SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CSSR AND SRRM DEGREE AND PG COLLEGE

REDDY COLONY KAMALAPURAM - 516 289
516289
https://cssrandsrrm.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The CSSR & SRRM Degree & PG College, Kamalapuram, was established in 1992 under the aegis of the CSSR & SRR Educational Society. It is affiliated with Yogi Vemana University, Kadapa, Andhra Pradesh. The College is recognised under Sections 2 (f) and 12 (B) of the UGC Act, 1956. Furthermore, it was assessed and accredited by the NAAC with a 'B++' grade in 2017. The College is situated in Kamalapuram, a rural Mandal of YSR Kadapa District, Andhra Pradesh at Latitude 14.596454120 and Longitude 78.672934890 National Highway NH-716, with excellent road, rail, and air connectivity. The Institution has developed adequate infrastructure and physical facilities for teaching and learning. The College offers B.A., (History, Economics, Political Science) B.Com., (Computer Applications), B.B.A., (Bachelor of Business Administration) B.Sc., (Botany, Zoology, Chemistry), B.Sc., (Mathematics, Physics, Computer Science), B.Sc., (Mathematics, Statistics, Computer Science), M.Com., (General) and M.Sc., (Computer Science) programmes with a priority of skill development. The Employability Skill Centre (ESC) of the APSSDC was established in College to promote student skill development and entrepreneurship through online and face to face programmes. The College also offers certificate, addon, value added courses and training-cum-placement programmes. The College has highly qualified and competent faculty members who constantly work to transform the Institution into one of the best higher education institutions by fostering sustained quality education, research, innovation and development, and social service and transforming students into influential responsible citizens. The library is digitalised, where in e-books, e-journals, and e- daily newspapers are accessible. The library has a good selection of books, journals, periodicals, daily newspapers, and access to the N-LIST site. The Institution has a vibrant and serene campus spread over 2 acres of green landscape and 4 acres of playground. Transport facility is available for the students and staff.

Vision

The Institution envisions itself as embryonic into a premier institution imparting the best quality education to the rural, backward, and marginalised students embedded with values, skills, and innovative practices. It instils a passion for lifelong learning and moulds them into the best for global competence to impact the world.

Mission

The Institution is the gateway to the best quality education. The Institution strives to bring positive change in rural life by imparting the best quality education to the rural socioeconomic backward and marginalised students to develop responsible citizens, innovators, and outstanding leaders capable of meeting the challenges of their respective professions.

Objectives:

The Institution dedicates itself to accomplishing the following objectives:

1. To provide the best quality education for the upliftment of the Scheduled Caste, Scheduled Tribe, other backward students and minorities and ameliorate socioeconomic status through the best quality education.

2. To promote patriotic passion with continuing pride in national heritage and inculcate moral and ethical values of enlightened leadership among the students to become responsible citizens, innovators, entrepreneurs, and prospective leaders.

3. To achieve the Institution's objectives through all its academic, co-curricular, extracurricular, outreach, and extension initiatives within the innovation ecosystem.

4. To deliver students the skills they need to make a positive difference in society and shape the future.

Core Purpose:

Educate and equip the youth with creative and innovative skills to develop decent, intellectual, well-rounded, and inventive individuals for a brighter future, empowerment, and service.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Institution's management, with its mission, takes all the needed initiatives to improve the living quality of rural students in this area through creative approaches to developing their capabilities and skills through the best quality education.
- The dynamic ecosystem of the Institution encourages active teamwork and supports prompt cooperation among its highly qualified, efficient, and motivated faculty.
- Student-friendly infrastructure includes buildings, well-equipped laboratories, a playground, a gym, library, and well-established ICT application systems with Wi-Fi facilities.
- Students' achievements have earned the Institution respect on the international and national sports and games front.
- The clean, green, serene, and environmentally friendly Institution follows a well-defined green campus policy strategy.
- Certificate of Green Campus Audit
- Certificate of Energy Audit
- Certificate of Best Green Campus Award
- ISO: 9001: 2015 certification for the Quality Management System.
- ISO: 14001: 2015 certification for the Environmental Management System
- The College provides adequate security, and the whole campus is under the surveillance of CCTV cameras.
- The Institution offers undergraduate BA, BCom, BBA, BSc, and postgraduate MCom and MSc programmes with the priority of skill development.
- The Employability Skill Centre (ESC) of the APSSDC has been set up to promote skill development and entrepreneurship among students through online and offline programmes.
- Institution's Innovation Council (IIC) has been established to create a vibrant local innovation ecosystem, startup supporting mechanism, establish a functioning ecosystem for scouting ideas, and develop better students' cognitive ability.
- CSSR & SRRM Degree & PG College was classified as a General (Non-Technical) Band-Beginner by the Atal Ranking of Institutions on Innovation Achievements (ARIIA) -2021.

- The College earned a 'B++' grade in the NAAC's first cycle assessment.

Institutional Weakness

- Geographic disadvantage because of the rural and drought-prone area.
- The majority of students are rural and underprivileged and thus need extra care in all areas.
- There is a limited opportunity for curriculum creation and improvement.
- Fund generation is an essential constraint for campus facility creation, development and upgrade.
- Possibilities for improving research and innovation are restricted.

Institutional Opportunity

- The Institution introduced APSSDC associated job training, skill development, and self-employment courses.
- Well thought out that the COVID-19 epidemic is a disguised opportunity to rediscover modes and ways of teaching, learning, and service.
- The Geographic disadvantages encourage more research and innovation projects related to the need in rural and drought-prone areas.
- The Institution establishes linkages between diverse resources and industries through rural and agricultural employment opportunities.
- The College set up Institution's Innovation Council (IIC) to promote innovation and entrepreneurship through an innovation promotion of the Institution's ecosystem.

Institutional Challenge

- It is challenging to establish an incubation centre that meets the requirements for supporting innovation and new startups.
- It is a challenge to make rural students motivated toward innovation and entrepreneurship.
- It is a challenge to obtain grants and funding for pursuing research projects.
- It is challenging for the Institution with a service-oriented mission to compete with other nonethical and commercialised institutions.
- It is challenging to introduce market-relevant courses and secure autonomy for the Institution.
- It is also a challenge to condense the student dropout rate.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CSSR & SRRM Degree & PG College, permanently affiliated with Yogi Vemana University, must follow the prescribed syllabus. The Institution ensures the CBCS curriculum is delivered through a well-planned and documented procedure, including internal assessment. Effective curriculum delivery includes a calendar, timetables, and curriculum plans. The Institution prepares Academic, IIC, and NSS calendars. The college academic calendar is based on the university's academic schedule and the IIC Calendar, which includes curricular, co-curricular, extracurricular, festivals, internal exams, evaluations and innovations, and entrepreneurship. The course curriculum is reviewed, and the workload is distributed. The timetable efficiently allocates time for theory, practical, projects, and skill development. Bridge courses for non-core first-year students are mandated. A unique Academic Regaining Programme is implemented through Remedial Refresher Bridge Courses to address Covid caused learning gaps. Tailoring and Fashion Designing, Meditation and Yoga, Accounting Packages, and software-related addon courses enrich the Curriculum. Foundation courses, life skill courses, and skill development courses, including Human Values and Professional Ethics, Environmental Studies, Health Care and Hygiene, Fruit and Vegetable Preservation, and extracurricular and non-classroom outreach activities, are integrated into the Curriculum. Students completed the Curriculum-based projects. Student-led projects include organic farming, Medicinal Plants and Herbs, and Mushroom Culture. Educational trips, motivational speeches, seminars, workshops, and online meetings are used to augment and enhance the Curriculum. The ICT-delivered Curriculum is monitored regularly. Stakeholder feedback and deliberations on tabulated and analysed data are conveyed to departments and faculty for future improvement. All initiatives and activities are documented for continuous self-study and assessment.

Teaching-learning and Evaluation

The Institution strives to provide rural, backward, and marginalised students with a high-quality education to better their socioeconomic status. Students from varied rural, socioeconomic, and educational backgrounds have unique academic requirements. The Institution, at the entry, assesses newly admitted students as slow, moderate, or advanced learners, transforms slow learners into better performers, average learners into advanced learners, and advanced learners into exceptional learners, and strives toward excellence. Students' talent, creativity, and learning abilities are assessed and assisted in excelling in their chosen fields, particularly sports and games, leading to national and international distinction. The Institution employs the classical teaching method, including seminars, group discussions, quizzes, JAMs, etc., and student-centered ICT teaching methods, such as experiential learning, interactive learning, and problem-solving, to maximise learning experiences and foster self-confidence and team spirit. ICT is indispensable for research, innovation, and entrepreneurship. There are two computer labs, and each classroom has ICT capabilities. The faculty used ICT and Zoom to webcast courses and social media, including Telegram, to communicate during the Covid-19 pandemic.

The Institution has a transparent, fast, and efficient redressal mechanism for managing student grievances regarding academics, attendance, examinations, and evaluation, adhering to the university's guidelines. Outcome-Based education is used at the Institution. Program Outcomes, Program Specific Outcomes, and Course Outcomes are evaluated through internal and external university exams and co-curricular, and extracurricular activities, outreach activities, extension activities and personal interaction. The feedback from students, faculty, employers, and alumni is also considered an indicator of the accomplishment of the programme and course outcomes.

Research, Innovations and Extension

The Institution provides a better ecosystem for research, innovation, entrepreneurship development, and startup promotion owing to its Research, Innovation Development & Consultancy Cell, Institution's Innovation Council (IIC), and Innovision Club. The Institution enters MoUs with startups, industry, and educational institutions to build an innovation ecosystem, explore joint event possibilities, and encourage innovation and entrepreneurship.

The IIC organised creative, self-driven, and IIC-mandated orientation and educational sessions, including meetings with startup entrepreneurs, officials, and bankers. Students and faculty presented research papers at seminars, workshops, and conferences and published articles in journals, books, and chapters in collaboration with peers. The Institution plans to build Innovation Incubator, offering workspace, seed funding, technical mentorship, legal aid, and market validation.

The Brainfeed, during the 7th National Conference-2019, presented the Institution with the Brainfeed Higher Education Award-2019-20 as one of the top institutions in India for improving the Higher Education landscape and the minds of young people through a noteworthy spectrum of initiatives and efforts. The Institution prioritises the overall development of its students' extension activities through the NSS, NCC, UBA, Red Ribbon Club, WEC, and Eco-Club. The Institution earned honours from NGOs, the Police, Health, Women Development and Child Welfare Departments, AP, and the Government of India. The National Health Mission and Mahatma Gandhi National Council for Rural Education (MGNCRE), Government of India, presented Certificates of Recognition and Appreciation to the Institution and faculty, and students for their dedicated service through the 20-day 'Each One Each Day Reach One Wherever You Are' Programme during the Covid pandemic.

Infrastructure and Learning Resources

The Institution has appropriate physical facilities. The well-built campus has 2 acres of greenery and 4 acres of playgrounds. It has digital classrooms, science laboratories, computer laboratories, a digital library, faculty chambers, conference rooms and a gym to suit all administrative, academic, co-curricular, extracurricular, and extension activities.

The digital library with Integrated Library Management System (ILMS) serves faculty, students, and staff by providing timely access to the most relevant educational materials. The library subscribes to e-resources such as daily e-newspapers and e-journals and has a collection of books, journals, and other publications. INFLIBNET-SOUL library software is used to keep track of e-books. N-LIST access publisher websites for e-resources and article downloads.

The Institution has decentralised its information technology and support services to provide students, faculty, and staff with internet access in the office, departments, classrooms, labs, and anywhere else on campus in line with the rising trend in education. An adequate number of computers with unlimited data bandwidth to offer 100 Mbps speed are accessible for student use.

