



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution		Government Degree College,Tuni
• Name of the Head of the institution		Ch.Lalitha
• Designation		Principal
• Does the institution function from its own campus?		Yes
• Phone No. of the Principal		08854252211
• Alternate phone No.		08854252211
• Mobile No. (Principal)		9866594053
• Registered e-mail ID (Principal)		jkcrjyec.tuni@gmail.com
• Address		NH 16, Beside Tuni Rural Police Station, Velama Kothuru Village, Tuni Mandal
• City/Town		Tuni
• State/UT		Andhra Pradesh
• Pin Code		533401
2.Institutional status		
• Autonomous Status (Provide the date of conferment of Autonomy)		01/06/2017
• Type of Institution		Co-education
• Location		Rural

• Financial Status	UGC 2f and 12(B)
• Name of the IQAC Co-ordinator/Director	Dr.A.Pushpalatha
• Phone No.	9000905616
• Mobile No:	9000905616
• IQAC e-mail ID	iqac@gdctuni.edu.in
3.Website address (Web link of the AQAR (Previous Academic Year)	http://www.gdctuni.edu.in/pages1/iqac/aqar/aqar-2022-23.pdf
4.Was the Academic Calendar prepared for that year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.gdctuni.edu.in/pages1/academics/Acadamic_Calendar_2023-24.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	71	2006	21/05/2006	20/05/2011
Cycle 2	B	2.24	2014	24/09/2014	31/12/2022
Cycle 3	C	1.96	2024	06/12/2024	05/12/2029

6.Date of Establishment of IQAC

20/06/2006

7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
Nil	Nil	Nil	Nil	nil

8.Provide details regarding the composition of the IQAC:

• Upload the latest notification regarding the composition of the IQAC by the HEI	View File
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9.No. of IQAC meetings held during the year	03	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
10.Did IQAC receive funding from any funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1 - Under SHINE programme Several Career Guidance activities and Placement drives conducted, as a result many students got placements</p> <p>2 - Almost every department had an MOU for on the job training for students</p> <p>3 - Health club established in campus</p> <p>4 - Under SeVa programme students and faculty engaged in several community service activities</p> <p>5 - Almost all departments conducted various activities on nationally significant days</p>		
<p>2.Curricular Revisions: Regular review and improvement of the teaching-learning processes through stakeholder feedback and restructuring of curriculum to align with Outcome-Based Education (OBE) principles</p>		
<p>3.Technology Integration: Adoption of ICT-based teaching tools and digital platforms to enhance the quality of education and create e-learning materials</p>		
<p>4.Incremental Improvements: Initiated several incremental improvements over the last five years to enhance academic and administrative processes</p>		
<p>5.Audits and Feedback Mechanisms: Conducted periodic academic and administrative audits and implemented an effective online feedback mechanism to address stakeholder concerns</p>		
12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:		

Plan of Action	Achievements/Outcomes
<ul style="list-style-type: none"> o IQAC prepares an annual calendar at the beginning of the year. o Departments are required to create action plans and implement annual curricular strategies based on this calendar 	<ul style="list-style-type: none"> o Successful implementation of the academic calendar .
<ul style="list-style-type: none"> o Encouragement of ICT-based teaching methods such as PPTs, group discussions, projects, to improve student engagement. o Monitoring bridge courses and remedial programs for academically weaker students. 	<ul style="list-style-type: none"> o Development of ICT-enabled resources, including digital classrooms and Wi-Fi connectivity across the campus.
<ul style="list-style-type: none"> o Strengthening academic infrastructure, including digital classrooms and virtual learning facilities. 	<ul style="list-style-type: none"> o Adoption of modern teaching techniques, improving student participation and learning outcomes.
<ul style="list-style-type: none"> o Establishment of online feedback mechanisms to assess teaching-learning practices and stakeholder satisfaction. 	<ul style="list-style-type: none"> o Periodical review of programs based on stakeholder feedback led to curriculum enhancements aligned with market needs.
<ul style="list-style-type: none"> o Facilitating internships, on-the-job training, and research projects to align with market demands. 	<ul style="list-style-type: none"> o Introduction of community service projects, internships, and experiential learning programs improved employability and real-world readiness among students.
<ul style="list-style-type: none"> o Implementation of eco-friendly measures, including the installation of solar power plants and replacing conventional bulbs with solar-powered lighting. 	<ul style="list-style-type: none"> o Implementation of eco-friendly measures, including the installation of solar power plants and replacing conventional bulbs with solar-powered lighting.
13. Was the AQAR placed before the statutory body?	Yes
<ul style="list-style-type: none"> • Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Finance committee	20/01/2025

14. Was the institutional data submitted to AISHE ?	Yes
<ul style="list-style-type: none"> Year 	

Year	Date of Submission
2023-2024	04/01/2025

15. Multidisciplinary / interdisciplinary

The National Education Policy (NEP) 2020 introduces a multidisciplinary approach to education, even within the single major system, to ensure holistic and flexible learning. This initiative allows students pursuing a single major to explore courses from other disciplines, providing a well-rounded education that goes beyond their core area of study. For example, a student majoring in Science can take elective courses in Humanities, Arts, or Social Sciences, and vice versa. This approach fosters critical thinking, creativity, and a broader understanding of diverse subjects. By integrating knowledge from multiple fields, students are better equipped to tackle real-world challenges that require cross-disciplinary collaboration. Additionally, the policy emphasizes transferable skills, such as problem-solving, communication, and adaptability, making graduates more versatile in the modern job market. The flexibility to choose courses across disciplines helps students explore their interests, break traditional academic gaps, and develop a comprehensive worldview. This aligns with global trends in education, encouraging innovation and inclusivity. NEP 2020's multidisciplinary framework prepares learners for an interconnected, dynamic future by promoting intellectual growth, creativity, and practical skills. Ultimately, it ensures that education is inclusive, engaging, and relevant to the needs of an evolving society.

16. Academic bank of credits (ABC):

The institution is integrating the Academic Bank of Credits (ABC) system to enhance flexibility and student choice. In the Fifth Semester, the college offers a variety of Skill Enhancement Papers for students in the B.Sc., B.Com., B.A., and B.Voc. streams. These papers are designed to align with core subjects, allowing students

the flexibility to choose based on their interests, thereby fostering personalized learning experiences. All undergraduate programs at the institution are four-year courses, with an option for students to exit after completing three years and receive a UG Certificate. For those who wish to continue, completing the fourth year results in the award of a UG with Honors Certificate. This initiative marks the first step towards establishing the ABC system, which is intended to offer more choices for students in terms of course completion and recognition. Looking ahead, the college plans to introduce exit options after the completion of the First year (Issue Certificate) & Second years (Issue Diploma) respectively providing students greater flexibility in their educational journey. This forward-thinking approach aims to accommodate varying academic needs and career goals, ensuring that students have the freedom to design their educational path in alignment with their aspirations.

