SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SRI HARI DEGREE COLLEGE

SRI HARI DEGREE COLLEGE 45/290-10 TALUKA POLICE STATION BALAJI
NAGAR KADAPA 516003 ANDHRA PRADESH INDIA
516003
www.sriharidegreecollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Hari Degree College (SHDC) was started in 2010 by an academician, competent administrator, and philanthropist named Sri G. SubbaReddy garu. The institution was established with an intention of empowering rural youth by providing quality education and helping them get employed. The institution is in the center of Kadapa, which is the district headquarters, and it is easy to get to from many villages and other districts. The earliest inscriptions show that "Kadapa," which in Telugu means "threshold," was a good place for pilgrims to camp when they went to the Lord Venkateswara Temple in Tirupati. The District is also thought to be one of the places with a lot of history, minerals, plants, and animals.

The institution is permanently affiliated to Yogi Vemana University in Kadapa. The Institution was started with 3 programs with initially admitted students of 333. At the moment, the institution has 8 programs, and about 2000 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. Sri Hari Degree College enjoys a very good market reputation and has earned goodwill among stakeholders. The Institution also obtained 2(f) and 12(b) status.

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 Kadapa at a very low cost.

Vision

Create a supportive learning environment, empower rural students through high-quality instruction, and have a profound impact on both their lives and society.

Mission

M1: Instill in students the necessary knowledge, skills, and attitudes to help them succeed in life

M2: Provide quality education that is both affordable and available to all segments of society

M3: Establish a supportive learning environment that is enjoyable and rewarding

M4: Encourage students to uphold moral, spiritual, and social values in order to help address local and global societal issues

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strategically located in the prime area of the town.
- Proactive, Committed and visionary management.
- Valid 2(f) and 12(b) Status
- 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 25 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, NCC and Scout wings.
- Participation of students at state and national level events.
- Energy saving initiatives by installing solar power plant in the premises.
- 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 and Mission statements 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
- Imparting skill-based training 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 absence of more faculty with Ph.D qualification.
- Limited Research and Development activities.
- Lack of diversity of 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 teaching-learning process 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 potential of strong Alumni base for betterment of the Institution
- Transform pedagogical practices and adopt latest technological relevant add-on courses
- 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 higher studies in Science / Arts Programs.
- 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 meeting the industry requirements

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sri Hari Degree College, which is affiliated to Yogi Vemana 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 10 value added courses per year and more than 50% of the students took part in these courses during last five years.

The curriculum of the university not only focusses on 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 academic performance and ambience 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 courses. 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, some 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 250 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

Sri Hari 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 N-LIST. The institution has a digital library with 10 systems. 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, Internal Complaints Committee and Women Empowerment 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 and recreation rooms are 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 competent 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 SHDC 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 and non-teaching staff 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

Sri Hari 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 and green audits 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.

SHDC 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. SHDC 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 area.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI HARI DEGREE COLLEGE
Address	Sri Hari Degree College 45/290-10 Taluka Police Station Balaji Nagar Kadapa 516003 Andhra Pradesh India
City	Kadapa
State	Andhra Pradesh
Pin	516003
Website	www.sriharidegreecollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	G. Subba Reddy	08562-259549	9440074132	-	sriharidc047@gmail.com
IQAC / CIQA coordinator	P Bhaskar Reddy	-	9642945129	-	bhaskar0308@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Andhra Pradesh	Yogi Vemana University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	04-10-2016	View Document
12B of UGC	04-10-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sri Hari Degree College 45/290-10 Taluka Police Station Balaji Nagar Kadapa 516003 Andhra Pradesh India	Urban	0.64	6280

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BSc,Department Of Mathematical Sciences	36	Intermediate	English	150	41
UG	BSc,Department Of Life Sciences	36	Intermediate	English	100	41
UG	BVoc,Department Of Management Studies	36	Intermediate	English	50	0
UG	BBA,Department Of Management Studies	36	Intermediate	English	180	59
UG	BSc,Department Of Computer Science	36	Intermediate	English	100	14
UG	BCom,Department Of Commerce	36	Intermediate	English	60	0
UG	BCom,Department Of Commerce	36	Intermediate	English	360	194
UG	BVoc,Department Of Commerce	36	Intermediate	English	50	0
UG	BA,Department Of Arts And Humanities	36	Intermediate	English	60	12

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				11				36				31
Recruited	10	1	0	11	30	6	0	36	16	15	0	31
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	13	8	0	21
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	3	1	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	1	0	1	1	0	0	0	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	28	0	0	16	0	0	44
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1059	0	0	0	1059
	Female	939	0	0	0	939
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	49	58	56	54
	Female	50	60	50	40
	Others	0	0	0	0
ST	Male	20	15	10	10
	Female	7	7	2	1
	Others	0	0	0	0
OBC	Male	125	190	140	117
	Female	100	100	102	110
	Others	0	0	0	0
General	Male	138	224	270	214
	Female	200	200	205	212
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		689	854	835	758

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is affiliated to Yogi Vemana University, Kadapa. Despite its limited capacity to offer such programs, the institution has been encouraging students to enroll in multi- and inter-

	disciplinary 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 a quality education, the school 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.

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Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2606	2742	2582	2131	1977

File Description	Document
Institutional data in the prescribed format	View Document

2 Teachers

2.1

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

Response: 103

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	80	74	67	66

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
75.65	79.44	45.24	43.76	27.58

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:

Sri Hari Degree College, Kadapa is affiliated to Yogi Vemana University, Kadapa. In letter and spirit, the institution follows the university's academic calendar.

The curriculum is regularly revised by the university in accordance with UGC recommendations to meet the unique demands of various sectors and to produce graduates who are morally and culturally mature, which is required for the creation of an economically robust, physically healthy, and prosperous Nation. Seminars, webinars, e-assignments, library hours, group discussions, exams, and field trips are just a few of the pedagogical techniques used by faculty to help students expand their knowledge through self-analysis, decision-making, and teamwork.

The Institution creates an academic calendar each year after receiving the academic calendar from the university as a clear-cut approach for the efficient and effective delivery of the curriculum. The parent institution provides the college with an academic calendar for each semester prior to the start of the academic year. The College Development Council presided over by the Principal and comprised of the heads of each department, meets to discuss their plan. General decisions are made and communicated to all staff members through the relevant Heads based on this, including those regarding the administration of internal tests (Continuous Evaluation Process), the scheduling of seminars, workshops, and symposiums, college day, International Women's Day, sports day, and so on.

Each department develops its own academic calendar while adhering to university and college regulations. The distribution of theory and practical workload takes into account experience/specialization, seniority, and other factors. Discussions about the planning of industrial visits, fieldwork, projects, certificate courses, and so on are also included in department meetings to assist and protect students' academic interests.

The Department Academic Council also discusses the most recent government notices, and permission to change the college calendar is requested if necessary. Every faculty member prepares course files ahead of time and keeps lesson plans ready for effective delivery. There are numerous WhatsApp groups set up to facilitate efficient and quick communication. The college administration provides ICT facilities in the classroom to encourage faculty members to use ICT-based teaching. The Principal and HODs also monitor syllabus coverage on a regular basis to ensure that academic activities are completed in accordance with the academic calendar.

