

<b>1.4 - Feedback System</b>	
<b>1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni</b>	<b>A. All of the above</b>
<b>File Description</b>	<b>Documents</b>
URL for stakeholder feedback report	<a href="https://www.gdcwsrikalahasti.ac.in/wp-content/uploads/2022/03/Feedback-forms-converted.pdf">https://www.gdcwsrikalahasti.ac.in/wp-content/uploads/2022/03/Feedback-forms-converted.pdf</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View File</a>
Any additional information	<b>No File Uploaded</b>
<b>1.4.2 - Feedback process of the Institution may be classified as follows</b>	<b>C. Feedback collected and analyzed</b>
<b>File Description</b>	<b>Documents</b>
Upload any additional information	<b>No File Uploaded</b>
URL for feedback report	<a href="https://www.gdcwsrikalahasti.ac.in/wp-content/uploads/2022/03/Feedback-forms-converted.pdf">https://www.gdcwsrikalahasti.ac.in/wp-content/uploads/2022/03/Feedback-forms-converted.pdf</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment Number Number of students admitted during the year</b>	
<b>2.1.1.1 - Number of students admitted during the year</b>	
<b>189</b>	
<b>File Description</b>	<b>Documents</b>
Any additional information	<b>No File Uploaded</b>
Institutional data in prescribed format	<a href="#">View File</a>

**2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**

**2.1.2.1 - Number of actual students admitted from the reserved categories during the year**

169

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## **2.2 - Catering to Student Diversity**

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The Institution assesses the learning levels of the students in the beginning of the academic year. Due to Covid -19 the institution faces certain challenges relating to technical, academic and communication aspects. At the beginning of the academic year, the learners are not satisfied with online learning as most of the students are from remote places and they don't have mobiles and network to listen to the online classes. However, learners slowly adjusted to the new system because it has become the only option with the nation's lockdown to prevent from this coronavirus. During the first week, the institution has organized a bridge course for the newly joined students to assess their knowledge in the subject concerned and language. The entire faculty involves in the Induction programme and enlightens the students about the pattern of study, which vary from school and Junior college level. The institution has collected the filled-in students' profiles with the particulars of the students are maintained by the class in-charges. The analysis of the profile enables the mentors to classify the differential capabilities and requirements of the students. They address the needs of the students if necessary, with the help of the counselors. The new entrants are encouraged to go around by the senior students to know about the facilities in the college premises by following Covid-19 guidelines.

After starting the regular course work, the close observation of the classroom behaviour of the students and the evaluation of their performance in the tests enable the faculty to identify the different levels of students. After identification of slow

learners, the course teachers counsel them to free them from inhibitions and instill confidence in them to foster their concentration and attention on studies. Department wise Special Course material is provided to them and remedial classes are conducted to improve their level of learning. The remedial classes have been taken out of regular timetable. Besides, slow learners are allotted to the advanced learners to up-lift the two-way learning strategies.

Correspondingly, identify the advanced learners during interactive sessions, active participation in classroom activities, good performance in examinations, in Question-Answer sessions, etc,. After the close observation, the advanced learners are encouraged to keep up their confidence to enhance their academic record. Challenging assignments and projects are assigned to them to hone up their intellectual caliber and sharpen their inquisitiveness. Boost them up to experience the thrill of learning and enjoy the pleasure of achievement. They are also motivated to take up self-study courses through Massive open online courses for independent pursuit of higher studies. They are encouraged to apply for students' projects from funding agencies, to do internships to earn while learn and to acquire real life experience. They are encourage participate and present research papers in seminars/ conferences at collegiate/ inter-collegiate/ state/ regional/ national levels. Further, responsibilities are given to them to organize department and college level functions. That would improve their managerial, leadership and communication skills. They are also advised to face aptitude tests, Group Discussions and Interviews.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

Number of Students	Number of Teachers
189	16

File Description	Documents
Any additional information	No File Uploaded

## 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

The Institution practices a student-centric teaching methodology in imparting education through blended approach. This methodology helps to change the students' mindset from the role of passive recipients to active and involved stake holders, besides; it has been boosting their confidence. Students have been encouraged towards online learning during Covid-19 time. Teachers used Zoom, Google Meet, and Google classroom for teaching. Assignments and Projects are assigned to the students through Google classroom. In turn, they have submitted their work through Google classroom. They are assessed by the teachers and comprehended at students' personal level. It helped them to understand and learn at their own pace.

