoral Officer (Tahsildar). They also motivate these students to encourage their unregistered peers to register. 3. Competitions and Activities: The ELC organizes various competitions such as essay writing, debates, and poster presentations to foster awareness about the importance of ethical voting and the advancement of democratic values. 4. Oath Taking: At the end of these programs, students take an oath to promote impartial and fair elections. 5. Support During Elections: NCC cadets from the college assist Election officials during training sessions, and some students serve as webcasting technicians at polling stations during elections. These innovative programs and initiatives have resulted in increased awareness and engagement of students in the electoral process, demonstrating the ELC's commitment to promoting electoral literacy and ethical voting practices.
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	Government Degree College for Men, Srikakulam has undertaken various socially relevant projects and initiatives related to electoral processes, significantly contributing to advancing democratic values and increasing participation in electoral processes. These

electoral processes, etc.

efforts include research projects, surveys, awareness drives, content creation, and publications, all of which highlight the college's commitment to promoting electoral literacy. 12th National Voters Day Celebrations - January 25, 2022 Key Events: • Inauguration by District Collector & Magistrate: The event was inaugurated by the District Collector and Magistrate, emphasizing the importance of voter awareness and participation. • Presence of Joint Collector and District-Level Officers: The involvement of the Joint Collector and other district-level officers highlighted the administrative support for electoral literacy initiatives. • Distribution of Educational Materials: Educational materials were distributed to enhance understanding of voter registration and the importance of ethical voting. 13th National Voters Day Celebrations - January 2023 Key Events: • Interactive Sessions: Interactive sessions were conducted to engage students in discussions about electoral processes and the impact of their votes. • Distribution of Educational Materials: Educational materials were provided to students, promoting awareness of their electoral rights and responsibilities. • District-Level Engagement at Bhapuji Kalamandir: The event included district-level engagement, further promoting electoral awareness in the broader community. 14th National Voters Day Celebrations - January 25, 2024 Key Events: • Rally from the College to Day & Night Junction: A rally was organized to promote electoral participation, involving students and staff in a public demonstration of their commitment to democracy. • Distribution of Educational Materials: Educational materials were distributed to ensure students had access to information on voter registration and ethical voting practices. Socially Relevant Initiatives Beyond National Voters Day celebrations, the college has undertaken various initiatives to promote electoral literacy, including: • Surveys: Carrying out surveys to understand voter behavior and attitudes, identifying areas for improvement in voter education • Awareness Drives: Organizing regular awareness drives to educate students and the community about the importance of voting and their electoral rights. • Creating Content and Publications: Producing educational content and publications that highlight the significance of ethical voting and democratic values, providing resources for both students and the

	broader community. Through these initiatives, Government Degree College for Men, Srikakulam has made significant contributions to promoting electoral literacy, advancing democratic values, and increasing participation in electoral processes.
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.	The Electoral Literacy Club (ELC) at our college has been actively working to increase the number of eligible students enrolled as voters in the electoral roll. Through a mentor-mentee system, the ELC team identified 60 students who were not yet enrolled. To address this, the team worked closely with the Tahsildar and supporting staff to launch an enrollment program on November 24, 2022. Thanks to these efforts, 48 students were successfully enrolled as voters. For the remaining 12 students, the ELC team will continue to work with them and help them at their villages. In addition to these efforts, our college has also institutionalized mechanisms to encourage voter registration among eligible students. This includes regular awareness campaigns and events organized by the ELC team, as well as collaboration with the Election Commission of India to provide easy access to registration information and tools. Through these initiatives, our college is committed to promoting electoral literacy and encouraging young people to exercise their right to vote.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1790	1892	1689	1676	1729

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: 95

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	58	56	57	57

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
20.07	16.40	11.74	10.95	20.77

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:

Government Degree College for Men, Srikakulam, integrates academic activities with co-curricular and extracurricular engagements, ensuring a holistic education for its students. The academic activities at the institution align with the academic calendar issued by Dr. B.R. Ambedkar University, Etcherla and Andhra Pradesh State Council of Higher Education (APSCHE) and adhere to the Standard Operating Procedures (SOP) of the Commissioner of Collegiate Education (CCE), Andhra Pradesh.

To facilitate effective curriculum planning and delivery, the Internal Quality Assurance Cell (IQAC) conducts meetings with departmental in-charges and faculty. These meetings focus on guiding the preparation of academic plans in compliance with the university's academic calendar. Each department's plans are consolidated into the college's annual academic plan, which is prepared by the IQAC and subsequently approved by the staff council. The approved academic plan is then implemented with regular reviews to ensure the achievement of desired outcomes.

The college is proactive in formulating and disseminating learning outcomes. This begins with departmental meetings where teaching plans are developed to achieve Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). At the beginning of each semester and session, teachers clearly communicate these learning outcomes to students, ensuring they are aware of course and program expectations from the outset of the teaching-learning process.

Since the 2015-16 academic year, the college has implemented a Choice Based Credit System (CBCS) across all programs. The institution offers various undergraduate programs as per the curriculum approved by Dr. B.R. Ambedkar University and follows a semester system of examination as outlined in the academic calendar. Examinations are conducted and managed through a well-defined and robust mechanism. The final evaluation and grading of students each semester are based on a 25% weightage for Continuous Internal Evaluation (CIE) and a 75% weightage for External Evaluation based on End Semester examinations conducted by Dr. B.R. Ambedkar University.

The college strictly adheres to the guidelines provided by the Commissioner of Collegiate Education for conducting CIE. For internal evaluation, the college follows a uniform and robust mechanism as per the SOP issued by the CCE, assessing students in both curricular and extracurricular activities such as seminars, assignments, Swachh Bharat initiatives, NCC, and NSS.

The IQAC also takes the initiative to obtain structured feedback from all stakeholders on various aspects of the curriculum to enhance and support learning opportunities. This feedback is analyzed, and any emerging areas of concern are addressed by incorporating suggestions and sending feedback to the

university and Andhra Pradesh State Council of Higher Education (APSCHE) for relevant measures.

Outcome:

Government Degree College for Men, Srikakulam, ensures effective curriculum planning and delivery through a well-documented and systematic process. This includes adherence to the academic calendar, continuous internal assessment, and a comprehensive approach to integrating academic, co-curricular, and extracurricular activities. The institution's commitment to quality education is reflected in its structured planning, proactive engagement, and continuous improvement efforts.

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: 34

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

Other Upload Files	
1	[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: 14.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
392	299	307	130	169

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:

The institution prioritizes the seamless integration of critical cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment, and Sustainability throughout its curriculum, fostering a holistic approach to education that prepares students for ethical leadership and responsible citizenship.

Professional Ethics: Human Values and Professional Ethics are embedded in the curriculum, providing students with a foundational understanding of ethical principles. This initiative is complemented by a robust Student Code of Conduct and staff Standard Operating Procedures (SOPs) that uphold professional integrity across all levels of the institution. Sessions on intellectual property rights and financial ethics further enhance students' awareness of ethical practices in their respective fields.

Gender Sensitization: The institution ensures gender inclusivity through various initiatives. Gender equity courses are integrated into the curriculum, complemented by a Women's Cell that addresses gender disparities and supports female students' needs. A gender-neutral admission policy promotes equal opportunities, while orientation sessions on gender equity educate all students about the importance of gender sensitivity. Programs like self-defence training and health services with a focus on women's well-being create a safe and empowering environment.

Human Values: Human values are ingrained in the curriculum through topics that promote compassion,

empathy, and social responsibility. Community activities such as cleaning drives and blood donation campaigns, led by the NCC, NSS and RRC, instill values of service and civic duty. Literary works focusing on core human values enrich students' understanding of ethical behavior and societal contributions, fostering a culture of empathy and mutual respect.

Environment and Sustainability: The institution actively promotes environmental awareness and sustainable practices through its Eco Club and initiatives like No Vehicle Day and World Environment Day celebrations. Students engage in activities like bird care initiatives and participate in green campus initiatives, contributing to a cleaner and greener environment. Topics such as solar energy and biodiversity are integrated into the curriculum, equipping students with knowledge and skills to address contemporary environmental challenges.

Comprehensive Approach: Through a well-structured approach, the institution ensures that these cross-cutting issues are not just theoretical concepts but integral components of the learning experience. Ethics, gender sensitivity, human values, environmental stewardship, and sustainability are woven into various aspects of the curriculum, co-curricular activities, and campus life. This holistic integration prepares students to become ethical leaders who are socially responsible, environmentally conscious, and equipped to navigate complex global challenges with integrity and compassion.

Outcome

The institution's commitment to integrating cross-cutting issues into its curriculum underscores its dedication to fostering a well-rounded education that goes beyond academic excellence to encompass ethical values, gender equality, environmental stewardship, and sustainable practices. By embedding these principles into every facet of learning and campus life, the institution nurtures future leaders who are not only proficient in their fields but also committed to making a positive impact on society and the environment.