Continuous Assessment:

After determining that portions have been completed, each department administers unit exams in accordance with the academic calendar to assess students' performance. The content of each test is made

available to students in advance. The professors go over the solutions with the class as a corrective measure. Additional exams are given on a request basis to needy and weak students. To aid in the teaching and learning process, charts, boards, models, and other educational tools are used. These resources will also be used to plan team learning activities and off-campus group meetings. These remedial classes help slow learners. Every faculty member in every department employs student-centric teaching techniques, resulting in positive progress among rural students.

1.2 Academic Flexibility

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

Response: 47

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

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

Response: 51.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
990	1305	1312	1257	1299

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

1.3 Curriculum Enrichment

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

Response:

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:

Each semester, the institution offers a course on human values and professional ethics to raise awareness of moral values, character development, cooperation, and sustainable relationships among people, as well as technical activity-related empathy. This course's ultimate objective is to promote professional ethics among students and faculty through the use of online plagiarism detection software. The faculty assists students in organizing awareness campaigns, blood donation camps, health check-up camps, and hygiene and health awareness programs. Moreover, the institution's NSS students regularly participate in Swatch Bharat-related activities.

Gender Sensitization:

The course on Gender Sensitization is offered each academic year as curricular, Co-curricular, and extra-curricular activities. This course allows the entire class to interact with real-world situations such as fieldwork, seminars, and social gatherings, etc.

The primary goals of this course include:

·   Raising awareness about equality in the law, social system, and democratic activities

·   Provide an integrated and multidisciplinary framework for comprehending the social and cultural construction of gender.

·   Teach young boys and girls gender awareness and instill positive values that support girls' rights.

·   Educate students on the status of women and their impact on national development.

·   Provide students with the opportunity to reflect on their own socialization process and attempt to resist its influence.

In addition, with the assistance of the women's empowerment cell, the institution is implementing several programs to address women-related issues. 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. In addition, the institution has a Lady Advisory Committee to look after the safety and security of girl students.

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 studies" helps students understand the significance of the environment and its viability. 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. On days such as Environmental Day, Earth Day, and World Water Day, the institution hosts seminars, field trips, and guest lectures. Students are made aware of environmental and sustainability

concerns.

The NSS, NCC and Scout units of the institution organize various events and take initiatives in different beyond-campus activities that are related to the environment and its sustainability.

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

Response: 39.29

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

Response: 1024

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 86.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
671	922	835	650	719

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

2021-22	2020-21	2019-20	2018-19	2017-18
950	1020	880	720	830

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

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

Response: 82.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
381	430	378	332	340

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
475	510	440	415	415

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

2.2 Student Teacher Ratio

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

Response: 28.96

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools

Response:

The institute uses a variety of student-centric methods to help students achieve their learning objectives and academic success by providing them with the necessary competencies. Experiential learning, participatory learning, and problem-solving techniques are used at various stages and levels to improve students' learning opportunities.

At Sri Hari Degree College, we believe that experiential learning bridges promote students' competencies by enhancing their knowledge through application. The learner is exposed to first-hand experience of practicing what has been taught through learning and doing. This is critical for remembering concepts and ideas and moving learning from rote to application-based. Experiential Learning Methodologies used in the Institution include learning through nano, micro, and mini projects, internships/industry-oriented mini projects, and finally the major or capstone project. As a result, in the most recent curriculum, more emphasis was placed on practice, and students were expected to complete at least one project during the course of the program. This improves their ability to solve complex problems during their studies.

The faculty encourages students to participate actively in professional society activities, both in their related domains and in general, thereby promoting knowledge of diverse and contemporary areas and technologies. The faculty assisted the students and linked them to real-time applications to promote broader learning opportunities. This gives students the opportunity to become self-learners as well as lifelong learners. Furthermore, industrial/site visits were organized to familiarize students with current industrial practices and thus motivate them to carry out mini-projects through industrial collaborations.

A variety of methods and approaches were used in the Institution's Participative Learning Methodologies.

The faculty provided Flipped Classroom, Blended Learning, Group Discussions or Debates, and Peer Learning Classes with proper planning for the students' focused attention. In a flipped classroom, students go through the lecture materials as homework before class. In real-time, the classroom transforms into a dedicated space for interactive discussions with faculty, promoting enhanced learning.

Blended learning, on the other hand, reverses the traditional learning environment by delivering instructional content in a more advanced manner via virtual labs. Students were given the opportunity to articulate their thoughts on the spot and develop arguments in support of their opinions or claims on relevant topics through Group Discussions and Debates. Experience is followed by reflection, discussion, analysis, and evaluation of the experience. Peer learning entails students working in pairs or small groups to discuss concepts, methods, and designs in order to solve problems. Problem-solving methodologies used in the institution include Think Pair Share, Course-Based Projects, and Project-Based Learning. Students' skills improve when they learn in vivid ways. The projects on which the students work provide them with hands-on experience in their core area, transforming them into the promising graduates that the nation seeks.

2.4 Teacher Profile and Quality

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	80	74	67	66

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

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

Response: 17.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	14	11	11

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

2.5 Evaluation Process and Reforms

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

Response:

The institution is affiliated with Kadapa's Yogi Vemana University. The curriculum and examination schedule established by the university for affiliated colleges are followed by the college. Continuous Internal Assessment (CIA) and University exams, also known as end-of-semester exams, comprise the program. Universities usually administer exams in November and April during the odd and even semesters, respectively. Each course may be awarded a maximum of 100 points for evaluation, with the CIA component worth 25 points and the final exam worth 75 points. The pass rate for an undergraduate course is 40%, while the pass rate for a graduate course is 50%. There is no minimum requirement for CIA components. The CIA portion of a theory course consists of exams, seminars, and assignments. When calculating internal marks, an average of two internal exam marks is considered. In addition to quizzes, seminars, and assignments, the continuous internal evaluation also includes examinations. Students are informed of the Continuous Internal Evaluation (CIE) pattern during orientation. The academic calendar includes the schedule of internal examinations.

The institution uses various assessment tools, as prescribed by the affiliating university, uses for different courses. Different assessment tools include assignments, Continuous Internal Examinations, Semester End Examinations, Seminars, projects, Internships etc.

Internal examinations are scheduled according to the academic calendar and posted on the bulletin board. The examination committee, under the supervision of the college's principal, administers internal exams. Each instructor submits the test materials to the principal's office via their respective Heads. The relevant faculty member evaluates the answer scripts of the students. Students are presented with answer keys so that any complaints they might have can be addressed. Prepared and submitted evaluation reports to the Principal via the HOD. The end-of-semester examination schedule is determined by the university. The university provides semester-by-semester grade statements and, upon completion of the program, a cumulative grade statement.

Internal examination-related grievances are handled immediately. When brought up by students, inconsistencies in valuation are rectified. If a student was genuinely unable to complete the exam, the Principal may authorize a retest. The Controller of Examinations of the Affiliating University receives complaints regarding University Examinations and promptly addresses them.

