



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**VAGDEVI DEGREE COLLEGE NARASARAOPET**

**MAIN ROAD RAVIPADU PALNADU DISTRICT  
522601**

[www.vagdevidegreecollege.com](http://www.vagdevidegreecollege.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Vagdevi Degree College (VDC) was started in 2013 by group of academicians, administrators and Philanthropists. The institution was established with an intention of empowering rural youth by providing quality education and helping them get employed. The institution is located in Narasaraopet, which is the district headquarters of Palnadu district, and it is easy to get to from many villages and other districts. The town is also referred as the 'Gateway of Palnadu'.

The institution is affiliated to Acharya Nagarjuna University in Guntur. The Institution was started with 2 programs with initially admitted students of 71. At the moment, the school has 4 programs, and about 1200 students are enrolled in all of them. Since it started, the Institution has grown in many ways and achieved many important milestones. The institution has a very good reputation in the state of Andhra Pradesh and a good social reputation. Vagdevi Degree College enjoys a very good market reputation and has earned goodwill among stakeholders.

High standards of education are kept at the institute by providing a wide range of academic and infrastructure facilities. In addition to regular academic work, the Institution is known for giving students the skills they need through a variety of skill-based activities. Many students from other districts of Andhra Pradesh prefer to attend the institution. The institution got a lot of praise and awards for providing high-quality education in places like Narasaraopet at a very low cost.

### **Vision**

Create a conducive learning environment, empower students through high-quality teaching, and have a profound effect on their lives and society.

### **Mission**

M1: Instill in students the necessary skills, knowledge, and attitude to enable them to succeed in life

M2: Provide quality and affordable education to all segments of society

M3: Create an enjoyable and rewarding learning environment

M4: Assist in the resolution of local and global societal problems by instilling moral, spiritual, and social values in students.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### **Institutional Strength**

- Strategically located in the prime area of the town.
- Proactive, Committed and visionary management.
- Dedicated, knowledgeable, dynamic and young faculty.
- Adequate and well-developed infrastructure to support and enhance academic growth.
- Student-centric teaching.
- Incremental growth in campus placements.
- Focused and skill-based teaching leading to very good pass percentage.
- One of the largest degree colleges in the state of Andhra Pradesh in terms of intake.
- Transport facility is available for a radius of 35 kilometers.
- Remarkable growth of rural students is an asset of the institution.
- Student support system and mentoring process.
- Involvement of students in social service activities through its NSS wing.
- Participation of students at state and national level events.
- Energy saving initiatives by installing solar power plant in the premises.
- Offering fee concessions and scholarships for the poor and marginalized students.
- Uplift various strata of the society through numerous philanthropic activities.
- Imparting continuous trainings to students to enhance technical skills and personality development.
- Presence of Alumni across the globe with remarkable career achievements.
- Encouragement to students to do equally well in co-curricular and extra-curricular activities.
- Sprawling and enthralling landscape.
- Conducting remedial classes for slow learners and additional support for advanced learners.
- Vision, Mission, Programme Educational Objective are well defined and followed
- Availability of Strategic Planning
- Well stacked library of text books, journals and digital resources
- Robust network infrastructure in place
- Use of ICT tools by all faculty members
- Well-equipped and neatly maintained Laboratories
- Alumni engagement for the institute's growth & development
- Indoor and outdoor sports facilities
- Training students on life skills from beginning of the program
- Empowerment of faculty and decentralization of administration
- Welfare schemes for faculty and students

### **Institutional Weakness**

- Low research output due to the absence of more faculty with Ph.D. qualification.
- Limited Research and Development, and consultancy works.
- Lack of diversity among students
- Delay in release of scholarship amount, thereby affecting various institutional activities planned as per strategic plan.
- Being affiliated to a state university, the Institution has limited scope for adopting an interdisciplinary innovative curriculum.

### **Institutional Opportunity**

- Conduct a greater number of Faculty Development Programs.

- Offer add-on courses on emerging areas of technology to make the students industry ready.
- Facilitate the students to avail the MOOCS in emerging technologies.
- Increase the presence of students from other states.
- Establish academic links with renowned national and international institutions for student exchange and interactions to enhance the level of their knowledge in the respective areas
- Enhance faculty exposure to industry by sending them to industries and use the experience to improve the curriculum from time to time
- The Industrial visits for students to increase industry interactions and employability
- Students exposure to real-world problems and solutions
- Scope to harness the potential of a strong Alumni base for the betterment of the Institution
- Transform pedagogical practices and adopt the latest technologically relevant courses in the curriculum
- Possibility of networking among academia, R&D institutions and local industry to form R&D clusters.
- Increased access to get funds from various government and non-government agencies for Research and Development Activities.

### **Institutional Challenge**

- Enable Telugu medium students to cope with the curriculum in English medium.
- Retention of the faculty
- Inclination of students to pursue Engineering than joining Science / Arts courses.
- Creeping commercialization posing challenges to quality education in higher education.
- Elevating the institution to Autonomous status.
- Continuous change in technology that challenges the employability of the students and poses challenge in setting the right curriculum

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Vagdevi Degree College, which is affiliated to Acharya Nagarjuna University, follows the curriculum designed by the university. The curriculum is revised by the affiliating university keeping in mind the changing social and global needs of employment to the students. The Institution plans various curricular, co-curricular and extra-curricular activities based on the academic calendar issued by the affiliating university.

The institution strictly adheres to the academic calendar issued by the affiliating university from time to time. The Institution is currently offering Eight UG programs and Choice Based Credit System (CBCS)/elective course system has been implemented in all the programs. The institute strives to educate students on emerging technologies through add-on or value-added courses. Furthermore, the college offered about 8 value added courses per year and more than 80% of the students took part in these courses during last five years.

The curriculum of the university not only focusses on the technical and core areas of the programs, but also addresses and integrates into curriculum crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability. The curriculum has about 40% of the courses belong to project work or field work or internship and all enrolled students successfully completed these courses. Majority of the students were benefited from experiential learning through field trips, project works and internships in the last five years.

The Institution believes in equal participation of all stakeholders for overall development of the students and the institution. Though does not have direct control over the curriculum, the institution takes feedback on design and review of curriculum from Students, Teachers, Alumni and Employers and analyzes it. Corrective actions are taken to make the curriculum relevant and useful to the current needs of the industry, and communicated to affiliating university wherever required.

### **Teaching-learning and Evaluation**

The institution follows the process of admitting students to the programs through a transparent and well administered mechanism. Seats are filled against the reserved categories as per the reservation policy of the Government. The teacher assesses the academic proficiency of the students based on their performance in classroom discussions, tests and assignments. Equal attention is paid to slow and advanced learners. Remedial courses are conducted for students to strengthen their basics in various subjects. Advanced learners are motivated to explore their knowledge and share with the slow learners.

The institute has been recruiting faculty through a transparent mechanism and provides equal opportunity to all the faculty. The institute has been maintaining more than required number of faculty for imparting quality education. The teaching learning methods include both ICT and traditional classroom practices that make learning more effective. Teachers are encouraged to adopt innovative methods in teaching.

The college maintains a robust internal assessment mechanism to monitor the process and progress of assessment. After a thorough assessment, the internal assessment marks that were allotted to the students are sent to the university to publish the final results. Assessment-related grievances are addressed by the concerned faculty. Moreover, the escalation mechanism is also available to the students if the grievances are not resolved.

Program outcomes and course outcomes are outlined by the university and they are designed to equip students to gain the required knowledge and skills. Student performance is seen as the realization of learning outcomes on successful completion of a course or program. As a result, many students got placed during the campus drives.

The institution takes utmost care to make sure that all students pass the semester-end examinations with high score. The institute has had an average pass percentage over 80% during last five years. Furthermore, feedback is taken from the students on teaching-learning process and actions are taken based on the analysis of the feedback received.

### **Research, Innovations and Extension**

The institution takes an initiative to support research interests and innovation skills amongst the faculty members and students. The college encourages its teachers to submit research papers to publish in the journals. Many teachers in the college have published their research findings in the peer-reviewed journals with good impact factors. Furthermore, many faculty members have published books/book chapters.

The institution has been actively taking part in extension activities to help the needy and underprivileged in society through its services. Apart from the academic aspect, opportunities are created to support for the holistic development of the students through several community outreach programs organized by NSS Unit of the institution. More than 80% of the students took part in extension activities during last five years.

The college has NSS, NCC and Scout Units through which college renders its social and community services. The NSS unit organizes a wide range of activities that contribute to environmental protection, AIDS awareness rally, Blood Donation Camps, Sapling Plantation, Water Conservation, Health and Hygiene. The Institute conducted more than 50 extension and outreach activities during last five years. Special focus is given to outreach programs that contribute to environmental sustainability, awareness of gender (in)equalities, and promotion of well-being of students and staff. As a result of these activities, the received more than 40 recognitions and awards during last five years.

The institution through collaboration maintains closer contact with the local community and industry. It helps to keep the academic activities more realistic and also expands the scope of the learning experience to the students. About 60 collaborations are made with the industries of various sectors for the purpose of training the students to upgrade their and knowledge transfer in their career growth.

Every effort is made to establish enriching meaningful collaboration with academic and non-academic institutions. In the last five years the college signed about 21 functional MoUs with reputed companies to train and enhance the skills of the students through internships, projects, and industrial visits. These collaborations provide opportunities for internship and career growth and the overall development of the students.

### **Infrastructure and Learning Resources**

Vagdevi Degree College has well established infrastructure for curricular, co-curricular and extra-curricular activities. Moreover, the college has been consistently upgrading its physical, academic and technological infrastructure to keep abreast of changing times and evolving needs of the students. The administrative facilities include Principal Office, Management Room, Staff Rooms, Laboratories, Training and Placement Room, Seminar Halls, Administrative Room, and Common Room for girls among others.