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: 83.3

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

Response: 1491

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: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 74.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
542	809	771	723	621

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

2022-23	2021-22	2020-21	2019-20	2018-19
940	930	960	880	920

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: 83.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
338	432	434	393	336

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

2022-23	2021-22	2020-21	2019-20	2018-19
470	465	480	440	460

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: 29.83

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution prioritizes student-centric instructional methodologies, including experiential learning, participative learning, and problem-solving with ICT tools, aiming to enrich learners' educational experiences. This approach fosters positive attitudes and engagement, cultivates crucial life skills, encourages teamwork, enhances communication abilities, and promotes independent thinking and work ethic.

Experiential Learning

Students enhance their learning journey through various experiential activities such as field and industrial visits, extension activities, CSP, certificate courses, and hands-on laboratory sessions. Department of Chemical Sciences arranges industrial visits, Departments of Botany and Zoology organize botanical and zoological tours, and Department of Commerce conducts management tours exposing students to current industry trends and emerging technologies. Department of History and Tourism organizes historical tours, fostering holistic development. Making science exhibits and internet-based assignments conducted by various departments offer students valuable opportunities to acquire knowledge and practical skills applicable to everyday life. Science students gain invaluable hands-on experience through laboratory experiments like qualitative analysis in chemistry, dissections in botany and zoology, diagnostics in applied sciences, and mechanics and optics in physics. The library also serves as a source of experiential learning. Additionally, all students participate in a Community Service Project an experiential learning strategy that integrates meaningful community service with instruction, participation, learning, and community development. Active participation in extension and outreach programs led by organizations like NCC and RRC further enriches students' experiential learning.

Participative Learning

Through activities like guided student seminars, group discussions, debates, peer teaching, chart and poster preparations, brain stroming sessions, role play and team works and active participation in short-term and long-term internships, students develop essential collaboration and coordination skills. Participation in sports and yoga teaches team spirit, coordination, leadership qualities, and emotional maturity. These participatory approaches foster a dynamic learning environment where students engage actively and learn from one another.

Problem Solving

The college encourages case study nalysis & discussions, assignments, Sovingpuzzles and creating tables, Quizzes, RBPT and specific problem-solving sessions, to foster higher-level thinking skills and the participation in NSS mega camp at the adopted villages inculcate the resourcefulness necessary for lifelong learning.

ICT-Enabled Teaching

The faculty adeptly utilizes various ICT tools, including PowerPoint presentations, video clips, podcasts, and expert-led video lessons, to enhance curriculum delivery. Desktops with high-speed internet connectivity of 300 Mbps and a Wi-Fi-enabled campus facilitate seamless academic transactions in ICT-enabled classrooms. Teachers have embraced platforms such as the college YouTube channel, Google Classroom, Zoom, Cisco WebEx, Google Meet, Teachmint, and WhatsApp for teaching and learning,

ensuring continuous educational engagement. Assessments are conducted using online tools like Kahoot, Plickers, online assignments, and Google quizzes. Students are encouraged to utilize N-list, INFLIBNET, and other online resources to enhance their academic performance. Additionally, staff have developed web content tailored to benefit students' learning experiences in the Learning Management System (LMS).

Outcome

Through these student-centric methodologies and ICT tools, the institution ensures an enriching, engaging, and effective learning experience, equipping students with the skills and knowledge necessary for their academic and professional success.

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: 92.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	62	62	62	62

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: 77.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	42	44	45	48

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Response

Government Degree College for Men, Srikakulam, prioritizes diligent and transparent assessment of students' performance, viewing it as fundamental to both faculty and student evaluation. The college follows the Choice Based Credit System (CBCS) framework as prescribed by the Affiliating University. It has developed a comprehensive examination policy with two main components: Continuous Internal Assessment (CIA) and External Assessment (EA). Internal assessment holds a 25% weightage, while external assessment comprises the remaining 75% of the total evaluation, excluding practical papers.

Continuous Internal Assessment (CIA)

The internal evaluation system is meticulously crafted to include curricular, co-curricular, and extracurricular activities, ensuring a holistic assessment of whether course outcomes are effectively achieved. This comprehensive approach enables a thorough evaluation of students' performance,

contributing to the overall assessment of both faculty and students' achievements.

Examination Committee oversees the entire internal assessment process. The examination schedule aligned with the academic calendar of the affiliating university.is communicated to students well in advance through circulars, notice boards, WhatsApp groups, and the college website.

To ensure adherence to the prescribed pattern for Continuous Internal Assessment, the committee supervises the preparation of question papers. Each department submits two sets of examination papers, and the Principal selects one set for the examination. Mid-semester examinations are conducted as per the established schedule. Following the timely evaluation of answer scripts, students receive their papers to review and discuss their performance with teachers, addressing any concerns or grievances.

Internal Examination Grievance Redressal

After the announcement of CIA results, students are encouraged to approach the Examination Committee if they have concerns about the evaluation, even after seeking clarification from the relevant faculty members. The Principal constitutes a committee to address examination-related grievances, ensuring a fair and amicable resolution process. Students unable to participate in internal examinations due to involvement in NCC, NSS, or sports activities are given the opportunity to take the exams at a later date. Grievances raised during this process are carefully considered and resolved, with final marks communicated to students and uploaded to the University portal for record-keeping.

External Assessment (EA)

External assessments are conducted with equal transparency and efficiency. Any grievances pertaining to external examinations are forwarded to the Controller of Examinations at the affiliating University for review. The Chief Superintendent of Examinations oversees grievances during university examinations and manages any discrepancies in hall tickets. Upon the declaration of results, the committee issues a notice to students outlining the procedures for obtaining photocopies, requesting re-evaluation, or requesting re-totaling. Applications received are compiled and forwarded to the University for appropriate action.

Outcome

The institution's examination policy ensures transparent and efficient assessment through a well-structured Continuous Internal Assessment and External Assessment system. The grievance redressal mechanism is designed to be time-bound and fair, providing students with ample opportunities to address their concerns. This approach not only upholds the integrity of the evaluation process but also reinforces the college's commitment to fostering an environment of academic excellence and fairness.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response

Our college, a multidisciplinary institution, offers a wide range of programs in Humanities, Science, and Commerce streams across fifteen departments, catering to the diverse needs and interests of rural youth. As an affiliated college, we adhere to the syllabus prescribed by the affiliating university. Recognizing the significance of Programme Outcomes (POs) and Course Outcomes (COs) in enhancing the Teaching-Learning Process (TLP), the Institutional Quality Assurance Cell (IQAC) plays a pivotal role in guiding all departments in formulating POs and COs that align with the institution's core values and objectives.

Formulation and Communication of POs and COs

Prior to the start of each semester, departments meticulously formulate course outcomes in accordance with established norms to ensure their effectiveness. Once finalized, teachers responsible for each course communicate the stated POs and COs to students at the beginning of the curriculum delivery. These outcomes are prominently displayed on departmental notice boards and communicated through the institution's website. Additionally, copies of the prescribed syllabi, course outcomes, and program outcomes are readily accessible in each department and online.

The POs and COs are designed to foster holistic student development by imparting knowledge, ethics, communication skills, interpersonal abilities, analytical skills, problem-solving techniques, and ICT competencies. The clear articulation and accessibility of these outcomes ensure that students are well-informed about the expectations and objectives of their courses.

Orientation and Pedagogical Techniques

Newly joined students receive orientation on the specified COs and POs before commencing their classes. To achieve learning objectives, a variety of pedagogical techniques, learning resources, online tools, and relevant extracurricular activities, such as extension lectures and field trips, are incorporated into course delivery.

Evaluation and Mapping of Outcomes

Each program offered by the institution has specific learning objectives, and the evaluation of CO achievement levels is conducted by mapping COs with POs. Throughout the six semesters, outcomes are rigorously evaluated by aligning COs with broader program outcomes, ensuring a comprehensive assessment of student progress and attainment. This continuous evaluation process helps in identifying areas of improvement and implementing necessary changes to enhance the overall educational experience.

Display and Accessibility of Outcomes

The institution ensures that all POs and COs for the programs offered are stated clearly and displayed prominently on the website. This transparency allows students, faculty, and stakeholders to easily access and understand the educational objectives and expected outcomes. The readily available information on the website and in departmental resources reflects the institution's commitment to maintaining high standards of education and fostering an environment conducive to holistic development.

Outcome

Our college's structured approach to formulating, communicating, and evaluating Programme Outcomes (POs) and Course Outcomes (COs) underscores our dedication to providing quality education. By ensuring that these outcomes are clearly stated and accessible both online and within the institution, we facilitate an informed and engaging learning experience for all students. This method not only supports academic excellence but also aligns with our mission to cater to the diverse needs and aspirations of the rural youth we serve.

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:

Response

Government Degree College for Men in Srikakulam employs a systematic approach to ensure the attainment of Program Outcomes (POs) and Course Outcomes (COs). This structured process involves several key steps that ensure alignment, assessment, analysis, and corrective actions to meet educational objectives.

1. Mapping Course Outcomes with Program Outcomes

Instittuion initiates the process by meticulously mapping Course Outcomes (COs) with Program Outcomes (POs). Each CO is aligned with the relevant POs, assigning appropriate weightages to ensure a cohesive and integrated curriculum. This mapping ensures that individual course objectives contribute effectively to the overarching program goals, fostering a unified and purpose-driven educational experience. The alignment guarantees that every course contributes meaningfully to the students' holistic development and the institution's academic standards.