If students have complaints regarding external examinations, they may submit an application for either

recounting or revaluation. The affiliating university processes the students' requests and addresses the grievances in collaboration with the institution.

2.6 Student Performance and Learning Outcomes

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

Response:

Program Outcomes and Program Specific Outcomes

Program Outcomes (POs) are the knowledge, skills, and attitudes the students should have after three years of study. It describes curriculum-wide learning in brief, measurable statements. PSOs describe what science/arts program graduates should be able to do. The parameters are based on initial capabilities, competence, skills, etc., with the desired outcome in mind. All programs list POs and PSOs. Graduates' Attributes vary by discipline, level, and programme, such as undergraduate and postgraduate.

Course Outcomes (COs)

Identifying what students should learn is the first step in deciding what to assess. Through relevant courses, students can better articulate their knowledge and abilities. COs prioritize student knowledge and skills. Thus, COs are the end-of-course knowledge skills students acquire. Institutions set COs after consulting department heads, faculty, students, and other stakeholders. All course objectives and course outcomes are disseminated at different places so students and teachers can easily understand them. Assessments use similar mapping methods. Each exam question will be mapped to one or more COs, which will help determine student performance. Also, each question should have a CO and a PO. The institution's top priority is assessing COs and POs and making sure that the students attain them.

Dissemination of POs, PSOs and COs

POs, PSOs, and COs are displayed and disseminated to all stakeholders (Industry, alumni, Parents, faculty, and graduate students) through face-to-face meetings and clear communication of the outcomes. COs of the programs are posted on the walls of each classroom so that students and teachers can see them and work with diligence. In addition, soft copies of the curriculum and course outcomes are uploaded to the institution's website for reference. All students and teachers are provided with hard copies of the Course packs for easy reference. In addition, students are exposed to the same information through tutorial meetings.

Attainment Procedure of COs: Both the direct and indirect methods are employed for computing the attainment of COs. 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, weights 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. In order to calculate the overall CO attainment for each course, direct and indirect CO attainment are now given 80% and 20% weights, respectively.

Attainment Procedure of POs/PSOs: The attainment of POs/PSOs follows the attainment of COs. Based on the attainment of CO and course articulation matrix, each course's direct PO/PSO attainment is determined. Direct PO/PSO attainment for the program is computed using the program's articulation matrix and the PO/PSO attainment of each course. Using the Program exit survey, Employer survey, and Alumni survey, indirect attainment of POs/PSOs is conducted. The final attainment of PO/PSO is determined by assigning weights of 80% to direct attainments and 20% to indirect attainments.

2.6.2 Pass percentage of Students during last five years

Response: 84.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
691	577	652	373	442

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

2021-22	2020-21	2019-20	2018-19	2017-18
820	674	769	442	517

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.68

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The institution has a well-balanced ecosystem for fostering student talent, consisting of qualified and experienced faculty members supported by outstanding infrastructure facilities. The college offers both undergraduate and graduate programs, thereby fostering an ecosystem that cultivates young minds through a variety of well-supported educational opportunities. Because of this ecosystem, students and faculty collaborate on the design and development of systems and businesses.

The institution's vision is to establish an Innovation Hub by constructing an eco-system through industry partnerships, and the institute's primary objective is to generate and cultivate the next generation of entrepreneurs. The College nurtures start-up ideas and technological innovations from the idea stage by conducting boot camps, entrepreneurship awareness camps, industrial visits, hackathons, technical talks by start-up mentors, awareness programmes to sensitize and create awareness among students, and by providing the resources required to build products/prototypes and assist them in finding customers for their products.

It also helps start-ups prepare for growth by providing access to global partners. The institution's incubation cell assists and aids start-ups in obtaining a value proposition by providing mentor support and connecting them with Government organizations such as the Entrepreneurship Development Institute of

India (EDII), Ministry of Micro, Small, and Medium-Sized Enterprises (MSME), Interaction with Industry Personnel, and also Higher education institutions. Legal support, such as Company Registrations (Firm Registrations), IPR filing, Patenting, and Partnership with Industry Professionals, will also be offered to students.

The institution's Incubation Centre mentors and cultivates ideas, start-ups, and entrepreneurs. The Incubation policy and guidelines contain comprehensive information regarding the incubation process, eligibility, admission procedure, infrastructure and services provided to incubate, mandatory mentorship, incubation/exit period, intellectual property evaluation, seed funding, periodic assessment, conflicts of interest, and agreements. The institution's primary objective is to explore new, innovative ideas generated by incubators from various sectors, who may be entrepreneurs or students from any discipline.

The institution also organizes various seminars and workshops on Research Methodology, Intellectual Property Rights and Entrepreneurship to sensitize faculty to file patents in their area of expertise. In addition, students are encouraged to become entrepreneurs through these events.

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: 57

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
19	06	03	13	16

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

3.3 Research Publications and Awards

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

Response: 0.1

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
01	02	06	01	00

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

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

Response: 0.01

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	1

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

3.4 Extension Activities

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

Response:

Sri Hari 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, NCC and Scout units and other collaborative agencies, organized more than 250 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 about 99.98%.

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 50 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 a letter of appreciation for its contribution from Boga Parvathamma Blood center, The Bharat Scouts and Guides, Khoon Ka Ristha, Manavatha, Ramakrishna Mission and NCC and other non-government agencies for its active participation in various NSS events. The institution also received Raja Puraskar from the Governor of Andhra Pradesh for the contribution of Scout unit.

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.

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

Response:

Regularly, the institution has organized numerous extension and outreach activities through its NSS, NCC and Scout units of the institution. Numerous organizations have lauded the institution's efforts for its outstanding contribution to these activities. Here are some of the awards and commendations the institution has received.

As part of its extension operations through the National Service Scheme, SHDC organizes numerous community outreach, socioeconomic and health awareness, and environmental awareness programs in and around the college (NSS). In order to bring the college's services closer to the public, the primary objective of this extension effort is to instill civic consciousness in all of the institution's stakeholders. The college has received awards and commendations from government and non-government organizations in recognition of the institution's internal and external development efforts. These awards include letters of appreciation from government and non-government organizations. The Indian Red Cross Society has organized blood donation camps at the college and praised the NSS unit and administration for their efforts.

The college has received widespread acclaim for this achievement. In addition, the institution has received letters of appreciation for plantation programs, NSS special camps, health awareness programs, etc. Additionally, numerous organizations honored students and faculty for their participation in extension

events. Here are some of the awards and accolades received from government and non-government organizations.

- **RajaPuraskar:** The Institution received Rajapuraskar for the activities of its scout unit and it was received from the Governor of Andhra Pradesh.
- **Boga Parvathamma Blood Center:** The institution has been organizing blood donation camps twice in a year consistently. The Institution arranged more 1340 units of blood during the assessment period. Boga Parvathamma blood center lauded the efforts of the institution for its significant contribution.
- **The Bharat Scouts & Guides:** Many students actively participated in the scout activities and received appreciations and awards for the same.
- **Khoon ka Ristha:** Numerous blood donation activities were carried out in association with Khoon Ka Ristha and received many awards and appreciation.
- **Manavatha:** The students have been engaged in various social activities taken by Manavatha. In turn, the Institution received many awards and appreciation letters for its involvement.
- **Ramakrishna Mission: In view of** numerous extension and outreach activities organized, the institution received awards and appreciation from Ramakrishna Mission.
- **NCC:** The students received Certificate 'B' for their significant contribution to NCC activities.