The college has sports facilities that include volleyball, tennis, basketball court and cricket practicing net for outdoor games chess and carom boards for indoor games. In addition, the institute has facilities to conduct cultural events. The college promotes socialization by organizing cultural activities in the open stage. The sound system and musical instruments are also available for conducting cultural activities. Facilities like Gym and First Aid are provided for fitness of the student.

The institution adopts policies and strategies for adequate technology for deployment and maintenance. The college campus is Wi-Fi enabled and has 100% ICT enabled classrooms and seminal halls. The institute has fiber internet connection of speed 100 Mbps (FTTH) to cater to various academic needs. Adequate computers are also available in the institution so that each student can make use of them. In addition, some of the students are provided with laptops for doing their project works and reports.

Uninterrupted power supply is ensured on the campus through UPS and invertors along with alternative power supply resources using generators and solar power. Purified drinking water is supplied to the students to ensure health of the students. The institute offers transport facilities even to remote areas where public transport is unavailable.

The library has a diverse collection of books, print journals, newspapers and magazines, access to e-journals and e-books through e-learning resources. Maintenance of computers, library, laboratories, classrooms and sports is done periodically. The institute also arranges for preventive maintenance of various facilities so as to reduce the breakdown. Maintenance of various facilities is done through Annual Maintenance Contracts. The

institute has developed adequate infrastructure and adequate resources in the campus to achieve its objective of quality education.

### **Student Support and Progression**

The institution admits the students as per the norms and regulations set by the government and affiliating university from time to time. More than 80% of the students receive scholarship from the government of Andhra Pradesh. The institution provides maximum support to students in their education and progression through fee concessions to help the meritorious students in completing their education.

The institution encourages the students by conducting programs that enhance soft skills, life skills and ICT computing skills and prepares them in perceiving their professional goals. Various career advancement activities including training and placement, career counseling, entrepreneurship development programs for guiding students towards better career are also conducted.

The institution also has a various committees and cells to address student grievances with time bound schedule. Students' grievances and concerns are also addressed through Anti ragging Committee, Discipline Committee, Grievance Redressal Committee, Student Advisory Committee and Counseling Cell. For the support and care of girl students and women faculty the college has provided a well-developed women empowerment cell. Moreover, girls' rest rooms are recreation rooms provided.

Quality education provided and skills enhancement activities conducted by the institution are evident in the placement offers to the students. More than 50% of students get placements every year in Multi-National Companies. The institute also motivates the students to pursue higher education.

Several co-curricular, extra-curricular and sports activities are conducted to facilitate holistic development of the student and emerge as a socially natural individual. The students are provided with quite encouraging atmosphere in the college. Students won more than 20 awards at university/state/national levels events. The college provides a plethora of opportunities in the arena of sports and cultural activities. The institute conducts more than 10 sports and cultural events per year.

The college has an active registered alumni association that has been involved in guiding the students on the contemporary developments in software as well as in other related industry. The Alumni of the institute are spread across the globe with significant progress in their careers.

### **Governance, Leadership and Management**

The institute is committed to provide quality education in a conducive learning environment and make a transformational impact on students. The leadership of the institute provides clear vision and mission for the institution. The institute has a Board of Governors (BOG) to plan and monitor various activities of the institution. The institution functions with the objective of academic development. The institute has a prospective plan and strategic plans to achieve its vision. Strategic plans are monitored periodically so as to achieve the set goals.

Governance and leadership at VDC entail participative management by the governing body, the principal, teaching and non-teaching staff and the students. These stakeholders collaborate in carrying out their

professional responsibilities and in accomplishing the vision and mission of the college. Various committees are framed for the purpose of smooth and effective functioning of the institution.

The institute has implemented e-governance in various areas for effective functioning. Various welfare measures have also been in place for both teaching and non-teaching staff. The Institute extended financial support to more than 50% of the faculty every year to attend conferences and workshops. In addition, the institute also organized more than 20 professional and administrative training programs to its employees. On an average more than 50% of the faculty undergo FDPs every year. The institute has an effective appraisal system in place to shape the career of the faculty.

The institution has system for internal and external auditing procedures. The institute mobilizes its resources effectively for the effective development of the institution.

IQAC has been instrumental in improving teaching-learning activities at the institution level. Moreover, IQAC has brought in various quality initiatives. IQAC implemented Feedback from students on infrastructure and established women empowerment cell to enhance quality aspects at the institute level. In order to improve teaching-learning, the IQAC implemented mentor system and ICT enabled facilities. In addition, IQAC has been taking up various quality initiatives such as ISO certification, IQAC meetings and workshops on quality initiatives from time to time.

### **Institutional Values and Best Practices**

Vagdevi Degree College maintains a well-balanced gender equity not only in terms of number of job opportunities given to women but also their representation in the Institution. Various strategic steps are taken from time to time to bring sensitivity on the gender related issues and provide an equal opportunity for all the genders. Women empowerment Cell was established to maintain safety and security of the women faculty and girl students. The Institute has taken various steps to minimize, recycle and reuse different types of wastes generated by the Institute.

Natural water resources are effectively utilized by keeping in place waster harvesting pits at various important locations on campus. The institution follows safe practices in disposing different types of wastes. The Institute has implemented various green practices and promoted and improved eco-friendly environment on the campus. Various audits such as energy, green, and environment are conducted for the Institution. The Institute provides access to various facilities for *divyangans* through its infrastructural facilities.

Training and Campus Placements: Empowerment through Employment and Mentoring systems have been two best practices implemented by the Institution. The Institute has imparted various skills to the students to make them employable by end of their program duration. Regular assessments and tailored training yielded the best results in terms of placement offers. Mentoring system implemented by the institution showed a positive impact in various functional areas of the institution.

VDC strives to impart the importance of societal consciousness apart from excellent regular academic knowledge. The Institute has organized numerous extension activities through its NSS, NCC and Scout units and received many awards in this regard. In addition, the Institute has helped many individuals, families and villages through its philanthropic activities. SGDC has shown its distinctiveness in helping others and sharing social responsibilities through various activities across the nation and thereby improving focus and skills of the students in a different areas.





## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	VAGDEVI DEGREE COLLEGE NARASARAOPET
Address	Main Road Ravipadu Palnadu District
City	NARASARAOPET
State	Andhra Pradesh
Pin	522601
Website	<a href="http://www.vagdevidegreecollege.com">www.vagdevidegreecollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Oguri Nageswararao	08647-223399	9885647188	08647-22339 8	saradaonr@gmail.c om
IQAC / CIQA coordinator	Nettam Joseph	08647-223396	9398241724	08647-22339 7	n-joseph@live.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 minority institution	No

Establishment Details	

State	University name	Document
Andhra Pradesh	Acharya Nagarjuna University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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	Main Road Ravipadu Palnadu District	Rural	2	20156.87

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCom,Department Of Commerce	36	INTER	English	120	96
UG	BSc,Department Of Mathematical Sciences	36	INTER	English	50	0
UG	BSc,Department Of Computer Science	36	INTER	English	100	65
UG	BSc,Department Of Computer Science	36	INTER	English	100	67

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				9				28			
Recruited	0	0	0	0	9	0	0	9	19	9	0	28
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				4
Recruited	4	0	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	9	0	0	19	9	0	37
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	1	0	0	1	
	1	0	0	1	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	103	0	0	0	103
	Female	125	0	0	0	125
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	22	36	41	35
	Female	25	33	28	17
	Others	0	0	0	0
ST	Male	4	14	20	7
	Female	10	8	4	7
	Others	0	0	0	0
OBC	Male	48	84	102	98
	Female	76	75	92	63
	Others	0	0	0	0
General	Male	41	49	22	58
	Female	56	42	50	36
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>282</b>	<b>341</b>	<b>359</b>	<b>321</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The institution is affiliated to Acharya Nagarjuna University, Guntur. Despite its limited capacity to offer such programs, the institution has been encouraging students to enroll in multi- and interdisciplinary courses. In addition, the institution provides a variety of multidisciplinary/interdisciplinary courses as value-added or supplementary courses.
2. Academic bank of credits (ABC):	The institution is in the process of registering with ABC after receiving approval from its affiliated university. Periodically, the institution shares its recommendations and suggestions regarding the revision of syllabi with the affiliated university. In



	addition, faculty have created curricula for other institutions' value-added and supplementary courses.
3. Skill development:	The institution collaborates with the Andhra Pradesh State Skill Development Corporation to offer skill-based training to students. In addition, the institution has entered into partnerships and memorandums of understanding with a variety of organizations and institutions to provide skill-based training.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution contains books about the Indian knowledge system and has tirelessly worked to promote Indian traditional knowledge and culture.
5. Focus on Outcome based education (OBE):	In order to provide quality education, the Institution has adopted Outcome-Based Education (OBE). Periodically, COs and POs/PSOs were acquired to identify and close gaps.
6. Distance education/online education:	Despite the fact that the institution does not currently offer programs via distance education/online education, the faculty take a few classes to reinforce the key concepts.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
982	1021	1124	1110	1015

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 51

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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
32	30	24	24	24

### 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
113.11	60.88	108.92	110.89	116.21

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

Vagdevi Degree College is affiliated to Acharya Nagarjuna University, Guntur. The Institute makes every effort to deliver the curriculum that the affiliating university has prepared and shared. The following mechanism ensures effective curriculum delivery.

- Instructional practices
- A well-designed teaching-learning process
- Effective course delivery and evaluation

##### **Curriculum Planning**

The affiliated university updates its curriculum to meet industry expectations for students in the current and near-future job market. Each department's Department Academic Council (DAC) discusses the newly updated curriculum to identify gaps and proposes solutions. Identified curricular gaps are communicated to the affiliating university for improvement.

Before each semester begins, the Institute prepares its own Academic Calendar based on the academic calendar shared by the university. After the previous semester, Curriculum Planning assigns faculty members subjects based on their specialization, experience, and workload for the upcoming semester. Faculty are encouraged to take Swayam, Coursera, etc. courses.