2. Internal and External Assessment at the Paper Level

The college employs a dual assessment strategy comprising both internal and external evaluations for each paper. Internal assessments include continuous evaluations such as quizzes, assignments, presentations, and mid-semester exams, which provide ongoing insights into student performance. External assessments, conducted through end-semester examinations, offer an additional layer of evaluation, ensuring an unbiased and comprehensive understanding of student achievements. This combination of assessments ensures that all aspects of student learning are thoroughly evaluated.

3. Analysis of Achievement Levels and Corrective Measures

The analysis of achievement levels for all papers across semesters involves a detailed examination of student performance data to identify trends, patterns, and areas of improvement. By comparing actual performance with expected outcomes, the college can pinpoint specific areas where students may be underperforming. Based on this analysis, the institution implements corrective measures to address any shortcomings. These measures might include revising teaching methodologies, providing additional resources, conducting remedial classes, or offering targeted feedback to students.

4. Aggregated Course Attainment and Target Levels

To ensure a comprehensive evaluation, the college aggregates the attainment levels of all courses, deriving the overall course attainment. This aggregated data is then compared against predetermined target levels, which serve as benchmarks for evaluating success. For courses that fall below the average attainment, specific corrective actions are formulated and implemented. These actions might involve revising course content, enhancing faculty training, integrating more effective teaching aids, or increasing student engagement through interactive activities. The continuous monitoring and adjustment process ensures that the institution maintains high academic standards and fosters continuous improvement.

Evidence of Effectiveness

The effectiveness of this systematic approach is evidenced by

·   **Improved Student Performance:** The continuous assessment and corrective measures have led to noticeable improvements in student performance over time. Students demonstrate a better understanding of course material, as reflected in their grades and feedback.

·   **Enhanced Teaching Methods:** Faculty members are better equipped with innovative teaching strategies and resources, leading to more effective curriculum delivery and improved student engagement.

Outcome

Government Degree College for Men in Srikakulam through meticulous mapping, comprehensive assessment, detailed analysis, and targeted corrective actions, ensures that its educational objectives are consistently met, thereby fostering an environment of continuous improvement and academic excellence.

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: 81.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
473	407	331	392	412

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

2022-23	2021-22	2020-21	2019-20	2018-19
537	477	402	502	546

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.94

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 25.7

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	1.7	16.00000	8

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Government Degree College for Men, Srikakulam, has cultivated a robust ecosystem fostering innovation and the promotion of the Indian Knowledge System (IKS), along with raising awareness about Intellectual Property Rights (IPR). Key initiatives include:

Promoting the Indian Knowledge System (IKS): The college has implemented multidisciplinary courses like Indian Culture and Science, integrating Indian culture and heritage topics into subjects such as Telugu, Hindi, Oriya, Sanskrit, English, History, and Tourism. Certificate courses like Functional Sanskrit, Hindi Praveena, Buddhist sites in Andhra Pradesh, and Uttarandhra Varasatwava Sampada-Samskruti offer students a deeper understanding of Indian heritage. Regular literary competitions, such as essay contests on Gurujada Apparao's achievements, and celebrations of Hindi Diwas, Telugu Bhasha Dhinosavam, Gurujada Apparao Jayanthi, Sanskrit Diwas, and Indian National festivals, further engage students. Field trips to cultural and heritage sites and cultural committee events showcasing regional

dance forms and local folk dances enrich cultural appreciation. The Physical Education department contributes with Yoga, meditation, and traditional Indian games like Kabaddi and Chakravuham, while training in regional crafts is also emphasized.

Foldscope Facilitation Centre: Established in 2018, the Foldscope Facilitation Centre educates on Foldscope usage and applications, conducting 30 training programs for 5000 students and 200 faculty members from the college and neighboring institutions, promoting scientific inquiry.

IPR Cell Seminars: Since its establishment in 2021, the IPR cell has organized 13 seminars on IPR and entrepreneurship, in collaboration with IPR Chennai, fostering awareness among students and faculty. The institution plans to sign a Memorandum of Understanding (MoU) with the IPR Cell, National Resource District Centre in Visakhapatnam, to further enhance IPR awareness.

Research Centre: The Research Centre, comprising 24 doctorate-holding faculty members and seven recognized guides, accommodates 13 Ph.D. scholars. This center has published 83 research papers and 18 book chapters, significantly contributing to knowledge and technology. As a district resource center, it extends its facilities to neighboring affiliated colleges lacking research centers, supporting wider research efforts.

Social Awareness Initiatives: Students produce social awareness videos on issues like AIDS awareness, napkin incinerator usage, prevention of child marriages, promotion of girl child education, and campaigns such as Har Ghar Tiranga - Azadi Ka Amrit Mahotsav and Voters Day Awareness. These videos are shared on social platforms under the guidance of the Women Empowerment Cell, leveraging technology for social impact.

Promotion of Student Entrepreneurship: Skill Fest events provide a platform for students to showcase their skills and ideas, fostering an entrepreneurial spirit. The college is registered on the IIC (Institution's Innovation Council) portal and has initiated activities to encourage student innovation.

Outcomes: Through these initiatives, the college has created an ecosystem promoting innovation, IKS, and social responsibility, empowering students to contribute positively to society and the economy. Additionally, four M.Sc. (Organic Chemistry) students participated in the RSC Internship Training Programme by Tina Life Sciences, Bangalore, receiving hands-on training in organic chemistry from December 1, 2022, to January 1, 2023. Furthermore, M. Pradeep received a patent for the invention of a diagnostic kit and method for predicting post-surgical outcomes in focal cortical dysplasia.

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

3.2.2

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

Response: 49

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**

2022-23	2021-22	2020-21	2019-20	2018-19
25	15	4	3	2

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: 0.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	12	3	1	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](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.06

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**

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	2	0	0

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

3.4 Extension Activities

3.4.1

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

Response:

Government Degree College for Men, Srikakulam has conducted 137 extension activities over the past five years to facilitate a two-way exchange of knowledge and skills between students and the adopted rural villages of Thotada, Akkivaram, and Gopinagar. These initiatives, led by the 3 NSS units, 1 mixed NCC unit, RRC, WEC, UBA, Eco club, JKC, Cultural committee, Physical Education, and the Swachh Bharat committee, are strategically designed to address various crosscutting issues.

Leadership Skills

Extension activities such as awareness rallies, school outreach programs, and training in soft skills, communication, and leadership develop roles of responsibility and coordination. Additionally, the organization of games and sports enhances these skills.

Outcome: Students emerge as confident leaders, capable of taking initiative and coordinating activities.

Social Responsibility Skills

Engagement in activities like share and care initiatives, visits to old age homes and orphanages, and organizing awareness campaigns on social issues such as AIDS, Nasha Mukth Bharat, anti-tobacco campaigns, cyber security, primary health care, cancer awareness, bone health awareness, anti-corruption, human trafficking, and world population awareness. Students also participate in public services like Jatharas at Arsavalli Temple and Library organizes events like Open Book Day for the benefit of community members.

Outcome: These activities instill a sense of social responsibility among students, encouraging empathy and compassion towards marginalized communities.

Concern for Community Development

Initiatives like Swachh Bharat campaigns, plantation programs, clean and green programs, blood donation camps donating approximately 345 units of blood annually, and rallies on reducing plastic usage. Surveys and suggestions for short-term and long-term remedies for local problems are conducted during the Community Service Project program.

Outcome: The college demonstrates its dedication to improving the well-being of both the campus and surrounding communities.

Environmental Sustainability

Extension activities include awareness programs on ozone depletion, massive cleanliness drives in public places, beach cleaning, and statue cleaning campaigns. The institution also conducts Jal Sakthi Abhiyan related activities and rallies on World Earth Day and World Environment Day. The observance of No Vehicle Day and promotion of bird well-being are also key initiatives.

Outcome: By educating students and communities about environmental issues and promoting sustainable practices, the institution contributes to preserving the environment for future generations.

Gender Equity

The Women Empowerment Cell empowers students with knowledge and understanding of gender-related challenges like female foeticide, child marriages, domestic violence, women's rights, DISHA app usage, and conducts self-defense courses for girl students.

Outcome: The institution fosters a culture of inclusivity and equality.

Institution's Contribution to Nation Building

Students participate in national and state Republic Day parades, National Integration Camps, voter enrollment campaigns, Azadi Ka Amrit Mahotsav celebrations, Har Ghar Tiranga participation, undertaking the National Integration pledge, and activities of the Electoral Literacy Club. They also observe Human Rights Days and other Constitutional Days.

Outcome:

By nurturing socially responsible citizens and actively contributing to community development, the institution plays a significant role in building a stronger and more cohesive society.

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

3.4.2

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

Response:

Certificate of Participation in National Integration Camp

o   By A. Eswara Sai and SK Tanisha Begum at Chhattisgarh from 2nd to 8th January 2024.