The Courses and the programmes offering in the institution are specified by projecting the course objectives, programme specific objectives and programme outcomes in the website. This gives inclusiveness to the students about their primary focus of doing the course. It also helps them in self-evaluating their performance at the end of the course. The Institution has taken Feedback on the curriculum and teachers. It provides an opportunity to identify any lapses in teaching and addressed them with new strategies to make the learners to learn with ease and interest. Teachers use ICT tools, Language Labs and skill development centers to generate interest among students towards learning. Students are also encouraged to use digital labs (OLABS and Digital Labs) and online library resources (NDL) offering by the Govt. of India. Even students are taken to Industries, Field trips and assigned Projects to provide experiential and participative learning. Further, Internal assessment has been done by giving assignments and encouraging them to give seminars on the given topic in the classrooms besides conducting written exam. Writing assignments and giving seminars help students to overcome stage fear and develop oratory skills. Apart from these through JKC and ESC students are encouraged to do online courses through SWAYAM, TCS-ION, CISCO EDUSKILLS to hone additional skills like personality development, presentation skills, communication skills, computer skills etc to get employability after completion of the course.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

In the Institution, the Virtual classroom, Seminar Hall, JKC, and Computer Applications rooms with LCD Projectors and LED TVs in JKC and SDC are utilizing for teaching and learning process with ICT various ICT enabled tools. During this Covid -19 Pandemic, Google classroom is used to send Assignments and course related information. Teaching Fraternity has created accounts to the stakeholders and asked them to submit assignments and the answer scripts through their accounts. Through the ICT tools like Google forms, Kahoot, Quizzes, Plickers etc to evaluate the students' learning capabilities. Online drawing tools like concept maps, mind maps, are used to perform student centric activities. The PPTs on various topics related to curriculum are used in the teaching process for the effectiveness in the teaching- learning process. To teach mathematical subjects in online mode, teachers have used various online tools like - Wacom-one digital board, whiteboard in Microsoft teams, Jamboard in Google meet, etc.

Link :[http://apcce.gov.in/BPOL4CV1?nw\\_college=2bKjGMkOurvK38V4dYyB3qNyZer59cFd/Ge4kHJxINY8CZWJ87d1WItYYHERnilc](http://apcce.gov.in/BPOL4CV1?nw_college=2bKjGMkOurvK38V4dYyB3qNyZer59cFd/Ge4kHJxINY8CZWJ87d1WItYYHERnilc)

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

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

**2.3.3.1 - Number of mentors**

16

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

## 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of full time teachers against sanctioned posts during the year

16

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>

### 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

#### 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

5

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	<a href="#">View File</a>

### 2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

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



63

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

## 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

At the institutional level, method of internal assessment is transparent. In the Institution, the evaluation methods are communicated to the students on the opening day of the academic year by the Principal and the respective subject in-charges during the Bridge Course time, i.e., in the first week of the commencement of the Academic year. As per the academic schedule released by the Affiliated University, the Academic Coordinator of the Institution with the team has prepared the institutional Academic plan and circulated among the students and also placed in the Notice Board and in the website. The curriculum is given to the students which have the details of all the modules, hours, credits, components and question pattern of Internal Assessment and Semester examinations. The tentative dates of mid and end semester (theory and practical) examinations are informed well in advance to the students to plan for their preparation.