17.Skill development:

As an autonomous institution, the college regularly updates its curriculum to equip students with skills relevant to industry and higher education. Faculty members have the autonomy to design syllabi within a structured framework, ensuring flexibility to address emerging trends. These syllabi are approved by competent authorities, enabling responsiveness to evolving educational and professional demands. The institution employs innovative teaching methods, including its video lecture platform and the use of Google Classroom for sharing lecture notes and assignments. These digital tools complement traditional teaching methods like chalk-and-board and PowerPoint presentations, enriching the overall learning experience. To further enhance student skills, the college offers Skill Enhancement Papers for the students. These papers align with core subjects and provide students the freedom to select courses based on their interest, promoting a personalized learning environment. All undergraduate programs are four-year courses, with an option to exit after three years and earn a UG Certificate. Students completing the fourth year receive a UG with Honors Certificate. The institution has also initiated steps towards implementing the Academic Bank of Credits (ABC) system and plans to introduce exit options after the First and Second years, enhancing flexibility and inclusivity.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

MAY BE PLANNED TO NEXT YEAR

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The institution was established to address the educational needs of rural, socio-economically marginalized communities. Initially offering only two courses, B.A. and B.Com., the college has expanded to 10 undergraduate courses, following the Choice Based Credit System (CBCS) pattern. To ensure relevance, the Academic Cell collects feedback from students, faculty, and other stakeholders. Based on this, the curriculum is revised annually. The curriculum integrates project work, practicals, community service, and internships to foster research motivation. Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are pre-defined and aligned with the unit-wise content of each course. Online quizzes via Google Classroom are conducted to assess students' understanding.

20.Distance education/online education:

The Institute is exploring the possibility of offering online courses in the future. Currently, online education is facilitated through platforms like Google Meet and Zoom, with lectures organized by the staff on holidays to provide additional learning opportunities for students. In addition to regular physical classes, faculty members deliver YouTube lectures to promote a blended mode of learning. Students are encouraged to enroll in MOOCs courses available on platforms such as NPTEL and SWAYAM, fostering self-paced and flexible learning. Furthermore, students are registered for various online internship programs to fulfill their internship requirements at the end of their second year, enabling them to gain practical experience in a flexible and accessible manner.

Extended Profile**1.Programme**

1.1 16

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 738

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2

271

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3

651

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1

182

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2

27

Number of full-time teachers during the year:

Extended Profile

1. Programme

1.1 16

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2. Student

2.1 738

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2 271

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 651

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3. Academic

3.1 182

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2	27
Number of full-time teachers during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
3.3	27
Number of sanctioned posts for the year:	
4.Institution	
4.1	287
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
4.2	20
Total number of Classrooms and Seminar halls	
4.3	66
Total number of computers on campus for academic purposes	
4.4	6968205.47
Total expenditure, excluding salary, during the year (INR in Lakhs):	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Design and Development	
1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.	
Government Degree College, Tuni, achieved autonomous status in 2017-18, marking a significant academic milestone. The college offers a dynamic curriculum aligned with both local and global needs, with clearly defined Programme Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes communicated to students each semester for clarity on learning objectives.	

The institution follows a structured governance system, with Board of Studies (BoS) meetings held annually to review syllabi, assessment methods, and co-curricular activities. Faculty and external experts contribute to ensuring relevance and quality, with decisions approved by the Academic Council. The Internal Quality Assurance Cell (IQAC) gathers and analyzes feedback from students, faculty, and alumni, making necessary curriculum improvements for the following academic year.

In line with the National Education Policy (NEP) 2020, the college launched a 4-year B.Sc. Honours program in 2023-24, offering flexibility with multiple entry and exit points. It currently offers six Honours programs, enriched with multidisciplinary and skill enhancement courses. Additionally, students participate in community service projects, internships, and apprenticeships to gain practical experience. The curriculum also includes certificate courses in soft skills, technical proficiency, and analytical skills, preparing students for successful careers and responsible citizenship.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://www.gdctuni.edu.in/pages1/aqar-23-24/c1/1-1-1-12.docx

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

06

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

182

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	No File Uploaded
Any additional information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

38

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

16

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

Government Degree College, Tuni, offers a curriculum that blends

academic excellence with holistic development. Key courses like "Analytical Skills," "Environmental Education," and "Business Communication" focus on developing essential life skills and preparing students for responsible citizenship and professional success. These courses cultivate qualities such as critical thinking, effective communication, and environmental awareness.

The Women Empowerment Cell promotes gender equality through activities like awareness programs, employability courses, and medical camps. These initiatives aim to empower female students by highlighting their roles in society, their strength, and their constitutional rights, fostering a more inclusive campus environment.

The institution emphasizes environmental sustainability through its mandatory "Environmental Education" course. This course educates students on biodiversity, pollution, deforestation, and the impacts of non-renewable energy sources, urging them to adopt eco-friendly practices. In line with its commitment to sustainability, the college has implemented renewable energy resources on campus and incorporates cleanliness into student assessments. The NSS further promotes environmental awareness through initiatives like using eco-friendly paper bags.

By integrating these courses and initiatives, Government Degree College, Tuni, nurtures students' academic, social, and environmental consciousness, preparing them for a well-rounded future.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

07

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above**172**

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects**702**

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	No File Uploaded

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	http://www.gdctuni.edu.in/pages1/igac/cf.php
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	No File Uploaded

1.4.2 - The feedback system of the Institution comprises the following		A. Feedback collected, analysed and action taken made available on the website
File Description	Documents	
Provide URL for stakeholders' feedback report	http://www.gdctuni.edu.in/pages1/igac/cf.php	
Any additional information	No File Uploaded	
TEACHING-LEARNING AND EVALUATION		
2.1 - Student Enrollment and Profile		
2.1.1 - Enrolment of Students		
2.1.1.1 - Number of students admitted (year-wise) during the year		
267		
File Description	Documents	
Any additional information	No File Uploaded	
Institutional data in prescribed format	View File	
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)		
267		
File Description	Documents	
Any additional information	View File	
Number of seats filled against seats reserved (Data Template)	View File	
2.2 - Catering to Student Diversity		
2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.		
GDC, Tuni caters the educational needs of the students of first generation from 8 mandals surrounding Tuni. Being socio-economic marginalized, students need to improve communication skills in all means. As a part of fulfilling the aim the institution takes some necessary steps for the welfare of the students. In this		

connections

A bridge course in English and other core subjects is conducted at the beginning of the classes of the first year, to fill the gap between the curriculum of the previous system and the new system. So the students should be able to overcome the fear of the English language and gain basic knowledge in other subjects also. After assessment of mid-I examination, students are divided into two categories, as slow learners and advanced learners. Teaching pedagogies are divided accordingly. MCQs, quiz, matching for slow learners. Remedial coaching helps students to clear their backlogs. Peer-learning, projects, seminars, group discussion help the advanced learners to improve themselves in all aspects. By adopting ICT enabled learning in peer-learning

enables them to adopt technical skills while learning. Thus the institution fulfills the needs of students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.gdctuni.edu.in/pages1/aqar-23-24/c2/2-1-1-11.docx

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
30/04/2024	738	27

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

The institution Students centric methods in teaching by making the students as active participants in seminars, powerpoint

presentation, web assignments, group discussions, quizzes and mini projects which improves negotiation skills among the students.