Surya Namaskar Certificate of World Record

o   Awarded to Sri K.V.N. Murthy, Physical Director by Yogasana Book of World Record Council on 9th January 2024.

Educational Services Excellence Award

o   Conferred upon the institution for improving students' career opportunities along with affiliated academics by Venzen Infotech Universe (VITU) Merit Council Professional Experts in 2024.

Certificate of Appreciation

o   Awarded to NCC POs Dr. B.N.V. Chalamayya and Dr. R. Srinivasa Rao, and NCC PO Dr. Y. Polinaidu for organizing a blood donation camp on 1st December 2023.

Best Teacher Award

o   Presented to Dr. Y. Polinaidu, ANO NCC Officer, by the District Collector, Srikakulam, in 2023.

Participation in Annual National Republic Day Parade

o   By NCC cadets M. Chandrasekhar, B. Chaityaina, and P. Sai Kumar at New Delhi from 1st to 29th January 2023.

1st Prize in Undergraduate Examinations

o   Awarded to Neiala Jagadeeswara Ashok Teja for achieving the highest marks in Biological Sciences by the Commissionerate of Collegiate Education, Government of AP, during PRAJNA-Annual Fest-2023 for the academic year 2022-23.

1st Prize to NCC Cadet

o   Bestowed upon M. Chandrasekhar by the Commissionerate of Collegiate Education, Government of AP, for the academic year 2022-23, during PRAJNA-Annual Fest-2023.

Best Ranks in Postgraduate Entrance Examinations

o   Awarded to Government Degree College for Men, Srikakulam, by the Commissionerate of Collegiate Education, Government of AP, during PRAJNA-Annual Fest-2023 for the academic year 2022-23.

Certificate of Participation in National Integration Camp

o   Under the theme "Ek Bharat Shresth Bharat" by Korikana Gayatri at Chitkara University, Punjab, from 20th to 26th May 2022.

Award of Appreciation : a) Dr. P. Surekha, Principal for rendering best services from Honorable District Collector on 15.08.2022. (b) Sri. N. Surya Prakash, Administrative Officer awarded with Best services award from the Honorable District Collector on 15.08.2022.

Best Teacher Award

o   Conferred upon Sri M. Pradeep by the District Collector, Srikakulam, and the Honorable Chief Minister of Andhra Pradesh in 2022.

Appreciation Medal

o   Awarded to Dr. Y. Polinaidu, the ANO of 14 Andhra Battalion NCC, by the Director General (DG) NCC in 2022.

Certificate of Appreciation

o   Awarded to institution by the Indian Red Cross Society, Srikakulam, in appreciation of participation in Blood Donation Red Cross Service activity for 2022-2023.

Certificate of Appreciation

o   Presented to institution, for exceptional contribution in successfully organizing an awareness program in association with Intellectual Property Rights Chennai by the National Intellectual Property Awareness Mission (NIPAM), Government of India.

YRC Recognition Award for Best Youth Red Cross

o   Awarded by the Indian Red Cross Society, Srikakulam, in 2021.

Red Cross Medal for Blood Donation

o   From the Red Cross Society, Srikakulam, spanning from 2021 to 2023.

Gold-Plated Medal with Certificate

o   For rendering good services voluntarily from 2019 to 2022, awarded by the District Collector on behalf of the Indian Red Cross Society, Srikakulam District Branch, Andhra Pradesh.

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

3.4.3

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

Response: 61

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**

2022-23	2021-22	2020-21	2019-20	2018-19
23	12	11	5	10

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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: 8

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View 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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Government Degree College for Men, Srikakulam, spans 38 acres and offers a comprehensive infrastructure supporting effective teaching and learning.

Teaching and Learning Facilities:

College features 45 spacious and well-ventilated classrooms, with 12 equipped with ICT facilities. There are 2 seminar halls with LCD projectors, 21 well equipped laboratories, a closed auditorium, and an open-air stage for larger gatherings. Essential administrative spaces include Principal's Chamber, Administrative Office, Staff Rooms, IQAC Room, Examination Cell, and Women's Waiting Hall. Dedicated areas for NCC and NSS programs, Research Center, YouTube room with recording setup, a health center, JKC Lab and departmental libraries are also available.

Computing and ICT-Enabled Facilities:

The college provides 2 Computer Laboratories for students of computer science and applications, a JKC lab, and a computer lab for other disciplines, all equipped with power backup systems. These facilities house 188 computers. For enhanced interactive learning, there are 7 digital classrooms and 1 smart classroom equipped with smart boards.

Science Laboratories:

The science departments have 21 fully equipped laboratories and a centralized research lab that serves all science disciplines, enabling hands-on practical sessions for students.

Library Facilities:

The college library has a diverse collection of 58,970 resources. It subscribes to 16 journals and includes 15 computers with internet access and printing capabilities, alongside a Xerox machine. Advanced digital resources such as N-LIST and NDL are accessible via WEB-OPAC within the library's G-Suite Domain. A new 3150 square feet library building is under construction to further enhance the learning environment.

Additional Physical Facilities:

The college has solar panels and an RO plant for drinking water. Facilities for Divyangan students include ramps, wider doors, wheelchairs, restrooms and NVDA (Non-Visual Desktop Access) software for visually challenged students in the JKC Lab. A Botanical Garden with a greenhouse are a part of the campus.

Health and Hygiene:

The college health center provides primary healthcare services, with a pharmacist appointed by DM & HO. There is a napkin incinerator and a dedicated space for girls' hygiene needs. Additionally, the campus features eco-friendly amenities such as Vermi Compost and Rainwater Harvesting Pits. The college also offers separate parking sheds for students and faculty, an open lunch area with water facilities, and a stationery stall for academic supplies.

Facilities for Cultural and Sports Activities:

The college features a dedicated cultural room equipped with musical instruments and provisions for costumes and makeup kits. The Department of Physical Education provides various sports facilities, including an expansive open ground with 2 walking tracks, 1 volleyball court, 1 throwball court, 5 shuttle courts, and 1 basketball court. Indoor games facilities include chess, carrom, and table tennis. Separate gymnasiums for boys and girls ensure that all students have the opportunity to engage in physical fitness activities. The college also organizes yoga sessions, with a dedicated yoga center under construction.

Outcome:

With ample classrooms, laboratories, computing equipment, library resources, and additional facilities for cultural, sports, and yoga activities, the institution ensures a holistic educational experience, fostering both academic and extracurricular growth.

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

4.1.2

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

Response: 2.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.65355	0.55931	00	0.67320	0.23608

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Department of Library Science is an integral part of institution. Since the 3rd cycle of NAAC reaccreditation, the library has been expanded to a collection of 58,970 books, The library offers a variety of resources, including textbooks, reference books, and other materials, catering to the needs of students, teaching staff, and non-teaching staff.

Library Infrastructure

The library occupies a total stack area of 3,775 square feet, which includes a textbook section, reference section, and circulation section. Additionally, the library features a 800-square-foot reading room with a seating capacity of 60, providing a conducive environment for study and research. A new 3150 square feet library building, funded by NIRF following NAAC recommendations, is under construction to further enhance the learning environment.

Library Services

The library offers a comprehensive range of services, including:

- Circulation Service: Facilitating the borrowing and returning of books.

- Reference Service: Assisting users in locating and using reference materials.

- Newspaper Clipping Service: Providing access to important news articles and updates.

- Internet Service: Offering internet access for educational and research purposes.

- Old Question Paper Service: Supplying past examination papers for student reference.

- Bibliographic Service: Making the newly procured list of books available to the users

- Reprographic Service

Collection of Library Books

The library's collection is diverse and extensive:

- Reference Books: 11,861

- Text Books: 27,687

- General Reference Books: 3,244

- Gift Books: 3,728

- SC/ST Book Bank: 12,450

Periodicals and Journals

The library subscribes to various periodicals and journals, including:

- Science Reporter: Weekly

- Vijetha Competitions: Fortnightly

- Vivek: Monthly

- Shine India: Monthly

- Yojana: Monthly

- Kurukshetra: Monthly

- Down to Earth : Fortnightly

- Frontline : Fortnightly

- Pratiyogita Darpan: Monthly

- G.K Today: Monthly

- Competitive Success Review: Monthly

- Current Affairs Today (Drishti): Monthly

- Sri Ramakrishna Prabha: Monthly

- Current Affairs Digest: Monthly

- Electronics for You:Monthly

- Data Quest :Monthly

Library Automation

The library has transitioned from manual operations to a fully automated system using SOUL (Software for University Libraries) under the INFLIBNET programme. This Integrated Library Management System (ILMS) facilitates efficient library management and enhances user experience. The Online Public Access Catalogue (OPAC) is available to students and faculty, providing easy access to the library's collection. The library is also a member of the N-LIST (National Library and Information Services Infrastructure for Scholarly Content) consortium, offering access to a wide range of e-journals and e-books.

Internet and Digital Resources

The library provides internet facilities with 12 computer systems, allowing students and staff to browse educational websites and access online resources. The library software, SOUL 2.0 (upgraded version), supports catalogue and accessioning functions through OPAC, making it easier for users to locate and access materials.