However, Internal Examinations are conducted as per the schedule given by the affiliated University. The college level academic coordinator with the team frameworks at the institutional level for the smooth conduct of Internal Assessment. According to the timetable, two exams are conducted with the duration of 2 hours each per day. Two Internals are conducted and out of them better is chosen. A Committee at the Institution level is constituted to evaluate at the institution level by giving assignments and conducting written Exam, GDs, Quizzes, class seminars etc. As well, maintaining Internal marks register at the departments. The formative assessment and the evaluation by the staff is transparent in all aspects.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

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

In the Institution, grievances relating to Internal Examinations are handled in a transparent manner. The corrected answer scripts are cross checked randomly with the other members in the department to ensure for the marks given to the students. The corrected answer papers of the students are circulated for the verification by the students and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are entered in the internal marks register. If any student has any doubt they can cross check in the department. The marks obtained by the students in internal assessment tests are uploaded periodically in the university web portal when the Affiliated University asked to upload the internal and practical marks. The Commerce Department and all the Science Departments have kept the records for further evidences if any discrepancy in the marks memos of the students. The independent learning, practical approach to the real-time applications is tested by viva voce for the practical related courses.

The Institution appoints a coordinator for smooth conduction of internal and external examinations of Sri Venkateswara University. If any students face any problems relating to Examinations and marks, they are brought to the notice of the Controller of Examinations through proper channel and solve the problem related to results, corrections in mark sheets, other certificates issued by university are informed at University examination branch. Students who have confidence and not satisfied with the university evaluation, they are encouraged to apply for revaluation, recounting and challenged evaluation by paying necessary processing fee to university

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

## 2.6 - Student Performance and Learning Outcomes



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

The Course objectives and outcomes of all the programmes offering in the institution have been displayed on the website and intimated to the students at the beginning of the Academic year.. The strategies and methods are made known to all the staff and students.

Teaching is also designed in such a way so as to bring out the desired outcomes as stated in the curriculum. The faculty of the concerned departments have planned the curriculum in a way such that the learning objectives and outcomes of all the courses of UG, PG programmes, which are framed by APSHE and approved by the BoS and the Academic council of the Affiliated University to execute better outcomes. Students are encouraged towards course and programme outcomes throughout the course. Awareness programmes on course outcomes are conducted to the students at the beginning of the academic year.

The copies of syllabus containing the objectives of the courses are distributed to students in the beginning of the academic year. Special Orientation Programmes on learning outcomes are conducted to the newly appointed staff by the CCE and a one-day programme is conducted at the institutional level to strengthen the teaching strategies to get the desired outcome.

The learning outcomes of the students are examined by the course teachers through regular class tests, mid and end semester examinations, practicals, reviews, etc. The insight of objectives of teaching and learning is checked through the feedback from students, alumni and parents and self assessment of the teachers themselves. Discussion and analysis of results with the students, in the department, in the Staff Council asserts the attainment of specified learning outcomes.

The Program Outcomes and Course Outcomes are informed during admissions besides displayed in the Departments and on the website. Apart from this, generated awareness on POS and COS through PPT to the students during the beginning days of the course

The college has clearly stated the outcomes. The college ensures that the students should acquire learning outcomes like communication skills, leaderships skills, practical knowledge pertaining to science subjects etc., The institution supports the

students to know the various options available in the job market either in the Government or private sector.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	Nil
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View File</a>

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The institution ensures the outcomes stated by the affiliated university and also the suggestions and feedback are taken by the stakeholders and alumni.

IQAC collects feedback from the students, alumni and parents in a structured questionnaire, which consists of components on learning outcomes and analyzes the data. The result of the analysis is provided to the concerned course teachers by the Principal with her/his remarks and suggestions.

The Institution conducts two mid-exams for every semester and one grand test to check whether the stated objectives of the curriculum are achieved or not. Slip/ class tests are conducted to obtain confidence in the relevant subject. Identify the students who are weak in some areas of topics and are given remedial coaching. Apart from the written tests, assignment work and seminars are given to the students to enable them to gain more knowledge in the subject. Besides, debates, group discussions, essay writing and Elocution competitions are conducted in the classroom to encourage to learn with Zest and Zeal. For the students who are socially or economically deprived sections, the government has sanctioned scholarships to continue their studies. Various departments and committees develop activities like Literary days, charts and poster presentations which are displayed in the college premises.

As a result of continuous and constant mentoring, the students have gain confidence and have secured, first classes, distinctions and received medals.