The Institution established systems and procedures for maintaining and utilising physical, academic, and support infrastructure facilities, including land buildings, laboratories, classrooms, libraries, computers, internet facilities, WI-FI Connectivity, ICT Infrastructure, playgrounds, gymnasium Uninterruptible Power Supplies (UPS), and power inverters. CCTV surveillance cameras were installed to monitor the maintenance and

cleanliness of the Institution. The Campus Maintenance Committee, with the faculty, technical consultant/campus maintenance engineer, and supporting technical and non-technical personnel, is responsible for formulating policies, plans, and Campus maintenance.

Student Support and Progression

The Institution's support ensures that all students have an equal opportunity to pursue a college education and that no student is denied this possibility due to financial difficulties. Almost all students benefit from scholarships and freeships from government and non-government agencies. The Government of Andhra Pradesh provides scholarships, the AP Jagananna Vidya Deevena and the AP Jagananna Vasathi Deevena programmes, to students to get a higher education. The Jagananna Vidya Deevena reimburses all eligible student's tuition fees, special fees, and exam fees. The Jagananna Vasathi Deevena supports BPL students' hostel and mess costs. SC/ST students get a total cost refund, regardless of courses. Students who demonstrate academic, athletic, or cultural excellence are awarded financial support from the Institution. Some of our students have been outstanding sports persons, winning medals at the university, state, national, and international levels.

The Institution helps students improve soft skills, language and communication skills, and life skills, including yoga, physical fitness, health and hygiene, and ICT or computer skills. Career counselling and coaching for competitive exams are provided. The Institution maintains a transparent redressal mechanism for expeditious resolution of student grievances.

The Alumni Association, governed by the Alumni Association Council, significantly contributes to the Institution's growth through financial and other support services and advances the Institution's vision, mission, values, strategic directions, and accomplishments. The alumni contributed to a strategy for using social media, using Telegram for teaching and learning during the Covid pandemic.

Governance, Leadership and Management

The Institution's leadership and administration lead to high-quality education, achieving the vision and mission of educating rural, backward, and underprivileged students to become responsible citizens, innovators, and leaders. The Institution is governed by its bylaws and university and state government regulations. The Institutional policies govern academic activities. Students, teachers, staff, alumni, the affiliated university, the local community, and parents participate in decision-making and institutional governance. The stakeholders, through committees, participate in discussions, resolutions and implementation. The institutional plans and calendar of academic activities are meticulously prepared to ensure students' sense of social responsibility, self-confidence, employability, entrepreneurship and patriotism. The strategies and perspective plans reflect the Institution's vision, mission, goals, stakeholder aspirations, and first-cycle peer suggestions. Academic Regaining Programme uses Remedial Refresher Bridge Courses to address Covid-caused learning gaps. More emphasis is placed on assessing student learning levels and improving slow and mediocre students. Advanced learners have special programmes planned. The Institution launched an Institution's Innovation Council (IIC) to inspire, motivate, and develop young students by helping them discover new ideas and transform them into startups.

The IQAC's five-year perspective plan focuses on preparing for NAAC second cycle accreditation to acquire a valid accreditation grade, assume autonomy, and provide Open and Distance Learning programmes.

The Institution offers welfare measures to improve professional progress, health, economic well-being, and social status, and the assessment assures faculty development. Student fee reimbursements are primary revenue sources. The Institution expects to get the UGC plan development fund under the New Education Policy to sustain high-quality education.

Institutional Values and Best Practices

The Institution aims to educate and empower rural and disadvantaged youth, particularly women, through curriculum, co-curricular, extracurricular and extension activities and celebration of national and international commemorative days, events, and festivals. The classroom instruction frequently focuses on gender equality, women's issues, safety, security, good health, and personality development. International Women's Day is celebrated annually to honour womanhood, recognise women's achievements, identify challenges, raise awareness about discrimination, highlight women's rights, and promote women's equality. National Girl Child Day is also celebrated to empower girls.

On account of Azadi Ka Amrit Mahotsav commemorating 75 years of progressive India, the Institution observes the birth anniversaries of prominent Indian luminaries such as Mahatma Gandhi, Dr Ambedkar, Sardar Vallabhbhai Patel, Major Dhyan Chand, etc., national festivals, and international commemoration days.

The Institution strives to provide an inclusive environment that values tolerance and harmony and teaches students and staff about their constitutional obligations, rights, and responsibilities. The Student Code of Conduct and Discipline and the Faculty and Staff Code of Ethics adhere to the Indian Constitution. Celebrating International Human Rights Day, Voters Day, and Consumers Day emphasises human rights, freedom, electoral participation, and Consumer Protection Act obligations. The Academic Regaining Programme (Remedial Refresher Bridge Courses to Fill Covid-Induced Learning Gaps) and the Crisis Response and Preparation (Students as Active Allies in Community Service) are some of the Institution's best practices. The UGC, NAAC, ARIIA, ISO, and NIRF have recognised the Institution's best practices and innovative approaches to providing the highest quality education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CSSR AND SRRM DEGREE AND PG COLLEGE
Address	REDDY COLONY KAMALAPURAM - 516 289
City	Kamalapuram
State	Andhra Pradesh
Pin	516289
Website	https://cssrandsrrm.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	C V Rajagopala Reddy	08563-274373		-	
IQAC / CIQA coordinator	G Vinod Kumar	-	9014064906	-	gvkphd@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Andhra Pradesh	Yogi Vemana University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	20-01-2017	View Document
12B of UGC	20-01-2017	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	REDDY COLONY KAMALAPURAM - 516 289	Rural	6	5171.8

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 Economics Political Science	36	Intermediate	English	80	66
UG	BCom,Commerce	36	Intermediate	English	240	181
UG	BBA,Business Studies	36	Intermediate	English	50	0
UG	BSc,Botany Zoology Chemistry	36	Intermediate	English	50	39
UG	BSc,Mathematics Physics Computer Science	36	Intermediate	English	100	56
UG	BSc,Mathematics Statistics Computer Science	36	Intermediate	English	100	56
PG	MCom,Commerce	24	UG Degree	English	40	8
PG	MSc,Computer Science	24	UG Degree	English	40	10

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				54			
Recruited	0	0	0	0	0	0	0	0	19	32	0	51
Yet to Recruit	0				0				3			

Non-Teaching 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				29
Recruited	23	6	0	29
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	7	2	0	9
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	11	30	0	41
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**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	260	1	0	0	261
	Female	137	0	0	0	137
	Others	0	0	0	0	0
PG	Male	7	0	0	0	7
	Female	11	0	0	0	11
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	41	36	37	40
	Female	30	24	31	33
	Others	0	0	0	0
ST	Male	4	5	8	6
	Female	4	4	3	1
	Others	0	0	0	0
OBC	Male	111	83	116	104
	Female	66	60	56	70
	Others	0	0	0	0
General	Male	107	124	96	73
	Female	46	67	98	97
	Others	0	0	0	0
Others	Male	5	3	1	1
	Female	2	1	3	0
	Others	0	0	0	0
Total		416	407	449	425

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institution and National Education Policy (NEP) envision promoting high-quality education to develop global citizens. The faculty deliberated the essential features of the NEP, such as diversity in the curriculum, technology advancements in teaching and learning, critical thinking, creativity, innovation, and entrepreneurialism for implementation. The Institution is developing into a multidisciplinary STEM institution emphasising research, innovation, and entrepreneurship in student development. The Institution's Innovation Council (IIC) promotes innovation and start-up incubation. Community service, environmental education, and value-based education are included in the curriculum to enhance creative and cognitive abilities for the 21st century.
2. Academic bank of credits (ABC):	The Institution is yet to register with UGC's National Academic Depository, which governs the Academic Bank of Credits (ABC). The Institution is working to join the NEP's proposed ABC system for its postgraduate programme and maintain a digital repository for student credits. Awareness programmes are planned to enhance understanding of the ABC facility and the necessity of the ABC account for higher education pursuits.
3. Skill development:	The Institution engages in a constant process of skill development. The Institution signed an MoU with Andhra Pradesh State Skill Development Corporation (APSSDC), and set up an Employability Skills Centre (ESC) to improve its skill development capabilities and placement opportunities. The revised UG CBCS curriculum includes Life Skill Courses, Skill Development Courses, and Skill Enhancement Courses. The Institution initiates addon and value-added courses, such as soft skills, communication skills, life skills, computer abilities, employability skills, seminars, extracurricular activities, outreach activities, extension activities and yoga, besides educating students on human, ethical, and moral values.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	English medium is prescribed for both undergraduate and postgraduate courses. BA had been taught in Telugu before mandating to English medium. Bilingual teaching methods in Telugu and English are used to increase curriculum and content understanding and assimilation for underprivileged and rural students. The Faculty Development

	Programmes are designed to prepare faculty members to teach bilingually. Telugu is chosen as the mandatory second language for the undergraduate program. Celebrations of Telugu Language Day, International Mother Language Day, etc., raise awareness of linguistic and cultural diversity and encourage students to appreciate their mother tongue as much as they respect others. Religious ceremonies inculcate Indian traditions and cultures and improve students' creative and cognitive skills. International Seminars on 'Gandhian philosophy' and 'Modern Telugu Poetry and Contemporary Issues' embody Indian spirits, ethos, philosophy, and way of life.
5. Focus on Outcome based education (OBE):	Programme Outcomes and Course Outcomes are framed and continuously evaluated and revised to meet the Institution's vision, mission, and UGC graduate characteristics requirements in light of NEP-2020. Constant Internal assessments, such as entry-level tests, internals, group discussions, quizzes, seminars, attendance, and external assessments of university end-of-semester exams, co-curricular, extracurricular, outreach, extension events, and exit surveys are used to assess outcomes.
6. Distance education/online education:	During the Covid-19 pandemic lockdown, faculty used various ICT tools and technological approaches, such as virtual remote teaching, videos and others, as part of the Institution's blended learning. Flipped classrooms are now being adopted, particularly remote refresh bridge courses. The Institution plans to provide vocational courses through Open and Distance Learning (ODL) for students' convenience.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Institution set up an Electoral Literacy Club (ELC) under the guidelines of the Election Commission of India to promote electoral literacy among students and people of all ages through nonpartisan, non-political, engaging activities and hands-on experiences. The purpose of the ELC is to educate students about their electoral rights and the registration and voting process through engaging in different activities. The Electoral Literacy Club is aimed at young college voters between 18 and 21.

	The ELC provides college students with opportunities to participate in programmes and hands-on experiences that teach them about their electoral rights and familiarise them with electoral registration and voting procedures. The Club serves as a motivator for students to sensitise villagers about their voting rights. The ELC promotes a culture of electoral involvement among young and future voters and guarantees that youth, the foundations of Indian democracy, vote. Electoral Literacy Club: https://cssr andsrrm.in/wp-content/uploads/2022/11/ELECTORA L-LITERACY-CLUB.pdf
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?	Students between 18 and 21 are invited to become members of the Electoral Literacy Club by registering at the beginning of the academic year. After registering, a student is considered a member until the end of their graduating programme. The College Electoral Literacy Club was established and coordinated by the Nodal Officer from the Department of Political Science. The Nodal Officer oversees the Club's initiatives and activities in line with the efficiency of the student members' association. The Institution's Electoral Literacy Club comprises a Nodal Officer, a Student Member Convenor, and three Student Members. Composition of College Electoral Literacy Club: https://cssrandsrr m.in/wp-content/uploads/2022/11/ELECTORAL-LITERACY-CLUB-COMPOSITION.pdf
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.	Under the Systematic Voters' Education and Electoral Participation (SVEEP), the Electoral Literacy Club (ELC) designed innovative programmes and organised a series of structured voter awareness campaigns, such as Voters Day and the Voters Enrolment Awareness Programme, to educate students and the people of all walks of life, particularly in rural areas. The awareness drives sensitise electoral processes and the duty of responsible citizens to participate in the democratic process by casting a vote. The Club utilised all the methods to foster a culture of electoral participation, encouraged ethical voting, and followed concepts like every vote counts and no voter is left behind. https://c ssrandsrrm.in/wp-content/uploads/2022/11/ELECTO RAL-LITERACY-CLUB-ACTIVITIES-2017-22.pdf
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research	The Electoral Literacy Club (ELC) organised a voter awareness campaign to educate young voters in rural

projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

areas. Orientation and training sessions were arranged to instruct students in the online registration procedure, particularly utilising smartphones, so that they could spread the word about the need to register newly eligible voters in association with the Department of Revenue of Andhra Pradesh. The essay writing, elocution, drawing and quiz competitions are conducted on electoral-related issues. The ELC member students also arranged help desks to help eligible new voters with online registration in villages. An article entitled 'A Brief Review on Electoral Process and People Participation in India' is published in the 'Mukt Shabd' Journal, ISSN No : 2347-3150, Volume X, Issue VIII, August/2021, by the Faculty, Polu Ranateja Reddy, Department of Political Science and Chenchugalla Ayyavarappa, Department of History, highlighting the electoral process and citizen participation in Indian democracy. Article: https://app.box.com/s/956hv1026byhf723spcvxj0634jq4ac2

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.