Support for Competitive Exams

The library is designed to accommodate outgoing students preparing for competitive exams and similar endeavors, offering a dedicated space and resources to support their studies.

Outcome

With its expansive collection, modern amenities, and adoption of technological advancements through the Integrated Library Management System (ILMS), the library continues to serve as a vital hub for learning and intellectual growth within the college community.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Government Degree College for Men, Srikakulam, continuously strives to meet the academic needs of its students by regularly upgrading its IT facilities. The institution recognizes the importance of state-of-the-art IT infrastructure in enhancing the teaching and learning experience. To this end, the college has made significant investments in Information and Communication Technology (ICT) to support e-teaching and learning.

The college has developed e-content that is accessible to students through the CCE LMS portal. The institution boasts two spacious, well-ventilated computer labs and a JKC lab equipped with 188 computers including 28 laptops, supported by a 15 KV power backup. These resources are extensively used for academic purposes, in addition to the computers available within individual departments. For administrative tasks, the college has 11 computers allocated to the office and the principal's chamber.

ICT tools are integrated into the teaching-learning process, routine administrative tasks, and library operations. The college is equipped with 12 LCD projectors, 7 digital classrooms, and 1 smart classroom, which contribute to more effective curricular transactions. Understanding the crucial link between adequate infrastructure and effective teaching and learning, the college prioritizes infrastructural development plans.

In response to growing demands, the college has significantly enhanced its internet bandwidth over the past five years, increasing to 300 Mbps. To ensure high-speed internet access for staff and students, the institution has installed 4 internet connections supported by 6 access points strategically placed throughout the campus. These access points are periodically monitored and upgraded to meet additional requirements, ensuring seamless connectivity.

The process of upgrading ICT infrastructure is carried out at the beginning of each academic year, based on suggestions from departmental in-charges. The Department of Computer Science assesses the need for maintenance, replacement, upgrading, or adding new ICT infrastructure, considering budgetary constraints. Regular maintenance of IT facilities ensures their optimal performance.

The Department of Computer Science employs a range of software tools, including Windows, MS-

Office, Oracle10G, JAVA, Dev C&C++, Web Browser, R-Programming, WordPress, phpMyAdmin, Python, Hadoop, Scala, and MySQL. Since the 2017-18 academic year, students' and staff attendance has been marked online using the Integrated Attendance Management System. This system was upgraded to a Facial Recognition System in the 2022-23 academic year. During the COVID-19 pandemic, the Commissioner of Collegiate Education initiated the Online Teaching Learning Process (OTLP) to ensure uninterrupted teaching and learning, supported by the institution's dedicated G-Suite domain.

The college library is fully automated with SOUL software and has introduced a barcode system for efficient management. The library houses 15 computers dedicated to book searches and access to digital resources, including the N-List. Additionally, the library is equipped with a printer for reprographic services, enhancing the research and study experience for students and staff.

Outcome

Government Degree College for Men, Srikakulam is committed to maintaining and enhancing its IT infrastructure to provide a conducive environment for academic excellence and holistic student development.

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

4.3.2

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

Response: 21.31

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

Response: 84

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 9.23

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.17080	1.27940	2.93599	1.33815	0.64992

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 88.39

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**

2022-23	2021-22	2020-21	2019-20	2018-19
1591	1838	1585	1439	1304

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 45.75

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**

2022-23	2021-22	2020-21	2019-20	2018-19
1282	1037	84	847	765

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 19.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
227	62	28	21	50

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

2022-23	2021-22	2020-21	2019-20	2018-19
473	407	332	392	412

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

5.2.2

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

Response: 0.25

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.)**

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	1	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**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response: 45

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*

2022-23	2021-22	2020-21	2019-20	2018-19
25	8	8	1	3

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

5.3.2

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

Response: 29.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	49	9	26	17

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:

Alumni Association of Government Degree College for Men, Srikakulam, the registered alumni network of the Government Degree College for Men, Srikakulam (Registration Number: 293 of 2017), significantly contributes to the institution's development through both financial and other support services. Established in 2017, the association boasts a rich legacy of societal contributions, with members achieving prominence in politics, the judiciary, law enforcement, and civil services within Andhra Pradesh.

The institution takes pride in its strong alumni association, which organizes annual meets, typically held in February or March. The association engages former students, supports current students, and enhances the college's reputation and resources. The alumni's suggestions are highly valued and considered for the institution's overall improvement.

Notable contributions include the 1983-86 batch donating a public audio system worth Rs. 80,000, the class of 1968 contributing Rs. 68,000, and alumni providing furniture worth Rs. 72,000 for the seminar hall in the Dr. B.R. Ambedkar Open University block. Individual contributions include Sri Dumpala Sanyasi Rao establishing a statue of Dr. Sarvepalli Radha Krishnan, Prof. Hanumanthu Lajapathi Roy donating Rs. 25,000 for books, and alumni like Sri Papa Rao and association secretary Sri V.V.S. Murthy each contributing Rs. 10,000 for books. Sri Adapa Mohana Raju donated sports equipment worth Rs. 2,000, and over five years, Rs. 1,95,400 was generated in cash donations.

Beyond financial contributions, alumni have shared their expertise through lectures. Sri Satya Nemana addressed physics students, IRS officer Sri Iragattapu Madhusudhana Rao provided guidance under the Competitive Guidance Cell, and distinguished alumni like Padmasri Dr. Kutikuppala Surya Rao and Bharatam Srirama Murty inspired students during annual day celebrations. Faculty members who are also alumni play a crucial role in organizing these events, deepening the bond between graduates and their alma mater.

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:

Government Degree College for Men, Srikakulam is steadfast in its commitment to providing quality education while nurturing the holistic development of its students. The institution has implemented various strategies to ensure that its institutional governance and leadership are aligned with its vision and mission.

Alignment with NEP 2020: The college has formulated a new Vision and Mission statement in accordance with the National Education Policy (NEP) 2020. These statements, developed with input from stakeholders, emphasize the pillars of Access, Equity, Quality, Affordability, and Accountability. Embracing skill enhancement, online learning, outcome-based education, and the integration of Indian language and culture, the college has restructured its curriculum to reflect experiential learning, demonstrating visible growth in academic endeavors.

Decentralized Governance: Adopting a decentralized approach to governance, the college empowers all departments by investing decision-making authority with staff council.38 committees have been established to carry out the responsibilities assigned to them according to the SOP as part of a move towards decentralized governance.This approach fosters responsiveness to the needs of students and faculty, encouraging greater stakeholder participation and a sense of ownership in governance processes.

Participatory Governance: A robust system of institutional governance engages stakeholders across committees such as Financial, Planning and Development, and Grievance Redressal. Comprising faculty, students, alumni, parents, community members, and administrative representatives, these committees convene regularly to deliberate and make decisions in the institution's best interests.

Short-term and Long-term Growth: The college has outlined specific short-term and long-term goals, with strategies in place to achieve them. Short-term objectives focus on enhancing ICT enabled teaching, experiential skill based learning and fostering research activities. Long-term aspirations include the establishment of new PG courses, forging international partnerships, attaining autonomy status, and becoming a centre of excellence.

Infrastructure Development: Significant progress in infrastructure development, including the construction of a new canteen building, open air auditorium , library building and yoga centre, old block renovations reflects the college's dedication to providing an enriched learning environment aligned with its vision and mission.

Outcome

Government Degree College for Men, Srikakulam's concerted efforts in aligning institutional governance and leadership with its vision and mission are evident. From crafting new statements for NEP implementation to promoting institutional growth, decentralization, participatory governance, and infrastructure development, the college remains committed to its overarching goals. Such dedication has solidified its standing as one of the esteemed educational institutions in the state.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Government Degree College for Men, Srikakulam is dedicated to providing undergraduate education in Arts, Commerce, and Science streams while upholding standards of excellence. A pivotal factor in the institution's success lies in the formulation and implementation of its institutional strategic plan, alongside the efficient operation of its institutional bodies. The strategic plan, developed in alignment with the principles of inclusivity, diversity, and excellence outlined in NEP 2020, reflects the institution's vision, mission, and core values.

Through a participatory approach involving stakeholders such as faculty, staff, students, alumni, and the community, the college has identified its Strengths, Weaknesses, Opportunities, and Challenges (SWOC), shaping its goals accordingly. Various committees and cells, including the Internal Quality Assurance Cell, staff council, research committee, examination committee, library committee, sports committee, cultural committee, placement committee, and financial committees, oversee the plan's execution, ensuring comprehensive coverage across all aspects of college functioning.

Transparency, efficiency, and effectiveness characterize the college's administrative setup through online mode with clearly defined roles and responsibilities for faculty, staff, and administration. Policies and strategies are meticulously developed and executed through these committees, promoting accountability and goal attainment. Additionally, the institution has instituted a grievance redressal mechanism, allowing stakeholders to voice feedback and suggestions for continual improvement.

Appointment and service rules are merit-based and transparent, adhering to guidelines set forth by the University Grants Commission (UGC) and the Government of Andhra Pradesh. The Commissioner of Collegiate Education oversees teaching faculty appointments, while non-teaching staff appointments fall under the purview of the Regional Joint Director of Collegiate Education, Rajahmundry. The institution

has a well-defined code of conduct that upholds ethical and professional standards among faculty and staff.