Discussions on the results of semester examinations are held in the Examination and Awards Committee and the suggestions are

analyzed in the Staff Council and implemented, if applicable. The course teachers redesign the teaching plan based on the observations and suggestions received after the analysis of the feedback to draw students' attention and make learning more effective.

The departments identify the reasons for the lapses in students' achievement and provide remedial coaching to the slow learners.

The course teachers encourage the high achievers through special attention to their studies and honour them by displaying their photos on the department notice boards.

They are also applauded with medals and certificates on the College Annual Day and their photos are published with their ranks in the college magazine.

The Placement and Career Guidance Cell arrange soft skill training and Campus drives, which find employment opportunities for the eligible students.

Guidance and Counseling is given to the students to overcome the barriers and improve their learning.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil

### 2.6.3 - Pass percentage of Students during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

131

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

## 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

[https://docs.google.com/forms/d/1v7QWDFJuIHW8bv2X\\_uujB-NfNAkU6YBYS-feZTgLegA/edit#responses](https://docs.google.com/forms/d/1v7QWDFJuIHW8bv2X_uujB-NfNAkU6YBYS-feZTgLegA/edit#responses)

## 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 year (INR in Lakhs)**

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

0

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	<a href="#">View File</a>

**3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1 - Number of teachers recognized as research guides**

0

connection they also expressed that better to prescribe text books with less cost. • Alumni feedback: Evaluation is being done on the Feedback from Alumni on the subject knowledge of the program, level of meeting expectation, progress of Alumni in career after graduation, impact of training, motivation at Institute, training on employability skills. As per the feedback collected from the alumni on the aspects like curriculum, electives, evaluation, job skills, etc., more than 75 of the alumni gave responses as very good. • Employers' feedback: It highlights evaluation parameters in the form of subject knowledge, attitude, behavior, Regularity, Punctuality, Maturity, Motivation, Creativity, Presentation Skills and ability to get along with others. The analysis of this feedback helps the institute in reframing the course content and various skill development training. It also helps in determining overall employability of our students at various levels. As per the feedback collected from the employer on curriculum, more than 80 of them has given overall positive response, but suggested to make the students industry ready. • Parents' feedback: It is also being done based on overall development of their ward and about learning environment in the college as well as imparting value based education to facilitate the Institute immensely reorienting the administrative, accommodation, general ambience, the skill development, suitability of the courses for career growth of the ward. As per the feedback collected from the parents on curriculum, more than 80 of the parents are very much satisfied with the curriculum taught by the College.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BA	History, Economics, Political Science	40	28	21
BCom	Commerce	40	23	21
BSc	Mathematics, Physics, Chemistry	30	20	13
BSc	Mathematics, Statistics, Computer science	60	18	11
BSc	Mathematics, Physics, Computer science	60	27	24
BSc	Micro biology, Zoology, Chemistry	60	41	32
BCom	Computer Applications	60	65	60

[View File](#)

### 2.2 – Catering to Student Diversity

#### 2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled	Number of students enrolled	Number of fulltime teachers	Number of fulltime teachers	Number of teachers
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	in the institution (UG)	in the institution (PG)	available in the institution teaching only UG courses	available in the institution teaching only PG courses	teaching both UG and PG courses
2019	378	59	18	Nil	4