##### **Well-planned teaching-learning process**

Before classes begin, the faculty prepare course files and all teaching material. The faculty also identifies and keeps the course-specific method of delivery. The Institute's website has class notes for students. Each academic year, all teaching-learning infrastructure, including ICT-enabled facilities, is checked and prepared.

##### **Effective course delivery and its review**

The lesson plan guides course delivery. Teaching diaries record daily content coverage. Twice a semester, faculty teaching is evaluated and corrective actions are taken. Each department's HoD monitors syllabus coverage and ensures effective curriculum delivery. If a faculty doesn't finish his/her syllabus on time, (s)he must schedule extra classes to finish it.

The institution adheres to the affiliating university's academic calendar in all aspects, including Continuous Internal Evaluations (CIE). Below are the institute's measures for adhering to the academic calendar.

- The affiliating university sends an academic calendar before each year/semester.
- The academic calendar is posted, shared with students, teachers, and parents.
- The academic calendar is shared with all stakeholders and posted on the institute's website.
- Faculty members plan lesson plans and syllabus coverage based on the academic calendar and internal exam dates.
- Departments and institutes prepare master academic calendars that include CIE, co-curricular, and extra-curricular activities.
- The syllabus was reviewed to see if the teaching-learning process and content delivery were on schedule.
- Workshops, add-on courses, seminars, etc. are scheduled according to the academic calendar.
- The HOD reviews departmental activities to ensure they follow the master calendar.
- The principal conducts review meetings to ensure all activities are on schedule and to correct any discrepancies.
- Theory, laboratory, project, and other courses undergo CIE according to regulations and the academic calendar.
- Exam-in-change prepares the schedule for internal exams after consulting the principal and following the academic calendar.
- The Institute reviews various activities in the master event calendar for deviations.
- HoDs approve extra classes to cover the syllabus if behind schedule.
- The affiliated university informs the institute of academic calendar changes. The Institute changes its activities after receiving the revised academic calendar.

The Institute has followed the academic calendar of its affiliated university without deviation.

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:**

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

#### Other Upload Files

1

[View Document](#)

### 1.2.2

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

#### Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
982	1021	1124	1110	1015

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

#### Response:

The institute implements the curriculum provided by the university with which it is affiliated. Curriculum topics include Professional Ethics, Gender, Human Values, Environment, and Sustainability.

### **Human Values and Professional Ethics**

The institution offers a course on human values and professional ethics each semester in order to raise awareness about moral values, character development, cooperation, the sustainable relationship between people, and the empathy involved in technical activities. The ultimate goal of this course is to promote professional ethics among students and faculty through the use of online plagiarism-checking software. The faculty assists students in organizing awareness campaigns, blood donation camps, health screening camps, and hygiene and health awareness programs. Moreover, the institution's NSS students regularly participate in Swatch Bharat-related activities.

### **Gender Sensitization**

Every academic year, various topics on Gender Sensitization are offered in the form of curricular, co-curricular, and extracurricular activities. These activities allow the entire class to interact with real-world situations, such as fieldwork, seminars, and social gatherings, etc.

These activities have the following primary goals:

- Raise awareness about equality in the law, social system, and democratic activities
- To provide an integrated and multidisciplinary framework for comprehending the social and cultural construction of gender.
- To teach young boys and girls gender awareness and to instill positive values that support girls' rights.
- To educate students about the status of women and their impact on the nation's development.
- To provide students with the opportunity to reflect on their own socialization process and attempt to resist its influence.

In addition, the institution is conducting a number of programs to address women-related issues with the assistance of a women empowerment cell. This women's empowerment cell focuses on the identification and resolution of any gender-sensitive issues. On International Women's Day, the institution's technical associations conduct a variety of activities to empower women. Periodically, various topics including gender equality, respect, and empowerment are discussed in the cell.

### **Environment and Sustainability**

This course helps students understand the significance of ecological balance for overall development and provides them with the critical thinking skills necessary to develop and implement sustainable solutions. The course "environmental science" assists students in understanding the significance of the environment and its preservation. The institution conducts debates and group discussions on a variety of environmental and sustainability-related topics to enhance students' comprehension of the significance and depth of these fields. The institution hosts seminars, field trips, and guest lectures on special days such as Environmental Day, Earth Day, and World Water Day. Students are made aware of environmental and sustainability concerns.

**1.3.2**

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

**Response:**

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

Response: 359

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1**

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

**Response:**

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

##### Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
282	341	339	311	341

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

2021-22	2020-21	2019-20	2018-19	2017-18
370	370	370	370	370

##### File Description

##### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

##### Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
165	169	163	163	170

### 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
185	185	185	185	185

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:**

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

As part of experiential learning, participatory learning, and problem-solving methodologies, the institution is committed to adopting student-centered approaches to increase student engagement. In addition to traditional teaching and learning techniques, the Institute employs innovative techniques to enhance the learning experience. This learning contributes to the student's holistic development beyond the classroom.

### **Experiential learning**

- Guest lectures by industry and academic experts supplement teaching and provide experiential learning.
- Students as teachers, teamwork, presentations, self-study, and dissertations provide experiential learning.
- Innovative and real-world projects are encouraged.
- Lecturers promote learning through demonstration, experimentation, visual aids, and paper presentations.
- Lab courses promote hands-on learning.

### **Participative learning**

- Under the teacher's guidance, individual and group learning activities enhance participatory learning.
- NSS promotes teamwork and social responsibility through student activities. Regular events include blood donation camps, tree planting, health awareness camps, and Swatch Bharath.
- Enrollment of students in MOOCs offered by premier institutions.
- Field trips and industrial visits to promote student participation.

### **Problem-solving methods**

- Senior faculty guide research in each department to help students develop critical thinking and problem-solving skills.
- Problem-solving homework helps students.
- All programs have quizzes. Undergraduates do final-year projects.

### **Project-based learning**

- MOUs and collaborations encourage students to do industry projects.
- Report writing, information interpretation, and management studies trends improve project-based learning skills.

### **Internships**

As part of industrial training, students work in different hotel departments before graduation. The entire academic process of planning, curriculum delivery, and assessment is student-centered to enhance learning.

### **ICT enabled learning**

The institute equips its faculty and students with the latest ICT tools and infrastructure. Teachers' use of

cutting-edge educational technologies enhances students' learning. ICT-enabled tools have improved teaching-learning.

- The Institute's classrooms are 100% ICT-enabled.
- All faculty are trained on the institution's ICT infrastructure.
- The institute has multiple multimedia-equipped seminar rooms. ICT tools have helped the institution host webinars and invited talks.
- The institute encourages all teachers to use modern teaching aids to improve instruction.
- Faculty prepare PowerPoint presentations (PPTs) and other materials like videos and animations to deliver lectures using ICT-enabled tools.
- ICT-enabled tools are used for grooming/communication skill classes/mock interviews.
- DELNET and other e-learning resources are available at the institution.
- Faculty use audio-visual aids to demonstrate concepts to students and enhance learning.
- In addition to printed books and journals, the library subscribes to online and offline Science and Management e-journals.
- Professors share recorded lectures on Google Platform. Students learning levels are regularly evaluated using this platform.
- The institute manages academics using the university's integrated system.
- Innovative teaching techniques make learning effective, enjoyable, attentive, interactive, and communicative.
- Paid and free online tools are used to teach students effectively.
- Students share teaching materials and class notes using new apps.
- Students can access class notes on the institute's website.
- Students can watch class videos online.
- Professors attend online workshops to improve their skills and knowledge.
- Professors recommend online resources to help students learn.
- Free campus Wi-Fi gives faculty access to learning resources anytime.
- Faculty use the digital library for teaching-learning.

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	31	25	25	25

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

#### 2.4.2

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

#### Response:

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

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

File Description	Document
Institution data in the prescribed format	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

#### 2.5.1

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

#### Response:

The institute's internal evaluations are frequent and varied. The institute's internal assessment follows the university's regulations.

- The institution prepares the master academic calendar after receiving the academic calendar from the affiliating university well before the semester begins. It includes dates for a spell of instruction, internal assessments, etc.
- The principal and HoDs meet with faculty to ensure effective evaluation implementation. College and university students are continuously assessed throughout the program.
- Continuous assessment includes midterms, assignments, field visits, fieldwork, and seminars. The academic calendar displays midterm exams and assignments well in advance of the session.
- Internal exams are held according to the academic calendar, and all stakeholders are notified well in advance. The affiliated university has established a transparent, time-bound, and effective

procedure to address any examination-related student complaints. In addressing exam-related complaints, the Institute adheres to the guidelines and regulations issued by the affiliated university. As explained below, the institute has a well-structured mechanism to address examination-related complaints in a timely, efficient, and transparent manner.

- The institute has a dedicated examination cell led by the in-charge and supported by faculty and staff.
- During Continuous Internal Exams and Semester End Exams, a Roving Committee led by the principal monitors the entire examination system.
- Students see graded exam scripts. If a student has questions about the evaluation, (s)he asks the faculty. If the grievance is unresolved, the department/institute head forms a committee to investigate.
- If a student misses an internal exam for valid reasons, the exam is retaken according to university norms.
- Lab records are evaluated in front of students to reduce complaints and make the process transparent. All students attend Project seminars and student seminars to promote internal assessment transparency.
- The institute prevents campus malpractices. Any SEE malpractices are referred to the institute's Examination Cell and handled according to the affiliating university's guidelines.
- If a student has a complaint after the university publishes final results, (s)he can contact the exam cell. Students can apply for recounting/re-evaluation of answer scripts per university guidelines to address grievances. The institute informs students once the grievance is redressed.
- Students' final internal marks are posted on departmental bulletin boards so they can check for discrepancies and alert faculty.
- The institution's examination cell works with the affiliating university to resolve students' Admit Card, Registration Card, etc. issues before SEE.