National Voters Day is observed annually at the Institution, and voter awareness programmes under Systematic Voters' Education and Electoral Participation (SVEEP) are conducted periodically in collaboration with Revenue Department Officials, Deputy Thahsildar, and election personnel to promote voter registration. The awareness campaigns aim to educate and inspire individuals between the ages of 18 and 21 to register as voters and sensitise first-time voters to the significance of participation and voting in elections to strengthen the democratic process. It is clearly explained that the Election Commission of India enables online voter registration to Indian nationals who have reached the age of 18 by the 1st of January in the year of electoral roll revision. A citizen may register as a general voter and submit Form 6 through the National Voters' Service Portal. Form 6, the voter registration application, is provided to prospective voters along with an explanation of the different registration choices, including offline and online registration. On the event day, students who turned 18 by the eligibility date, are provided with Form 6, the voter registration application, and explained the different registration choices, including offline and online registration. They are helped in completing Form 6 and registering on the National Voters' Service Portal. Students are provided with

	the relevant portal links and telephone numbers. After the registration online, the registered voters can verify their enrolment status.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1237	1169	1347	1580	1651

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

2 Teachers

2.1

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

Response: 77

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
51	49	47	53	54

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
42.1	62.54	94.63	125.67	120.55

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:

CSSR & SRRM Degree & PG College, permanently affiliated with Yogi Vemana University, should follow the prescribed syllabus and abide by the affiliating University stipulated for CBCS curriculum delivery and implementation guidelines. The Institution ensures effective curriculum delivery through a well-planned and documented process, including an academic calendar and internal assessment administration.

Curriculum planning and delivery:

The planning for effective curriculum delivery includes an academic calendar, timetables, and teaching plans for curriculum delivery.

Academic calendar: The new academic year begins with preparing an academic calendar based on the University's academic schedule and the IIC Calendar of MoE-Innovation MHRD's Cell. The calendar includes dates for all curricular, co-curricular, extracurricular, IIC, important events, festivals, internal assessments and evaluations. The Institution prepares Academic, IIC, and NSS calendars.

Syllabus distribution: The course syllabi with necessary additions for the semester are discussed in meetings, and the workload is distributed based on interest, proficiency, and expertise.

Timetable: IQAC and Timetable Committee create a standard timetable. Heads of Departments and faculty prepare the departmental timetable that efficiently deploys time units for academic and co-curricular purposes, such as theory, practicals, and tutorials. Due care is taken to allocate leisure time for skill enhancement, add-on courses, value education, innovation and entrepreneur development, and extracurricular and outreach activities.

Plans for assessing and improving learning abilities: Plans for assessing first-year students' learning skills, conducting bridge courses for noncore students, and remedial classes for slow learners are discussed and prepared at departmental meetings. A novel Academic Regaining Programme is implemented through Remedial Refresher Bridge Courses to fill Covid-caused learning gaps.

Educational facilitation: The faculty prepares study guides, question banks, model exams, and other student aids. Learning information system Webpros provides access to educational resources.

Enrichment of ICT: ICT enhancement in the classrooms is planned as an ongoing process.

Curriculum delivery: The progress of curriculum delivery is regularly monitored. Periodic meetings of the IQAC take stock of teaching and learning progress. Parent-teacher and department-principal meetings are other ways to monitor curriculum delivery and make course adjustments.

Feedback: Students, teachers, employers, and alumni offer educational feedback. Deliberations of tabulated and analysed data are communicated to departments and faculty for further improvement.

Continuous internal assessment: The Institution adheres to the University's internal assessment guidelines. Internal assessment schedules are communicated at the beginning of the semester and frequently reminded. Assessments help identify slow learners and encourage them to improve their performance.

Documentation: All planning initiatives and activities are documented. The documents include the academic calendar, syllabus for both the regular courses and add-on and bridge courses, timetable, workload, curricular plans, meeting minutes, add-on courses register, teaching dairy, activity register, research and publication, projects, field trip reports, etc. The reports on IIC, sports and games, NSS, NCC, WEC and activities of the clubs or committees are documented. Meeting minutes registers, feedback reports, and institutional diaries are documented for institution evaluation and preparation of AQAR and SSR. The IQAC compiles all information and is documented in the College Academic Activity Register and Institutional Activity Register.

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

1.2 Academic Flexibility

1.2.1

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

Response: 32

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

1.2.2

Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 78.81

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1042	701	976	1295	1490

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 into the Curriculum

Response:

With its vision and mission, the institution strives hard with its continuous endeavours to provide the most excellent quality education. The institution has integrated various crosscutting issues relevant to professional ethics, human values, gender, environment, yoga and sustainability into the curriculum besides the regular curriculum. The university's curriculum mandated the crosscutting issues in the syllabus for undergraduate programmes

Human Values and Professional Ethics:

The foundation course, 'Human Values and Professional Ethics,' was integrated into the curriculum to create awareness of human values and ethics. The courses teach moral and social values and loyalty to students.

Environmental Studies:

The course 'Environmental Studies' is common for all UG students and, the course 'Environmental Science and the Climate Change and Sustainable Development' are for PG courses. These subjects disseminate knowledge on environmental concerns, issues, and effects of climate change, extreme heat, air pollution, flash floods or droughts, and other regional, national, and international ecological problems and mitigation strategies. These courses develop students' ecological monitoring abilities, expose them to environmental pollution control technologies, and educate them about water and waste management. Students will have several opportunities to research and investigate environmental challenges affecting the ecosystem and suggest preventive measures and appropriate remedies for preservation.

Life Skill Courses:

The reviewed syllabus 2020-21 for UG programmes included Life Skill Courses like 'Human Values and Professional Ethics', 'Indian Culture and Science', 'Health care and Hygiene' and 'Environmental Education' and, the Skill Development Courses such as 'Electrical Appliances' for electricity troubleshoots and energy-saving practices, 'Fruit and Vegetable Preservation' for fruits and vegetable preservation and use them in a better way for value-added products keeping the nutritional value intact, 'Dairy Technology' for ensuring safe and clean environment in the dairy farms for the better quality production, 'Survey & Reporting' for surveying and reporting outcomes, 'Social Work Methods', 'Agricultural Marketing' for acquiring knowledge and skills on the agriculture production and consumption environment, 'Disaster Management' for acquiring knowledge on disaster preparedness, remedial recovery measures and personal precautions, and volunteering in pre and post-disaster management service activities are integrated into the curriculum.

Gender:

The institution avails every opportunity to sensitise students to the concepts like gender equity. Many committees and cells are set up in the Institute to ensure the girls' safety and welfare. The message of gender equity and equality is spread through the programmes like a seminar on 'Change to Challenge' on International Women's Day and a webinar was conducted on 'Dr. B. R. Ambedkar's Vision towards Egalitarian Society' on Ambedkar Jayanti.

Outreach Activities:

The NSS, NCC, WEC, Eco-Club, and others regularly organised non-classroom outreach activities on professional ethics, human values, gender, environment, and sustainability to instil a spirit of character development and service to society. The activities on Environment and Sustainability remind the need for clean air to breathe, fresh water to drink, and places to live free of toxic substances and hazards and ensure sustainable air, water, trees, and wildlife in nature and remain healthy for future generations.

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: 65.08

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

Response: 805

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 (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 65.55

2.1.1.1 **Number of students admitted year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
416	407	449	425	558

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

2021-22	2020-21	2019-20	2018-19	2017-18
650	604	646	770	770

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

2.1.2

Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 64.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
263	216	255	255	288

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

2021-22	2020-21	2019-20	2018-19	2017-18
376	350	374	445	445

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 24.25

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 using ICT tools

Response:

The Institution employs various student-centric teaching methods, including experiential learning, participatory learning, and problem-solving methodologies, to maximise students' learning experiences using ICT tools. Student-centric methods emphasise effective communication, interpersonal skills, leadership, teamwork, collaboration, problem-solving, and elevating experiences to enrich classroom experiences and maximise learning opportunities.

All classrooms, computer labs, and auditorium have projectors, screens, audio, and ICT resources. Teachers utilise audiovisual and PowerPoint presentations to make teaching-learning more engaging, and the ensuing essential student-centric teaching strategies are implemented to maximise students' learning experiences.

Experiential learning:

Experiential learning begins in the classroom, science, and computer labs and continues in the community. Village internships, NSS service-learning, field visits, community-based research like

Community Service Projects, health care service during the Covid-19 pandemic, and Institution's Innovation Council's innovation and entrepreneurship experience are some forms of experiential learning.

Practical applications, reasoning skills, and complex concepts are learned through ICT-enabled lab experiments. Village internships and Community Service Projects allowed students to study and apply their subjects to rural development. Students gained moral and experiential skills by helping people in the Covid crisis with individual health care, psychological and moral support, and participating in the vaccination drives. Students gain social work and environmental conservation experience through service fieldwork.

Participative Learning:

The active participation of students in class seminars, group discussions, debates, quizzes, JAMs, guest lectures, field visits, projects, online and offline exhibitions, national and international conferences, seminars, workshops, and other participatory activities contributes to the learning that occurs through participation.

Problem-solving Method:

The Institution prioritises students' holistic development through co-curricular and outreach activities that foster problem-solving skills. Problem-solving teaching and learning methods include community service, self-learning, student forums, skill-based courses, value-added courses, addon courses, yoga and meditation, research, innovation and entrepreneurship development programmes. Students' involvement in crises and emergencies provided self-education in problem-solving, particularly disaster management. Participation, maintenance, and activities in college committees, cells, clubs, councils, and grievance redress mechanisms improve problem-solving skills and learning.

Students' motivation for Yoga for health and immunity development, psychological support for Covid victims, participation in the Covid Vaccines for All-Free for All' campaign, vaccination drives, and helping Kadapa city flood victims honed their problem-solving skills.

ICT in enhancing learning experiences:

The Institution has provided updated Information and Communications Technology (ICT) facilities with the internet, Wi-Fi facilities, and others to meet the vision and mission. The faculty uses ICT-enabled tools to facilitate the effective teaching-learning process.

Students and faculty have access to the Webpros software. Webpros provides students with comprehensive information on all curriculum-related topics. The Webpros assist the faculty with curriculum planning, record keeping, and uploading syllabi, timetables, curricular plans, e-content, YouTube links, and assessment information and promote the ICT educational ecosystem within the Institution. Flipped classes use online lectures, video clips, audio files, websites, and TV channels to free class time for higher-order thinking activities. ICT was crucial for teachers and students during the Covid19 pandemic. The faculty used Zoom to stream classes, social media, and Telegram for communication, and it is indispensable for research, innovation, and entrepreneurship.

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: 94.07

2.4.1.1 **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

2021-22	2020-21	2019-20	2018-19	2017-18
54	54	54	54	54

File Description	Document
Upload supporting document	[View Document](#)

2.4.2

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

Response: 12.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	10	03	03	05

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

CSSR & SRRM Degree &PG College has established a well-defined mechanism for resolving student grievances regarding academics and examinations such as attendance, studies, assessment, and evaluation transparently, time-bound, and efficiently through its policy document on grievance redressal. As an affiliate Institution of Yogi Vemana University, the Institution adheres to the University's norms and guidelines for conducting both internal and external examinations.