Streamlined and documented procedures govern admissions, examinations, evaluations, and other administrative processes, guided by affiliating university Dr. BR Ambedkar University and APSCHE Andhra Pradesh State Council of Higher Education directives.

Outcome

Government Degree College for Men, Srikakulam has effectively executed its institutional perspective plan, ensuring the efficient and effective functioning of institutional bodies to fulfill its educational mission.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Government Degree College for Men, Srikakulam prioritizes the welfare of its teaching and non-teaching staff by extending various welfare measures in accordance with the statutes of the State and Central Governments. The following schemes are in place:

? **APGLI & GIS:** These schemes offer special security measures, with a mandatory contribution deducted from employees' salaries towards their subscription.

? **GPF and Old Pension Scheme:** Employees appointed before September 2004 are eligible for the Government Provident Fund and the Old Pension Scheme, while those appointed after September 2004 fall under the CPS Contributory Pension Scheme. Partial withdrawal of CPS

? **Medical Reimbursement under EHS:** Employees and their dependents benefit from medical reimbursement facilities as per existing government norms.

? **Gratuity and Earned Leave Encashment:** These benefits are available upon superannuation.

? **Leave Policies:** Medical, Child Care, Maternity, and Paternity leaves are available to employees as per norms.

? **Housing / Personal Loan Facility :** Employees can avail themselves of this facility according to official guidelines
The institution ensures effective grievance redressal through its Grievance Redressal Cell, catering to staff and student concerns. Other facilities include pure RO water, spacious parking, and Wi-Fi access points across the campus, supporting e-learning initiatives.
In terms of staff appraisal:

? **Teaching Staff:** Performance appraisal is conducted through a feedback system and self-appraisal reports submitted annually. Feedback from students, collected via structured questionnaires, informs improvements in teaching quality. Self-appraisal reports, along with documentary evidence, are evaluated by the IQAC and Principal, with Annual Self Appraisal Report (ASAR) scores submitted to the CCE for further action.

? **Non-teaching Staff:** Self appraisal reports are overseen by the Office Superintendent.

Annual prizes are granted to both teaching and non-teaching staff during the college's annual day celebrations, as a means of recognizing and motivating them, based on their performance appraisals at the college level.

Career development and progression avenues are available based on UGC Pay Scale conditions for teaching staff and service rules for other staff members.

Outcome

Government Degree College for Men, Srikakulam is committed to ensuring the welfare and professional development of its staff while fostering a conducive learning environment for students.

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**

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

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

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

Response: 8.45

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**

2022-23	2021-22	2020-21	2019-20	2018-19
34	3	0	0	0

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

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

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

The institution maintains a structured mechanism to assess its annual financial requirements, primarily sourced from student fees collected during enrollment. As a public-funded entity operating under the Commissioner of Collegiate Education, Govt. of Andhra Pradesh, the institution has attained self-reliance and emerged as a leading college in Srikakulam district, Andhra Pradesh.

A Resource Mobilization Committee is in place to explore potential funding sources from industries, CSR funds of organizations, and philanthropists. Mobilization efforts adhere to the institution's established policy. The Finance and Purchase Committees deliberate on resource allocation to meet financial needs, ensuring resolutions for effective fund utilization.

Additionally, the institution also generates funds through utilization of internal resources as per the guidelines issued by the Commissionerate of Collegiate Education like the renting of ground premises and Silver Jubliee Auditorium to general public and other non government institutions .

The Additional Special Fee collected for Restructured Programs serves as a significant financial resource, addressing major institutional requirements such as infrastructure maintenance and wages for contingent staff and hourly teachers.

The institution diligently manages government quarterly budget funding, ensuring alignment with specific objectives. Funds are allocated for library aid, laboratory equipment, ICT infrastructure, maintenance, printing, and stationery. RUSA funds under Component 2 and NIRF funds support infrastructure enhancement and renovation. Additional funds may be sourced from CPDC, Alumni Association, philanthropists, and NGOs for further developmental activities.

Regular internal and external audits by Chartered acountant, A.G. Audit and RJDCE audit office ensure financial transparency. Budget allocations and expenditures undergo scrutiny by auditing teams. Audit objections are promptly addressed by the Principal and relevant committees within specified timelines, ensuring accountability and rectification of any discrepancies.

Outcome

The institution's strategies for mobilization and optimal utilization of resources and funds from various sources are robust and well-defined.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) at Government Degree College for Men, Srikakulam has significantly contributed to institutionalizing quality assurance strategies and processes, ensuring holistic student development.

Development of Quality Culture

IQAC develops and implements policies for various academic and administrative activities. Regular staff council meetings ensure alignment with student welfare. Initiatives like Augmented Reality (AR) and Virtual Reality (VR) learning, digital classrooms, smart classrooms with interactive boards, SOUL software in the library, LCD and smart boards, free PG entrance coaching, syllabus completion control, student progression, and placement opportunities are prioritized for substantial improvement. The IQAC documents various programs and activities that contribute to quality enhancement. The college has been certified with ISO 14001: 2015, ISO 50001:2011, and ISO 9001:2015 by HYM International Certification Pvt. Ltd., reflecting its adherence to environmental, energy, and quality standards.

Student Induction Programme (SIP)

IQAC conducts a comprehensive Student Induction Programme (SIP) for all newly admitted students. This program briefs students on Continuous Internal Assessment (CIA), core subjects, skill development, life skill courses, co-curricular activities, and campus support facilities. The institutional code of conduct is emphasized, ensuring students are well-prepared for their academic journey.

Monitoring of Learning Outcomes

IQAC regularly monitors and records students' learning outcomes through semester-wise performance analysis. Differentiated learning approaches are adopted, with remedial classes for slow learners and enrichment programs such as group discussions, seminars, quizzes, and debates for advanced learners.

MOUs and Collaborations

The college has established 24 Memorandums of Understanding (MOUs), collaborations, and linkages with various organizations, industries, and academic institutions over the past five years, significantly expanding partnership opportunities.

Focus on Teaching-Learning Process

IQAC emphasizes an effective teaching-learning process, aligning the institutional academic calendar with university schedules. Faculty members inform students about program and course outcomes,

enhancing awareness. The CIA is strengthened and monitored by IQAC, ensuring continuous assessment and improvement.

Review of Teaching-Learning Activities

IQAC conducts periodic reviews of departmental activities, annual academic plans, teaching diaries, notes, bridge courses, remedial programs, and ICT-based pedagogical methods. Over the past five years, 36 certificate courses have been successfully implemented, training students in recent developments in their domains.

Exposure to Scientific Community

IQAC has organized 40 international, national, and regional seminars, webinars, conferences, and science exhibitions over the past five years, providing students with regular exposure to the scientific community. Internships and community service projects are integrated into the curriculum as part of NEP 2020 for hands-on training.

Academic Audit by CCE, AP

The Commissionerate of Collegiate Education (CCE), Andhra Pradesh, conducts periodic reviews through academic audits. A team assesses records, reports, evaluation processes, outcomes, and the implementation of curricular and co-curricular activities. Feedback mechanisms involve stakeholders, and actions are taken to address any shortcomings in teaching-learning and evaluation processes.

Outcome

The IQAC's systematic approach has significantly contributed to institutionalizing quality assurance strategies and processes, fostering an environment of continuous improvement and academic excellence.

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

6.5.2

Quality assurance initiatives of the institution include:

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

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

Response: B. Any 3 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](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Our institution prioritizes gender equity, striving to create a peaceful, prosperous, and sustainable society through deliberate sensitization efforts targeting students, faculty, and staff. This commitment is evident in our academic, administrative, curricular, and co-curricular activities.

Gender Audit and Policy Implementation

One of the most significant steps taken to promote gender equity is the gender audit. This comprehensive evaluation of gender-related policies and practices identifies areas needing improvement and ensures equal opportunities for all students, regardless of gender. This audit has guided the institution in implementing effective gender equity measures.

Representation and Support

Women hold key positions in the institution's governing body, including IQAC coordinator, Examination convener, convenor of Andhra University Distance Education, members of all committees, and class representatives. Women Empowerment Cell actively addresses grievances through 'Spandana' drop-boxes, providing a platform for girl students to voice their concerns.

Awareness and Sensitization Programs

The institution conducts awareness programs on health, sanitation, hygiene, gender equity, fostering solidarity and mutual respect to raise awareness and sensitivity towards gender issues, educating both students and staff. The college Health Centre, staffed with a lady pharmacist, distributes iron tablets to combat anemia among girl students.

Facilities for Women

1. **Safety and Security:**

   - Security staff checks all outside visitors to ensure safety.

   - Strict anti-ragging measures are in place, complemented by awareness campaigns on women's safety and gender sensitivity, conducted through street plays, rallies, and camps by NSS and NCC student volunteers.

- Women Empowerment Cell regularly interacts with girl students to address and resolve their issues.

- The Disha app enables anonymous reporting of harassment or discrimination, enhancing safety and accountability.