Therefore, the CIE and SEE exam system is transparent, time-bound, and efficient.

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

In addition to the Program Outcomes (POs) suggested by NAAC, the institution has clearly defined Course Outcomes (COs) and Program Specific Outcomes (PSOs).

#### **Results of all programs' courses:**

In the syllabus books, COs are described for every course and are widely known. Additionally attached are COs for specific courses across all programs.

**Present on website:**

On the website of the institute, under the relevant departments, are posted the POs, PSOs, and COs statements for each program.

**Display in Prominent Locations:**

- The statements are posted in the principal office, the head of the department's office, notice boards, common areas, and other significant locations.
- The institution has a multi-layered, multi-point, and multi-faceted process in place for informing teachers and students about the POs, PSOs, and COs.
- All of the program's faculty participate in the development of POs/PSOs and COs, which are then thoroughly discussed in meetings of the Department Academic Committee.
- The faculty receives the distributed POs, PSOs, and COs.

Following are the channels through which COs, POs, and PSOs are communicated to students.

**Program for First-Year Induction:** The Induction Programme includes special lecture demos where POs and PSOs are introduced and explained to the students.

**Outcomes of the Course Introduction:** At the start of each course throughout the entire program, the appropriate CO is presented.

**Results Display in Departmental Corridors:** To raise students' awareness of the issue, multi-coloured foam boards with illustrations of the POs are placed in classrooms.

**Exam questions for continuous assessment:** The exam questions for continuous assessment are formulated to take into account both the cognitive levels of learning and the COs of the particular course.

**Training and Workshops on OBE:** To promote the spirit of OBE and disseminate pertinent information, the institution has been holding training sessions and workshops on OBE for students, faculty, and non-teaching staff.

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

**Attainment of Outcomes:**

**COs' Attainment Procedure:** Both the direct and indirect methods are employed. As part of the direct method, the students' marks from Continuous Internal Examinations (CIE) and Semester End Examinations are used to calculate CO attainment (SEE). To calculate direct CO attainment, weightages

of 25% and 75% are assigned to CIE and SEE, respectively. Each course has a course-end survey, and the indirect attainment of COs is calculated. Direct and indirect CO attainment is now given 80% and 20% weightage, respectively, in order to determine the overall CO attainment for each course.

**Procedure for POs/PSOs Attainment:** After achieving COs, POs/PSOs are then achieved. Direct PO/PSO attainment is performed for each course based on the attainment of CO and course articulation matrix. The direct PO/PSO attainment for the program is computed using the program articulation matrix and the PO/PSO attainment of each course. Utilizing program exit surveys, employer surveys, and alumni surveys, indirect attainment of POs and PSOs is accomplished. By giving direct and indirect attainments, respectively, weightages of 80% and 20%, the final attainment of PO/PSO is determined.

### 2.6.3

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

##### Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
293	261	366	288	194

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

2021-22	2020-21	2019-20	2018-19	2017-18
359	320	439	342	226



<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:**

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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:**

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

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

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

VDC has taken many initiatives to promote innovation among the students and to promote research among the faculty members. The institution has the following ecosystem for facilities to promote research:

**Project Rooms:** The institution has a project room where the students' curricular or extracurricular projects can be completed and displayed. Additionally, a faculty in-charge is tasked with organizing and fostering a research culture among the students.

**Entrepreneurship:** VDC encourages student entrepreneurship by establishing a committee in collaboration with Andhra Pradesh State Council for Higher Education (APSCHE) to support the students' incubation activities. Additionally, VDC has been supported in its efforts to inspire aspiring.

The following are the activities related to entrepreneurship:

**a) Market analysis and entrepreneur needs:** The Innovation and Incubation cell has formed a committee with experts from all departments to research potential areas for innovation, conduct needs assessments, and recommend a platform for faculty and student incubation.

**b) Entrepreneurship:** Workshops on entrepreneurship awareness, programs to develop orientation and entrepreneurial skills, expert interactions, and alumni interactions are planned.

**c) Finding service providers:** A list of business owners, financiers, trainers, mentors, students, and faculty is compiled.

**d) Resource Allocation:** The Entrepreneur Development Cell (EDC) cell has all the necessary amenities, including the Internet, telephone, and IT infrastructure and support, including software, LAN, Wi-Fi, printers, scanners, and copiers.

**Incubation Centre:** The organization has a well-run incubation center to support innovations and aspiring business owners. Some of the students rolled-out their own businesses with the guidance of the incubation centre.

#### **Community Orientation:**

Through NSS programs at the institution, students receive community orientation. The NSS unit organizes a variety of events, including blood drives, tree plantings, and campaigns to promote cleanliness and good hygiene. Students are the focus of every inventive activity and extension.

### **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:**

**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
9	9	9	9	7

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:**

**3.3.1.1 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
0	0	0	0	0

**File Description**

**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:**

**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
0	0	0	0	0

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

### 3.4 Extension Activities

#### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and**

**sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

The institution offers a variety of service opportunities for students to address societal needs through collaboration with villagers. Students' participation in community service activities enhances their holistic development, civic and social awareness, and sensitivity to community needs. In this context, the institution has engaged in the following activities:

The institution has adopted nearby villages for the purpose of implementing various welfare activities, such as health and hygiene awareness, drinking water facilities, community learning motivation, and educational development. The institution held seminars and face-to-face interactions for village residents on a variety of topics, including child labor, gender sensitization, clean and safe energy, women's safety, superstitions, and environmental protection. These programs are executed with the assistance of faculty members and students in collaboration with representatives of non-governmental organizations.

Students and faculty participated in NSS activities such as tree planting, the National Youth Entrepreneurship Development Program, the National Level Youth Fest, Gandhi Jayanthi, and Swachh Bharat. In addition, the institution organized awareness campaigns regarding voting in general elections, health camps, AIDS awareness, clean and green, literacy awareness, women's safety awareness, the child education program, and the significance of Yoga.

As a form of gratitude to the general populace, VDC is well-known for its extension activities. These extension activities are carried out through four primary channels.

- Through the National Service Scheme, a variety of community-oriented and Swachh Bharat-related programs are implemented.
- Government of Andhra Pradesh: The government of Andhra Pradesh runs a number of well-known programs.
- For the holistic development of students, various programs are conducted in collaboration with various organizations to raise their awareness of social issues.
- Students and Staff of the Institution: By forming a group, students and staff of the institution assisted the local communities.

### **3.4.2**

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

**Response:**

Vagdevi Degree College organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to the community and strengthening community participation. The NSS unit of the institution has taken part in various initiatives such as organizing camps, Swachh Bharat initiatives, blood donation camps, awareness programmes on AIDS prevention, Awareness programs on Voter enrollment, and Environmental

protection. The institute, in association with its NSS unit and Rotaract club of VDC and other collaborative agencies, organized more than 50 events successfully during the assessment period. Most of the students actively participate in extension and outreach activities. The average Percentage of students' participation during last five years was found to be more than 90%.

Various extension activities were conducted during the celebration of World Consumers Rights Day, International Yoga Day, Fit India freedom run and Rasatriya Ektadiwas. More number of students usually take part in extension and outreach activities organized by the institution. Awareness of Consumers' rights and duties is significant in the process of economic development of the country. The institution received more than 20 of awards and appreciations for its contribution to various extension and outreach activities during 2017-18 to 2021-22.

The institution organized various outreach activities related to yoga to promote activities related to better health. Programs such as 'Save our Environment', tree plantation drive in collaboration with Green Initiative, etc. encourage the students in planting trees and protect the environment. Organizing Blood donation camps on Campus is a regular feature wherein students and staff donate blood.

Apart from the above events the college conducted Swachh Seva in nearby villages. The institution received many letters of appreciations and awards for its significant contribution to the society through extension and outreach activities in collaboration with government and non-government agencies.

Participation of NSS volunteers in Republic Day Celebrations, Pulse polio drive, awareness on road Safety rally and RRR- (Reduce, Reuse, Recycle) connects students with the larger environmental and social issues in the community and makes them socially responsible and sensitive and thus facilitates in the holistic and sustainable development.

### 3.4.3

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

**Response:**

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

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

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

### 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:

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The institution has adequate teaching and learning infrastructure. VDC has green surroundings that provide an eco-friendly campus, adequate built-up area, impressive infrastructure, and laboratories for experiments.

The institutional infrastructure supports academics and research. The campus is landscaped. The campus has 21 classrooms, each 600 sq. ft., well-equipped laboratories, a well-stocked library, a spacious playground, and sports and game facilities. The institution has LCD and smart boards to facilitate modern teaching methods and sufficient ICT resources. Other campus facilities support academic, extracurricular, and administrative activities. Physical and academic facilities serve students' and faculty members' personal, professional, recreational, and relational needs.

The institution has the following physical and infrastructure teaching-learning facilities:

- Classrooms are well-furnished, spacious, and well-ventilated. Classrooms meet standards for blackboard visibility and audibility. All classrooms have ICT, fans, lights, and LAN/WIFI.
- The Institution has well-maintained domain-centric laboratories to conduct experiments, per APSCHE and Acharya Nagarjuna University regulations. Students are also taught life skills.
- ICT-enabled seminar halls are available for student and faculty seminars, conferences, guest lectures, webinars, and workshops.
- The Institution has a modern, automated central library with spacious seating and e-resources. Students can use the Institute's digital library.
- In addition to offices for administrators and faculty, the institution has infrastructure for curricular, co-curricular, and extra-curricular activities.

VDC values sports and exercise. Sports and extracurricular facilities are available. Outdoor and indoor gyms are available. The institution's Sports Office promotes fitness and exercise for all students, faculty, and staff, improves sporting performance, and builds and trains sports volunteers for campus activities. Physical Education supports intercollegiate, state, and national games and tournaments. The institute's vibrant campus includes cultural activities. Student groups run extracurricular activities. Extracurriculars get enough time. Infrastructure and usage rates are listed.

