SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

A. S. D. GOVERNMENT DEGREE COLLEGE FOR WOMEN

CHURCH SQUARE PARK, JAGANNAICKPUR
533002
www.asdgdcw.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

A.S.D. Government Degree College for Women, located in the prime area of Kakinada town (16°56'23.4"N 82°14'16.9"E) in Andhra Pradesh, spans a campus area of 7.16 acres and features a built-up area of 6765.895 sq. mts. Founded in 1962 with the motto: **'Sthree Vidya Pravardhatam' – 'Women's Education Shall Prosper',** the college was established by the Women's Education Society of Kakinada to promote higher education for women. It was transferred to Annavaram Devasthanam Trust in 1963, and subsequently taken over by the Government of Andhra Pradesh on 1st August, 1968. Recognized by the UGC, under section 2(f) and 12B in 1972, it transitioned from a composite to a degree college in 1997.

Accredited by NAAC with grades B+, B, and B in 2005, 2011 and 2018 respectively. The institution was granted Autonomous Status in 2015-16, which has been extended till 2025-2026. Initially affiliated to Andhra University until 2014, it is now affiliated to Adikavi Nannaya University, Rajamahendravaram.

Over the past five years, the college has offered 19 UG programmes, 2 PG programmes, and 67 certificate courses, primarily serving rural and underprivileged students. Adopting NEP 2020, it introduced 12 UG Honours Programmes (Single Major) in 2023-2024. These four-year programmes feature a Choice-Based Credit System, multiple entry and exit options, Community Service Projects, and Internships. The college emphasizes multidisciplinary and interdisciplinary studies incorporating Indian Knowledge System. The institution focuses on Outcome Based Education. M. Sc (Organic Chemistry) has been introduced in the academic year 2023-24. Registered with the National Academic Depository Digi Locker (NAD Id: NAD050467) to implement credit transfer through the Academic Bank of Credits.

The college operates with 998 students, 47 experienced faculty members and 25 non-teaching staff. The college infrastructure includes 19 classrooms, 10 well-equipped laboratories, 2 museums, and a library housing 32,796 books textbooks. The INFLIBNET centre provides access to over 6000 e-Journals and 1,99,500 e-books. There are 125 computers, 3 virtual classrooms, 3 digital class rooms, 7 LCD Projectors, broadband facility with 40Mbps to 300Mbps speed for ICT based teaching-learning. Residential facilities on campus including two hostels, (Student managed Hostel and Social Welfare hostel) accommodating approximately 360 students.

Vision

The vision of the institution is -

"To evolve into a premier institution imparting quality education embedded with values and skills leading to the development of the nation through the empowerment of women, especially those hailing from marginalized sections of the society."

Mission

The mission of the college is -

- To empower young women to face the challenges of life with courage and commitment.
- To mould the students as builders of a just and humane society founded on ethical values.
- To promote a learning community in which all, especially those from less privileged sections, form an integral part to create a holistic society.
- To provide need- based and skill- based training to create a workforce of women with abilities to globally compete, to entrepreneur and be self- reliant.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Efficient decentralised administration supported by good policies and procedures.
- Highly qualified, dedicated and committed teaching and non-teaching staff who strive for the welfare of the students.
- Integration of Community Service Projects, Internships and Certificate Courses into the curriculum to enhance community engagement and employability skills.
- Firm dedication to Environmental Education, Human Values, Ethics, and Indian Knowledge Systems.
- Mentor- Mentee system facilitating holistic development of the students.
- Proactive and disciplined students displaying eagerness to learn and progress.
- Utilization of technology with 3 Virtual Classrooms, 3 Digital Classrooms and 7 classrooms equipped with LCD facilities to integrate ICT in curriculum delivery.
- Adoption of G-Suit for online education, domain mail ids and Learning Management Systems (LMS) usage.
- Implementation of employability & skill-based training programmes, seminars, and workshops for global exposure.
- Facilitation of faculty and student exchange programmes.
- Establishment of 24 MoUs for collaborative activities.
- Implementation of offline/online feedback mechanisms from stakeholders.
- Operational NCC Unit under 3(A) Girls Bn, Kakinada.
- 2 NSS Units with enrolment of 200 students dedicated to community service.
- Provision of one Social Welfare Hostel and a Student Managed Hostel within the campus and welfare hostels for girl students in the vicinity.
- Organizing Blood Grouping sessions for all students in collaboration with Rotary Blood Bank.
- Conducting free Medical Check-ups for staff and students in collaboration with the local hospitals.
- Installation of RO plant for providing safe drinking water.
- Provision of special care and support to Divyangjan by offering scribes, rest rooms, ramps, examination fee exemption, 10% pass mark concession.
- Offering Scholarships, Free ships, and endowment prizes to the deserving students.
- Operation of Health and Counselling centre.
- Adoption of Solar Power generation with grid connectivity.
- Establishment of dedicated Training and placement cell.
- Integration of e- governance in academic and administrative domains.
- Maintenance of Green Campus with ISO certification.
- Mobilisation of funds from Local bodies, Organizations, and the corporate sector for infrastructure development in the college.
- Establishment of an Innovation and Incubation Centre with 2 start-ups to foster entrepreneurial skills.