Internal examinations:

The College Examination Committee (CEC) administers internal and external exams following the University's norms and academic calendar. The college academic calendar lists all internal tests. Teachers frequently remind students about internal exams and evaluations. Students' knowledge is tested, and their performance is evaluated transparently under the guidance of the IQAC.

Any student's queries about internal examination marks are addressed during the post-evaluation discussion in the classroom. During class hours, the answer scripts are returned to students with detailed remarks and suggestions for improvement. They are free to check their marks awarded to answers. If necessary, an individual clarification with a student on the answer paper is taken up, and the respective teachers thoroughly address queries on evaluation. If a student is still dissatisfied, he or she may file a grievance with the concerned faculty, the department head, or the grievance redressal cell.

Attendance is a factor in internal evaluation. A minimum of 75 % of attendance is mandatory and eligible for external examinations. The list of attendance details is placed on the notice board and the Webpros. The internal assessment marks list is submitted to the University through the online portal. If an error regarding internal marks is discovered on the final mark-sheet, the College promptly reports it to the University and gets it corrected.

The Grievance Redressal Cell, chaired by the Principal, investigates any grievances regarding internal examinations and takes appropriate measures sensibly, transparently, and within the stipulated time limit.

External examinations:

The Institution conducts external examinations or end-of-semester examinations following the affiliating University's instructions. The answer books are despatched to the Controller of Examination for evaluation. After the valuation conclusion, the University promptly publishes the results on its official website. After the declaration of the results, if somehow the student is unhappy with his/her obtained marks, the student can apply for the revaluation, re-totalling, or personal identification of the answer scripts. The mentoring faculty and the Grievance Redressal Cell help students fill out the revaluation form alongside the prescribed fees and submit it to the Controller of Examinations. Students would be

informed of the dates and times for checking the content of their answer books. Students can view their answer books during personal identification to verify any errors in assessing answers. The entire process is completed within a specified time frame in a time-bound manner. The grievances concerning University semester examinations are forwarded to the Principal, who takes the necessary steps to communicate with the University and resolve the matter with the authorities to correct the discrepancies. Hence institutional mechanism to deal with internal and external examination related grievances is transparent, time-bound and efficient**.**

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 and attainment of POs and COs are evaluated

Response:

The Institution offers undergraduate and postgraduate arts, sciences, commerce and business administration programmes. The Institution adopts Yogi Vemana University's Program Outcomes, Program Specific Outcomes, and Course Outcomes and prepares them for all programmes and courses. After extensive consultation with all faculty, the concerned departments review and modify the Program Outcomes, Program Specific Outcomes, and Course Outcomes in accordance with the Outcome-Based Education objectives.

Program outcomes examine what a program or process can do, achieve, or accomplish for its improvement and support institutional vision, mission and objectives and the UGC guidelines on Graduate Attributes. The course outcomes result in the knowledge, skills, attitude and behaviour of the student attainment after the course.

Dissemination:

The admissions help desk is the first place where POs, PSOs, and COs are explained to students and parents. They are advised and counselled on the programmes and courses and their outcomes that will lay the foundation for future higher education, employment, and entrepreneurship opportunities. The induction and orientation programme and introductory classes familiarise students with the outcomes students.

The syllabi and relevant programme and course outcomes for all programmes and courses are posted on the Institution website, displayed on notice boards, and shared with stakeholders to raise awareness and emphasise the significance of achieving the outcomes. The hard copies are available in the library and

departments for faculty and student reference. Alumni have communicated the outcomes and invite suggestions to enhance employability and entrepreneurship skills to shape the courses accordingly.

The outcomes help prepare curriculum plans with add-on and value-added courses, pedagogical strategies, and co-curricular and extracurricular activities design.

Evaluating POs and COs:

The POs and COs are evaluated using both direct and indirect methods. Direct assessment includes internal and external exams, while co-curricular, extracurricular, outreach activities and viva voce feedback are indirect.

Evaluation Process:

The programme outcomes are assessed with the help of course outcomes through internal and external university exams and indirect evaluation through co-curricular, extracurricular, outreach activities, and personal interaction.

Continuous Internal Assessment: The components of the Continuous Internal Assessment, including internal examinations, group discussions, quizzes, seminars and attendance, carry twenty-five per cent of the total marks.

External Examinations: The external university end-semester examinations consist of practical and theory examinations, which account for seventy-five per cent of the total grade.

Extracurricular, outreach, and exit survey: Paper presentations, participation in conferences, seminars, workshops, and webinars, and paper publication on health, social, economic, and ethical-moral issues are evaluated indirectly.

Outcomes:

Students' skills in organising online quizzes, international seminars, national seminars, webinars and photo exhibitions, rendering community service during the Covid pandemic and natural calamities, participating in the Covid vaccination drive and Swatch Pakhwada and their success show the attainment of the outcomes. The personal interaction with the final year student during the viva voce exit survey is the authenticity of the attainment of the programme and course outcomes and educational objectives.

Furthermore, the feedback from students, teachers, employers and alumni is also considered an evaluating indicator of the programme and course outcomes.

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

2.6.2

Pass percentage of Students during last five years

Response: 61.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
191	273	223	217	174

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

2021-22	2020-21	2019-20	2018-19	2017-18
233	330	346	485	358

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.72

File Description	Document
Upload database of all students on roll	[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: 7.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.04	0	0.44	3.34	2.35

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 and has initiatives for creation and transfer of knowledge

Response:

CSSR & SRRM Degree & PG College provides all necessary infrastructural facilities and a conducive environment for research, innovation, entrepreneurship development and start-up promotion. The Research, Innovation Development & Consultancy Cell and the Institution's Innovation Council (IIC), in addition to the CSSR Innovision Club, have fostered the growth of an ecosystem conducive to innovation and other knowledge-creation and knowledge-transfer initiatives.

Research, Innovation Development & Consultancy Cell:

The Research, Innovation Development & Consultancy Cell was established in the Institution to encourage students and faculty to engage in research, development, consulting, and other research-related activities.

Institution's Innovation Council:

The Institution's Innovation Council (IIC) was established on 9th November 2020, fully complying with the Ministry of Education's Innovation Cell (MIC) guidelines. Its objective is to promote innovation and entrepreneurship within the Institution through various mechanisms that contribute to creating an ecosystem scouting ideas and developing a better cognitive ability for innovation. It also aims to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes while learning and promoting entrepreneurship and start-ups. The IIC has organised several creative, self-driven and IIC calendar events, including faculty and student orientation and training sessions.

CSSR Innovision Club:

The CSSR Innovision Club is a student organisation that promotes innovation and entrepreneurship. It aims to equip students with work experience from day one, igniting their passion for joining the start-up mission and fostering innovation ecosystem development.

Innovation ecosystem creation:

Meeting entrepreneurs: The IIC has started organising meetings on campus with local business owners. The entrepreneur meeting is to foster an entrepreneurial culture within the Institution. Students meet the entrepreneurs and interview them to learn the practices of the businesses and their respective challenges. The entrepreneurs explain the various steps in promoting enterprises.

Meeting officers: The IIC cordially invites representatives from the Department of Industries and the District Industries Centre to the campus to create an innovation ecosystem in the Institution. The Industries department explains how the government provides all necessary assistance to entrepreneurs and first-time business owners to start their businesses.

Meeting bankers: Bankers from the area are invited to the campus to learn about the encouragement and financial support from lending and funding institutions in term loans, working capital, and equity fund financing.

MoUs:

The Institution enters MoU with start-ups, industries, educational institutions, and other organisations to create an innovation ecosystem. The MoUs aim to conduct joint research projects, explore opportunities for collaborative research, organise shared events such as knowledge dissemination sessions, seminars, conferences, workshops, and other academic interaction meetings, and promote interest in innovation and entrepreneurship development.

Innovation Incubation and Entrepreneurship Centre:

The Institution intends to establish an Innovation Incubation that offers workspace, design branding, seed funding, technical mentorship, legal assistance, market validation and other facilities.

Knowledge transfer:

Motivational sessions, field visits, faculty orientation programmes, conferences, seminars, and workshops help intellectual growth and pedagogy enhancement. The strategic intent creates an

ecosystem in the Institution for innovations and entrepreneurship development that develop initiatives to create transfer knowledge.

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: 19

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	03	01	05	01

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: 1.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
64	42	0	40	01

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

3.3.2

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

Response: 0.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	00	03	01

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

3.4 Extension Activities

3.4.1

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

Response:

CSSR & SRRM Degree & PG College, with its NSS, NCC, UBA Units, Red Ribbon Club, Women Empowerment Cell, and Eco-Club, prioritises the holistic development of its students by exposing them to social issues in the neighbourhood community through its curriculum and outreach initiatives in the local community. The neighbourhood community consists of women, men, and children, as well as the local authority of the adopted villages.

Extension activities:

The Institution organises several awareness campaigns, extension programmes, and outreach initiatives

in the surrounding rural areas. Students undertook multifarious extension activities and carried out different tasks sensitising the people of adopted villages. Community-engaged services instil in students with social ideals and a commitment to society, bolster their social duty, and transform them into socially responsible individuals. Surveys identified neighbourhood community issues and offered extension programmes such as open defecation, sanitation, clean and green, gender and social equity, blood donation camps, etc., for the holistic development of the students and the community.

Awareness campaigns: The Institution conducted various awareness programmes on social and health issues, including awareness of cleanliness, open defecation-free **community-led total sanitation programs, environment protection, pollution eradication** campaign**,** plastic waste management, **water conservation,** AIDS awareness, cancer prevention, healthy lifestyle through yoga and meditation, birds and water conservation, consumerism, and motivation programmes on girls' education, women protection, rights and welfare, women empowerment, self-defence, Disha app, traffic rules, voters awareness on registration and voting, human rights, Covid protocols, etc. World Aids Day, World No Tobacco Day, National Girl Child Day, International Women's Day, Yoga Day, Nature Conservation Day, Ozone Day, Consumers Day, Science Day and other events are organised to commemorate as a part of awareness campaigns.

Extension activities programmes: The Institution conducted various community-engaged extension activities. Implementation of Swatch Bharath Abhiyaan, Jal Shakthi Abhiyaan, Swachhata Pakhwada, the celebration of Rasteeya Ektha Divas, Azadi Ka Amrit Mahotsav, Janmabhumi Programme, Kishori Vikasam-Peer Education in schools, besides the activities of tree planting, cleanliness and sanitation of the surrounding area, reduction of plastic consumption, visits to old- age homes, services to flood victims, contextualised activities during the Covid pandemic, medical camps, blood donation camps, yoga and meditation for health, and others are among the principal activities.

Holistic development:

The Institution strives hard for the holistic development of students, including instilling values in its students through classroom instruction and extension activities. The Institution commemorates the birth anniversaries of notable Indian leaders such as Mahatma Gandhi, Dr B.R. Ambedkar, and Swami Vivekananda and observes Republic Day, Independence Day, National Unity Day, and other festivals such as Sankranti, Ramadan, Christmas, etc., for promoting the sense of patriotism, tolerance, unity and integrity. Seminars, workshops, talks, field trips, etc., add to the holistic development of students.

Impact:

Integration of extension activities into the curriculum and rural internship provided students with opportunities to assist, serve, reflect, and learn for holistic development. In the last five years, the extension activities resulted in knowledge creation, community consciousness, civic responsibility, and higher student performance, which has benefited both the learner and the community.

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:

Students participate in co-curricular, extracurricular, extension, and outreach programmes voluntarily and enthusiastically. Extension activities are vital to the students' overall holistic development. The extension activities have been recognized and awarded distinction awards or certificates of recognition for their excellent quality. The following is a list of neighbourhood activities that have been recognised in the last five years.