Experiential Learning:

Community service project internship in UG program is included. It improves LSRW skills besides understanding the community, identifying problems and seeking solutions. Experiments in existing labs for UG science programs help students to improve knowledge in their respective subjects. Educational study tours and exposure programs are organized by the departments for experiential learning.

Participative Learning:

Students are encouraged to participate in curricular activities in the classroom such as seminars, debate, group discussions, peer learning with PPT presentation. It will help to develop a set of skills and improve their confidence levels CSP and internship program hence the skills among the students such as learn while work and leadership qualities besides communication skills.

Problem Solving Methodologies:

CSP at the end of First year of the UG studies, which is a village extension Programme. This trains the students in various data collection and report preparation Methodologies along with exposure to different socio-cultural, health, economic and environmental areas of concern.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://www.gdctuni.edu.in/pages1/aqar-23-24/c2/2-3-1-13.docx

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

In the contemporary educational landscape, the use of ICT-enabled tools has become essential for effective teaching and learning. These tools, including digital platforms, multimedia

resources significantly enhance the teaching process by making it more interactive, engaging, and accessible. Teachers utilize ICT tools to present content through various mediums such as videos, presentations, catering to different learning styles and helping students grasp complex concepts more effectively.

Online resources, such as e-books, journals provide students with a wealth of information beyond traditional textbooks. These resources promote self-learning and research, encouraging students to explore topics independently. Teachers also leverage Learning Management Systems (LMS) to organize course materials and facilitate communication between students and instructors.

Furthermore, ICT tools enable real-time feedback through quizzes, assignments, and interactive discussions, allowing teachers to identify and address learning gaps promptly. Online platforms also facilitate collaborative learning, where students can engage in group activities and projects, even outside the classroom. The integration of ICT in teaching fosters a more dynamic, personalized, and inclusive learning environment, promoting student engagement and improving learning outcomes. This approach also prepares students for the digital world, equipping them with essential 21st-century skills.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://www.gdctuni.edu.in/pages1/agar-23-24/c2/2-3-1-13.docx
Upload any additional information	No File Uploaded

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

24

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The Academic Council of the college prepares the Academic Calendar for the effective functioning of the Institution strictly following the guidelines issued by the UGC, APSCHE, CCE and the Affiliating University.

The Academic Calendar ensures well-functioning of the Institution. The calendar includes the details of all the working days with day order, holidays, dates of the Continuous Internal Assessment tests, Summative Examinations, dates. The same is also uploaded on the website. The institution carries out the activities as per the calendar.

Teaching Plan

The Institution has a well-defined unitized syllabus with a timeframe that is provided to the students at the beginning of the course. The course teachers prepare a unit-wise teaching plan, describing timescale, teaching aids, List of Co-curricular and Extra-curricular activities, methods of teaching-learning mechanisms adopted and assessment methods based on the Academic Calendar. Besides this the teaching plan also consists of the additional supplement, activities planned outside the class etc. The teaching plan for each course visualizes the plan of the teacher to make each class more informative, interesting, analytical and resourceful. Teaching plan creates a self-informed and self-monitored innovative teacher, and it provides a plan of action for the teacher and guidance for the students.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality**2.4.1 - Number of full-time teachers against sanctioned posts during the year**

27

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	No File Uploaded
Any additional information	No File Uploaded

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

06

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	No File Uploaded

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

120

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

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

34

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

59

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	No File Uploaded

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

The institution has developed a comprehensive examination policy to ensure effective planning, management, and evaluation of exams. The system includes two components: Continuous Internal Assessment (CIA) and Semester End Examination (SEE), with a 30:70 weightage. Evaluation is ongoing and periodic, aimed at improving teaching and learning.

IT integration has streamlined the examination process, automating tasks such as mark entry, grade calculation, and result preparation. The Examination Cell uses specialized software to generate hall tickets, room plans, absentee reports, and marks memos. Payments for examination fees are processed through the bank, and receipts are submitted with the exam application.

The institution follows an Outcome-Based Education (OBE) framework, aligning its curricula and evaluation methods to assess student knowledge based on Bloom's Taxonomy. This approach informs teaching practices and helps measure student outcomes more effectively. The answer script front page has been redesigned to match this structure.

Transparency is a key practice, with students given the opportunity to review their evaluated scripts. Any grievances are promptly addressed, enhancing the credibility and fairness of the examination

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.gdctuni.edu.in/pages1/aqar-23-24/c2/2-5-3-15.docx

2.6 - Student Performance and Learning Outcomes

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

The Academics Council at Government Degree College (A), Tuni, collects annual feedback on the curriculum from faculty, students, alumni, and industry stakeholders. This feedback is reviewed by a core committee led by the Academic Coordinator, and necessary changes are incorporated into the curriculum in subsequent Board of Studies (BOS) meetings. The college follows an Outcome-Based Education (OBE) framework, with Programme Outcomes (POs) reflecting the institution's vision, mission, and UGC guidelines. The curriculum is designed to foster higher-order cognitive skills and is restructured based on feedback from alumni and stakeholders.

Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are developed by the respective departments, aligning with the institution's goals. The curriculum is organized into five units per course, with defined teaching methods, reference materials, and assessments to measure attainment at different stages. The Choice Based Credit System (CBCS) provides flexibility for students to choose courses that enhance their critical and creative thinking.

The institution evaluates the attainment of POs and COs through direct assessment methods, with outcomes mapped across the curriculum. Results are analyzed in academic and governing body meetings, and the IQAC ensures quality improvement of the programs.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://www.gdctuni.edu.in/pages1/aqar-23-24/c2/2-6-1-16.docx

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

Attainment levels for each course and program are evaluated as per the below prescribed targets.