#### Outdoor games:



Cricket, Volleyball, Ball badminton, Khokho, Tennicoit, Throwball, and Basketball have adequate outdoor facilities. Students can play cricket on one field. Long jump, high jump, shotput, disc throw, and track are provided.

Usage Rate: 60%

#### **Indoor games:**

The college has 600 sq.ft. of indoor space for table tennis, badminton, and chess.

Usage Rate: 80%

#### **Encouragement for Participation:**

Students who represent the college at Inter-University, National, and International competitions are sent. College teams receive sports equipment and uniforms to compete. Boys and girls have annual intramural competitions. College athletes are honored on Sports Day.

Usage Rate: 50%

#### **Cultural Activities:**

College formed cultural clubs to promote cultural events among students. It encourages students to attend district, state, national, inter-college, and inter-university cultural festivals. Department and Institute-level clubs exist. The February festivals invite students from other colleges. An auditorium is available for conducting cultural events.

Usage Rate: 40%

#### **ICT-Enabled Facilities:**

The institution is equipped with ICT-enabled facilities throughout the campus. All the classrooms and seminar halls are provided with projectors, screens and Wi-Fi facility for enhancing the teaching-learning experience. Faculty are trained to utilize the ICT-enabled facilities effectively. The institution also uses online platforms such as Zoom, Whatsapp, Google Classroom etc. for imparting quality education.

### **4.1.2**

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

#### **Response:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	3.84	00	3.84	4.27

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

The Library has a built-up area of 600 sq.ft. and is situated in the "Main Block" of the campus. To increase the caliber and effectiveness of the services the library offers, the institution has automated the library services.

All of its users, including students, faculty, and visitors, receive prompt, efficient, and comfortable service from the Integrated Library Management System (ILMS). Through the Online Public Access Catalogue, users can access the details of their borrowings at any time of the day in addition to receiving regular updates on new arrivals. The ILMS features also assist users in determining which books are currently available.

The LMS offers a robust search function that covers a variety of fields, including Title, Author, ISBN, keywords, publishers, and domain. The Web OPAC is accessible to users, and the KOHA Library Management Software database contains the most recent information on the entire active book collection. The KOHA Library Management Software has been activated for the issuing and returning of books. The library's ILMS serves as the cornerstone for managing all of its daily operations, including book receiving, ordering, cataloging, categorizing, serial control, circulation, etc.

The Integrated Library Management System mentioned below is used to automate the library:

Name of the ILMS Software: **KOHA Library Management Software**

Nature of Automation: **OPAC Automated**

Version: **19.5**

Year of Automation: **2020**

The institution's library underwent a phased automation process, the specifics of which are provided below:

VDC has Digital Library with 10 Computers that are connected on LAN and Digital Library has a large database of e-learning resources for easy access to students and faculty with a dedicated Library server. Students can access all e-resources available.

#### **Subscription to e-resources:**

The students and the faculty have the access to books, journals, e-books, e-journals, and other databases. In addition, the institution has remote access to e-resources during the assessment period.

The institution budgets amount every year to upgrade its library resources and facilities. The institution spends more than Rs 3.00 Lakhs per year to upgrade and update the library resources every year.

#### **Per day usage of the library:**

The institution encourages its students and faculty to regularly utilize library resources. On an average, more than 20% of the faculty and students use the library resources.

## **4.3 IT Infrastructure**

### **4.3.1**

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

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

#### **Response:**

IT services support and facilitate effective teaching-learning, research, management, and administration for students, faculty, staff, and administration. To meet the institute's ever-changing needs, the infrastructure and application support are constantly updated.

#### **IT Facilities:**

Vagdevi Degree College is dedicated to developing a modern, secure, and robust IT infrastructure to manage the institute's teaching-learning and administrative operations. In order to protect the availability, integrity, and confidentiality of the institute's information technology (IT) resources, the institute has developed a comprehensive information security policy. This policy applies to all institute faculty, staff,

and students, as well as anyone who utilizes institute resources.

The institute's IT infrastructure consists of over 120 computing devices, 600 meters of networking, and over 20 switches that provide a gigabit network and 100 Mbps internet speed. Such an infrastructure necessitates a comprehensive IT policy for its effective management. The institute has adopted a comprehensive IT policy for its IT infrastructure following extensive deliberation at multiple levels, including internal meetings and management approvals. This IT policy is available on institute's website at the Central Library, IT Services office, and IQAC office.

The following items are defined by the institute's IT policy:

1. The procedure for ordering IT infrastructure
2. Procedure for tracking service responses and reporting issues.
3. The procedure for registering a device's MAC address in order to request Wi-Fi.
4. Distribution of the LMS, Wi-Fi, and email passwords.
- 5 Requisitioning and installing new software procedure.
6. Framework that is open-source friendly.

#### **Computers available for Students' use:**

The institute has more than adequate computers for the students' use and for the purpose of academic administration. The institute upgrades its computers periodically so as to provide computers with the latest specifications to the students. The institute has 120 computers exclusively for students' use. In addition, the institution has 04 computers for general use. Furthermore, Andhra Pradesh State Skill Development Corporation established skill development center with 30 laptops

#### **Expenditure on IT Facilities:**

The Institution allocates a budget every year for upgrading the IT facilities. The institution allocates budget every year to upgrade the IT facilities.

#### **Bandwidth for Internet Connection:**

The institution has an internet bandwidth of 100 Mbps. The internet is extensively used by faculty and students for academic purposes. A copy of the agreement signed with the service provider and internet bills for the last six months are provided.

### **4.3.2**

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

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

Response: 120

<b>File Description</b>	<b>Document</b>
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1**

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

**Response:****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
59.69	31.12	74.047	2.4	77.13

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
906	953	1047	1023	936

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:**

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

**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
974	1021	1124	1110	1015

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>

## 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:**

**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
212	190	249	189	120

**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
359	321	444	345	226



File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	14	7	3	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

**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
0	1	0	0	0

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

**Response:**

**5.3.2.1 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
5	5	3	6	6

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.4 Alumni Engagement****5.4.1**

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

**Response:**

The main participants in Vagdevi Degree College' academic and other development activities are its alumni. The Institute consults its alumni on significant issues such as developing the institute's vision and mission, gathering input on the review of the curriculum, building amenities, and Industry Institute needs and placements. The alumnus is also a participant in the institute's IQAC.

The institute has been around for 10 years, and its graduates can be found all over the globe. In order to facilitate efficient alumni connections and services, the Alumni Association was established and registered.

Every year, the institute hosts an alumni event that is attended by alumni from all over the world, not just in India. Every year in May, more than 120 members typically attend this event, which is organized. The effectiveness of the institute's academic performance can be evaluated using alumni feedback, and an alumni survey is used for indirect PO attainment, which is weighted at 25% of the total.

The following are some ways that the institute's alumni support it:

- Contributing to the institute's mission by delivering Guest Lectures in their area of expertise.
- Assisting the institute with student placement by providing placement contacts
- Providing conveniences within their respective departments
- Assisting students of the institute who are pursuing higher education abroad by providing temporary housing and hand-holding services.

The institute provides assistance to its alumni in the following ways:

- By organizing conferences, workshops, and seminars that can help Alumni advance in their careers.
- By providing placement services even after graduation.

Vagdevi Degree College is proud of the achievements of its Alumni. The institution has many notable alumni who are settled across the globe and rendering services at different levels.

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

**Response:**

**Vision:**

Create a conducive learning environment, empower students through high-quality teaching, and have a profound effect on their lives and society.

**Mission:**

M1: Instill in students the necessary skills, knowledge, and attitude to enable them to succeed in life

M2: Provide quality and affordable education to all segments of society

M3: Create an enjoyable and rewarding learning environment

M4: Assist in the resolution of local and global societal problems by instilling moral, spiritual, and social values in students.

**Goal:**

The college is committed to making meaningful value addition to the large interests of society with a clear focus on the needs and aspirations of each individual.

**Features of the Governance:**

1. Management and stakeholder practices are used to advance the institution.
2. Every member of the governing body participates actively and contributes to the institution's growth by using their extensive experience and leadership abilities.
3. The amalgamation of 14 non-statutory committees and statutory committees, such as the finance committee and governing body, aids in administration.
4. The principal, under the direction of the governing body, prepares / frames rules and regulations for both academic and non-academic issues. Additionally, he oversees the hiring of both teaching and non-teaching faculty.

**Contribution of teachers in decision-making bodies:**

The HOD will distribute the workload and create the schedule after consulting with the faculty. The HOD is responsible for content delivery, teaching and learning, and monitoring.

Senior faculty help the principal with daily operations and academic procedures as conveners of non-statutory committees. Teachers are involved in academics and management.

An institution's bottom line has a huge impact on how it grows. The college administration has complete faith in this and is taking all necessary precautions to achieve both academic and non-academic goals. It is the responsibility of various senior faculty members and Heads of Departments (HODs) at various levels to accomplish this goal. The institution operates efficiently due to the synergic effect of management, senior faculty, and HODs. Decisions made in all areas, including academic and administrative ones, became transparent. Thanks to decentralization and democracy.

Systematic college operations became simpler as a result of stakeholders' productive participation in the creation of various guidelines. In order to increase the effectiveness of teaching and learning, governance codifies the decentralization of power. To manage the effective governance of the institute, several committees are formed.

After consulting all parties, the GB focused on the institution's performance. The GB took over development efforts. The democratic GB encourages stakeholders to help develop the institute. The GB's academic and non-academic committee decisions are posted on the college website for parents and students. Meetings and circulars are used to immediately inform staff. Academic excellence requires teaching and non-teaching faculty at all levels to work together and coordinate. Management delegated authority at various levels to define roles and responsibilities and reward excellence in many areas. Principals and HODs implement academic, extracurricular, and co-curricular dos and don'ts. Maintaining order on a college campus helps the institute's reputation.