Blood donation:

Blood donation camps are organised on campus in response to the appeal from the Indian Red Cross Society, Rajiv Gandhi Institute of Medical Sciences, Boga Parvathamma Blood Bank in Kadapa, and others. The appreciation of which Institution received the Certificates of Recognition for organising awareness programmes and blood donation camps.

YSR Kishori Vikasam scheme:

The Institution was granted a Certificate of Appreciation for its outstanding performance in 2019-20 in planning and executing the Kishori Vikasam Peer Education Programme, which aims to educate, motivate, and assist high school adolescents in controlling their violent mood swings. The YSR Kishori Vikasam scheme, the flagship programme of the Women Development and Child Welfare Department, Ministry of Women and Child Development of Andhra Pradesh, launched a number of awareness campaigns for adolescent girls aimed at enhancing their nutritional, health and development status, gender sensitisation, etc.

Swachhta Action Plan Institution:

The Institution received the Certification of Recognition from the Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Human Resource Development Government of India in 2021 for the successfully forming the Swachhta Action Plan Committee and constituted working groups post Covid-19 for sanitation and hygiene, waste management and greenery along with the observation of two environment-related days to inculcate in faculty, students and community.

MGNCRE's Beat Covid Campaign - Each One Reach One Mission:

The Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India, presented Certificates of Recognition to the Institution and 33 faculty members, 2 student representatives, and Certificates of Appreciation to 916 students, 16 students from other institutions, and alumni for their outstanding participation in the 20-day 'Each One Reach One' Mission under the 'Beat Covid Campaign' initiative of the Mahatma Gandhi National Council of Rural Education.

Caring Environment - Intensive Cleaning and Tree Plantation Programme:

The Department of Police, Kamalapuram PS, presents Certificates of Appreciation to the Institution's NSS Units for the services of NSS Volunteers and their dedication to caring for the environment and keeping villages and public areas cleaner and greener through the tree-planting project.

Computer Lab Facilities & Services:

The Institution is awarded a Certificate of Appreciation by the Municipal Commissioner of Proddatur, YSR District, Andhra Pradesh, for providing state-of-the-art computer lab facilities and great cooperation in updating the Rice Cards of the Municipal Office, Proddatur.

Covid Vaccination Drive & Services:

The Institution's NSS, NCC, and UBA units are awarded with the Certificate of Appreciation by the PHC, Peddacheppali, YSR District for their participation in student teams supporting Covid afflicted families, Vaccination campaigns and drives in villages, and their commitment to health care in the area.

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 NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 53

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	17	10	10	05

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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: 98

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

Infrastructure and physical facilities:

The Institution is committed to providing its students with the highest-quality education by creating an apt environment for teaching, learning, and fostering holistic development. The Institution has a well-developed campus spread over 2 acres of greenery and 4 acres of playground. It has adequate infrastructure and physical facilities necessary for teaching-learning, viz., digital classrooms, science laboratories, computer laboratories, digital library, faculty chambers, meeting spaces, and other amenities. The campus is well-equipped to support all academic, administrative, co-curricular, extra-curricular, and extension activities.

Classrooms:

The cutting-edge infrastructure creates a rich learning environment that piques students' interest in teaching-learning. Every classroom, department, and laboratory has computer systems, internet, and Wi-Fi access. All classrooms are digitalised to switch to a more tech-friendly academic paradigm and use the hybrid and flipped classroom models. Digital classrooms enable teachers and students to use current ICT tools to develop critical thinking, creativity, and communication skills to study and comprehend how ideas work in the real world.

Labs and library:

The Institution has developed state-of-the-art science laboratories with multiple sets of apparatus and computer laboratories with recent technology. It has a digital library and reading room with access to a considerable collection of e-journals and e-books through the NLIST/INFLIBBET e-consortium. The library with assistive equipment, a ramp, and accessible restrooms are provided for differently-abled students.

ICT facilities:

The Institution's ICT infrastructure is regularly enhanced to match teaching-learning needs with technological advancements. Updated software applications, Webpros and Studentboard, facilitating administration and teaching-learning. The internet service spans the campus at a speed of 100 Mbps and includes a Wi-Fi facility for students and teachers.

Support amenities:

Support amenities include a first aid health centre, RO drinking water, water coolers, cafeteria,

gymnasium, open-air theatre, ladies' room, committee rooms, sports field, guest house, solar energy, storeroom, parking spaces, bus transportation, watchman quarters, a gatekeeper room, etc. On-campus animal house, botanical gardens, vermicompost, mushroom cultivation, and tailoring units provide students with real-time training. The Institution maintains robust security and surveillance CCTV camera protocols.

Cultural activities:

The Institution has a 700-seat auditorium and a 2000-seat open-air theatre to stimulate cultural activities planning and participation. Cultural committees, councils, and clubs assist students in uncovering their hidden talents and creativity. Experts are invited to guide students with cultural activities, choreography, drama, etc., to make them more attractive. Freshers day, the annual college day and key festivals like Christmas and Sankranti sambaralu (Pongal) involve cultural festivities.

Gymnasium:

The Institution's state-of-the-art gymnasium is available to all students and is equipped with cutting-edge equipment for both indoor and outdoor use. Students practice powerlifting, weightlifting, and their best physique under the guidance of the gym coach in a professionally managed environment. Several boys and girls compete in international, national, inter-university, and university-level events each year and win accolades.

Yoga centre:

The auditorium and open-air theatre are conducive to yoga practice by staff and students under the supervision of a qualified yoga guru, a faculty member from the Computer Science department, and Yoga certification is available.

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

4.1.2

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

Response: 0

4.1.2.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

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

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

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The institution's library meets the requirements of the faculty, students, and staff by delivering the necessary educational resources at the appropriate time. The library is on the ground floor with 1800 Sqft. in size and can accommodate 100 students. It has a periodical section, Reading hall, Digital Library, Technical section,and Reference section for easy accessibility. The Institution has a fully-fledged library and 100 Mbps internet and wi-fi enabled with 7,777 books on various subjects, 24 journals, 204 downloaded journals, 2,425 e-books, videos, student projects, newspapers and e-newspapers. The library is automated using Integrated Library Management System.

Integrated Library Management System (ILMS):

The library updated itself with the Software for University Libraries (SOUL) technologies created by the Information and Library Network (INFLIBNET) Centre in 2016. It has been membership with the National Library and Information Services Infrastructure for Scholarly Content (N-LIST) since 2017. The N-LIST allows students and staff access to e-resources and article downloads from publisher websites.

SOUL:

The Software for University Libraries (SOUL) is cutting-edge integrated library management software conceived and developed by the INFLIBNET Centre based on college library needs. The library generates the digital catalogue, a database of text files, e-books, periodicals, and other library-held materials using SOUL 3.0. Acquisition, Catalogue, Circulation, Serial Control Module, Online Public Access Catalog (OPAC), and Administration are the four modules of the SOUL that make it easier for faculty and students to access and use the library. A computer system with the OPAC module is made available at the library entrance so that users can check their accounts and the library catalogues of books, magazines, and other reference materials.

N-LIST:

National Library and Information Services Infrastructure for Scholarly Content (N-LIST) gives library

users access to all e-resources and allows them to instantly download articles from the publisher's website. The library also provides access to Shodhganga, a repository of Indian theses, Shodhgangotri, a repository of research in progress, IR@INFLIBNET, an institutional repository, INFOPORT, a subject gateway for Indian electronic resources, E–PG PATASHALA, Students Corner Open Text & Self Learning including e-Adhyayan (e-Books), UGC-MOOCs (SWAYAM Online Courses), e-Pathya (e-PG Pathshala offline access) and National Digital Library of India (NDL).

Accessibility:

The library provides 20 internet-connected and Wi-Fi-enabled computers linked through a server to meet the needs of students, as well as 4 systems for library management. The library creates and distributes student and staff identification cards with Barcodes, login credentials, and passwords to access the digital catalogue of materials and online access to e-resources. They can use their ID and password to access the e-resources from anywhere.

Subscription to e-resources, purchase of books and journals:

The library subscribed to e-resources like daily e-newspapers and e-journals. The library updated and purchased more books and magazines to ensure that students and faculty access adequate books and other learning material.

Usage of the Library:

The percentage of daily library use by staff and students, as indicated by footfalls and login information, is substantially good except during the pandemic.

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

Response:

The CSSR & SRRM Degree & PG College has established a decentralised system for creating, maintaining, and upgrading technology and support facilities to meet the growing demand for internet access in the Institution. The system consists of infrastructure facilities for information technology, campus-wide wireless connections with sufficient bandwidth for Internet access, and many additional components suited to the current educational trend. Internet access is available in the office,

departments, classrooms, labs, and all campus areas. The Institution often upgrades its IT and related infrastructure and enhances internet connection access.

IT facilities

Institute has a total of 265 computers, of which 235 desktops and 30 laptops are for students, 72 for faculty, departments, and classrooms, and 10 for office use. The classrooms, computer labs, IQAC room, and theatre have been outfitted with ICT tools such as LCD Projectors, Computers, sound systems, and WiFi to enhance the learning experience. There are 8 servers serving 215 thin client computers in the computer labs, one server with 20 thin clients in the library, and 4 systems in each of the four science laboratories. Five scanners, printers and a xerox machine are available for the upkeep of the office and students' use. Subscription is paid to Zoom meeting platform for connecting, interacting and conducting online classes during Covid, arranging virtual seminars and attending virtual webinars, etc. The Webpros and the Studentboard software facilitate the effective functioning of the teaching-learning process and office administration. The Institution has a robust surveillance system with CCTV cameras deployed in classrooms and other strategic locations on campus.

Internet facilities:

In line with the emerging trend in education, the Institution gives students, faculty, and staff access to the internet in the office, departments, classrooms, labs, and everywhere else on campus. The Institution is equipped with BSNL Bharat Fiber technology-based internet to deliver high-speed broadband up to 100 Mbps, Internet Protocol Television with various types of television content over IP networks, a variety of voice telephony services, and additional services, including Closed User Group, MPLS-VPN, VoIP, video conferencing, video calls, etc. Additionally, the Institution has RailTel and Alliance /Airtel's high-speed broadband of 100 Mbps each for Internet access. The Institution has a landline phone service from BSNL besides mobile phones.

WiFi:

The Institution set up a safe and stable WiFi network on campus by placing routers at several access points. The campus-wide free WiFi roaming service offered across the campus allows students, faculty, and staff to use the internet from classrooms to labs to libraries and other locations. The Institution has employed a full-time Technical Consultant to provide uninterrupted maintenance and support for its ICT infrastructure and facilities. The IT infrastructure and ICT resources are continually updated and equipped with industry-standard software to adapt to evolving demands and technologies and prepare students industry-ready.

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: 4.67

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

Response: 265

File Description	Document
Upload supporting document	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 36.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
26.68	14.83	35.56	47.87	39.81

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 79.28

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
956	1004	1091	1003	1483

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 42.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
749	703	550	692	250

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	[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: 24.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	55	70	67	51

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

2021-22	2020-21	2019-20	2018-19	2017-18
191	273	223	217	174

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

5.2.2

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

Response: 34.78

5.2.2.1 *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	02	04	01

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	05	03	09	06

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

5.3 Student Participation and Activities

5.3.1

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

Response: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	05	01	01	0

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

5.3.2

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

Response: 14

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	03	19	07	18

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:

CSSR & SRRM Degree & PG College has an Alumni Association. The Alumni Association Council is the governing body of the Alumni Association. The Alumni Association Council members are nominated by their peers. The Council is a self-governing organisation. It serves as the principal point of communication between the Association and the administration, faculty, and student bodies. It advances the Institution's purpose, vision, values, strategic directions, and developments.