Attainment Levels of COs Assessment Methods Target-Attainment Levels Attainment Internal Assessment (CIE) Level 1 50% of students scoring more than 40% marks in internal assessment tools Level 2 60% of students scoring more than 40% marks in internal assessment tools Level 3 70% of students scoring more than 40% marks in internal assessment tools Assessment Methods Target-Attainment Levels Attainment External Assessment (SEE) Level 1 50% of students scoring more than 40% marks in SEE assessment tools Level 2 60% of students scoring more than 40% marks in SEE assessment tools Level 3 70% of students scoring more than 40% marks in SEE assessment .

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

178

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

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

<https://www.gdctuni.edu.in/pages1/aqar-23-24/sss-2023-24.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

Research and Development (R&D) are critical for fostering creativity and innovation, particularly Higher Education, which must navigate the challenges of globalization and competition. The Research Cell plays a significant role in promoting these areas. The Cell aims to improve research proficiency among teachers & students, offering resources beneficial for various fields .

The Cell's objectives include promoting critical thinking and enhancing analytical capabilities through awareness programs and workshops. These initiatives are crucial as there is a growing demand for graduates skilled in research due to global spread of industrialism and technological advancements.

The college's faculty comprises 31 members, including 5 doctorate holders and two with patents. Faculty members are actively pursuing research under various universities' guidance. The Research Council, led by a Convener, promotes research activities and encourages faculty to apply for research projects, offering training programs to help them update their skills.

The institution also focuses on Intellectual Property Rights awareness, enhancing research quality and integrity. Faculties involved in research are recognized for their contributions, and

the college has invested significantly in lab improvements, with notable equipment in the Chemistry, Physics, Botany, Zoology and Computer Science departments. The National Education Policy (NEP) 2020 emphasizes revising and revamping education in India.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	#
Any additional information	No File Uploaded

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

00

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	No File Uploaded
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	No File Uploaded
Any additional information	No File Uploaded

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

01

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	No File Uploaded

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

00

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	No File Uploaded
Any additional information	No File Uploaded

3.2.2 - Number of teachers having research projects during the year

00

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

00

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	No File Uploaded
Institutional data in Prescribed format	No File Uploaded

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

00

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	Nil
Any additional information	No File Uploaded

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The college fosters a supportive environment for innovation and promotion, offering facilities and guidance . They are encouraged to use Information and Communication Technology (ICT) and present their PowerPoint presentations. Additionally, students are trained to search for books in the Archive and other Open Educational Resources (OER).

The Research Cell conducts various innovative activities like workshops on creative writing and research article preparation .

The Green Club, with the motto "Keep Clean, Go Green," promotes environmental sustainability on campus. It has introduced a course on vermicompost to convert biodegradable waste into natural manure. The college also has Cultural, Sports, and Literary clubs to cater to students' diverse interests.

The NSS and Green Club regularly organize cleanliness drives. The college promotes environmental awareness through rainwater harvesting and solar energy installation, and it organizes

awareness programs on cybercrime and reducing plastic use.

The Institute fosters a dynamic environment for innovation and knowledge transfer. We regularly invite distinguished speakers and subjectexperts to deliver lectures on advanced topics, ensuring that our students benefit from their insights and expertise. Beyond traditional courses, the Institute has distinguished itself by offering vocational and restructured programs, equipping students with the skills needed for immediate employment upon graduation.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://docs.google.com/spreadsheets/d/1otAneMdngxRjleoVjR_8jgsJgeRhKdXr4I4GHzbTEV4/edit?usp=sharing

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

04

File Description	Documents
Report of the events	No File Uploaded
List of workshops/seminars conducted during the year	View File
Any additional information	No File Uploaded

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

D. Any 1 of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	No File Uploaded

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

00

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	No File Uploaded

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

06

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	No File Uploaded

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

02

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

00

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	No File Uploaded

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

0

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	No File Uploaded
Any additional information	No File Uploaded

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

00

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	No File Uploaded
Any additional information	No File Uploaded

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

00

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	No File Uploaded
List of facilities and staff available for undertaking consultancy	No File Uploaded
Any additional information	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

The Govt. Degree College, Tuni, has demonstrated its commitment to community service and social responsibility through a range of extension activities during the academic year 2023-24.

One notable example is the rally organized by the National Service Scheme (NSS) on World AIDS Day in December 2023, collaboration with Rural Police Station, Tuni. This event aimed to raise awareness about HIV/AIDS. The NSS unit has consistently been at the forefront of community service.

In August and September 2023, the Women Empowerment Cell, in

partnership with the Nuthana Institute of Self Employment, conducted training sessions on tailoring, empowering women with vocational skills .

The Department of Mathematics embarked on an innovative extension activity, "Serve through Learn," at ZPP High School, Velamakothuru, in September 2023. This program exemplifies the college's Best Practice initiative, where students and faculty members shared their expertise with school students, bridging the gap between theoretical knowledge and practical application.

Furthermore, the Department of Arts demonstrated its compassion and social responsibility through a visit to the Asraya Old Age Home in April 2024. The students and faculty members interacted with the inmates, distributing essential items and spreading joy, highlighting the importance of caring for the elderly.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

07

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	No File Uploaded
Any additional information	No File Uploaded

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

04

File Description	Documents
Reports of the events organized	View File
Any additional information	No File Uploaded

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

110

File Description	Documents
Reports of the events	View File
Any additional information	No File Uploaded

3.7 - Collaboration**3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work**

21

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	No File Uploaded

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

08

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

The institution has adequate infrastructure and facilities for the Teaching Learning process. The institution has 18 classrooms, 8 Laboratories, 3 digital classrooms and one Virtual Classroom in three Blocks. The 3 digital Classrooms and one Virtual class Room serves the need of the e-classroom. Besides this, there are two class rooms fitted with LCD projector. Three Computer labs are LAN connected with Wi-Fi facility. The computer labs which are used by the students for lab- based classes. The three e-classrooms have Internet Connectivity with Wi-Fi for the participants, microphone & good sound system with sound proof wall. These rooms are also used for attending / conducting Video Conference facilities, Online Programmes, Webinars etc. The campus is Wi-Fi enabled in which students can access the internet. This college is utilizing a software for Examination Cell to finalize the student results and the final result will be declared through the College Website. The institution is utilizing the software titled DBASE SOLUTIONS for smooth functionality of the examination cell. A Skill Hub is also established in the Campus in collaboration with the Andhra Pradesh State Skill Development Corporation. This skill development center trains the students for Certificate Courses of Short time which enhances their Employability and Soft Skills. There are two separate Computer labs for this skill hub.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

The college celebrates SANKRANTI RANGOLI every year on the eve of Pongal. Students are awarded for their best Rangoli decorations by the College women empowerment cell. College also celebrates independence and republic day and conducts various activities.

Seminar Hall: This hall can accommodate nearly 100 members. This hall is equipped with LCD Projector, public addressing System and Wi-Fi-enabled. Students are actively involved in seminar

presentations, poster presentations and group discussions.