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 212

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	32	35	41	43

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

3.5 Collaboration

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative

research during the last five years.

Response: 42

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution is situated in the sub-urban area of Kadapa, which serves as the district headquarters. As required by the UGC and Yogi Vemana University, the college has the necessary facilities and educational resources, such as conference rooms, modern laboratories, well-stocked libraries, and classrooms with interactive whiteboards. There are 51 classrooms and 06 departments at the college. The college library is well-stocked with 26 journals and 7433 books. Students and faculty can access over 1.64,000 e-books through N-List. It provides a variety of services, including photocopying and reference services. In addition, the library provides a variety of career development programs to help students prepare for competitive exams. The administration is dedicated to preserving a conducive environment for teaching and learning. Students are encouraged to use online learning resources from the Digital Library, and teachers are encouraged to use ICT resources such as LCD projectors, smart boards, e-learning facilities, and so on. There are also well-equipped computer labs and additional labs with cutting-edge equipment at the college.

The main playground at the college is 2.23 acres in size and includes a 400-meter, 8-lane running track as well as a football field. Basketball, volleyball (2 fields), ball badminton (2 fields), shuttle badminton (outdoor court), tennis court, and kho-kho court all have designated areas. Students are encouraged to participate in sports, video games, and other extracurricular activities. Students received prizes and awards from other institutions for their athletic achievements.

The sports room has equipment for outdoor sports such as football, cricket, volleyball, basketball, handball, tennis, ball badminton, and weightlifting. It also has chess and carrom boards to encourage indoor gaming.

At the college, there is a gym. It includes a variety of equipment to help athletes maintain their physical fitness.

Other resources and tools:

1. Medicine Ball 2. Clocks for Chess 3. Gymnastics Ball 4. Catcher of Rebounds Thera Band is number five. 6. Obstacles

Every year, there is a significant increase in the number of students who use sports facilities. There has been a significant increase in the number of female students using athletic facilities, in particular.

Every year, the college organizes cultural events to commemorate International Women's Day. Many annual events are organized by various academic departments, including cultural programs (mime, skits, folk dance, street dramas, etc.) and literary events. Students may also take part in similar programs offered by other universities. These programs provide students with the opportunity to improve their interpersonal skills while also serving as useful resources for raising community awareness.

S. No.	Name of the equipment	Qty
1	Footballs - Balls & Net	4
2	Basketballs - Balls & Net	5
3	Volleyballs - Balls & Net	3
4	Ball Batminton - Bats, Balls & Net	15
5	Shuttle Batminton - Rockets, Cocks & Nets	23
6	Kho-Kho	
7	Cricket - Bats, Pads Balls, Stumps, Gloves, Helmet, Cap,	8
8	javelin throw-	2
9	Medicine ball	1
10	Chess	9
11	Gymnastic ball	2

ICT Enabled Facilities:

The institution's entire campus is equipped with ICT-enabled facilities. All classrooms and seminar rooms are equipped with projectors, screens, and Wi-Fi to improve the teaching and learning environment. The training of faculty to utilize ICT-enabled facilities effectively. The institution also utilizes online platforms such as Zoom, Whatsapp, Google Classroom, etc. in order to provide quality education. Below are geotagged photographs of classrooms and conference rooms.

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

Response: 84.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
61.32	64.52	44.61	38.43	21.98

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-

resources, amount spent on purchase of books, journals and per day usage of library

Response:

The library is located in the "Main Block" of the campus, which contains 6280 square meters of constructed space. The institution has automated the library services in order to enhance the quality and efficacy of the library's services.

The Integrated Library Management System (ILMS) provides students, faculty, and guests with prompt, efficient, and comfortable service. The Online Public Access Catalogue provides users with access to the details of their borrowings at any time of the day, in addition to regular updates on newly acquired materials. The ILMS also enables users to determine the availability of books. Users have access to and can utilize library services from any location on campus. Web OPAC (Online Public Access Catalogue) functionality is provided by KOHA Library Management Software so that bibliographical information and availability can be accessed.

The LMS offers a comprehensive search function in multiple fields, including Title, Author, ISBN, Keyword, Publishers, and Domain. The entire active book collection is updated in the KOHA Library Management Software database, and users have access to the Web OPAC. The KOHA Library Management Software has been activated for the circulation and return of books. The Library's ILMS is essential for managing all of its day-to-day activities, including the receipt of books, the ordering process, cataloging, classification of books, serial control, and circulation, among others. Using the following Integrated Library Management System, the library is automated:

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

Nature of Automation: **OPAC Automated**

Version: **19.5**

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

Subscription to e-resources:

The Institution has the access to following resources during the assessment period.

Library resources	Details of memberships/subscriptions
Books	7433
Journals	26
e – journals	05
e-books	Available
e-ShodhSindhu	Subscription Available

Shodhganga	
Databases	• Swayam / NPTEL • DOAJ • Science Direct • NDLI
Local and / or Remote access to e- resources (Specify)	Remote access is provided through the institute's website

Amount spent on the purchase of books, and journals:

Year of expenditure	Expenditure for purchase of books/e-books and s Journals/e-Journals (INR in Lakhs)	
2020-21	3.57	
2019-20	2.87	
2018-19	1.42	
2017-18	1.92	
2016-17	1.52	
Total	**11.30**	

Per day usage of the library:

Most of the students and faculty use the learning resources to the maximum extent for academic excellence. On an average more than 18% of the students and faculty use the library resources every day.

4.3 IT Infrastructure

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

Response:

In order to keep up with technological demands, Sri Hari Degree College constantly augments its IT infrastructure. 207 desktop computers and 10 laptops are available in the labs and Central Library. The college's digital library is equipped with a well-established system for implementing and upgrading IT infrastructure. The majority of departments have access to either LAN or Wi-Fi. The institution offers staff and students three places to use the internet. The administrative offices are outfitted with the most up-to-date software and an appropriate IT infrastructure for handling student and faculty databases. The administration approves the budget for yearly maintenance of the IT infrastructure on campus after evaluating the requirements of the end users, including students and employees.

The Central Library's computers and the lab computers are each connected to a 100 Mbps leased line to the internet. For the purpose of automating library maintenance tasks, the Central Library purchased AutoLib Library Management. It is described as having an online OPAC and the AutoLib Library Management System Software MS-SQL Version Multi User LAN Version 6.0. The Library has been totally automated. This automation software makes it simple to compute routine library operations. The library has been using the web-based improved edition of 22 Modules of the existing AutoLib program. This cutting-edge program has numerous significant features that are essential for providing library services to users on and off the campus through appropriate static IP address.