- An Anti-Sexual Harassment Committee is established and actively functioning.

2. **Common Rooms:**

- Gender-specific common rooms and washrooms are provided.

- Girl washrooms are equipped with incinerator for the safe and hygienic disposal of sanitary napkins.

Gender Equity and Sensitization in Curricular Activities

1. Gender equity and sensitization are integral to Student Orientation program.

2. Annual awareness programs on gender issues are conducted for both girl and boy students.

3. Women's literature and related topics are included in undergraduate programs such as Special English and Special Telugu.

Gender Equity and Sensitization in Co-Curricular Activities

Women Empowerment Cell organizes various co-curricular activities including:

- Awareness videos on topics like child marriages, promotion of girl child education, and AIDS awareness.

- Celebrations of International Women's Day and the International Day against Illicit Trafficking.

- Yoga classes.

- Girls Child Day Celebrations.

- Women's Day Celebrations.

Encouragement in Sports and Extracurricular Activities

To encourage girl students, the institution conducts various sports activities and motivates participation in state-level and national-level sports meets. Girls are also encouraged to join NSS and NCC, with three NSS units comprising 300 volunteers, including 130 girls, and a mixed NCC unit with 54 girl cadets.

Outcome

Through these initiatives and measures, our institution has fostered a supportive and inclusive environment, ensuring gender equity and promoting the well-being and empowerment of all students over the last five years.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**

4.Beyond the campus environmental promotion activities

Response: B. Any 3 of the above

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

7.1.4

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

Response:

The institution's vision centers on fostering a cohesive and inclusive environment where cultural, regional, linguistic, and communal values are deeply embedded within the student community. This commitment is reflected through a myriad of initiatives aimed at promoting tolerance, harmony, and awareness of rights and responsibilities among students and staff.

Cultural and Regional Diversity: The institution actively promotes cultural understanding through celebrations of diverse festivals such as Dussehra, Christmas, Ramadan, and Ugadi. These festivities are not mere events but opportunities for students to appreciate and participate in the traditions and practices of various religions and cultures. Additionally, the curriculum includes topics on human rights, peace, tolerance, and social values, reinforcing the importance of cultural sensitivity and mutual respect.

Linguistic Inclusivity: Recognizing the importance of linguistic diversity, the institution offers courses in languages like Telugu, Sanskrit, Oriya, and Hindi as part of its curriculum. This multilingual approach ensures that students have the opportunity to learn and appreciate different regional languages, thereby promoting linguistic harmony and understanding.

Co-Curricular and Extracurricular Activities: A robust framework of co-curricular and extracurricular activities further enhances cultural harmony and values among students. Activities such as seminar

presentations, poster presentations, role-plays, and ICT-based presentations encourage students to explore and showcase their understanding of cultural diversity and social values. Cultural programs featuring folk dances, classical music, and food competitions serve as platforms for students to celebrate and share their cultural heritage.

Socioeconomic Sensitivity: To mitigate socioeconomic barriers, the institution implements a uniform dress code, promoting equality and a sense of belonging among students from diverse economic backgrounds. This initiative fosters an environment where students focus on learning and personal growth, irrespective of their financial status.

Sensitization to Constitutional Obligations: The institution integrates constitutional awareness into both the curriculum and extracurricular activities. Subjects like Political Science cover topics that sensitize students to their rights, duties, and responsibilities as citizens. Seminars and workshops on topics such as Right to Information, Sexual Harassment, and Gender Equity are regularly organized to deepen students' understanding of their constitutional rights and obligations.

Observance of National and International Days: Major national and international days are observed to instill a sense of civic duty and global awareness among students. Events such as Republic Day and Independence Day are commemorated through activities that highlight the significance of these occasions and the principles enshrined in the Indian Constitution. The institution's Electoral Literacy Club actively engages students in activities on Voters' Day to promote electoral awareness and participation.

Outcome

The institution's comprehensive approach to inclusivity and tolerance encompasses cultural, regional, linguistic, communal, and socioeconomic dimensions. By fostering an environment where diversity is celebrated and constitutional values are upheld, the institution equips students not only with academic knowledge but also with essential life skills grounded in respect, empathy, and civic responsibility. These initiatives collectively contribute to creating responsible and culturally aware citizens prepared to contribute positively to society.

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

7.2 Best Practices

7.2.1

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

Response:

Title of the Practice 1: TAP -TRAIN -THRIVE

Duration: From 2021 till date

Objectives of the Practice: Government Degree College for Men, Srikakulam, aims to establish itself as a leader in securing funds from external funding agencies. The primary objective of this practice is to foster the holistic development of both faculty and students by:

- Tapping into diverse funding opportunities.
- Training faculty and students in research-oriented work to enhance their academic and professional capabilities.
- Enabling faculty and students to thrive in their academic and research pursuits, in line with the institution's vision and mission.

The Context: Recognizing the importance of external funding for academic growth and research development, the college has actively sought partnerships with various funding agencies. This proactive approach is essential for enhancing the quality of education and research activities within the institution.

The Practice: The TAP, TRAIN & THRIVE initiative involves a series of progressive training programs, seminars, workshops, conferences, and lecture projects conducted each year. Key activities under this practice include:

- Establishment of the Foldscope Facilitation and Training Centre.
- Science popularization activities and research projects.
- Training sessions and events are designed not only for the college's students and faculty but also for those from neighboring colleges in the Srikakulam District.
- Partnerships with esteemed funding agencies such as DBT, DST, Indian Academy of Sciences, SERB, UGC, INSPIRE, RUSA, Academy Trust (tAcT), and APCOST.

Evidence of Success: The TAP, TRAIN & THRIVE practice has yielded significant success:

- The college has secured approximately 53 lakhs in grants from various funding agencies.
- It is the only degree college in the state to organize Refresher Courses for faculty.
- Extensive Science Popularization activities have been conducted
- Over 3000 students and faculty have been trained and motivated towards science and research.

Problems Encountered and Resources Required: Despite the success, there are challenges to address:

- Increasing student participation remains a key area for improvement.
- Continuous efforts are needed to engage more students in these programs to maximize the benefits of the practice.

By expanding and refining the TAP, TRAIN & THRIVE initiative, Government Degree College for Men, Srikakulam, aims to further enhance its research capabilities, secure more funding, and provide top-notch training and development opportunities for its faculty and students.

1. Title of the Practice: 2. FOSTERING A RESEARCH ECOSYSTEM

2. Duration: From 2021 till date

3. Objectives of the Practice:

- To develop and embed strong research methodologies and practices to foster a unique research culture.
- To encourage both faculty and students to adopt a research-driven approach, promoting innovative thinking, experimentation, and critical inquiry.

4. The Context: GDCM has implemented a detailed policy framework designed to enhance research and development activities. The context of this initiative includes:

- Creating a Conducive Environment: Developing an academic atmosphere that supports free thinking, rigorous referencing, and inquisitive exploration. academic freedom is respected.
- Forming Strategic Partnerships: Establishing partnerships with industries and research organizations to integrate theoretical knowledge with practical applications.
- Encouraging Scholarly Work: Motivating both faculty and students to publish scholarly articles and engage in a variety of research projects.
- Providing Comprehensive Support: Offering a robust policy framework, adequate financial resources, and expert guidance to support and advance research activities.

5. The Practice:

GDCM has implemented its Research Promotion Policy through the creation of a dedicated Research Promotion Committee, focused on establishing a comprehensive research ecosystem. The key practices include:

- **Establishment of a Research Centre:** The Research Centre is dedicated to nurturing a culture of research among faculty and students. It serves as a central hub for all research-related activities and initiatives.
- **Organizing Educational Events:** GDCM regularly hosts a range of educational events covering essential topics such as Intellectual Property Rights (IPR), research methodologies, and emerging research trends. These events are designed to enhance Research Competency, Promote Knowledge and Foster Professional Growth
- **Access to Research Resources:** Providing access to up-to-date national and international research publications, enabling faculty and students to stay informed about the latest developments through N-List and INFLIBNET.
- **Resource Utilization:** The college offers training on how to effectively navigate and utilize these resources to support research activities, ensuring optimal use of available materials.

6. Evidence of Success:

The implementation of the Research Ecosystem practice has led to notable achievements:

- **Funding Achievement:** Secured ?20 lakhs in funding for various research projects, enabling the advancement of numerous research initiatives.
- **Educational Events:** Organized 13 seminars on IPR and 14 workshops/webinars on a diverse range of research-related topics, contributing to the enrichment of the research community.
- Faculty and Research Supervision: Recognized 7 faculty members as research supervisors and enrolled 13 PhD scholars, promoting high-quality research supervision and mentorship.
- **Awards and Publications:** Awarded the Best Thesis Award to 2 faculty members for exceptional research work. Published 80 research articles in prestigious national and international journals and contributed 33 papers to books and conference proceedings.
- **RSC Internship Training Programme for Girl Students:** 4 M.Sc. (Organic Chemistry) students participated in the RSC Internship Training Programme by Tina Life Sciences, Bangalore, receiving hands-on training in organic chemistry from December 1, 2022, to January 1, 2023.
- **Patent :** M. Pradeep received a patent for the invention of a diagnostic kit and method for predicting post-surgical outcomes in focal cortical dysplasia.
- **Student Involvement:** Encouraged students to undertake cluster and community service projects, enhancing their research skills and providing practical experience.