**6.2 Strategy Development and Deployment****6.2.1**

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

**Response:**

The institution has developed a perspective and a strategic plan to meet industry demands and tackle local and global issues in real life by offering top-notch instruction that will result in graduates with the necessary technical skills to serve the country. The use of proven systems and procedures helps students advance toward social and technical excellence. To guarantee quality in teaching and learning, support outcome-based education, and implement various quality initiatives, the institute has created strategic plans and prospective plans.

**One of the best strategies executed for effective quality of education is given below.**

### **Establishment of Internal Quality Assurance Cell (IQAC)**

Vagdevi Degree College was founded in 2005-06 to provide a high-quality, value-centered education. It has made remarkable progress on many performance indicators. Plans were developed with the vision and mission in mind. Due to changes in the education sector and the demand for deployable resources on the job market, the institute determined a structured and well-established IQAC is necessary to improve the institution's quality.

The institution's Strategic Plan 2020-25 included the IQAC's creation. The institute founded IQAC on 20-Nov-2020 after learning its operation and processes. IQAC was created per NAAC and UGC requirements. Regular IQAC meetings and actions resulted in the institution implementing numerous quality initiatives. IQAC has also developed a method for calculating CO-PO achievement and advised academic departments on setting and achieving CO/PO goals.

**Governing Body (GB)** of the institution is the apex body. It composes of members of the management, a professor from the affiliating university, and other academicians. The GB meets at least twice a year to discuss and make important decisions for the Institution.

### **Department Academic Committee:**

It creates a thorough development strategy for the college. encourages the implementation of supplemental courses. encourages cross-disciplinary research and the application of technology in education. It encourages staff and students to engage in research activities. The committee also plans and discusses the college's annual budget while obtaining GB approval in advance. It advises putting staff and student welfare measures into action. After discussion, it offers pertinent advice for the college's annual quality assurance report. The application procedure is examined and follows the standards.

### **Service Rules and Regulations:**

The UGC, State Government, and Commissioner of Collegiate Education protocols are strictly followed at the time of recruitment and promotion, along with the specific rules and regulations of the Government of Andhra Pradesh.

### **Grievance Redressal Mechanism:**

The Principal of the college, as the chair of the Grievances Committee, deals with issues concerning Teaching and Non-Teaching Staff. In collaboration with various committees, the principal ensures timely action on service rules, Promotional Policies, and recruitment notification. Student grievances are channeled through the class representative, the IQAC, or the complaint box, and are resolved through the Grievance Committee's intervention in an appropriate manner.

## **6.2.2**

***Institution implements e-governance in its operations***

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

**Response:**

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

**6.3 Faculty Empowerment Strategies****6.3.1**

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

**Response:**

The following are the welfare measures extended to the teaching and non-teaching staff of the Institute:

**Teaching Staff**

- Access to the Service, Conduct, and Leave Rules.
- Faculty members are honored with the "Best Teacher Award" and are felicitated.
- Staff members' casual leave
- Attending conferences and workshops is authorized for Special Casual Leave (On Duty).
- Maternity Leave for women employees.
- Management plans the tour's accommodations and covers all costs.
- Doctor on-call facility is available.
- Every semester, health awareness programs like blood donation and organ donation are held.
- Paying for faculty members' registration fees, daily expenses, and travel expenses when they attend conferences and workshops.
- Facilities for sports and fitness
- Summer vacation

**Non-Teaching Staff**

- Half-pay medical leave is available for staff members.

- Doctor on-call facility is available.
- Every semester, programs such as blood donation, organ donation, and so on are held.
- Sports and fitness facilities
- Mobile recharge facility
- Fee concession/freeships to the wards of the employees
- Summer vacation

### **Performance Appraisal System:**

The college has an Annual Performance Appraisal system for teaching and non-teaching staff and Annual Confidential Reports. It is conducted annually for teaching staff and follows the UGC format. Faculty must submit the principal's recommended Self-Evaluation form. The principal reviews the completed form and asks the Administrative Officer to prepare a consolidated report with other senior members for the IQAC meeting.

Students' academic excellence, learning outcomes, and faculty API scores are used to evaluate teaching performance. The IQAC analyzes the report to determine each faculty member's strengths and weaknesses and carries out the following activities.

- Plans evaluation and corrective-action meetings.
- Professors' performance is rated
- Identifies opportunities for faculty advancement in research, publications, seminars, conferences, symposia, workshops, etc.
- Corporate responsibility.
- Analyzes faculty members' curricular and extracurricular promotion.
- Evaluates teaching-learning effectiveness.
- Encourages faculty members to self-evaluate and improve.
- Promotions are based on the proforma API score.
- The administration corrects underperforming faculty and staff.

The principal uses the report to make timely recommendations to faculty and departments to improve curriculum delivery. Offline, students provide feedback on academic performance and infrastructure. The same is analyzed faculty-by-faculty and shared with teachers and administration.

The college follows systematized procedures for non-teaching staff evaluations. Principals review their performance and self-evaluation forms based on the following parameters.

- Task-completion ability
- Documentation effectiveness
- Technological advancements and adaptability



- Discipline
- Timeliness
- Flexibility
- Reliability

### 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:**

**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
15	17	18	19	15

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	<a href="#">View Document</a>

### 6.3.3

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

**Response:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	24	24	24	21

### 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
12	12	12	12	12

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The institution does systematic Financial Planning and Management to achieve systematic development. The institution's Financial Management System is audited by authorized Auditors regularly. Andhra Pradesh State Admission and Fee Regulatory Committee also conduct audits (APFRC). The State Government reimburses all eligible students' college fees and receipts are clear. The college accounts department submits annual expenditures and income to the government. APFRC considers revising fees for the next three-year block period.

Finance Committee reviews financial planning periodically. The Institute is tax-exempt under Section 12A. Finance Committee advises GB on College finances. Internal and external auditors check the institution's financial compliance. The finance committee makes annual institute budgets.

The Finance Committee reviews Income and Expenditure Statements and reports them to the Governing Body (GB) for future financial plans. Internal and external audits ensure budget optimization.

At the beginning of the fiscal year, the institute prepares a budget for recurring and nonrecurring income and expenses. The HODs submit departmental budget proposals to the G.B. Tuition fees and individual donations are the main sources.

Qualified internal auditors are regularly appointed. Quarterly, college auditors verify all payments, receipts, transaction vouchers, cash books, ledgers, and bank statements. External auditors check the accounts. Auditors prepare a profit-and-loss statement, balance sheet, and depreciation statement. The auditor separates all government scholarships and individual donations. Audited financial statements are posted online for transparency.

The college maintains excellence, resource mobilization, and accountability to meet the changing needs of society. Students' tuition fees are the college's main income. Bank overdrafts cover any shortfall in receipts. These funds are used to improve student labs. The college has a system to evaluate the effective and efficient use of academic and infrastructure funds.

Principal prepares the institution's budget by considering recurring and non-recurring expenses. The HODs and administrative departments prepare and present the budget. This includes NSS, Exam, and Training and Placement Cell coordination. General Body makes all financial decisions. G.B. analyses training and placement Activities, upgrading software, Internet charges, Library Books, Journals, repair and maintenance, consumable Furniture, fixtures, printing and stationery requirements. When funds are insufficient, management seeks loans. College Management has always provided high-quality education at an affordable price. It shows the institute's sincere commitment to providing education by empowering young wards.

## 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) of VDC conducts operations that cover every facet of the Institute's operation. It regularly and infrequently monitors and reviews the teaching-learning process, operational structures and methodologies, and learning outcomes. By implementing a 360-degree feedback mechanism, or regular inputs to all parties involved based on feedback, the IQAC has been improving the quality of teaching-learning with the OBE philosophy. Student and staff feedback and suggestions are given for areas that need improvement.

The Institute IQAC develops, assesses, and suggests Self-study Reports of various accreditation bodies

(NAAC), Stakeholder Feedback, Action Taken Reports, and New Programs in accordance with National Missions and Government Policies. A schedule for the academic year is created by the institute and department and is coordinated with ANU's schedule. Following the collection of course choices and in accordance, the Department Head assigned courses to each teacher. In accordance with concerns raised by the module coordinator, the course teacher prepares the course materials, plans activities for the delivery of the course content, content beyond the syllabus, and curriculum gaps, and receives DAC approval. The course instructor uses a variety of pedagogical strategies to deliver the course material.

Experiments are carried out in the laboratories in accordance with ANU's course syllabus, and lab manuals are created for courses requiring term work, practical work, and/or oral work. Lab manuals are periodically updated in accordance with requirements. To increase student engagement and learning, the course instructor uses a variety of cutting-edge teaching-learning methodologies, including ICT-based tools and NPTEL/Swayam videos, in addition to traditional teaching tools like the chalkboard and presentation. Students are trained to use online learning resources. To bridge the gap between industry and academia and to introduce students to the culture of business, industrial visits are planned. For practical experience, workshops and training are organized. The module coordinator evaluates the quality of unit test questions in light of the COs associated with Bloom's taxonomy level.

Course instructors are encouraged to take part in STTP/FDP in order to learn about current trends and technologies. Theory and practical knowledge are imparted by academic and industrial experts. Teachers are encouraged to sign up for and register for NPTEL/Swayam courses. Students' attendance is tracked during class, and fewer attendance letters are sent home to parents. For practice, students are given homework assignments based on actual problems. Mentoring sessions support students' growth both academically and personally. Students who stand out are recognized and encouraged to compete in various events. Slow learners are recognized, given support through tutoring and remedial instruction, and also encouraged to take part in various activities with advanced learners. Twice a semester, student feedback on the way that is being taught is gathered, and appropriate corrective measures are then taken. Every semester, meetings between parents and teachers are scheduled. It is beneficial to let parents know about students' challenges (if any) and their progress. Results are analyzed, and PO and PSO attainment are computed, which aids in providing information for improvements and corrective actions.