Additionally, all departments, the Central Library, the IQAC Cell, and the Principal's room are furnished with internet and UPS capabilities. The college offers 100 Mbps speed WiFi. All computers have antivirus software installed to guard against online threats like malware and computer viruses. Service providers are hired for maintenance and replacement for serious issues with or damages to IT equipment. They perform upkeep tasks such as routinely installing antivirus software, formatting, and installing licensed software in accordance with needs. Periodically, the college's website is updated.

The amount spent by the institution on upgrading its IT infrastructure is outlined below.

Year of expenditure	Expenditure for on IT Facilities (INR in Lakhs)	
2020-21	10.22	
2019-20	3.64	
2018-19	6.03	
2017-18	4.24	
2016-17	2.12	
Total	**26.25**	

Computers for Students' use:

The institution has 6 number of computer labs for academic and research purposes. The institution has a total 275 number of computers for academic and administrative purposes. Out of these, 263 computers are available exclusively for the students' use. The institution upgrades its computer facilities and labs from time to time to keep up with the latest technologies available in the market. The detailed specifications of the computers available in the institution are provided as additional information.

Internet Connection:

Sri Hari Degree College has an agreement with M/S BSNL for providing an internet connection to the institution. The institution has a total bandwidth of 100 Mbps of internet connection. In addition to the computers in computer labs and those used for administrative purposes, the internet connection is also provided to the computers available in the digital library of the institution.

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

Response: 9.91

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

Response: 263

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 17.32

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
14.33	14.92	06.32	5.38	6.1

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 92.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
2297	2565	2459	2016	1771

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

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

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

Response: A. All of the above

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

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

Response: 92.27

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
2297	2565	2459	2016	1771

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 57.32

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
403	359	372	353	360

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
820	674	769	442	517

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	00	17	42	42

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	00	17	42	42

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

5.3 Student Participation and Activities

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

Response: 54

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
20	6	8	9	11

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

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

Response: 7

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
6	2	11	12	04

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 institution has a registered Alumni association and the Alumni Association Cell (AAC) of the institution takes care of its activities. AAC of the institution is run by the students under the guidance of faculty members. In order to facilitate, consolidate, and coordinate alumni activities in the college for the benefit of present students, alumni, and the community in and around Kadapa, the Alumni Association of Sri Hari Degree College holds an "ALUMNI MEET" each year. Since the college's founding in 2010, the majority of its graduates have been placed well in state governments, national governments, and other

countries. In an effort to increase the size of the beneficiary circle and bring students back to their alumni institution, the institution has been encouraging them to join the Alumni association. Reuniting as many former students as possible and adding them to the Alumni family was the primary goal of the Alumni Day event.

The purpose of the reunion is to rejoice, reconnect with fellow alumni, and exchange diverse successes. It is yet another chance for the graduated students to return to the institution and relive their time there.

The institute is assisted by its alumni in the following ways:

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

The institute assists its graduates as follows:

- Through the organization of conferences, workshops, and seminars that can aid Alumni in their professional development.
- By providing placement services even after graduation.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Governing Body (GB) is the highest decision-making body of the Institute, and it is constituted in accordance with University Grants Commission guidelines (UGC). The GB is comprised of Management representatives, a University (YVU) nominee, an industrialist, an educator, College faculty members, and the principal. The GB ensures that the Strategic Plan is developed through a bottom-up process involving all stakeholders and that it is implemented through a top-down process. The GB, through the director/principal, ensures that all decisions on matters such as admission, budget, infrastructure, Teaching-Learning Process, and placements are in accordance with the Institute's Vision, Mission, and Quality Policy, and that they are properly communicated to the stakeholders and implemented accordingly. The GB meets twice a year to review performance and actively contributes to the organization's overall growth.

The institute's vision is to be a pioneer in arts and science education and a leader in addressing societal needs through education and practice. The institute's mission is to adopt innovative student-centric learning methods, enhance the student's professional and entrepreneurial skills, train them to meet the dynamic needs of society, and empower them with employability skills. Adopting best practices in effort and effect, the Quality Policy seeks to uphold excellence in all spheres.

The governance approach of the GB is truly democratic (participatory), decentralized, and transparent. It encourages the participation of all stakeholders for the college's efficient operation. The GB ensures the participation and contribution of all senior faculty and Academic/Administrative committee chairpersons. To strengthen administration, senior faculty members are required to participate in a variety of training programs designed to build capacity.

There are as many as 18 active committees/cells in the college that work tirelessly to promote the students' overall development and achieve its vision and mission in accordance with its quality policy. Through the Institute Quality Assurance Cell, the GB also monitors the activities of the institute's Internal Quality Assurance Cell (IQAC). The IQAC monitors the quality of all institute activities by conducting audits, awareness programs, student feedback, student surveys, and faculty and staff training programs on a periodic basis. To promote the growth of the College, the GB adopts good governance policies to monitor and ensure the participation of diverse stakeholders in a manner that is both participative and productive.

Members of the Governing Body (GB) are accountable for the performance of the institution. As an act of transparent governance, the minutes of the governing body, other committees, and academic activities are published on the college's website. Additionally, the information is shared with the employees via periodic meetings and circulars. To achieve academic excellence, all responsible stakeholders collaborate with clearly defined roles, responsibilities, and authorities. The college's organizational chart reveals the overall structure, authority, and responsibilities of various administrators and their organizational levels.

6.2 Strategy Development and Deployment

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

Response:

The institution has in place a five-year strategic plan that was drafted in 2020. It was developed with the participation of internal and external stakeholders. The Strategic Plan was developed for five consecutive years, 2020-21 through 2024-25. The management's vision of providing a comprehensive education that instills academic excellence and professional ethics in the students throughout their college education. In addition, it emphasized the need to promote technology-integrated development, global competence, and entrepreneurship among college students and faculty. Keeping the creation of knowledge in mind, the college identified and developed a strategic plan with the following six important objectives. Institutional Holistic Development, Infrastructure Development, Faculty Strengthening, Research & Development, Student Career Development Cell, and Academic Excellence are the objectives.

The college offers different undergraduate programs. In the past four years, the college has effectively implemented its strategic vision and achieved nearly all of its objectives. The college's organizational structure is well-organized and clearly identifies the individuals responsible for various tasks and the levels of supervision. The Governing Body is the college's highest body and the ultimate decision-making body. The college's Governing Body meets at least twice a year.

Several academic and administrative issues were brought up and discussed in the governing body, and the appropriate decision would be made with student development as the primary concern. The Governing Body is determined that students achieve their desired objectives, and thus makes every effort (appropriate educational methods - outcome-based education, infrastructure, equipment, and tools) to create a student-centric environment. It adheres to the guidelines established by governing bodies such as UGC and YVU with the utmost sincerity. The Governing Body continuously monitors the strategic plan and provides the administration with appropriate advice and direction regarding its implementation.

In addition to the governing body, several statutory and other committees are in place to administer various academic, administrative, and extension-related activities. Consequently, the college's governance is more participatory and led by the governing body. This ensures the holistic development and growth of student stakeholders. The Institute focuses on societal impact and has a responsibility in order to contribute to and promote sustainable socio-economic development through global competitiveness.