The vision of the Alumni Association Council is to cultivate mutually beneficial and lifelong relationships, cherish, engage, and celebrate them, and serve as a forum for alumni and alma mater to strengthen ties in the interest of the Institution's well-being and advancement. The mission is to cultivate an active and inclusive alumni community dedicated to fostering and deepening an equally constructive relationship between alumni and the Institution for the foreseeable future. The objectives of the Council are:

- To build a strong alumni network willing to share their expertise and experience with the institute's stakeholders and students.
- To foster and strengthen ties between the Institution and its alumni and among alumni themselves.
- To pass on the Institution's legacy to the blossoming budding students by instilling confidence and trust.
- To provide a forum for alumni to support and advance the Institution's pursuit of academic excellence.
- To assist and support the Institution's efforts to secure development funding.
- To help recent graduates find jobs and engage in productive activities that benefit society.
- To coordinate outreach programmes aimed at promoting harmony in the community.
- To plan and coordinate reunion events for alumni.

Activities:

SMC: The alumni helped develop a strategy for the optimal use of social media champion (SMC), particularly the best utilisation of the Telegram channel CSSRIS for the benefit of the students and exchange of experiences.

Counselling: Alumni counsel current students on various contemporary technological advancements and career guidance focal points.

Social Service Initiatives: The alumni assisted the NSS with village adoption and community service programmes. The village's senior students collaborate on outreach activities and assist in organising various awareness programmes.

Covid Pandemic Service Mission: The alumni joined the students in community service in their respective habitations through the newly conceived 20-day mission, 'Each One, Each Day, Reach One' regardless of wherever you are the basis during the Covid pandemic.

Endowment Fund: The alumni fraternity proposed the establishment of an Alumni Endowment Fund' to leverage alumni financial, research, entrepreneurial, and social work resources. The alumni have made a financial contribution to help the poor and the merit of the Institution.

Feedback: The Institution seeks Alumni feedback to improve the learning process and other aspects. Alumni members provide feedback on curriculum, infrastructure, training programmes, and placement. They give their ideas based on their jobs and what they know about the most recent technologies, which helps the students get good jobs. The Alumni are invited to meet with their teachers and suggest additional courses and curriculum enrichment.

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 governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

CSSR & SRRM Degree and PG College was founded on 27 June 1992 under Shri C. Siva Sankara Reddy and Subba Rami Reddy Educational Society, which was registered on 13 February 1991 under the Societies Registration Act XXI of 1860. The Institution has propelled its vision and mission through high-quality instruction, research, innovation, entrepreneurship, and service over the last three decades.

Vision, Mission and Objectives:

The Institution envisions being the best Institution that educates rural, backward, and marginalised students with values, skills, and innovative practices, instils a passion for lifelong learning, and moulds them into global leaders.

The Institution, with its mission, strives to bring positive change in rural life by imparting the best quality education to the backward rural socioeconomic and marginalised students to develop responsible citizens, innovators, and leaders capable of meeting their challenges in their respective professions.

The Institution aims to deliver high-quality education for SC, ST, other backward students, and minorities, improving socioeconomic status, inculcating moral and ethical values in students and moulding them to be responsible citizens, innovators, and leaders.

Governance and Leadership:

The Institution's Academic Policy emphasises excellent planning, execution, curriculum enrichment, curricular flexibility for teaching and learning, training, innovation, and research. The policy outlines ethical standards for providing high-quality education.

Governing Body, Principal, and IQAC execute policies synchronising with the Institution's vision, purpose, and goals through various College administrative and academic departments with defined duties and principles. The Principal appoints committees, councils, and cells to oversee the Institution's multiple operations, including admissions, educational management, examinations, research and extension activities, infrastructure development, appointments, record-keeping, encouraging co-curricular, extracurricular and outreach activities, sports and games and promoting healthy campus practices.

The appointed bodies prepare plans, including the academic calendar, institutional plans, hands-on experience plans, and assessments, and implement them meticulously to improve students' responsibility, confidence, employability, entrepreneurial development, patriotism, integrity, and social

responsibility.

Compliance

Continuous feedback from stakeholders on academic outcomes and achievements clearly shows compliance with the Institution's vision, mission, and aims. It demonstrates outstanding leadership and governance through decentralising authority and implementing participative management.

Decentralisation:

Making policies and decisions at an Institution's highest levels demands a profound degree of involvement from the bottom to the top and a deep understanding of the stakeholders' requirements. The administration decentralises authority to all stakeholders, including students, teachers, staff, alumni, the affiliated university, the local community, and parents, and encourages their participation in management in decision-making. The Principal appoints stakeholders as members of different councils, committees, and cells to get them involved in the activities.

Participative management:

The Institution encourages participatory management in its academic and administrative processes, and all stakeholders are involved in discussions, resolutions and implementation. Students on all committees like student support cells, IIC, IQAC, Central Purchase Committee, Library Advisory Committee, Committee, Internal Compliance Committee, Disha Committee, etc., and faculty in statutory committees, besides alumni and local community participation, demonstrate leadership encouragement in participatory management. Decentralisation and participatory management in leadership and governance are fruitful in achieving the Institution's vision, mission objectives and purpose.

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 functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The Institution, affiliated with Yogi Vemana University, Kadapa, functions according to its bylaws, guidelines, and procedural framework and complies with the Andhra Pradesh State Council of Higher Education's directives and the UGC guidelines.

Administrative Set-up:

The Institution is governed by the management of CSSR & SRM Educational Society, which consists primarily of the Chairman, President, Secretary, and Correspondent. The administrative structure consists of the Principal, the Vice-Principal, department heads, and the Office superintendent, responsible for monitoring staff, students, curriculum, initiatives, activities and educational progress. The Departments are led by Department Heads comprised of faculty and operational staff.

Policies:

Institutional activities are governed by a set of policies formulated by the Institution under the policy of Higher Education, guidelines, and procedures. The policies include Academic Policy, Code of Ethics, Grievance Redressal Policy, Policy for Divyang Students, Sports and Games Policy and many others. The policies are developed after a sufficient number of stakeholder discussions and deliberations.

Institutional bodies:

The Principal appoints several committees, councils, cells, and clubs based on its mission, vision, and policies to maintain the Institution's seamless functioning. The Governing Body, College Academic Council, Internal Quality Assurance Cell (IQAC), Staff Selection Committee, Examination Committee, Library Advisory Committee, Institutional Innovation Council (IIC), Central Purchase Committee, Staff Council, statutory and student supporting cells, etc., to monitor and accomplish the Institution's vision, mission, and goals.

Appointment and service rules:

Faculty are appointed in line with the laws, regulations, and procedures of the University Grants Commission and the State Government. The list of selected candidates is submitted to the affiliated university for approval. The service rules comply with the regulations in effect.

Deployment of institutional Strategic/ perspective/development plan:

The Institution's Strategic or perspective plan reflects the Institution's vision, mission and objectives, the aspirations of stakeholders, such as students, faculty, employers, parents, and industry needs, as well as the Peer Team members' observations and recommendations made during the first cycle of NAAC accreditation regarding enhancing further sustained quality outcome-based education, the research culture, and the playground, among others.

Academic Regaining Programme is a strategy to fill Covid-caused Learning Gaps through Remedial Refresher Bridge Courses. More impetus is given to the assessment mechanism of learning levels of students, and more attention is paid to improving the slow and mediocre students. Special programmes are strategised and arranged to better the advanced learners.

The Institution established an Innovation Council (IIC) to promote innovation and entrepreneurship and to encourage, inspire, and cultivate young students by assisting them in developing new ideas and transforming them into startups during their academic years.

The Institution's five-year core perspective plan focuses on preparing for NAAC second-cycle

accreditation. The crux of the strategic plan for the next five years is drafted to achieve a valid accreditation grade and be ready to accept the responsibility of autonomous status and offer program(s) in Open and Distance Learning mode.

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Response:

The Institution esteems its faculty and staff and provides a caring and supportive work environment to achieve its vision, mission and objectives and excel. The Institution offers necessary welfare measures to enhance professional growth, health, economic well-being, and social status. It has a performance appraisal system that measures and recognises their efforts and accomplishments and ensures staff productivity, advancement and development.

Welfare measures:

Professional development: The Institution organises faculty development and non-teaching staff training to enhance skills. Automatic approval is readily granted for staff participating in Refresher Courses, Orientation Programs, and Short-Term Courses. Financial assistance is available for participating and presenting papers at conferences, seminars, and workshops and publishing papers and books. Faculty have access to desktops in departments, libraries, and offices. The Institution's Innovation Cell (IIC) is set up to pursue research, innovate, and develop entrepreneurship. Faculty are facilitated ICT tools to continue online teaching throughout the Covid epidemic.

Support during Covid pandemic: The Institution made every effort to support and assist faculty and staff with all finances and arranged timely medical help during the Covid-19 pandemic.

Well-being: Outdoor and indoor Gymnasium facilities, separate departments, and cultural and recreational activities add to physical and emotional well-being.

Support Facilities: Staff Council, Cafeteria, Grievance Redressal Mechanism, Internal Compliance Cell, clean drinking water facilities, parking facilities and free transport are available for teaching and non-teaching staff. The College Staff Council strives to enhance staff recognition, professional development, community building, connection building, communication, and equality.

Leaves: Casual Leave, Special Casual Leave, Medical Leave, Maternity Leave, Vacation, and On Duty are all available to teaching and non-teaching staff as per the rules in force. Liberal leaves were sanctioned as a special case during the Covid pandemic.

Teachers Day & Guru Poornima: Teachers Day is observed annually to honour teachers. Guru Purnima is celebrated with the theme 'Selfie with Guru.' Shishyas take photos with Guru and share them on social media.

Performance Appraisal:

Different performance appraisal criteria are used for teaching and non-teaching staff. The performance report is prepared with suggestions for improvement.

Teaching Staff:

Self Assessment: The Institution adopted the Academic Performance Indicator (API) of the Annual Self Assessment for Performance-Based Appraisal System (PBAS) under the UGC's teachers' performance appraisal regulations. Faculty submit a self-assessment form at the end of each year, fully disclosing all academic and administrative responsibilities. Teaching-related activities, domain knowledge, contribution to innovative education, participation in examination and evaluation, student project guidance, research aptitude, innovation and entrepreneurship development, publications, attendance to seminars, workshops, FDPs, additional qualifications, ability to use the most recent ICT in teaching, etc., are the parameters of the self-assessment system.

Diary and feedback: The diary containing information about their daily academic, co-curricular, extracurricular, and outreach activities, extra hours worked, remedial coaching, and examination duty performed is also used to appraise the faculty performance. Performance appraisals also include student feedback on teachers.

Non-Teaching Staff:

Job knowledge, technical ability, initiative, punctuality, accuracy, obedience, dependability, interpersonal skills, accessibility, timeliness, leadership, integrity, and character, are considered for appraising non-teaching staff performance.

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: 59.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	10	45	46	38

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

6.3.3

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

Response: 41.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	40	20	1	6

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	01	0	0

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

Strategies for resources and funds mobilisation:

The Resource Mobilisation Policy of the Institution outlines the Institution's strategies for mobilising funding and optimal utilisation of resources and funds. The Policy enables the Institution to accomplish its goals while ensuring accountability and transparency.

CSSR & SRRM Degree & PG College is a self-financed institution that originates its funding from all of its self-financing courses. The Institution raises funds through various sources, including student fees, interest on the corpus fund, alumni donations, and interest on the alumni endowment fund.

The revenue sources are student fees, government fee reimbursement, and management. The chief source of revenue is fee reimbursement. The Government of Andhra Pradesh's Jagan Anna Vidya Deevena Scheme reimburses tuition fees for students of Scheduled Castes, Scheduled Tribes, backward classes, minorities, Kapus, economically backward classes, and differently-abled categories. The fee reimbursement is made directly to the students' mothers' accounts in four instalments annually, and the mothers would visit the institution and then pay their wards' fees. This practice fosters frequent meetings between the parents and the Institution. The Institution receives funding for the NSS and UBA programmes besides the funds for hosting intercollegiate tournaments.