Institutional Weakness

- Inadequate number of classrooms to accommodate the student population.
- Significant dropout rates attributed to early marriages or economic hardship.
- Limited consultancy services
- Insufficient collaboration in research endeavours.
- Low enrolment rates in Post Graduate Programmes.

Institutional Opportunity

- Strategic location in the Special Economic Zone (SEZ) offering abundant employment prospects.
- Home Science, Aquaculture Technology, Horticulture and Commerce programmes pave the way for entrepreneurship avenues.
- Proximity of State and National organizations such as NIH, SIFT, CIFE offers students valuable hand-on experience opportunities.

Institutional Challenge

- Mitigating student dropout rates.
- Enhancing infrastructure facilities.
- Strengthening consultancy services.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has a clear vision of imparting quality education embedded with values and skills, aiming to empower women and contribute to national development. To achieve this, the college offered 19 UG and 2 PG programmes. In the academic year 2023-2024, the institution adopted single major system and introduced 12 multidisciplinary undergraduate programmes with choice-based credit system, and multiple entry and exit options. The programmes offered by the institution are tailored to meet local, regional, national, and global developmental needs, enhancing student's knowledge, skills, and employability.

The curriculum is meticulously designed by expert committee members during Board of Studies (BoS) meetings within individual departments. Utilizing the flexibility offered by autonomy, the curriculum is revised up to 20% annually to bridge the gap between industry and academia. Course outcomes, learning outcomes, departmental action plan are discussed and approved by the BoS. New programmes and courses are introduced based on the learner interests and job market trends. Over the past five years, the college has introduced 9 new programmes, and 340 new courses to align with evolving developmental needs. Decisions made by BoS are subsequently approved by Academic Council and Governing Body for implementation.

To enrich the curriculum, the college integrates certificate and value-added courses, field trips, field projects, internships, community service projects. Cocurricular and extracurricular activities are given weightage in the Continuous Internal Assessment process. Over the past five years, the institution has offered 67 certificate courses focusing on skill development and the Indian Knowledge System. In this period, 447

students completed MOOCs offered through CISCO; 51 Students completed Udemy course in 'E- Learning' and 36 students completed MOOCs through Coursera.

Following NEP 2020 guidelines, community service projects and internship are made integral part of curriculum to meet industry demands. In the past five years, the college has completed a total of 827 field projects, 1134 Community Service Projects, 779 Short-Term Internships, 372 Semester internships and 48 PG projects.

The curriculum integrates cross-cutting issues such as HVPE, Environment & Sustainability and Gender to enhance awareness and sensitivity among students. This is accomplished through a combination of curricular, cocurricular and extracurricular activities. The institution maintains a structured feedback system, collecting inputs from students, teachers, alumni, and industry to continuously update and refine the curriculum.