## 2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">View File of ICT Tools and resources</a>					
<a href="#">View File of E-resources and techniques used</a>					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The Institution has adopted mentoring system to ignite spark of knowledge in students. It gives an opportunity to the teachers to understand the psychology of students and their understanding levels in learning. Mentor-Mentee system in our college facilitates constant interaction between faculty and students. The responsibility of each class teacher is to counsel them on their personal, academic and career concerns. In our college, mentors share their knowledge, experience and wisdom with the students. They stimulate curiosity and build confidence by presenting new ideas, opportunities and challenges. By providing an open and supportive environment, mentors identify the talents and interests of mentees and help them in attaining their goals. Mentors inspire mentees by sharing the real time stories of achievements of great people. Mentor encourages open communication, offers support, defines expectations, maintains contacts, and counsels the students to be honest, innovative creative. Mentor gives suggestions to the mentees and advises them to be reliable and consistent, positive and enthusiastic. Adoption of Mentor-Mentee system could support for ? Bridging the gap between the teachers and students. ? Creating a better environment in the college, where students liberally approach the teachers for both educational and personal guidance. ? Enhancement of knowledge for both teachers and students by effective two-way communication. ? Guide them in the selection of electives ? Counsel the students who are not confident in a few subjects ? Creating awareness and extending support to students for Govt. Higher Education examinations. ? Motivating to pursue higher studies and entrepreneurship. ? Facilitating advice and support for improvement in academic performance. ? Interaction with the parents when students are weak in academic related activities, irregular to classes and behavioural changes in the students. Ongoing process: ? Conducting regular meetings between mentor and mentee. ? Maintaining Student Profiles for each student. ? Student profiles contain both personal and academic data. ? Allowing the students to approach the mentor for both academic personal problems. ? Providing professional /career advice regularly to the mentee.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
437	18	1 : 24

## 2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
24	18	6	Nil	5

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

Year of Award	Name of full time teachers receiving awards from state level, national level,	Designation	Name of the award, fellowship, received from Government or recognized



international level

bodies

No Data Entered/Not Applicable !!!

[View File](#)**2.5 – Evaluation Process and Reforms**

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
No Data Entered/Not Applicable !!!				
<a href="#">View File</a>				

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The institution initiates certain reforms in assessing the students academic performance and learning process. As a part of sound educational strategy, Continuous Internal Evaluation (CIE) System to assess all aspects of a student's development on a continuous basis throughout the year is in practice. The performance evaluation of each course has • Internal Assessment and • External Assessment. Internal Assessment: There are two internal tests and assignments for each course. Out of the two internal tests, the better of the two will be considered for the eligibility for semester end examination. Besides assessing the students performance based on tests, the institution has been initiated new reforms in evaluating the students progression through • Conducting class-seminars, student study projects, slip tests, quizzes, group discussions, debates,online quizzes, plickers etc. to evaluate the presentation and progression of students in their Academics • Monitoring the schedules of internal assessments on regular basis and institute academic calendar prepared as per the academic calendar of affiliating university. • Orientation program on the evaluation process at the beginning of the first Semester. • Remedial Classes for the students for better performance. • Special counseling to the students with poor attendance. • Encouraging the students to participate in Sports, NCC and NSS activities which enable them to update their subject knowledge through recreation to catch up with their peers. • Giving more assignments to improve their performance. • Counseling the students about their mistakes committed in the previous examination • Continuous evaluation for the courses having practical examination • Giving more practice to the students while conducting experiments especially in computer science, computer applications, science subjects etc. • Conducting mock viva voce keeping in view of Project work evaluation • Conducting, quizzes, group discussions, debates etc., to improve the communication and negotiation skills. External Assessment: External examinations will be conducted at the end of every semester for all the theory papers and practical papers of all semesters with the duration of three hours. Students should possess 75 attendance in each semester and 40 of marks in Internals to appear for University Examination. Result Analysis is done by the concerned departments after getting the results of end-semester exams. Pass percentage of each course is calculated by dividing the total number of students appeared and passed in each course. The performance of the students is monitored by the Principal and the necessary feedback is given to the concerned faculty members. The Principal conducts department-wise Review Meetings to give necessary feedback for the betterment of students' performance.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The institution has a well-defined standard operating procedure to develop the academic calendar in tune with affiliating university calendar and transparency is maintained in conducting internal examinations and internal evaluation. The Institutional plan process is • Preparing standard Academic Calendar every year conforming the academic calendar of the affiliated university and CCE (office of the Commissioner of Collegiate Education). • The calendar has the internal Examination schedule and the tentative schedule of external Examination. • The Academic Calendar helps as a source of information and planner for Faculty, students, office staff and other stakeholders of the institute. • It encompasses all the processes of the institute such as administrative, academic, co-curricular and extracurricular activities. • Plan of Action to accomplish the PO's and CO's in all courses • Keeping a very strong foundation of the academic delivery, Academic Calendar lays down the institute's vision and mission also. • Strictly following the schedule mentioned in institutional calendar. • It has a mechanism to ensure syllabus completion and conduct of CIE within the time frame and accordingly the various measures for improvement in view of semester end examination. • Schedule is prepared for conducting Remedial sessions on weekdays with special time table in zero hours. • Maintaining the effectiveness in adhering to Academic calendar designed by the institution as per the proceedings of APSCHE, CCE and Affiliated University. It is being thoroughly monitored by the Principal/Vice-Principal, the IQAC coordinator and the Academic coordinator.