Resources and funds utilisation:

The fund is used to oversee daily academic activities, administration, maintenance, and infrastructure development prudently, efficiently, and transparently. The Institution's Governing Body, Finance Committee, Purchase Committee, Library Advisory Committee, and other committees help in planning, assigning, dividing, and using its resources and funds. Laboratories are augmented, IT infrastructure is improved, library and Sports services are strengthened, field trips are arranged, seminars are organised, innovation is promoted, extra-curricular and outreach activities are sponsored. Exceptional athletes are supported. Salaries constitute the lion's share.

Financial audits:

The Institution ensures that the revenue generated is spent as efficiently as possible within the Institution. The Institution regularly conducts internal and external audits to ensure financial compliance. The auditors prepare the audited income and expenditure statements and the balance sheet.

Internal audit:

Internal audits are conducted periodically by the office Internal Audit Committee under the supervision of the Institution's finance committee to ensure meticulous accounting and auditing. The office of the accounts department maintains and records transactions based on the vouchers. The vouchers are checked and verified for confirmation on a half-yearly basis. The income and expenditure under different headings are meticulously checked by comparing vouchers, invoices, and records. It is brought to the Principal's notice if a discrepancy is discovered.

External audit:

The chartered accountant of the institute conducts the external audit. The management has appointed Sri A V Sai Prasad, ACA, of Proddatur, YSR Kadapa, AP, as the external auditor. The external auditor audits the accounts regularly and certifies the annual financial statements, including the income and expenditure accounts and the balance sheet. The final audited report is discussed for additional actions and recommendations at the annual management meeting and is approved for filing income tax returns.

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) has significantly developed long-term quality assurance strategies and processes. It is demonstrated by the incremental improvements in student performance over the five years of the first cycle of post-accreditation quality initiatives and practices.

Quality assurance strategies and processes:

The orientation and induction programme and the Institution's Innovation Council are two vital activities that the IQAC has institutionalised.

Orientation and induction programme:

Induction: The IQAC organises an Orientation and Induction Program to support students in acclimating to their new surroundings, developing bonds with their peers and teachers, developing sensitivity to various social issues, and imbibing human values to become responsible students. It welcomes new students of rural backgrounds to higher education and prepares them for their new roles.

Entry-level assessment: Students are administered entry-level assessment tests shortly after classes begin to determine their readiness. Students who score extremely low are encouraged to review their subject content. After a one-week preparation period, they are allowed to retake the test. Faculty assist students with preparation by providing information through hybrid and flipped classes, various web-based tutorials and study materials. The lists of slow learners and advanced learners are prepared. The slow learners are offered remedial courses to assist them in attaining expected competencies in academic skills.

Academic Regaining Programme: The Remedial Refresher Bridge Courses under the Academic Regaining Programme are designed to fill Covid-caused learning gaps. All Covid disrupted current and newly admitted students are offered Remedial Refresher Bridge Courses in all subjects and complete the revision process. It is a challenge for the Institution to fill the learning gap of newly admitted students who have been promoted and declared to have passed the second-year Intermediate course consecutively due to the second wave of the COVID-19 pandemic.

Talent search tests: The IQAC channelises the sports and games culture in the College. Talent search tests are administered, identify different aptitudes for sports, games, and cultural activities and offer every assistance and encourage them to continue their efforts to compete nationally and internationally. Several of our students accomplishments brought honour to the Institution, University, and Country.

Institution's Innovation Council:

The Institution's Innovation Council (IIC) is established to stimulate innovation, entrepreneurship, and startups. The IQAC organised motivational sessions, impact lectures and seminars, workshops, and field trips for students to build an innovative and entrepreneurial attitude while improving the Institution's innovation culture and startup ecosystem. The Institution is ranked General (Non-Technical) 'Band-Beginner' by the Atal Ranking of Institutions on Innovation Accomplishments-2021 for its innovation achievements and capacity to develop a campus startup ecosystem.

Teaching-learning process, outcomes reviews:

The IQAC reviews the teaching-learning process, and findings with suggestions are sent to departments for further quality improvement. The IQAC organises guest lectures, seminars, workshops, and motivational programmes to encourage students to become self-learning. The IQAC consistently encouraged faculty to adopt blended and flipped classrooms. The IQAC encourages students to continue their academic pursuits and excel in sports and games. The Cell continues to emphasise to students that social service is their responsibility.

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); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)/ membership of international networks**
3. **Participation in NIRF**
4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The Institution aims to educate and develop rural and disadvantaged youth, especially women, to promote gender equity and empowerment through curriculum, co-curricular, and extracurricular activities and observing national and international commemorative days, events, and festivals.

Curricular initiatives:

The curriculum includes human values and professional ethics, entrepreneurial education, leadership education, etc., to raise awareness of gender issues and promote gender equality. The classroom instruction continuously focuses on women's issues and warns against anti-social elements, safety, security, good health, and personality development.

Extracurricular initiatives:

International Women's Day is observed annually to honour womanhood, recognise women's accomplishments, acknowledge barriers, raise awareness about bias, bring attention to women's rights, and help forge women's equality. National Girl Child Day is also observed for girl empowerment. Women students and lady faculty have roles in the Institution's academic, administrative, and student empowerment bodies. The Institutional Women Empowerment Cell, Women Grievance Cell & Women Protection Cell, Internal Compliant Committee, Mahila Mitra Committee (Police), Disha Committee, Special Cell (Gender-based violence and conduct gender sensitisation programme), Grievance Redressal Cell, IIC and Physical Education, promote gender equity, women empowerment, safety, security, self-defence training, innovation, entrepreneurship, startups promotion and sports and games.

Seminars are held to sensitise women and citizens about the Disha App and how to use it in an emergency to obtain assistance and support from the Police Department.

Women NSS volunteers serving as 'Peer Group Resource Persons' under the Kishori Vikasam Programme educated hundreds of adolescent girls in schools about the disadvantages of social media, human trafficking, sexual harassment, menstrual health and nutrition, personality development, skill development, and social issues such as illiteracy, child marriage, and child abuse. Women's safety is a top priority on the college campus, and the Institution has a CCTV surveillance system to ensure women's safety and security.

National and international commemorative days, events and festivals:

National: The Institution commemorates the birth of great Indian personalities. Mahatma Gandhi's 150th

birth anniversary was celebrated virtually with several events such as National Quiz on 'Gandhian Philosophy and Thought,' a Motivational Lecture on 'Gandhian Ethics & Leadership,' International Seminar On 'Gandhian Philosophy,' a virtual Photo Exhibition on Gandhiji, and a visit to an Old Age Home.

Dr *Bhimrao* Ramji Ambedkar's Vision for an Egalitarian Society was the Webinar's topic commemorating Ambedkar's 130th Jayanthi. Rashtriya Ekta Diwas is celebrated yearly to mark the birth anniversary of Sardar Vallabhbhai Patel. Major Dhyan Chand's National Sports Day and Azadi Ka Amruth Mahotsav commemorate 75 years of progressive India, national festivals, and others.

International: International Yoga Day to raise awareness on Yoga for Unity and Wellbeing; International Women's Day celebrating the social, economic, cultural, and political achievements of women; World Book Day to promote the enjoyment of reading books; world environment Day and World sparrow day for protection, World Blood Donor Day, World No Tobacco Day, etc., are some of the celebrations of the Institution.

Achievements:

Promotion of gender equity and Institutional initiatives paid off, as evidenced by the national and international achievements of women students.

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
Upload supporting document	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The

institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Upload supporting document	[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 diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Institution strives to provide an inclusive environment that values tolerance and harmony concerning cultural, regional, linguistic, and communal socio-economic issues and to educate students and employees about their constitutional obligations, the values, rights, duties, and responsibilities of citizens.

Inclusive environment promotion:

The campus is both secular and socialist. The Institution instils a spirit of togetherness, tolerance, harmony, and respect for one's traditions, customs, cultures, and beliefs, regardless of linguistic, communal, socio-economic and other diversity, through various activities of NSS, NCC, UBA and others. The NSS and NCC mottos, "Not Me, But You," and "Unity and Discipline (Ekta aur Anushasan)," and student volunteers service in villages for socio-economic advancement of the village communities through the Unnat Bharat Abhiyan exemplify democratic living with tolerance and harmony.

Commemoration days, festivals, and other significant events are observed to promote a tolerant and harmonious environment. The Institution celebrates Gandhi Jayanthi, New Year's Day, Sankranti Sambaralu, Vasantha Panchami, Ramadan, and Christmas, creating an atmosphere of tolerance and harmony toward cultural diversity. The Institution observes International Yoga Day, Independence Day Celebrations, Republic Day, Rashtriya Ekta Diwas, and other important patriotism prioritising events to promote national unity, integrity and security.

The Institution observes International Mother Language Day, Telugu Matrubasha Dinosthavam, and English Day to enhance linguistic tolerance and love towards other spoken languages in the Institution. The Principal formed SC, ST, BC and Minorites cells to improve socio-economic equality.

Constitutional obligations sensitisation:

The Institution sensitises students and employees about constitutional obligations such as human values, rights, duties, and responsibilities of citizens through numerous initiatives and activities.

Students:

Republic Day is observed to commemorate the enactment of the Indian Constitution, and Azadi Ka Amrit Mahotsav commemorates 75 years of progressive India and its illustrious history, culture, and achievements. Such commemorations educate students and staff about the Indian Constitution and its obligations.

The Institution has adopted a Student Code of Conduct and Discipline consistent with Indian Constitutional obligations. Every student is expected to obey the Code of discipline for students. Motivational Lecture and International Seminar on Gandhian Philosophy, Seminars on women rights, Disha App, Rendering of National Anthem, Rendering social service to people in floods and Covid pandemic, Oldage Home Visit, Blood donation camps, Yoga and other sensitisation programmes are organised to inculcate constitutional obligations in the minds of students. A webinar was conducted on 'Dr. B. R. Ambedkar's Vision toward an Egalitarian Society' to enlighten legal and constitutional aspects with greater consciousness of Rights and Duties. The Institution celebrates International Human Rights Day to highlight safeguarding human rights and fundamental human freedom. The Consumer Club highlights consumers' Consumer Protection Act obligations.

National Voters Day promotes Systematic Voter Education, Electoral Participation, and the empowerment of people. The student council democratises students functioning, civic responsibility, citizenship, leadership, scholarship, and human relations.

Employees:

The Institution adopted the Code of Ethics for faculty and staff that complies with the Indian Constitution. College Staff Council promotes a vibrant, responsible staff, advocates for equality and inclusion, and supports all aspects of rights.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1:

Title:

ACADEMIC REGAINING PROGRAMME

Objectives:

The objectives and intended outcomes of the "Academic Regaining Programme" are:

1. To correct and compensate students for the learning loss caused by Covid.
2. To design and administer remedial refresher bridging courses and Institution readiness curricula for first-year students.
3. To rediscover digital technology as a supplementary teaching tool and better prepare students for digital education.

Context:

The COVID-19 pandemic's abrupt lockdown on March 24, 2020, caused and begun sudden and unexpected educational interruptions. It led to a prolonged period of Institution closures. The pandemic affected teaching and learning. The Institution had difficulty covering the learning gaps of newly enrolled students who were declared successful in the Intermediate course without examinations consecutively due to Covid-19. The consensus was that endeavours to deliver lessons online through remote education fell short of the goals. The Institution devised and implemented remedial education, recognising that students may lose substantial knowledge throughout their lifetime.

Practice:

The Institution develops and implements college reopening strategies, including comprehensive student services for education, health, and psychological well-being. An Academic Regaining Programme (ARP) is introduced to help newly admitted, and existing students restore educational performance by combining Remedial, Refresher, and Bridge Courses. The Institution mandated the course for first-year students to strengthen fundamentals and bridge gaps caused by Covid-19 online learning. Classes are spread out throughout time based on the subject's difficulty or the amount of content covered so students may catch up fast. Subjects are assigned suitable weightage with the utmost care and consideration for the student's needs. The ARP sessions are conducted beyond normal college academic hours. The Programme provided students with a one-on-one learning experience and student-focused activities.