## 6.5.2

### Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

### Response:

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Gender inequality requires creative solutions. Vagdevi Degree College believes that gender equality in society is improved with education/workplace equality. In response, the college promotes an inclusive environment and transforms gender relations.

All students take a course called "Human Values and Professional Ethics" It helps students develop human values, professional ethics, and social well-being. In this course, instructors use daily news incidents to enhance awareness to the realities of the world and awaken them to bring about justice, equity, and human rights for all. Other foundation courses teach leadership and entrepreneurship to help students start their own businesses and be independent. The institute empowers students.

Gender sensitization activities on campus include debates, essay writing, elocution competitions, role play, and opinion sharing. On campus, Women's Day is March 8. The institution has a balanced number of female employees. When on placements or industrial visits, female students are always accompanied by women. The college has security, separate washrooms with sanitary napkins, girls' common rooms, a first aid room, doctor on call, 24/7 emergency vehicle on call, CC TV monitoring, a lady attendant, etc. Discipline and grievance committees are functional. College buses have speed governors. Female students receive self-defense training.

The institution has a 1:30 mentor-mentee system. Students can always ask their mentors for help. All new students receive orientation and counseling to create a learning-friendly environment. Health and hygiene, harassment, gender conflict, etc. are counseled. The principal consults with class representatives (CR) to identify and resolve problems.

The institute organized programs on women's safety, empowerment, the Nirbhaya Act and Disha Act, health and hygiene, etc. in Narasaraopet. College annual day chief guests spoke to students about human and spiritual values.

Vagdevi Degree College is socially and culturally active. It holds events and festivals to celebrate these ideas. The institute annually organizes the following holidays, events, and festivals:

1. Republic Day on 26th January.
2. Sustainable Development Day on 4th March.
3. International Woman's Day on 8th March.
4. World Water Day on 22nd March.

5. World Book Day on 23rd April.
6. National Technology Day on 11th May.
7. World Environment Day on 5th June.
8. Independence Day on 15th August.
9. Teachers Day on 5th September.
10. Engineers Day on 15th September.
11. Faraday's Day on 22nd September.
12. Constitution Day on 26th November.
13. Gandhi Jayanti on 2nd October.

On each day of the above-mentioned seminar, speakers recall the reasons and results for commemorating the Day. Essay contests, elocutions, and debates are sometimes held. All events are held annually and have been for 5 years.

### 7.1.2

#### **The Institution has facilities and initiatives for**

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

#### **Response:**

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

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

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

**4. Beyond the campus environmental promotion activities****Response:**

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

**7.1.4**

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

**Response:**

Vagdevi Degree College is situated in Narasaraopet. It is a niche for courtesy, cooperation, and joyous education. The institution has an excellent student body and knowledgeable faculty. Students' ability to freely interact and converse with faculty members contributes to the development of an excellent learning environment for students. The students benefit from and are energized by these caring efforts. The environment encourages creativity and productive learning. It accelerates uniqueness and originality. The college recognizes the right of students to a learning environment that respects diversity, enables participation, eliminates barriers, and anticipates and takes into account a variety of learning strategies.

The college provides an environment that is welcoming and tolerant of cultural, regional, linguistic, communal, socioeconomic, and other forms of diversity.

The college organizes a variety of sports and cultural activities. The cultural program for students has always emphasized communal and religious harmony. The college observes commemorative days such as International Women's Day, International Yoga Day, and Alluri Sitarama Raju's birthday. The college celebrates numerous regional holidays, including Pongal, Ganesh Chaturthi, Diwali, Eid, and Christmas, to promote harmony.

College Annual Day is celebrated annually to highlight achievements. It is one of the student body's most anticipated events. The institution encourages students to participate in the program in order to reveal their latent abilities. Few students who excelled in academics or extracurricular activities receive awards. Our college invites high-impact keynote speakers and a large number of distinguished individuals to



inspire our students with their ideas and best practices.

The institute also has a student code of ethics. The college exerts additional effort to provide assistance to those in need. The institution organizes and hosts blood donation camps. Students are instructed to practice ethical values, connect socially with rural people residing near the college, and respect cultural, communal socio-economic, and linguistic values.

Vagdevi Degree College conducts a variety of initiatives and organizes a variety of activities in order to make students and faculty aware of their constitutional obligations: the citizens' values, rights, duties, and responsibilities.

In accordance with the Indian Constitution, Vagdevi Degree College celebrates Constitution Day annually to raise student awareness of the fundamental rights, duties, values, and responsibilities of Indian citizens. Independence Day (15th August) and Republic Day (26th January) are regularly commemorated, and students are educated about the freedom struggle and sacrifices. Students are constantly reminded of their fundamental responsibility to respect the national flag and anthem.

The institution conducts elocution and debates to educate students about their constitutional responsibilities. National Voter's Day (January 25) is held annually to educate students and the general public about voter registration and the importance of voting in order to strengthen the country's democratic system.

In accordance with the Indian Constitution, various programs on gender equality and the role of women in nation-building were conducted for female students and female employees. In accordance with the Constitution's self-defence act, female students participated in self-defence training sessions. In rural areas, NSS volunteers conducted a variety of programs on the rights to health, a clean environment, and education.

## 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: Effective Mentoring System**

1. **Title of the Practice:** Mentoring System

2. **Objectives of the Practice:**

- To provide more contact hours between teachers and students.
- To maintain proper academic and attendance records of students.
- To minimize drop-out rates of students.
- To identify slow learners and advanced learners

**3. Context:** The institute has implemented the mentoring system in accordance with IQAC, Higher Education's recommendations. The institute deemed it essential to incorporate this system into the college management system. In the past three years, it had swiftly and successfully implemented it. With a diverse student population in terms of educational and economic background, the system promises to provide a deeper understanding of each student and maximize their potential, thereby reducing the number of students who drop out.

**4. Practice:** The IQAC had initiated the implementation of this system. Each year, the students' names are collected and arranged according to their subject preferences. Depending on the number of students, they are separated into groups of 20 to 25 individuals. Each group is assigned a teacher/mentor who is responsible for collecting individual students' academic performance and class attendance. The teacher/mentor is provided with pertinent information about his/her mentees and is expected to provide guidance and counseling as needed. On the recommendation of the mentor, parents are called to special meetings with the principal in rare instances.

- Faculty mentoring is conducted formally or informally by a senior faculty member or group of faculty members. The objective is to assist (junior) faculty in reaching their full potential as instructors, researchers, and administrators.
- These mentoring relationships, a form of informal mentoring, may consist of colleagues with similar interests and roles within higher education institutions. Peer mentors or co-mentors support one another by sharing information, resources, and feedback, exchanging roles as mentors and portages, and assisting others in the peer or co-mentoring relationship to develop their knowledge and abilities.

#### **5. Evidence of success**

- Even though the system has only been in place for a few years, the teacher-student relationship has improved significantly.
- The system has proven useful for distinguishing between slow and advanced learners. For poor/slow learners, the institute organizes a remedial class on various subjects within the curriculum, based on the requirements deduced from a thorough examination of each mentor's report.
- Following the implementation of this system, remedial classes have become systematized. The students and the college as a whole have benefited from remedial classes based on their individual needs.
- There appears to be a decrease in the number of students who drop out of school because mentors can intervene before a student falls below the attendance threshold or has been chronically absent.

#### **6. Problems encountered and resources required:**

- The assignment of students to groups proves to be a tiresome process, with some students occasionally choosing different courses. Time restrictions prevent the mentor/teacher from spending enough time with the mentees. The ability of the mentors to provide assistance is limited by the fact that the majority of our students are reserved and some are too complacent to share their problems.

**7. Outcome:** Mentoring system has been effectively implemented. Some enhancements need to be carried out to make the mentoring system more effective.

## **Best Practice 2: Focussed and Skill-Based Training for enhancing Employability Skills**

### **Context:**

It is the institution's fondest hope to disseminate the fruits of knowledge and play a crucial role in shaping young minds toward predetermined goals. Appropriately conceived and implemented programs are granting the institution immaculate and imminent success. In the educational spectrum, it is anticipated that the institution's journey with an averted distinction will produce miraculous and thumping success. The unified objective is being pursued by a group of stalwarts, who are the originators of remarkable accomplishments. The institution's distinctive and majestic programs are intended to facilitate the convergence of knowledge, attitude, and execution skills.

### **Objectives:**

- To prepare students for placement activities
- To understand the significance of pre-placement preparations
- To organize pre-placement training, mock interviews, workshops, and seminars for students.
- Teach students the oral and written communication skills and knowledge necessary to successfully navigate the placement process.

### **The Practice:**

The rigorous training program is meticulously planned and executed by senior faculty members with distinguished credentials in their respective fields of expertise. CRT is an intense placement-oriented drill. The purpose of the training is to prepare students for upcoming drives. Provided is intensive training on the technical and fundamental knowledge of all streams. The purpose of aptitude training programs is to evaluate and improve the problem-solving ability of candidates. Regular tests of analytical and logical reasoning are administered to enhance their skills. Conducting group discussions on contemporary topics with the students and providing feedback on their mistakes.

To boost confidence, specialized training on communication, attitude, confidence, and behavior skills is provided. To improve their performance, they engage in mock interviews and resume writing exercises.

### **Evidence of Success:**

The program is initiated with high expectations and a clear vision to provide placements for students from rural areas within a 20-kilometer radius of Narasaraopet. The institution's ardent and sincere efforts have begun yielding very positive results. It is an honor to present the following information regarding the college's total placements from 2017 to the present. The data collected over the years indicate that the college's students were exemplary and became role models for their younger peers.