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<http://www.gdcwsrikalahasti.org/images/POs-and-COs.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">View File</a>					

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://docs.google.com/forms/d/1AdsnnUvbndU5xEc8WSbKsDOgyaW4xkAZX2D5PIhQw98/edit#responses>

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
<b>No Data Entered/Not Applicable !!!</b>				
No file uploaded.				

### 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative

and good on the four point scale on the curriculum, academic environment and student support. Some of the students has expressed that some additional courses (like as journalism, job oriented technical courses) to be taught apart from the regular courses in their curriculum..

- **Teacher's feedback:** It is on their views about the curriculum provided by the affiliated University and in turn presenting their suggestions on the curriculum to the parent university. As per the feedback collected from the teachers on curriculum, such as course structure, syllabus, relevance and applicability. More than 75 of teachers have given a positive response. Teachers has expressed that though the textbooks are very much relevant to the syllabus, some of the books are very costly in terms of the students hailing from rural and economically backward, in this connection they also expressed that better to prescribe text books with less cost.
- **Alumni feedback:** Evaluation is being done on the Feedback from Alumni on the subject knowledge of the program, level of meeting expectation, progress of Alumni in career after graduation, impact of training, motivation at Institute, training on employability skills. As per the feedback collected from the alumni on the aspects like curriculum, electives, evaluation, job skills, etc., more than 75 of the alumni gave responses as very good.
- **Employers' feedback:** It highlights evaluation parameters in the form of subject knowledge, attitude, behavior, Regularity, Punctuality, Maturity, Motivation, Creativity, Presentation Skills and ability to get along with others. The analysis of this feedback helps the institute in reframing the course content and various skill development training. It also helps in determining overall employability of our students at various levels. As per the feedback collected from the employer on curriculum, more than 80 of them has given overall positive response, but suggested to make the students industry ready.
- **Parents' feedback:** It is also being done based on overall development of their ward and about learning environment in the college as well as imparting value based education to facilitate the Institute immensely reorienting the administrative, accommodation, general ambience, the skill development, suitability of the courses for career growth of the ward. As per the feedback collected from the parents on curriculum, more than 80 of the parents are very much satisfied with the curriculum taught by the College.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BSc	MSCs	60	14	14
BSc	MPCs	60	28	21
BSc	MPC	30	10	8
BCom	General	40	10	7
BA	HEP	40	22	21
BSc	MBZC	60	22	20
BCom	Computer Applications	60	54	50
MA	Telugu	40	1	1
MA	English	40	6	6
MSc	Zoology	40	14	14

[View File](#)

## 2.2 – Catering to Student Diversity

### 2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	141	29	18	Nil	4

## 2.3 – Teaching - Learning Process

### 2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
18	18	7	8	1	9

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

### 2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Mentoring system is available in the institution to monitor students. It has been initiated to guide the students in academic matters by maintaining good relationship. It fosters better rapport between learners and teachers. A group of students is allotted to the faculty to monitor and guide in all aspects - academic, career, personal etc.