Evidence of Success:

The Academic Regaining Programme assisted students by delivering fundamental knowledge, bridging Covid-Caused Learning Gaps, and reinforcing csand strengthening their ability for academic success. The classes helped students learn the subject better, prepare for future courses, and develop better study habits. The ARP improved students' interest, and the Institution was able to offer additional courses and skill development to keep students progressing toward a degree and other long-term

outcomes. The ARP is effective and has helped slow and average students.

Problems Encountered and Resources Required:

The Covid pandemic changed the teaching-learning process compared to before. Observations reveal that many students entering their first year of college from the intermediate level are far behind and unprepared. Some students have learning issues and need individualised support to bridge learning gaps and increase learning. Hybrid and flipped learning methods are used to promote continuity of learning and eliminate discrepancies.

Relevance for adoption in other Institutions:

The Academic Regaining Programme comprising remedial, refresher and bridge courses may help other institutions solve covid learning gaps. The ARP may be taught over summer and semester breaks to prepare students for following semesters and may be taught year-round if essential. The student cannot continue his studies until he is ready for the course. It is advised to give the exam and issue the certificate of readiness promptly after the Academic Regaining Programme in the upcoming 4-year UG programme in 2023-24.

Best Practice-2:

Title:

CRISIS RESPONSE AND PREPARATION

Objectives:

The objectives of "Crisis Response and Preparation" by students involved in community service are:

1. To provide students with the greatest possible service-learning opportunities.
2. To learn about possible disasters and prepare for calamities.
3. To learn crisis psychology, disaster navigation, and overcoming adversity with strategies.
4. To inspire students to respond and help victims during natural disasters.

Context:

The novel Covid-19 and the natural calamity of flash flooding in Kadapa City have redefined the emergency paradigm. The public, health and sanitation staff, government machinery, and police had a strange, unpleasant, and terrifying time encountering Covid. Everyone was confused by the sudden lockdown and the order to remain indoors. The flash flood in Kadapa City is yet another disaster requiring emergency services. The crises necessitated an immediate response and preparation.

Practice:

High-quality education always includes extension and outreach community service activities. The NSS, NCC, UBA, students, and faculty are all committed to the community caretaking service philosophy. The NCC ran awareness programmes on calamities, natural disasters, and the responsibility

of Cadets. Every disaster brings new issues, and hands-on experience enhances disaster response and preparation. Students are trained in safety, evacuation protection, and risk assessment through Fire Safety and Mock Drill. A seminar was organised on the 'Third wave of Corona in India,' focusing on protecting children from the virus. Another seminar highlighted students about safe and clean Diwali. Structure and function of the human body, diet, cleanliness and sanitation, physical and mental health, infectious and contagious illnesses and their prevention, wounds and fractures were discussed. Firefighter training was mimicked.

When the lockdown was imposed to prevent the spread of the Corona Virus, students and faculty realised their social obligations. They offered masks, hand sanitisers, gloves, food, and assistance to the police. They promoted yoga, a healthy diet, and social and physical distancing to boost immunity and volunteered at a Caronavirus testing camp. Student blood donation camps helped the needy. During the flash floods in Kadapa City, students volunteered to assist residents in evacuating their homes and distributing food, water, and other supplies.

Evidence of Success:

Crisis Response and Preparation practice helped students develop the ability to prepare, collaborate, respond and act fast to unforeseen crises. Students enthusiastic participation in the Covid Vaccination drives resulted in zero dose wastage. They were well-prepared to rescue victims of flash floods.

Problems Encountered and Resources Required:

The Covid-19 crisis and the flash floods in drought-prone Kadapa are exceptional phenomena. Students are scared to come out to lend support to people due to fear of the life-threatening Covid-19 virus. In risky situations, it's laudable that students and teachers step up crisis response and provide social service and help to the people and government officials.

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:

PORTRAYAL OF THE PERFORMANCE OF THE INSTITUTION IN ONE AREA

DISTINCTIVE TO ITS PRIORITY AND THRUST

(Identification and Development of Sporting Talent)

CSSR & SRRM Degree & PG College has been earning multiple distinctions for providing the highest quality education to rural, backward, and marginalised students according to their specific academic requirements and to better their socio-economic status.

The Institution is the first of its sort in the Yogi Vemana University area to get NAAC accreditation with a B++ grade, Beginner Band rank of ARIIA, ISO Certifications, and NIRF rank, as well as Certificates of Recognition from the National Health Mission and the Mahatma Gandhi National Council for Rural Education, Government of India for the dedicated service during the Covid 19 pandemic, Best Green Campus Award and the Brainfeed Higher Education Award-2019-20 as one of the top institutions in India for improving higher education and the minds of young people through a noteworthy spectrum of initiatives and efforts.

Sports and Games activities are integral to the student's holistic development at the Institution. The Institution provides many forms of support to exceptional sports persons. Consequently, some of our students have become outstanding in sports, winning medals in university, state, regional, national, and international competitions.

Sports and Games:

The Institution provides a systematic and robust blend of academics and athletics. It prioritises providing an inclusive environment for sports and games that encourages active involvement and supports its students' holistic development and performance. The Institution developed excellent physical infrastructure, and its well-built campus has 2 acres of greenery and 4 acres of playground, an in-house gymnasium and an open gym. A dedicated Physical Director directs the games and sports, and a Gym Instructor supervises the gym.

Playground and Gym:

A vast playground and well-equipped gym are available and accessible on campus for students, faculty, and staff, complying with the saying to help the healthy body and mind. The playground has multi-court facilities for various games and sports. They are a professionally managed ecosystem that promotes physical fitness, healthy, nutritious dense consumption, and a healthy lifestyle.

Tournaments:

The Institution hosts Inter-Collegiate Sports Tournaments of affiliating Yogi Vemana University, which are conducted annually except during the Covid disrupted period.

Talent search and development:

The identification and development of sporting talent are chosen and portrayed as one of the Institution's distinctive priority areas. The Institution designed the Talent Search Programme to elicit the creativity and talent of students, as well as to reinforce and expand their personal and interpersonal learning, growth, creativity and innovation. The initiative aims to identify the students' interests, skills and talents

and develop inquiring and knowledgeable skills in games and sports. At the entry, students with various skills are spotted and provided the assistance and advice necessary to excel in those skills. The Games and Sports Committee is appointed. Students with similar skills and interests are encouraged to get together and form sports clubs. Systematic training and rigorous practice have elevated the players' performance to a new level.

Success Stories at International, National, Regional, State and University Levels:

Our Institution is unique in the realm of sports and games. The Institution has traditionally excelled in athletic competitions and built a thriving sports culture and strong sports ethos. The students competed in various intercollegiate, state, regional, national, and international athletic competitions and secured laurels. At the state level, the Institution earned one gold medal in softball and three gold medals in powerlifting and bench press for a total of four gold medals. At the national level, the Institution earned four gold medals and one silver medal in Powerlifting, softball, taekwondo, and weightlifting, respectively. A student of the Institution represented India at the Asian Women Equipped Powerlifting Championships-2021 in Istanbul, Turkey, hosted by the Asian Powerlifting Federation, and won the gold medal for first place in the 52 kg - Junior category. The Institution secured another regional gold medal in the South India Junior and Senior Men and Women Power Lifting Championships.

The Institution has proven to be one of the top institutions in the university area for sports and games. The Institution consistently finishes second to the University in Inter Collegiate Sports Tournaments of Yogi Vemana University. During the five years from 2017-18 to 2021-22, excluding Covid-19 disrupted the academic year 2020-21, the Institution won 171 medals in Individual and Team events, including 62 gold, 64 silver, and 45 bronze medals. Women share 80 medals out of the total 171, including 22 gold, 35 silver, and 23 bronze medals, 55 in Individual events and 25 in Team events. Individual events won by women include the 100m and 200m sprints, the triple jump, fencing, javelin throw, Powerlifting, weight lifting, taekwondo, and yoga. Women's team events include the 4×100 relays, badminton, ball badminton, fencing, handball, softball, volleyball, kabaddi, kho-kho, and table tennis. Men excel in 100-meter dashes, best physique, fencing, pistol, Powerlifting, weight lifting, taekwondo, and yoga, as well as kabaddi, badminton, kho-kho, and volleyball, earning a total of 91 medals which include 40 Gold, 29 Silver, and 22 Bronze medals.

Meet The Champion to influence future generations:

At the Prime Minister's noble idea of the "Meet the Champion" programme held at Bhagavan Sri Satya Saibaba Zilla Parishad Girls High School, R. Poorna, the Asian Women's Equipped Powerlifting Championship gold medalist, addressed the students of all the high schools and the polytechnic college. She chatted with children and discussed the need for a balanced diet, physical activity, and sports from a young age. She also told the students about her unique work experiences, which she did despite being poor. She encouraged them to follow in the footsteps of the great athletes who have brought laurels to the nation.

Outcome:

The "Meet the Champion" initiative has remarkably impacted schoolchildren and Polytechnic College students. The interaction with the international gold medallist was so captivating that the students developed a passion for sports and games.

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

5. CONCLUSION

Additional Information :

Divyangjan Friendly:

Students with disabilities from rural and lower socioeconomic backgrounds receive additional care and attention at this Institution. The Institution provides all amenities, including accessible restrooms, ramps, wheelchair facilities, and human help, to students with disabilities. The specifically designed 'Disability Resource Centre' (DRC) offers a wide range of support and services to all undergraduate and graduate students with disabilities. The DRC identifies the necessary services and provides them per the relevance of the student's impairment and the academic requirements of the particular department, such as assistive technology resources, digital library, scribe and compensatory time provision during the examination, etc.,

Policy Document for Divyang Students:

https://cssrandsrrm.in/wp-content/uploads/2022/11/POLICY-DOCUMENT-FOR-DIVYANG-STUDENTS.pdf

Concluding Remarks :

The Institution assures that all rural, backward, and marginalised students, including girls and those with disabilities, receive an education of the highest quality, endowed with values, skills, and innovative practices that bring about a positive transformation in rural life. The Institution strives to develop morally and ethically responsible citizens, innovators, and excellent leaders who can meet the challenges of their respective professions and compete in a fast-expanding, technology-driven business world. Last but not least, the Institution is continually preparing to embrace the modern education system of the new education policy, developing innovative and distinctive degree programmes.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Add on /Certificate/Value added programs offered during the last five years** Answer before DVV Verification : Answer After DVV Verification :32 Remark : As per the data and supporting documents provided based on that DVV input is recommended.
2.4.2	**Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years** Answer before DVV Verification:
3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years* 3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years** Answer before DVV Verification:

For metric 2.4.2 — Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	11	04	04	06

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	10	03	03	05

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

For metric 3.2.2 — Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	05	01	05	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
09	03	01	05	01

	Remark : As per the data and supporting documents received from HEI, based on that DVV input is recommended.
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: 	2021-22	2020-21	2019-20	2018-19	2017-18
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13	69	56	43	01 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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64	42	0	40	01	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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: 	2021-22	2020-21	2019-20	2018-19	2017-18
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17	02	00	02	02 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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02	00	00	03	01	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) 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/ Red Cross/ YRC etc., year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	49	21	20	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	17	10	10	05

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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 :98 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
749	1197	550	692	250

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
749	703	550	692	250

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.2	**Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)** 5.2.2.1. *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year*

wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
00	04	01	05	06

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	02	04	01

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
00	05	03	09	06

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	05	03	09	06

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
39	05	28	47	63

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	05	01	01	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	03	14	09	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	03	19	07	18

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49	41	29	44	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
39	40	20	1	6

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	12	12	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	01	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is

	recommended.

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 : 108 Answer after DVV Verification : 77
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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51	52	49	54	53 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
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51	49	47	53	54	

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