Teaching-learning and Evaluation

The institution offers multidisciplinary, flexible, outcome-based, and learner centric education tailored to contemporary societal needs. The teaching learning and evaluation processes are meticulously planned with annual academic calendar, semester-wise and faculty-wise curricular plans, institutional timetable, examination schedules, and strictly adhering to barring unforeseen circumstances. Implementation is monitored through regular reviews and student feedback by IQAC.

- The institution has 50 well-qualified, experienced faculty members, with 25% holding Ph. Ds, 30% pursuing Ph. Ds, 3 with M. Phils, 38% with NET/SET qualification.
- Dr. P. Sanjotha received State Best Teacher award in 2022, and Dr. M. Suvarchala in 2023.
- The student-teacher ratio is 23:1 with an enrollment percentage is 74.3% over the past five years.
- Percentage of seats filled against reserved categories is 82.41%, with actual enrolment from reserved categories reaching 129% demonstrating the college's service to first generation learners from underprivileged sections.
- The institution conducts Induction Programme for newly admitted students to familiarize them with the systems and procedures of the college, code of conduct etc.
- A Bridge course is conducted to address knowledge gaps.
- Students are categorised into slow, moderate, and advanced learners based on their performance in classroom and examinations. This is addressed through differentiated curriculum delivery methods for each group.
- The college has a strong mentor-mentee system supports student's physical, academic, mental, and psychological well-being.
- The institution implements student-centric methods such as experiential, participative, collaborative learning, and problem-solving methodologies.
- ICT is effectively integrated into teaching, learning and evaluation, with 68% of the classrooms equipped with ICT infrastructure and making the campus Wi-Fi enabled.
- Faculty are trained in ICT to enhance teaching capabilities, with most involved in generating LMS videos.
- IT integration in examination process has improved examination procedures, reducing the average result declaration time to 21.6 days.
- The programme outcomes are designed by IQAC based on the graduate attributes and global

developmental needs, while Course Outcomes are designed by individual departments and they are communicated to students at the beginning of each semester.

- POs are mapped with COs, benchmarks set for each assessment level, and their attainment is assessed based on the percentage of students meeting these benchmarks.
- 2022-2023, 76% of students passed the institution's exams.
- An annual Student Satisfaction Survey is conducted to assess student satisfaction with teaching, learning and evaluation, and improvement measures implemented based on feedback analysis.

Research, Innovations and Extension

The institution has a well-defined research policy that has strengthened its research culture.

Over the past five years:

- 46 faculty members published books/chapters in edited volumes, and published 52 research papers in UGC CARE/Scopus and peer reviewed journals under the guidance of the Research advisory Committee.
- The college organized 5 national seminars, 2 webinars, and 15 workshops. 1,169 students participated in workshops, 288 students in national seminars and 178 students in webinars.
- Under RUSA 2.0, a Student Training programme in Chemistry, a Student Study project in Microbiology were conducted during 2018-19.
- 19 faculty members are with Ph. D degrees, six of them received their doctorates in the last five years.
- The institution has access to online research content through INFLIBNET, SodhSindhu, SodhGanga, JSTOR and other e-journals.
- 53% of faculty participated in FDP's enhancing their proficiency and research skills.
- In 2023, the institution was recognised as research centre by Adikavi Nannaya University.
- Dr. K. Anitha, Lecturer in Chemistry, is guiding two Ph. D Scholars from 2023-24.
- Dr. M. Sulakshana, lecturer in Botany received the Prof. B.G.S Rao Memorial Prize for Best Thesis from Andhra University in 2023.
- Faculty are encouraged to apply for research projects, The college received INR 67, 500/- in research funding under RUSA 2.0.
- Establishment of a Central Instrumentation Lab is under progress.
- The Innovation and Incubation Centre supports start-ups, Blossoms nursery & Yuva Crafts.
- Institution has 24 functional MOUs.
- Field Projects and Community Service projects are integrated into the curriculum to foster research aptitude and community orientation among students. 353 students completed Field projects, and 1089 completed community service projects during the last five years.
- The institution fosters Indian Knowledge system Certificate Courses, Celebration of Sankranthi Sambaralu, offering skill courses such as Performing Arts, Indian Knowledge, and Science.
- The institution is known for its commitment to community service by conducting 100 community outreach programmes through NSS units, NCC, Red Ribbon Club and various departments. NSS special

camps were conducted in the adopted areas. Appreciation letters were received from local authorities for the services rendered.