For this purpose, the staff will prepare strategies to meet different needs of the learners. They counsel the mentees in forming an effective team and achieving the overall goals. In this process, the faculty play multiple roles, in an effort to get closely acquainted with the students. For this, they conduct meetings with the students and interact with them to know about their requirements to improve their academic standards and for overall development. The role of Mentor is to 1. Monitor the regularity of the student to the college, classes and other discipline issues. 2. Maintain the academic and personal history of the student. 3. Know the family background (economic and social) of the students who are weak in studies and passive in class. Offer suggestions and give assistance to them to obtain their goals. 4. Understand the learning level of the students and design suitable teaching learning methodologies. 5. Identify slow, average and advanced learners. 6. Direct the slow learners by taking remedial classes and other language proficiency courses. 7. Encourage the advanced learners to do certificate courses to obtain overall knowledge and credits to improve their skills. 8. Inform the students about various college activities and channelizing them to do curricular and extracurricular activities or events as per their interest and talent. 9. Trace the track of major achievements and the progression of the students in academic activities. 10. Help the students to achieve their potential by giving advice for suitable careers in their respective disciplines of excellence. 11. Address individual student problems or any interpersonal issues arising in the class. 12. Take the feedback from the students about the college, on teaching and learning strategies and infrastructure facilities. On the whole, mentoring system develops a good relationship between the students and teachers. The students often approach their class in-charges, mentors, subject teachers with confidence and clarify their doubts. The constant interaction between teachers and students helps the learners to improve not only just academics, but also to solve personal and emotional issues. Sometimes, based on the severity of the issue, the student is guided to consult experts. So Mentoring system focuses on the mentee's holistic development.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
329	18	1:18

## 2.4 – Teacher Profile and Quality

### 2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned	No. of filled positions	Vacant positions	Positions filled during	No. of faculty with
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positions			the current year	Ph.D
24	18	6	Nil	5

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2018	NIL	Nil	Nil
<a href="#">View File</a>			

## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BA	40	I-Semester	19/11/2018	15/02/2019
<a href="#">View File</a>				

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The college follows affiliating university rules and regulations on CIE. The institution conducts Internal Examination as per the schedule released by the affiliating university. Internal evaluation is mandatory and prerequisite to assess the students' written performance to promote to write the external exam conducted by the affiliating university. Besides, every department brings certain reforms in evaluating the students' performance. Assessment is done continuously through various methods, as decided by the departments. Each department conducts continuous internal assessment in its own way. Almost all the departments conduct class tests, give assignments, organize student seminars, assign group works, etc. Sometimes, teachers are assisted by advanced learners appointed by the teachers concerned. They are selected based on their involvement, performance and active participation and completion of their assigned work in advance. All the departments even conduct quizzes, debates, group discussions, to judge students' learning levels. Some of the teachers encourage students to participate in free online mock tests to improve their standards in their respective subjects relating to the curriculum. The Dept. of English used online tool plickers in assessing grammar skills of the learners.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

- The Academic Calendar is prepared by college at the beginning of each year after the Principal conducts meetings with IQAC co-ordinator, HODs and Coordinators, Examination Committee, DRC and Sports Committee members. The academic calendar is prepared for 2018-19 and displayed in all the departments at the beginning of the academic year. The same is circulated to the classes and informed to the students. The main purpose of preparing the academic calendar in advance is to enable the departments to plan for their own department programmes and events. It also helps the students to plan their academic and extracurricular activities. The academic calendar includes the dates to celebrate national and international days, college level competitions, DRC district level competition, annual Intra-collegiate sports, Annual Day etc. All the departments and various Cells present their data for the Annual

Academic Audit. Internal Examination and the External Examination dates will be decided by the affiliating university i.e., Sri Venkateswara University, Tirupati and intimate to the institution. The College is obliged to follow the dates to conduct examinations. Based on that, institutional academic coordinator and Examination coordinator incorporate it in the academic calendar and prepare time-table. The same will be intimated well in advance to the staff and students to plan their activities. After the internal examinations, the marks are posted in the Marks registers and send the same through online to the affiliating university. College strictly adheres to Academic calendar designed by the institution as per the proceedings of APSCHE, CCE and Affiliating University.

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<http://www.gdcwsrikalahasti.org/images/POs-and-COs.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
40	Nil	History Economics Political Science	9	9	100

[View File](#)

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://docs.google.com/forms/d/135gNnMHhJSu8ejI1wytj3B2I4hjRWHwdhamtrsv3UUI/edit#responses>

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nil	0	Nil	0	0

No file uploaded.

### 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Nil	Nil	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Nil	Nil	Nil	Nil	Nil