Open Play Ground: Spacious playground with 15 acres (approx.) exists for games and sports such as Cricket, Volleyball, Badminton, Kabaddi and Basketball court. The surface of the playground is even and well maintained.

Indoor Games: The students enjoy playing games, chess and carrom as Indoor games.

Sports and Games

1. Cricket ground

2. Basketball Court (36x21mts)

3. Two Volleyball Courts (31x41mts)

4. Badminton (16x13mts)

5. Kho-Kho Court (38x18mts)

6. Short put Court

7. Kabaddi Court for men (15x13mts)

8. Kabaddi Court for women (15x12mts)

9. Long jump court

10. High jump equipment

11. Gymnasium

12. Carrom board

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

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

07

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	No File Uploaded

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

2657462.00

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The Learning Resource Centre of the college i.e. the library is located in the Arts Block for easy access to the students. The library functions with a motto to fulfill the vision and mission of the college by providing information to all categories of the students as well as the staff. The college library has 17612 numbers of references and textbooks, journals, magazines and newspapers. It is also well equipped with N-LIST software. It is fully automated with LMS software SOUL 2.0 through which students can easily locate their necessary books.

At present following facilities are available with the Learning Resource Centre:

- Wi-Fi enabled Internet access
- Digital Library
- Photocopying

- N-LIST e-resources
- CCTV surveillance facility
- Reading Rooms

The library will be kept open on all working days between 9:30am to 5:30pm.

Display Corners:

- Employment Opportunities
- Current Affairs
- Competitive Exam Information and Application Forms
- New Arrivals
- Library Information

Services: I. ICT Based Services

- Automation service
- E-entry systems
- Barcode technology for e-entry
- OPAC Service
- Browsing Centre

Services: II. Special Services

Student's Attendance Record for the entry of library visits

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

**4.2.2 - Institution has access to the following:
e-journals e-ShodhSindhu Shodhganga
Membership e-books Databases Remote
access to e-resources**

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	No File Uploaded

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

46305

File Description	Documents
Audited statements of accounts	No File Uploaded
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

36

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	No File Uploaded

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

Government Degree College (A), Tuni has a suitable IT infrastructure. Through the College website, anyone can access the profiles of the College and Staff. N-List software, which is available at the library, makes it simple for students to locate their necessary books. Students have been assigned institutional email accounts with plenty of storage, which they may use for storage, to apply for a variety of internships and for online courses.

ICT Facilities: The College has 66 computers, and they are periodically updated. Two LCD projectors and Three LED TV cum interactive display are in service. There is a Communication and Skills Development Centre for developing IT skills.

Software Facilities: Java JDK , MySQL, WAMP Server, Notepad and MS Office

Networking Facilities: Internet connectivity (50 Mbps), 12 Wi- Fi devices installed in the campus ,Wi-Fi and internet services to the staff and students.LAN connection to all systems in computer labs.

Online Services to Students: Online application portal for admission, fee payment and results, Mobile App for Monitoring Internship, A Mobile App for the entry of e-attendance for students, A Mobile App for Grievance for both Staff and Students and N-List Software for finding books in Library.

Networking Facilities and Security: 1. Switch 2. List of Wifi Devices 3. CCTV Camera

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
380	60

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	B. 35 Mbps - 50 Mbps
---	-----------------------------

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	No File Uploaded

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing	C. Any two of the above
---	--------------------------------

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil
List of facilities for e-content development (Data Template)	No File Uploaded

4.4 - Maintenance of Campus Infrastructure
4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)
4310743.47

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	No File Uploaded

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – classrooms, laboratory, library, sports complex, computers, etc.

The college has well established systems and procedures for maintaining and utilizing academic, physical and other support services.

Academic Facilities: The College is well equipped with sophisticated academic policy documents with a motto to fulfill the vision & mission of the college.

Physical Facilities: Physical facilities like infrastructure, building, furniture etc.being maintained by a committee.

Laboratories: Laboratories are maintained by concerned departments. The stock of all laboratories are maintained by dept. in-charges and other staff members.

Library: The library is maintained by the librarian. The following measures are taken for maintenance of furniture, books, computer system etc.

Physical Education: Maintenance of open play ground and courts, Utilization of games / sports articles

Classrooms: Regular maintenance and utilization of class rooms is allotted to concerned staff members.

Campus: Campus maintenance committee to look after the beautifications of the campus and maintenance at regular/ periodical checkup.

Computers, Labs and IT Infrastructure: There is an IT policy in the college which shows proper maintenance and utilization of IT infrastructure for the benefit of the students as well as staff.

AMC for Examination Cell: Annual Maintenance Contract is written for the maintenance of

Dbase solution software (results) and Xerox machine.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support****5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year**

554

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	No File Uploaded

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

0

File Description	Documents
Upload any additional information	No File Uploaded
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

B. Any 3 of the above

File Description	Documents
Link to Institutional website	Nil
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

34

File Description	Documents
Any additional information	No File Uploaded
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	No File Uploaded
Upload any additional information	View File

5.2 - Student Progression**5.2.1 - Number of outgoing students who got placement during the year**

13

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

34

File Description	Documents
Upload supporting data for students/alumni	No File Uploaded
Details of students who went for higher education	View File
Any additional information	No File Uploaded

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year**5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year**

00

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year**

05

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

In each program, a meritorious and responsible student is selected after keen observation, as a class representative by the proctor. Magazine Committee: A committee is constituted to design and publish the college magazine annually. The Magazine reflects the achievements of students in an academic year. Principal acts as the chief editor. The committee finalizes articles selected for publication from the staff & students.

Cultural Club: This club provides a platform for students where students can explore their hidden talents in cultural competitions. Every year the club encourages active participation of students in various cultural programs like Fresher's Party, Farewell party etc. & festivals also.

Health Club: The Institution provides health checkup facility to the students and conducts health awareness camps on developing good health and hygienic conditions. Women Empowerment Cell conducts awareness programs for girl students with experienced gynecologists.

Sports & Games Committee: This committee encourages the students in sports and games to create a healthy environment in the campus.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

5.3.3 - Number of sports and cultural events / competitions organised by the institution

15

File Description	Documents
Report of the event	No File Uploaded
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The Alumni Association was registered with the number: 284 / 2022 under section 3 of Societies Registration Act, 2001 at AP Registration and Stamps Department, the Registration of Societies, Kakinada. The association consists of a President, a Secretary and a Treasurer. The Association invites the old students as members. During the year 2023-24, 106 number of students became the members of this Association. The Association conducts meetings annually twice with former students and discuss the means and avenues to raise funds for the development of college. The Alumni are invited to participate not only in the BOS meetings of the departments but also to give suggestions in the curricular, co-curricular and extra curricular activities in the campus so as to improve the standards of the institution. Besides this, feedback on curriculum was also collected from them. This feedback helps the faculty to design the syllabus as per the existing industry / market needs.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

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

Government Degree College, Tuni, affiliated with Adikavi Nannaya University, operates under administrative oversight of the Commissionerate of Collegiate Education (CCE), AP, Mangalagiri. The college adheres to guidelines set by UGC, APSCHE, the Government of Andhra Pradesh, and its Governing Body, ensuring smooth operations.