7. Problems Encountered and Resources Required:

Despite the successes, the initiative faces several challenges:

- **Maintenance Issues:** Regular maintenance of laboratory equipment is required to ensure functionality and up-to-date standards, which poses an ongoing challenge.
- **Digital Tools Training:** There is a continuous need for training faculty and students in the latest digital research tools to keep pace with technological advancements and ensure effective use of digital resources.

By continuously expanding and refining the Research Ecosystem initiative, Government Degree College for Men, Srikakulam, aims to further enhance its research capabilities. This initiative not only strengthens the college's academic and research output but also underscores its commitment to developing a dynamic and forward-thinking academic community.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[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:

COMPREHENSIVE STUDENT INVOLVEMENT IN INSTITUTIONAL GOVERNANCE: SETTING A STANDARD OF EXCELLENCE

Government Degree College for Men, Srikakulam, stands as a beacon of democratic values and student empowerment through its comprehensive approach to student involvement in institutional governance. By actively integrating students into various facets of college management, the institution fosters leadership, responsibility, and a robust sense of community.

Formation of Student Welfare Union (SWU)

At the heart of the college's commitment to democratic values is the Student Welfare Union (SWU), which plays a pivotal role in student governance. The SWU is designed to empower student leadership by allowing elected representatives to voice concerns, propose solutions, and spearhead campus initiatives. This process not only fosters a sense of ownership among students but also promotes active engagement in shaping their academic environment.

The election process for SWU positions is structured to promote responsibility and accountability. Candidates must campaign, present their ideas, and act with integrity, ensuring that decisions made by the SWU reflect the collective interests of the student body. Participation in the SWU provides students with practical experience in leadership, public speaking, and organizational skills, which are invaluable for their future roles.

Moreover, SWU representatives serve as crucial intermediaries between students and the administration, ensuring that student feedback directly influences institutional decisions and policies. This involvement extends to various governance aspects, including committee meetings and policy discussions, integrating student perspectives into institutional operations. Additionally, the SWU organizes events and activities that enhance campus life, contributing to a vibrant and supportive community.

Inclusive Student Participation in Governance

The college ensures that student perspectives are integral to shaping institutional policies through their involvement in several key committees. Students contribute to the Internal Quality Assurance Cell (IQAC), providing feedback to improve educational quality and institutional processes. In the College Planning and Development Council (CPDC), students help formulate long-term strategies for the college's growth and development.

In the Central Purchase and Audit Committee, students play a role in promoting transparency in procurement and financial management. Their involvement in the UGC & RUSA Committee aids in the effective utilization of funds to enhance facilities and infrastructure. Students also provide valuable feedback on examination processes and class schedules through the Examination and Time Table Committees.

The Attendance and Magazine Committees benefit from student input in developing fair attendance policies and curating the college magazine. Additionally, students contribute to the equitable distribution of scholarships, support gender equality initiatives through the Women Empowerment Cell, and assist in addressing grievances via the Student Grievance & Redressal Committee.

Students are also involved in supporting anti-ragging measures and upholding college rules through the Anti-Ragging and Discipline Committees. They influence decisions related to sports, library services, and cultural events via the Games & Sports, Library, and Cultural Committees. Furthermore, students address specific needs and promote welfare for marginalized groups through the SC & ST, OBC, Minority Cells, and Differently Abled Students Welfare Committee.

Student-Led Innovative Teaching-Learning Practices

The college employs innovative methods to enhance the teaching-learning experience, with students playing an active role. Peer teaching is one such method, where students take on teaching roles within peer groups, promoting collaborative learning and retention while developing essential soft skills. Class representatives facilitate communication between faculty and students, monitor the teaching-learning process, and organize various academic and extracurricular activities.

Celebrating significant days is another practice that fosters community spirit and cultural awareness, providing additional learning opportunities beyond the standard curriculum. Students also participate in maintaining facilities and campus cleanliness, promoting a positive and conducive learning environment.

Student-Led Community Service Initiatives

Community service is a significant aspect of student life at the college. Students create social awareness videos to raise consciousness about critical issues, enhancing their communication skills and civic engagement. Participation in the NCC, NSS, and RRC organizations develops leadership and teamwork skills while contributing to community welfare.

The "Each One Teach One" initiative sees students tutoring underprivileged children, bridging educational gaps and promoting literacy.

Student-Led Commitment to Environmental Sustainability

Environmental sustainability is a core focus of the college's green initiatives, with students actively participating in efforts to promote ecological responsibility. The Eco Club organizes awareness campaigns and practical conservation projects, such as tree planting and waste management.

Students engage in Swachh Bharat activities, participating in cleanliness drives and promoting sanitation awareness. The Jal Shakti Abhiyan focuses on water conservation through workshops and community outreach led by students. Efforts to reduce plastic use are spearheaded by student-led campaigns that promote sustainable alternatives.

The college also observes No Vehicle Day to encourage eco-friendly transportation and reduce the carbon footprint. These initiatives not only engage students in environmental stewardship but also contribute to a more sustainable campus.

Conclusion

By integrating students into governance, teaching, community service, and environmental sustainability, Government Degree College for Men, Srikakulam, fosters a dynamic and supportive learning environment. This comprehensive involvement equips students to become responsible, engaged citizens,

underscoring the college's commitment to a holistic educational approach.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Government Degree College for Men, Srikakulam, is dedicated to maintaining a high standard of excellence in education, research, and community involvement. Committed to academic excellence and holistic development, the college is continually evolving to meet future challenges and remains steadfast in its mission to contribute to the socio-economic advancement of the region.

Concluding Remarks :

In conclusion, the Government Degree College for Men, Srikakulam, with its longstanding tradition of excellence in education, research, and community engagement, continues to serve as a beacon of knowledge in the north coastal region of Andhra Pradesh. With a rich history of over seven decades, the institution's commitment to academic rigor, infrastructure development, and holistic student development has been unwavering. Supported by a highly qualified faculty and robust administrative frameworks, the college has made significant strides in adopting modern educational practices and enhancing its infrastructure to meet contemporary educational needs. As we prepare for the next cycle of NAAC accreditation, we remain dedicated to our mission of fostering academic excellence, promoting research, and contributing to the socio-economic development of our region. Our achievements, driven by a collaborative effort between students, faculty, and administration, underscore our readiness to continue advancing our educational goals and fulfilling our vision for the future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : 39 Answer After DVV Verification :34
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* 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 Answer before DVV Verification: {| 2022-23	2021-22	2020-21	2019-20	2018-19	/	656	450	307	130	169 |} Answer After DVV Verification : {| 2022-23	2021-22	2020-21	2019-20	2018-19	/	392	299	307	130	169 |}
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* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : Communication letter on action taken report does not contain receiving signature of the affiliating University and hence input is edited.
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* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: {	2022-23	2021-22	2020-21	2019-20	2018-19	/	338	432	441	393	338	}

1.2.2.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
656	450	307	130	169

1.2.2.1 Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
392	299	307	130	169

2.1.2.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
338	432	441	393	338

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
338	432	434	393	336

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

Answer before DVV Verification:

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

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

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
\|---\|---\|---\|---\|---\|
| 46 | 45 | 44 | 45 | 48 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
\|---\|---\|---\|---\|---\|
44	42	44	45	48	 Remark : Input is edited as per dt. of joining in institute as well as receiving qualifying certificates
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)* 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)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19	 |---|---|---|---|---|
6.76	9.96	1.7	33.96	8 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---|
00	00	1.7	16.00000	8	 Remark : Input is edited as per clarification document. Only research grants are to be considered.
3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
56	15	4	2	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	12	3	1	0

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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	6	1	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	2	0	0

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.*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	58	56	19	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	12	11	5	10

Remark : Input is edited as per clarification document.

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.
	Answer before DVV Verification : Answer After DVV Verification :8 Remark : Considering only relevant claims, Input is edited
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.18	0	8.7	0.37	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.65355	0.55931	00	0.67320	0.23608

Remark : Input is edited as per audited statement.

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 188 Answer after DVV Verification: 84 Remark : Input is edited as per stock register data. purchased bills are not in assessment period
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)* 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)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19.89	16.4	3.0	10.28	10.47

Answer After DVV Verification :

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

| 1.17080 | 1.27940 | 2.93599 | 1.33815 | 0.64992 |

Remark : Input is edited as per audited statement.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	123	97	80	62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	1	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
89	136	101	84	77

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	8	8	1	3

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**

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

Answer before DVV Verification:

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

94	0	0	0	0

Answer After DVV Verification :

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
80	60	05	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34	3	0	0	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	0	0	0

Answer After DVV Verification :

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

Remark : Input is edited as per profile of the SSR.

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.**

	Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : AAA cannot be considered as the details of external team are not provided. Also no relevant supporting documents are found for option 3. Input has been edited
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input is edited as per clarification document

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 99 Answer after DVV Verification : 95