Administrative Set-up	Functions
Statutory Committees	Policy-making, financial matters, Recruitments, app annual budget
The Non-StatutoryCommittees/cells	Planning and Evaluation, Student welfare, Co-Cur Extra-CurricularActivities, Industry Institute Interac
Service Rules andProcedures	Regulate the service conditions of all Teaching teaching staff of

	Sri Hari Degree College, either regular or probation appointed in the vacancy of an approved post
Recruitment Policy & Promotion Policy	Identification of a vacancy, advertisement of the sa listing of the applications
Grievances Redressal Cell	Helps students and Parents to record their comp solve their problems relevant to academics, reso personal grievances.
Internal Complaints Committee	Deals with the cases/complaints of sexual harassme other type of harassment of the female students, te non-teaching women staff of the college. Also, faculty in taking preventive measures in the matter discrimination and sexual harassment

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Sri Hari Degree College offers the following welfare measures to its teaching and non-teaching staff.

- Subsidized/free on-campus accommodation
- Free health insurance / medical check-up
- EPF
- ESI
- Concession in tuition fee for children of employees
- Reimbursement of mobile charges
- Maternity leave
- ODs to attend conferences/workshops
- Casual Leave, special leave, medical leave, maternity leave, and Special Casual Leave (SCL) to both teaching as well as non-teaching staff.
- Sabbatical leave (to pursue higher studies)
- Picnic with all family members of the employees

- Promotion and increments based on self-appraisal
- Cash awards and certificate of appreciation for academic excellence
- Incentive for publication of papers/research articles
- Supporting faculty members to conduct/organizing guest lectures,
- Supporting faculty members to conduct/organizing conferences/Seminars/workshops/FDPs
- Financial support in case of need in the form of festival advance
- Reimbursement of Registration fees for workshops/conferences etc.
- TA &DA for attending conferences, seminars, and workshops
- Free Sports, gym, and yoga facilities in the institution to the employees.
- Time-boundnd increments to the non-teaching staff
- Paid leave for 2 two weeks if affected by COVID
- Support bereaved families of employees
- Faculty welfare scheme

Performance Appraisal System:

Sri Hari Degree College motivates its employees with a structured performance appraisal method designed to foster individual growth and recognize opportunities for extra support, leading to productivity and good ward results. The college's appraisal system motivates staff to perform well.

The teaching faculty decided to do at least two chores per year in addition to teaching, publishing a research paper, serving the institution, and self-growth. At the beginning of the semester, the teaching faculty should mention the expected pass percentage and measures to reach the goal, how many papers they can publish, and how they will assist the institute, i.e. the additional work they will take on, submit to department HODs how many workshops and seminars they will attend or organize for professional development. After consulting the principal, HODs approve an individual's goal setting.

The principal and HOD discuss weak students' teaching-learning process. Individual counseling will be held to identify the cause of poor performance and prepare a list of measures, along with a weekly evaluation of the implementation of the HOD's suggestions. After a week of class, feedback will be collected again in the absence of the faculty to determine performance. If positive results are found, the HOD and principal will appreciate him/her; otherwise, counseling will be done. Most poor performers improved by observing their seniors and maintaining a healthy teaching-learning competition.

At the end of every semester, HODs evaluate a teacher's progress based on a document submitted by the faculty, provide feedback, and suggest improvements. At the end of the odd semester, the principal reviews the self-evaluation form to determine increments.

Non-teaching staff performance is evaluated on regularity, punctuality, and sincerity in service rendered. The immediate reporting authority discusses the individual's performance to decide salary increment at the end of the academic year.

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

Response: 59.95

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
48	43	46	42	47

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

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

Response: 49.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	47	40	45	45

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
21	18	18	16	15

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from

various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The college's self-conceived development programs focus on quality and relevance, excellence, resource mobilization, and greater institutional autonomy with accountability, research, and equity. The college's revenue comes mainly from student fees. Any shortfall in receipts would be covered by the parent trust or bank OD. Grants from faculty projects submitted through Research proposals are another form of receipt. These funds benefit society and students by funding research and lab development. The institute has a well-defined mechanism to examine the effective and efficient use of financial resources for academic and infrastructure development.

The principal prepares an annual budget that includes recurring and nonrecurring expenses. All administrative and academic heads must submit the following year's budget. In addition, all Exam Cell, T&P Cell, NSS Cell, etc. coordinators were told to submit their budgets to the Principal. Governing Body makes major financial decisions (GB). The governing body analyzes and verifies all major financial transactions, such as R&D, Training & Placement, Software & Internet Charges, Library Books/Journals, Repair & Maintenance, Printing & Stationary, Equipment & Consumables, Furniture & Fixtures.

The management borrows money to cover shortfalls. Given the institute's nature, fund-raising is limited. Despite this, the college management provided high-quality education at an affordable cost per state government directives. It shows that the management is committed to serving society and partners in the state's progress by empowering young minds.

The institution's growth and development strategies are based on financial planning and management. The institution has a strong financial management system. Authorized auditors conduct regular internal audits. AFRC also audits the state's institutional finances/accounts (Admission and Fee Regulatory Committee). The state reimburses all eligible students' college fees. Thus, the receipts are known. The college accounts department maintains and submits to the government all college expenditures. The state (committee) approves the institute's spending after a review. The AFRC considers the revised fee for the next block period (the duration of a block period is three years).

Finance Committee: Finance committee periodically reviews financial planning. The institute's tax status is 12A. The finance committee advises GB on college finances. Internal and external auditors check the institution's financial compliance. Third-party auditors prepare the institute's annual budget and present it to the governing body. The finance committee reviews income/expense statements and reports to governing body for recommendations and action plans. Internal and external audits ensure budget optimization

At the beginning of the fiscal year, the institute prepares budget for recurring and nonrecurring income and expenses. The GB approves departmental budget proposals. The institute mobilizes resources and funds through policy. Tuition is the main source. Also, revenue from external research grants and faculty consulting.

Qualified, certified internal auditors conduct regular audits. Quarterly, college auditors audit all payments, receipts, journal vouchers, cash books, ledger accounts, and bank accounts.

External auditors examine the accounts. Auditors prepare and submit a profit-and-loss statement, balance sheet, and depreciation statement. The government's Auditor audits all Scholarships and Grants separately. Audited financial statements are published on the college website and sent to statutory and regulatory bodies for transparency.

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:

IQAC of the institution has been instrumental in implementing various quality initiatives across various functions of the institution. IQAC was established on 05-06-2020.

IQAC Meetings:

The institution constitutes IQAC every year. The composition of IQAC is in line with the guidelines given by NAAC. The institution conducted at least a meeting in each quarter and suggestions were analyzed by the IQAC. The received suggestions are prioritized and actions are taken accordingly. The activities taken up by the IQAC are shared in GB meetings and suggestions given by the GB are also implemented. The IQAC also prepares and shares the annual Quality Assurance Reports, in which the incremental improvements of different parameters are recorded, with the stakeholders. In addition, IQAC defined various processes for various activities at the institution level and has been contributing to the development of the institution.

Functioning of IQAC:

Key functions of IQAC of the institution include

• Facilitating the creation of a learner-centric environment conducive to quality education

• Arrangement for students, parents, and other stakeholders to provide feedback on quality-related institutional processes.