Driven by its vision, the college develops and implements an annual perspective plan, guided by core values such as women's development, patriotism, integrity, inclusiveness, transparency, critical thinking, teamwork, sustainability, and social responsibility. The institution's effective leadership is demonstrated through decentralization and participative management practices.

The Principal serves as academic and administrative head, supported by a faculty of 26 sanctioned teaching staff. Governance is participatory, involving various stakeholders through four statutory bodies, twelve non-statutory bodies, and numerous committees, associations, and clubs. E-governance is utilized for administration, admissions, attendance, and examinations. In academic year 2023-24, over 45 committees have been active, ensuring the smooth execution of academic and administrative functions(202 words)

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The effective leadership of the institution is evident through its practices of decentralization and participative management. The Principal, serving as the academic and administrative head, is supported by a team including the Vice Principal, Academic Coordinator, IQAC Coordinator, Controller of Examinations, and various Department Heads. The institutional structure includes the Governing Body at the top, followed by the Staff Council, IQAC/Academic Cell, and Finance Committee. Various committees, ranging from college to department levels, address specific issues, with all faculty involved and student and non-teaching staff included wherever possible.

Decentralization is a key feature, with the Principal delegating responsibilities to different administrative wings and committees. Developmental plans are collaboratively discussed with committee members and executed only after comprehensive review and feedback. This consultative approach ensures well-informed decision-making. In the academic year 2023-24 alone, over 45 committees were established to tackle issues affecting students and staff, demonstrating the institution's commitment to inclusive and effective management(153 words)

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The institution's strategic approach involves preparing five-year perspective plans, which are refined and implemented through detailed action plans and transparent budget allocations. The Principal plays a crucial role in guiding both academic and administrative processes. Each department drafts a charter that translates into specific objectives and action plans to meet the institution's goals.

The IQAC is responsible for developing the perspective plan, gathering feedback, and preparing action reports. This process supports ongoing introspection and innovation for the institution's growth. The Controller of Examinations oversees the examination system, while the Academic Council approves new courses and establishes academic guidelines.

The institution's staff includes the Principal, Vice Principal, IQAC Coordinator, Heads of Departments, as well as teaching and non-teaching staff. Student admissions, based on merit and reservation, are managed through the online portal oamdc.ap.gov.in. The College Planning and Development Council is tasked with enhancing the college's progress and development.

To support socially and economically disadvantaged students, the institution has effective policies and strategies in place. Scholarships are provided, and in the academic year 2023-24, 554 students benefited from the Jagananna Vidya Devana and Jagananna Vasathi Devana schemes.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

Government Degree College, Tuni, operates with a well-defined organizational structure that ensures transparency and progress toward excellence. The hierarchical framework is as follows:

1. Governing Body:

- The supreme authority responsible for making decisions and setting policies related to academic and financial matters. It chairs all statutory and non-statutory bodies, except itself. The Principal plays a dynamic role in the daily functioning of the college.

2. IQAC (Internal Quality Assurance Cell):

- Focuses on enhancing the quality of education. It prepares the institution's perspective plan, organizes academic and cultural activities, and conducts internal audits to assess and improve institutional performance.

3. Controller of Examinations:

- Heads the Examination Committee, overseeing the conduct of examinations, evaluation of answer scripts, and declaration of results.

4. Academic Council:

- Chaired by the Principal, with representatives from the affiliated university. This council approves all academic proposals, syllabi, and evaluation methods.

5. In-Charge of Departments:

- Responsible for preparing academic and administrative proposals for their respective departments. They chair the Board of Studies (BOS), prepare syllabi, and oversee all departmental activities.

This structure supports effective governance, quality assurance, and academic management within the institution.

File Description	Documents
Paste link to Organogram on the institution webpage	Nil
Upload any additional information	View File
Paste link for additional Information	Nil

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

Every faculty has to submit a Self-Appraisal report (ASAR) at the end of Academic year after everyone's self-evaluation with all proofs to the IQAC for the scrutiny. After this, it will be sent through proper channel for Career Advancement Scheme (CAS) to the CCE.

Welfare measures:

All the welfare measures and initiatives of the Government of AP are applicable to all the regular staff. APGLI loans, the social security measures for the benefit of employees are promptly paid to the staff. GIS is the mandatory life insurance protection scheme covered by LIC for all the government employees in the state. The amount EHS is formulated to provide cashless treatment. GPF, CPS and AP Employee Welfare Fund (EWF) are other important welfare schemes. All the staff members underwent Faculty Development Programs organised by APCCE to enhance their

professional skills.

Cater to Emotional Needs: Staff Grievance Redressal Cell has to address the issues and grievances of the staff. Indoor games facility was also provided for the staff to relax and to refresh physically and mentally. Staff Club organizes staff gatherings and parties.

Recognition and Rewards: The teaching staff are honoured with Best Teacher Awards on September 05th of every year.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

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File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

00

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	No File Uploaded

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation /

Induction Programmes, Refresher Courses, Short-Term Course, etc.)

11

File Description	Documents
Summary of the IQAC report	No File Uploaded
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization**6.4.1 - Institution conducts internal and external financial audits regularly**

The Government of Andhra Pradesh has established a comprehensive audit mechanism for all Government Educational Institutions to ensure accountability and transparency in financial management. Here is a summarized outline of the audit processes as applied at Government Degree College (A), Tuni:

Audit Mechanism Overview

Internal Audit Conducted by the internal audit teams constituted by the Principal. Performed periodically by an official team from the Regional Joint Director of Collegiate Education (Rajamahendravaram). Involves local auditors auditing UGC accounts regularly.

External Audit:

Conducted by the Accountant General of the Government of Andhra Pradesh.

Audits involve a thorough review of key financial documents including: 1. Cash books 2. Service registers 3. Pay bills and pay bill registers 4. Leave account registers 5. General Provident Fund (GPF) advance registers 6. Pay fixations and last pay certificates 7. Allowances and loans registers 8. Pension registers 10. Reconciliation registers

Funding Sources:

Auditing is also done for funds released by external bodies like UGC, RUSA, CPE, and Autonomy Grants.