### **Problems encountered:**

The majority of students at the college come from rural areas and speak Telugu as their primary language. Communication skills deficiency is one of the greatest obstacles to campus interviews. Therefore, students encountered communication difficulties during their interviews. Therefore, special consideration must be given to enhancing their skills in areas such as communication, personality development, etc. CRT classes are occasionally held outside of normal college class hours. However, a

few students were unable to attend due to logistical issues. Due to the institute's location in a semi-urban area, numerous multinational corporations were hesitant to visit our campus.

## 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:**

**Holistic Development of students through NSS Activities**

**Aim:**

Vagdevi Degree College has achieved academic excellence through the contributions of students and faculty. The institution has been continuously interacting with industry, research organizations, and preeminent academic institutions to provide quality education on its ascent to excellence. The institute has a proactive policy regarding social outreach camps, which distinguishes it from other institutions as a socially responsible institution. Vagdevi Degree College was founded with the aim of not only providing quality education at low cost, but also socially uplifting and empowering its neighboring community through knowledge assistance.

This organization should sincerely serve the educational needs of the common man in this global city." In 2012, a group of academicians, philanthropists and administrators established this mission, and in the same spirit of sincerity, we adhere to rigorous academic, professional, and societal performance standards.

The institution believes that there is more to college life than academics, games, friends, and fun. It also involves learning to interact with others and being aware of social, environmental, and gender issues, as well as social inequalities. The institution affords each student the chance to contribute to the improvement of the society in which they reside and to develop into better people. The Vagdevi Degree College is committed to instilling in its students social values and responsibilities.

In addition to other sports, cultural, and technical activities, the NSS unit plans plantation and field trips to expose students to the most pressing social issues. Experts organized a session on Human Value & Professional Ethics (HVPE). In addition, every first-year faculty member has completed a brief course in HVPE and engages in open discussions with students on a regular basis. The first-year students engage in a variety of activities to expose them to the pressing environmental issues that plague us. They are taken on field trips to related industries and are encouraged to participate in environmental competitions.

Students receive a special emphasis on societal development through an active NSS unit that performs numerous community service projects to instill social values. The NSS unit participates in a variety of activities throughout the year, including street plays, cleanliness drives, tree-planting drives, donation drives, waste management drives, gender equity, and field trips. The NSS unit also participated in the

campus-wide plastic recycling initiative launched by the principal and successfully implemented. It highlighted the subject: "Plastic is not harmful. It is improper to dispose of plastic in the way that you do.

The institute ensures that social values and the desire to contribute to society extend beyond the NSS unit. Many students come up with ideas to contribute to society in addition to NSS activities, and at VDC we encourage them to implement these ideas. The students have also organized donation drives for those affected by COVID and other natural calamities.

**Context:**

The institution encourages the participation of students and faculty in extracurricular activities through events that enable them to comprehend and gain knowledge about societal issues such as the Essence of life (in terms of self-discipline, culture, and education), education, and employment. Additionally, it facilitates maintaining a healthy relationship with society. Students acquire prioritization and time management skills while participating in extracurricular activities in college. The personalities of talented students are well-groomed, which enables them to face the world more effectively.

**Practice:**

The dissemination of knowledge cannot be an academic project of human development in isolation because it is intricately informed by the related discourses of social, economic, cultural, and spiritual growth, without which it is difficult to sustain a civilization, society, or individual. Students develop a sense of responsibility through extracurricular activities, which teach them how to work toward a common goal. It increases their confidence and teaches them how to cooperate and work with others in a variety of settings. They learn to confront the challenges that their education and careers present. The college's NSS unit has consistently contributed to community outreach efforts by:

- Yoga day celebration
- Voter's day
- Awareness for pregnant woman
- AIDS Awareness
- Digital Literacy programme
- Tree plantation programme
- Ethics of life
- Blood donation
- Awareness on Menstrual cycle
- Women's Day celebration
- Awareness on cyber crime
- Say no to child Labor and child marriage
- Health Camps etc.
- Awareness on dengue
- Entrepreneurship development programme
- Gender equality

**Evidence of Success:**

Extension and Outreach activities increase social interaction and relationship formation opportunities. As the majority of these activities are group-based, they have students from various subcultures, allowing

them to learn about people with diverse interests and cultures. The development of students' interpersonal skills is aided by their interaction with individuals from diverse backgrounds. The evidence of success is determined by:

- Regarding NSS within the institution.
- Number of activities conducted between 2017 and 2022
- Social Services of Surrounding Communities
- Number of accolades and commendations.
- Distinguish alumni.
- Placements, Pass Rate, and Higher Education Information Faculty and student participation in Extension activities

**Problems Encountered:**

- Students' reluctance to participate in the NSS Activity.
- Corona Pandemic Condition that prevents institutions from engaging in a variety of external activities.
- Time Constraints when performing multiple activities.
- Reluctance from local communication to participate in the institution's external and outreach activities.

## 5. CONCLUSION

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### Additional Information :

Vagdevi Degree College aims to create a policy of quality assurance to address, monitor and evaluate the academics offered to the students. Thus, promoting effective teaching practices for the benefit of students and making the college a preferred choice for building bright careers of the students. The institute implements distinctive practices, successful student engagement for holistic development, and societal consciousness.

### Significant Features:

- The institute has grown from an intake of 72 in 2013 to 1200+ in 2021-22.
- Through the institute started with three programs, it is now offering 4 programs with significant admissions.
- The Institute has been a hub and top choice for many MNCs for providing human resources and thereby helping students in terms of placements.
- Imparts life skills from the first year onwards for the holistic development of the students.
- Providing almost 100% ICT enables classrooms and seminar halls for effective teaching-learning.
- Offers spectrum of welfare measures to the students, staff and faculty.
- All stakeholders are involved from time to time for overall development of the institution.
- Best teaching methodologies resulted best pass percentages in examinations.
- Availability of NSS unit at the institution.
- Conducted numerous extension, outreach and philanthropic activities as a part of its social responsibility.
- The Institute has a strong linkage with the industry to provide internships, industry exposure, project opportunities.
- Wi-Fi enabled campus.
- Follows various eco-friendly practices and implements various green practices.
- Developed many successful Alumni who are spread across the globe.

### Concluding Remarks :

Vagdevi Degree College has been striving continuously to enhance quality in all facets so that it stands tall in the top league of institutions in the state. The management has spent wisely during last five years not only in expanding and enhancing academic and other infrastructure facilities but also developing intellectual and quality human resources for the nation.

The vision of the management, commitment of the teachers and brilliance of the students has brought laurels to the institution. The institution has achieved very good placements, better performance in examinations and produces strong Alumni who are spread across the globe. The institution is the preferred choice of students who want to pursue a career in Science and Arts.

Above all, the institution is blessed with lots of trust of the stakeholders, resulting in steady growth year after year. The self-study report has been drafted in line with the manual covering all the criteria and aspects laid down by NAAC.

Given the credentials and the vision, the institution is pleased to submit its first filled-in application to National Assessment and Accreditation Council for the grant of accreditation with a deserving grade

### **Future Plans**

- To encourage and motivate the faculty members to pursue doctoral programs.
- Focus on Research and Development and publish more Journal publications.
- Intensify the training on communication skills to the students.
- Invite local industries to the campus to facilitate the students to have interaction in the process of encouraging the entrepreneurial qualities of the budding graduates.
- Organize national and international seminars and conferences.
- Obtain the Autonomous status of the Institution.
- Introduce more Programs in the emerging areas



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :40</p> <p>Remark : As per supporting documents provided by HEI Input modified</p>																														
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 365</p> <p>Answer after DVV Verification: 359</p>																														
1.4.1	<p><b><i>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</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : Input modified because of action taken report not hosted on website</p>																														
2.1.2	<p><b><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>165</td> <td>169</td> <td>163</td> <td>163</td> <td>170</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>165</td> <td>169</td> <td>163</td> <td>163</td> <td>170</td> </tr> </tbody> </table> <p>2.1.2.2. <b>Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	165	169	163	163	170	2021-22	2020-21	2019-20	2018-19	2017-18	165	169	163	163	170	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																											
165	169	163	163	170																											
2021-22	2020-21	2019-20	2018-19	2017-18																											
165	169	163	163	170																											
2021-22	2020-21	2019-20	2018-19	2017-18																											

185	185	185	185	185
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
185	185	185	185	185

Remark : As per document provided by HEI Input modified

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33	31	25	25	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
37	31	25	25	25

Remark : As per documents provided by HEI Input modified

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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 :9

Remark : As per supporting documents provided by HEI Input modified

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24.59	60.88	23.03	18.50	3.18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	3.84	00	3.84	4.27

Remark : As per audited statement provided by HEI Input modified

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
113.11	60.88	108.92	110.89	116.21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
59.69	31.12	74.047	2.4	77.13

Remark : As per audited statement provided by HEI Input modified

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
908	956	1048	1027	942

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
906	953	1047	1023	936

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per supporting documents provided by HEI Input modified

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
982	1021	1124	1110	1015

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
974	1021	1124	1110	1015

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
210	198	193	192	128

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
212	190	249	189	120

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
359	320	439	342	226

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
359	321	444	345	226

**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
10	9	7	8	8

Answer After DVV Verification :

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

Remark : As per supporting documents provided by HEI input modified

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
18	19	17	20	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	3	6	6

Remark : As per supporting documents provided by HEI Input modified

6.2.2

***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per supporting documents Input modified

6.3.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	17	18	20	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	17	18	19	15

6.3.3

***Percentage of teaching and non-teaching staff participating in Faculty development Programmes***

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33	31	25	25	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	24	24	24	21

**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

6.5.2

**Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

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

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

Remark : As per supporting documents provided by HEI Input modified

## 2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 52            Answer after DVV Verification : 51</p>										
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>31</td> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	33	31	25	25	25
2021-22	2020-21	2019-20	2018-19	2017-18							
33	31	25	25	25							

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	30	24	24	24

2.1

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
113.11	60.88	108.92	110.89	116.21

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
113.11	60.88	108.92	110.89	116.21