• Dissemination of information on various higher education quality parameters

• Organization of inter- and intra-institutional workshops and seminars on quality-related topics, as well as promotion of quality circles

• Documentation of the numerous programs/activities that contribute to quality enhancement

• Serving as the institution's focal point for the coordination of quality-related activities, such as the adoption and dissemination of best practices

• Establishment and upkeep of an institution's database via MIS for the purpose of preserving/improving the institution's quality

• Institutional Advancement of Quality Culture

• Preparation of the Annual Quality Assurance Report (AQAR) in accordance with NAAC's guidelines and parameters, for submission to NAAC.

Initiatives of IQAC:

The IQAC implemented the following initiatives during the assessment period for improving various institutional quality parameters and teaching-learning processes.

- Outcome Based Educations
- Feedback on facilities
- Women empowerment
- Use of ICT-enabled facilities
- Implementation of an effective mentoring system
- Introduction of new programs

6.5.2 Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Sri Hari College believes that achieving gender equality in society is impossible without education and workplace equality. In order to promote inclusive environments and transform gender relations on campus, the college offers courses that teach human values and ethical principles. Daily news incidents are used as teaching tools to open students' eyes and minds to the realities of the world. In addition, courses teach leadership and entrepreneurship skills so students can be self-sufficient and independent.

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, a doctor on call, a 24/7 emergency vehicle, CC TV monitoring, a lady attendant, and a daycare for staff children. Discipline and grievance committees are functional. College buses have GPS and speed governors. Female students receive self-defence training.

The institution has a 1:32 mentor-mentee ratio, meaning for every 32 students, there is a mentor. All new students are provided with orientation and counselling to help them create a learning mindset. Health and hygiene, harassment, gender conflict, etc. are all catered to in counselling. The principal interacts with CRs to understand problems and resolve them.

The college holds events to celebrate historical figures' birthdays, deaths, and national holidays. These events promote student unity, peace, love, and brotherhood, and inspire future leaders to work together. College Sankranthi celebrations also bring students together and teach them about Telugu culture.

The College celebrates Women's Day on March 8, and also celebrates National Library Day on December 22 in honour of Dr. S.R. Ranganathan, the founder of library science. National Science Day is celebrated by most science departments on February 28 every year.

Kuna.Vinitha is a NCC Cadet who participated in Ek Bharath Shreshth Barath-**Independence Day Camp 2022** at the NCC Parade Ground in Delhi Cantt from August 01, 2022 to August 16, 2022. Kuna.Vinitha is a NCC Cadet who participated in the NCC Directorate's choir singing of patriotic songs and the national anthem on the occasion of the **Independence Day flag hoisting ceremony** at Red Fort, Delhi, on August **15, 2022.** Our students G.Harinath Reddy-Best House leader, Sravana Prasana-Best Amendement Maker, and Sheshadri –Best Online Suggestion Maker participated in the Divisional and District Level Youth Parliaments (Yuva Sabhas-2019) were conducted in the Kadapa District at Zilla Parishad Meeting Hall organized by **Department of youth Advancement, STEP, Kadapa**. Students of SHDC T. Rajalakshmi, C. Naga Sai Chaitanya, T. Naga Harshitha, and S. Zareen participated in the **National Women's Parliament-2017** in Amravati, Andhrapradesh, which will be held from February 10 to 12, 2017.

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

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

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

Response: A. All of the above

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

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

Response:

The Sri Hari Degree College is located in Kadapa's city centre. It is a niche for courtesy, cooperation, and joyous education. The institution has an excellent student body and knowledgeable faculty. Students have unrestricted access to faculty members, which contributes to the development of an excellent learning environment. The environment encourages creativity and productive learning. It accelerates uniqueness and originality.

The college provides an environment that is welcoming and tolerant of cultural, regional, linguistic, 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 a high-impact keynote orator 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. Through the Youth Red Cross Association, our students participated in Godavari Pushkaralu as volunteers. The institution organizes and hosts blood donation camps. Students are instructed to practice ethical values, socialize with the rural people who reside in and around the college and respect the cultural, communal socioeconomic, and linguistic values.

Sri Hari Degree College conducts a variety of initiatives and organizes a variety of activities to raise students' and faculty's awareness of their constitutional obligations: Values, Rights, Duties, and Responsibilities. Every year on the Sri Hari Degree College campus, Constitution Day is observed to raise student awareness of the fundamental rights, duties, values, and responsibilities of citizens under the Indian Constitution. 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 uses elocution and debate 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. Volunteers from the National Service Society (NSS) conducted numerous programs in rural areas concerning 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: Mentoring System

Most of the students come from nearby rural areas and some of them are first-generation students pursuing higher education. Keeping the students on track throughout the duration of the study and keeping their academic temper high are the major challenges to the institution. In order to achieve these goals, the institution introduced mentoring system.

Objectives of the Practice:

- To increase the number of contact hours between teachers and students.
- To keep up to date on Students' academic and attendance records
- To improve both slow and fast learners

Context: The institute implemented the mentoring system in accordance with the recommendations of the IQAC, Higher Education. The institute recognized the value of incorporating such a system into the college management system. It had put it into action quickly and effectively over the previous three years. With a wide range of educational and economic backgrounds among students, the system promises to provide a better understanding of each student and bring out their full potential, thereby reducing dropout rates.

Practice: The IQAC had taken the initiative to put this system in place. Every year, the names of the students are gathered and arranged by subject choice. Depending on the number of students, they are divided into groups of about 30. Each group is assigned a teacher/mentor who is in charge of tracking individual students' academic performance and attendance. The teacher/mentor is given information about his/her mentees and is expected to provide guidance and counseling as needed. On the mentor's recommendation, parents are called for special meetings with the principal in isolated cases.

Faculty mentoring is done formally or informally by a senior faculty member or members as part of a formal program. The goal is to assist (junior) faculty members in realizing their full potential as teachers, researchers, and administrators.

These mentoring relationships, which are a type of informal mentoring, may be made up of colleagues with similar interests and roles within higher education institutions. Peer mentors or co-mentors help each other develop knowledge and skills by sharing information, resources, and feedback, exchanging roles as mentors and portages, and assisting others in the peer or co-mentoring relationship.

Evidence of success

- Despite the fact that the system has only been in place for a few years, there has been a significant improvement in the teacher-student relationship.
- The system has been useful in distinguishing between slow and advanced learners and taking appropriate measures.
- More students progressed to higher education.
- An impressive pass percentage was noticed.

Problems encountered and resources required:

• Grouping students proves to be a tedious exercise, with some students occasionally opting for other courses. The teacher/mentor is unable to spend enough time with the mentees due to time constraints. Most of our students are reserved, and some are too complacent to express their problems, limiting the mentors' ability to assist.

Outcome: Most of the students have completed the program without many dropouts. The input given to the students during the mentoring process helped them achieve higher goals in their careers.