Handling of Audit Objections:

If discrepancies or objections arise during audits, external audit parties will communicate to the institution. The Principal gather and submit the necessary data to address the objections. If audit parties remain unsatisfied, funds may be recovered from the responsible individual or institution. may recomend disciplinary action .

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

00

File Description	Documents
Annual statements of accounts	No File Uploaded
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	No File Uploaded

6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Government Degree College (A), Tuni is known for its integrity and transparent financial management. The institution emphasizes budgeting, resource mobilization, expenditure monitoring, and regular audits to ensure accountability. It relies on a mix of external funding from the University Grants Commission (UGC), RUSA, and the Government of Andhra Pradesh, along with internal funds generated through special fees, self-financing courses, and examination fees.

The college submits proposals for additional grants to UGC and RUSA, with the Principal acting as the disbursing officer, ensuring a transparent process involving various committees. Funds are utilized for enhancing the teaching-learning process through guest lectures, infrastructure development, and acquiring

resources like ICT tools, laboratory equipment, and library materials. The college also supports student welfare and staff development initiatives, including women empowerment programs.

Regular audits and the submission of utilization certificates ensure the proper use of funds, with accounts verified by external audit teams. This commitment to financial transparency and responsible resource mobilization supports the college's mission of academic excellence, infrastructure growth, and community development. Through effective financial management, the institution advances its goals while maintaining accountability at all levels.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The Internal Quality Assurance Cell (IQAC) of the institution, established in [insert year], has been crucial in driving quality enhancement measures, contributing significantly to the college's autonomy in 2017. The IQAC ensures consistent high-quality higher education by implementing effective teaching strategies, robust evaluation methods, and student-centered activities. Over the past five years, it has led incremental improvements and post-accreditation quality initiatives, emphasizing that quality enhancement is an ongoing process.

Key initiatives by the IQAC include the NAAC Re-Accreditation process, academic and administrative audits, feedback analysis, workshops, and seminars on quality enhancement. It also coordinates statutory body meetings, organizes student induction programs, and participates in national rankings and surveys.

The IQAC formulates an Institutional Calendar at the beginning of each academic year to streamline academic and extracurricular activities, aligning them with the institutional plan. The

calendar is communicated to staff and students, helping departments develop annual plans. The implementation of these plans is regularly reviewed through staff council meetings and informal interactions. Additionally, quality assurance activities across departments are closely monitored and mentored by the IQAC, fostering participative management and internal coordination. These efforts help the institution continuously elevate its educational standards.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The Internal Quality Assurance Cell (IQAC) at Govt. Degree College (A), Tuni, has been instrumental in ensuring quality in the teaching-learning process through systematic reviews and structured methodologies aimed at enhancing learning outcomes. Under the leadership of the Principal and the Governing Body (GB), the IQAC has established effective norms to assess and improve academic programs. Below are highlights of the IQAC's initiatives and two specific case studies that exemplify its efficiency.

Key Initiatives by IQAC

Feedback Mechanism: An online feedback system allows stakeholders, including students and faculty, to assess the teaching-learning environment. The IQAC analyzes this feedback to identify areas for reform and enhancement in academic programs.

Curricular Flexibility: With the autonomy granted to the institution, the IQAC monitors market trends and stakeholder needs to modify, introduce, or restructure programs and courses, ensuring relevance and demand in the job market.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	Nil
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	No File Uploaded
Upload any additional information	View File

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 during the year

Promotion of Gender Equality

The institution prioritizes gender equality and sensitization, ensuring safety and empowerment for women through committees like the Anti-Ragging Cell and Student Redressal Cell, which address grievances impartially. The Women Empowerment Cell (WEC) drives initiatives for women's growth and equality, integrating these principles into the curriculum. The E-CEGRaM app, introduced by APCCE, facilitates online grievance redressal.

WEC, with the motto "A Strong Woman for a Better Society,"

empowers women by celebrating events like World Malala Day, Savitribai Phule's Birth Anniversary, Girls' Child Day, and International Women's Day. It conducts awareness programs on security measures like the DISHA App and organizes cultural activities, health camps, menstrual hygiene drives, and self-defense training.

The institution ensures safety through CCTV surveillance and a Public Redressal System, supported by gender-sensitive policies and regular awareness campaigns. A proctor system provides counseling on topics such as health, hygiene, harassment prevention, early marriages, and women's rights.

A girls' waiting hall, equipped with essential amenities, fosters a secure, inclusive environment for female students and staff. These measures collectively promote a safe, empowering, and equitable campus for holistic growth and academic excellence.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Government Degree College, Tuni prioritizes green initiatives to foster a healthy and eco-friendly campus. The institute educates students and staff on effective waste management through lectures, notices, and slogan boards. Waste is collected daily and sorted into dry and wet waste using color-coded dustbins: green for wet, blue for dry, and red for non-degradable waste. Two large pits

(10x10x10 meters) are provided for biodegradable and non-biodegradable waste disposal.

Most of the waste generated is biodegradable, which is composted in pits to produce manure for campus plants and nearby farmers.

Students actively participate in waste management by using cloth bags instead of plastic. Each classroom, department, and facility has dustbins for paper waste, which are cleared daily.

For liquid waste, directed to drains behind the college building.

The college has a committee for e-waste management, which identifies outdated electronics and sends them for recycling according to the SOPs issued by the Commissionerate of Collegiate Education.

Minimal quantities of heavy metals like lead are generated in chemistry labs, but there is no radioactive waste at the college.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geotagged photographs of the facilities	View File
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

B. Any 3 of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for

A. Any 4 or All of the above

greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	View File
Any other relevant information	No File Uploaded

7.1.7 - The Institution has a disabled-friendly

A. Any 4 or all of the above

and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	No File Uploaded
Details of the software procured for providing assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

The institution fosters a holistic society that promotes harmony and unity in diversity by involving students in co-curricular and extension activities. To assist differently abled individuals, parking areas are located near buildings, and ramps are provided for wheelchair access.

Students are encouraged to form diverse academic project teams, promoting collaboration and cultural exchange. NSS and RRC faculty in-charges motivate students from varied backgrounds to participate in extension activities. During NSS camps, volunteers assess the socio-economic conditions of villages, instilling values of generosity and social responsibility.

The institution embraces diversity, admitting students from varied cultural, linguistic, regional, and socio-economic backgrounds in line with government reservation policies. Coaching for competitive exams, career guidance, and remedial teaching is offered to support students' growth.

Students and staff contribute to old age homes and orphanages, donating essentials and fostering a sense of humanity. Participation in extracurricular activities and cultural festivals like Sankranti, Holi, and Telugu Matru Bhasha Diwas encourages unity and togetherness.

Community service and study projects engage students in research, enhancing their intellectual and personal growth. Value-based quotes emphasizing humanity and faith are displayed in corridors and main areas, reinforcing the institution's commitment to inclusivity and overall personality development.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Sensitizing students to constitutional obligations, including values, rights, duties, and responsibilities, is vital for nurturing responsible citizens. Institutions can achieve this through a comprehensive approach integrating various activities aligned with the Indian Constitution.

Community Engagement Projects: Initiatives like legal aid camps, awareness drives, and community development projects link constitutional values with societal well-being, providing students and employees practical exposure to civic responsibilities.

Values-based Leadership Programs: Leadership programs emphasizing integrity, transparency, and social responsibility develop ethical leaders who embody constitutional principles.

Cultural and Diversity Celebrations: Celebrating India's cultural diversity fosters pluralism, a key constitutional value. Events and festivals highlight the importance of embracing diversity and unity in citizenship.

Student-led Initiatives: Empowering students to lead events, seminars, and campaigns on constitutional values fosters ownership and awareness. Dedicated student clubs can drive these activities, reinforcing engagement.

Constitution Day Celebrations: Observing Constitution Day annually with panel discussions, essay competitions, and thematic events strengthens understanding of the Constitution's significance.

Institutional Policy Reviews: Periodic reviews of institutional policies ensure alignment with constitutional principles, promoting equality, inclusivity, and non-discrimination.

By fostering ethical leadership, cultural appreciation, and active community involvement, institutions play a pivotal role in shaping responsible citizens who uphold constitutional values and contribute meaningfully to society.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	No File Uploaded

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	No File Uploaded
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The Government Degree College, Tuni, actively organizes and celebrates national and international commemorative days, events, and festivals to instill patriotism, cultural values, and global awareness among students. During the year, the institution meticulously planned a series of events aligning with its mission to promote holistic education and community engagement.

National commemorations such as Independence Day and Republic Day were celebrated with flag-hoisting ceremonies, cultural programs, and patriotic speeches. Gandhi Jayanti and Dr. B.R. Ambedkar Jayanti were observed through seminars, essay competitions, and cleanliness drives, reflecting on their contributions to society. International events like World Environment Day, International Yoga Day, and Women's Day were marked with activities such as tree-plantation drives, yoga sessions, and gender sensitization workshops.

Festivals such as, Pongal, and Christmas were celebrated to embrace cultural diversity and foster harmony among students. Awareness programs on United Nations-declared observances, including World Health Day and International Literacy Day, were conducted to sensitize students on global issues.

Faculty and students actively participated in these events, showcasing unity and enthusiasm. The institution's proactive approach ensured meaningful engagement, fostering a sense of responsibility, inclusivity, and global citizenship.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Seva - Serving Community as Vasudaivika Kutumbakam The Seva initiative integrates all extension activities of Government Degree College, Tuni, fostering social responsibility among students. Objectives include sensitizing students to societal dynamics, encouraging collective participation in social causes, and shaping responsible behaviours. NSS Activities include awareness drives .

Under STEM, the Department of Mathematics organized voluntary classes at Chepuru Village High School to enhance students' mathematical skills. The Botany Department and NSS units jointly conducted plantation drives in both the campus and adopted villages. Additionally, the "Joy of Sharing - Guppedu Biyyam" contributoriceto old-age homes andhomeless.

SHINE - Support for Higher Education and Nurture towards Employment &Entrepreneurship The SHINE initiative promotes higher education, skill development, and entrepreneurship. The college conducts coaching classes for higher studies and skill-based courses under the AP State Skill Hub Centre, benefiting urban and rural youth. Certificate courses and placement drives help students secure employment.

The incubation cell fosters innovation, supporting student ideas in entrepreneurship. Collaborating with Computer Scienceenabled ventures like cheneta.in ...

Evidance of success:

The college has produced top-ranking students in PG CET and university exams and created opportunities for employment and skill enhancement, nurturing innovators and entrepreneurs.

File Description	Documents
Best practices in the Institutional website	http://www.gdctuni.edu.in/pages1/infrastructure/sdc.php
Any other relevant information	https://drive.google.com/file/d/15xlxKRroMl5yugxz1T5sPzAVM9craeH/view

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

SHiNE Practice: A Holistic Approach to Student Progression

The institution has adopted the SHiNE practice, emphasizing Support for Higher Education and Nurture towards Employment & Entrepreneurship, to provide holistic support to students in pursuing education, employability, and entrepreneurship. SHiNE integrates activities promoting higher studies, skill development, and entrepreneurial innovation under a unified approach.

Key objectives include fostering higher education, enhancing employability, and instilling entrepreneurial spirit. Departments actively support these goals through coaching classes for competitive exams, offering guidance for advanced studies, and organizing skill-based training under the AP State Skill Hub Center. Value-added certificate courses further enrich students' expertise, bridging education and industry needs.

Success stories include campus placement drives by the Chemistry Department and collaborations with Jawahar Knowledge Center (JKC) and State Skill Development Center, leading to job offers for 81 candidates. The incubation cell nurtures entrepreneurship, with initiatives like the e-commerce platforms Cheneta.in and etukas.com.

The SHiNE practice has also led to academic excellence, with students achieving top ranks in state and university entrance exams. Challenges like motivating students to extend study hours and securing financial support are met with strategies like special orientation programs and community involvement. SHiNE exemplifies a forward-thinking educational approach, shaping well-rounded individuals .

File Description	Documents
Appropriate link in the institutional website	http://www.gdctuni.edu.in/pages1/best_practices/naac_college_bp.php
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year**Government Degree College (A), Tuni Academic Plan for 2024-25**

The college will continue focusing on academic excellence, faculty

development, infrastructure improvement, and community engagement. Key initiatives include:

1. **Curricular Aspects:** The CBCS system will remain, with a 20% annual syllabus revision. New certificate courses in Digital Literacy, Environmental Studies, and Entrepreneurship will be introduced.
2. **Teaching, Learning, and Evaluation:** ICT content delivery will reach 50%, aiming for 80% by 2027-28. A mandatory induction program for new students will continue, with regular evaluations for progress tracking.
3. **Student Progression:** Expanded scholarship orientation and at least three job drives will be organized to support student career development.
4. **Research and Development:** Research activities will be enhanced with new labs, seminars, and incentives for faculty publications. The research incubation center will expand.
5. **Community Service:** Community service projects in adopted villages will be extended, focusing on strengthening local engagement.
6. **Infrastructure:** Two ICT-enabled classrooms, 30 desktop systems, and new labs will be added. The library will be fully automated, and sports infrastructure will be enhanced.
7. **Governance and Management:** Faculty recruitment will be prioritized, and one faculty development program will be held annually.

This plan aims to improve academic quality, student progression, and institutional infrastructure by 2027-28.