Best Practice-2: (Enhancing employability skills through continuous training)

The Campus Recruitment Training (CRT) program is one of the most notable features of the institute. Recognizing the future needs of the corporate sector and the skills that will be in demand, the institution established a separate cell to enhance the student's skill development. Training specialists monitor the students throughout the three-year graduation period. In the final year, nearly six months are dedicated solely to training. Students receive intensive instruction in areas such as Aptitude, Reasoning, Technical

skills, and Communication 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 magnificent programs are intended to facilitate the convergence of knowledge, attitude, and execution skills.

Objectives:

- To make students aware of the placement and selection procedures on campus.
- To prepare students for placement activities
- To organize pre-placement training, mock interviews, workshops, and seminars for students.
- To provide resources and activities to facilitate career planning

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. Confidence is bolstered through the provision of specialized training in communication, attitude, confidence, and behavior. 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 50-kilometer radius of Kadapa. 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 are 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 attention must be paid to enhancing their communication and personality development skills. CRT classes are occasionally held outside of normal college class hours.

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, NCCand Scouts Activities

Aim:

Through student outcomes and faculty contributions, Sri Hari Degree College has achieved academic excellence. In order to provide quality education, the institution has maintained a continuous dialogue with industry, research organizations, and premier academic institutions. The institute is a socially responsible institution with a proactive policy regarding social outreach camps, which distinguishes it from other institutions. This society should sincerely serve the cause of the common man's educational needs in this cosmopolitan city." This was the mission established by our founder, Shri Subba Reddy garu, in 2009, and we believe in high standards of academic, professional, and societal performance. Sri Hari Degree College has committed to instilling social values and responsibilities in its students.

The Institution organized various extension and outreach activities through its NSS, NCC and Scout units regularly. As a special emphasis, societal development is instilled in students on a large scale through the active NSS unit, which performs various services to instill social values. The NSS unit organizes a variety of events throughout the year, including street plays, cleanliness drives, tree plantation drives, donation drives, waste management drives, gender equity, field trips, and many more. The NSS unit also participated in the principal's plastic recycling drive, which was successfully implemented on campus. "Plastic is not bad," it said, emphasizing the topic. It's not good how you dispose of plastic."

The institute makes certain that social values and the desire to give back to society are not limited to the NSS unit. In addition to NSS activities, many students come up with ideas to help society, and at SHDC, we encourage them to carry those ideas out. The students have also organized donation drives for flood victims.

Context:

The institution encourages student and teacher participation in various extracurricular activities through events that allow them to understand and learn about some societal issues, such as the essence of life (in terms of self-discipline, culture, and education), education, and employment. It also paves the way for a positive relationship with society. Students learn prioritization and time management skills while participating in extracurricular activities in college in addition to their education. Talented students have well-groomed personalities that help them face the world more confidently.

Practice:

Knowledge dissemination cannot be viewed as a separate academic project of human development because it is intricately informed by related discourses of social, economic, cultural, and spiritual growth, all of which are required to sustain a civilization, society, or individual. Extracurricular activities teach students how to collaborate toward a common goal and, as a result, foster a sense of responsibility in them. It boosts

their confidence while also teaching them how to cooperate and work with others in a variety of situations. They learn to deal with the difficulties that come with their education and careers. The college's NSS unit has consistently contributed to community outreach initiatives by organizing various extension and outreach activities.

National Cadet Corps (NCC):

NCC is one of the vibrant units of the college. NCC has emerged as an organization under the aegis of the Ministry of Defense. It has been playing an important role in grooming the youths with the noble objective of nation-building since its inception in the year of 5 July 1948. The NCC unit of the college, **namely- 30(A) BN NCC Sri Hari Degree College came into existence in 2020.**

The periods of Physical Training and Drill are carried out every Sunday morning on the college ground. Classes for Common courses and specialized courses of the DGNCC syllabus are taken on every Thursday. All classes are jointly taken by the Associate NCC Officer (ANO) of the college and by the Permanent Instructional Staff (PI) of the **30(A) BN NCC** Battalion-Kadapa.

Services:

- The NCC unit organizes host of workshops for its cadets as well as for the students of the college as a whole to take up career in Armed forces.
- The cadets of the unit actively participate in various social welfare programmes, like- Tree plantation, Blood Donation Camp, Literacy campaign, Institutional & Personal Health and Hygiene programme etc. Cadets also took part in the health awareness events like-the 'International Day of Yoga'- 21st June every year, in the 'Anti-Tobacco Rally' etc.
- The NCC cadets also played a crucial role in traffic control duties throughout the year, especially during the Puja-Eid Festivals, Book fare in the college ground.
- NCC unit of the college is highly appreciated for its vigorous exhibition of drill and cultural performance on the August occasion of Republic Day and Independence Day. Besides, NCC Day and Army Day are also being celebrated with full valor and enthusiasm.

Evidence of Success:

Extracurricular activities increase opportunities for social interaction and the formation of new relationships. Because most of these activities are group-oriented, they attract students from diverse backgrounds, allowing them to learn about people with diverse interests and cultures. Interaction with people from various backgrounds helps students develop their interpersonal skills. The following criteria are used to assess success:

- Regarding NSS within the institution.
- Number of activities conducted during the academic years 2016-2021
- Social Services of Adjacent Villages
- The number of accolades and commendations.
- Bills and Audit Reports Related to NSS Camps
- Distinguish alumni.
- Placements, Pass Rate, and Higher Education Information Faculty and student participation in Extension activities

Achievements of NCC:

- **Vinitha.K,** NCC cadet has been selected for the 75th Independence Day celebrations (IDC) held in New Delhi under "EK-BHARAT..SHRESHTHA BHARAT" National Camp New Delhi from 24 July to 16 August 2022.
- **Manasa.T**, NCC cadet participated in the Independence Day celebrations organized by the state government of Andhra Pradesh at Indira Gandhi Municipal Stadium in Vijayawada in the year 2022.

Problems Encountered:

- Students' reluctance to participate in the NSS activity.
- Resistance from local communication to participate in the institution's various external and outreach activities.

5. CONCLUSION

Additional Information :

Sri Hari 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 333 in 2010 to 2000+ in 2021-22.
- Though the institute started with three programs, it is now offering 8 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.
- Valid 2(f) and 12(b) status.
- Providing almost 100% ICT enables classrooms and seminar halls for effective teaching-learning.
- Offers spectrum of welfare measures to the students, non-teaching 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, NCC and Scout units 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 :

Sri Hari 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

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Add on /Certificate/Value added programs offered during the last five years** Answer before DVV Verification : Answer After DVV Verification :47 Remark : DVV has made the changes as per shared report by HEI.
4.1.2	**Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)** 4.1.2.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification: {table below} Answer After DVV Verification : {table below} Remark : DVV has made the changes as per shared report by HEI.
4.4.1	**Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)** 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: {table below} Answer After DVV Verification : {table below} Remark : DVV has made the changes as per shared report by HEI.

4.1.2 — Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
65.78	64.52	41.01	38.43	21.98

4.1.2 — Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
61.32	64.52	44.61	38.43	21.98

4.4.1 — Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
75.65	79.44	45.24	43.76	27.58

4.4.1 — Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14.33	14.92	06.32	5.38	6.1

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 98 Answer after DVV Verification : 103