- Rallies on AIDS prevention, Soil conservation, Beach clean-ups, donations to orphanages, blood donation camps, Olive Ridley conservation are a few extension activities to mention.
- Student volunteers with 'All is Well' NGO, dedicate three hours a week for environmental promotion initiatives.

Infrastructure and Learning Resources

The college has adequate infrastructure and physical facilities spread over 7.16 acres of land with a built-up area of 72,827.485 sq. ft., catering to the teaching and learning process, as well as cultural and sports activities.

- There are 19 spacious classrooms, out of which 13 are equipped with ICT facilities.
- There are also 10 laboratories distributed across 8 Science Departments.
- Other physical facilities include a seminar hall for organizing seminars, workshops, and meetings, an open-air auditorium for cultural and extracurricular activities,
- A well-equipped Jawahar Knowledge Centre for training in hard and soft skills for job readiness and conducting job drives.
- The campus also features ramp facilities and accessible toilets for students with special needs.
- There are two hostels on campus, one managed by students (SMH) and another social welfare hostel, each accommodating 180 students.
- The spacious playground includes courts for Volleyball, Shuttle, Ball badminton, Basketball, Tennikoit, Kho-Kho, and Kabaddi, with sufficient equipment.
- The college also offers a 9-station gym and 1 open gym facilities. Yoga day is celebrated annually, and certificate courses on yoga and self-defence are offered.
- The college library is now fully automated using the Integrated Library Management System (ILMS), SOUL 2.0, providing access to 32,796 books, 14 journals (as of 2018), and 16 magazines necessary for academic purposes.
- The library operates from 9:00 AM to 6:00 PM on all working days, with an average footfall of 240 students and 15-20 faculty per day.
- The library has an automated Online Public Access Catalogue (OPAC).
- Both faculty and students are enrolled through an online platform with individual login credentials for access to the National Digital Library (NDL) and NLIST.
- The college has also enhanced its digital resources with 3 digital and 3 virtual classrooms, 7 classrooms with LCD projectors, 8 biometric devices,125 computers/laptops, (Additionally, 60 computers were purchased during 2023-24) SPRS Software, and 6 internet connections with speed ranging from 40Mbps to 300Mbps since 2018.
- A total of 23 lectures in LMS e-content were developed in four quadrant model during the assessment period.
- Over the past 5 years, the institution has continuously improved its infrastructure to meet growing demands, with an expenditure of Rs. 2,41,94,133/- on strengthening infrastructure and physical facilities.

Student Support and Progression

The institution strives for the welfare of students, the main stakeholders, by providing them the necessary financial, academic, skill and emotional support which enables them to pursue their Undergraduate Programme and progress for higher education or employment. Every care is taken to see that the eligible students are provided with scholarships from the government, Non-Governmental Organizations, and Freeships from the college. 91.46% students received scholarships over the past five years.

The institution provides career counselling through the dedicated Career Counselling cell, Jawahar Knowledge Centre, and Placement cell. The departments offer guidance/ coaching for PGCET, CUCET, Ed CET facilitating the students to progress for higher education. In the academic year 2022-23 three of our students have cleared the prestigious National Eligibility Test. 77.13% of students progressed to higher education and placements from 2018-23, and 13.77% students qualified state/ national level examinations.

The institution regularly conducts capacity building activities for enhancing students' soft skills, language and communication skills, life skills, mental health, physical fitness, health and hygiene, entrepreneurial skills, and awareness of trends in technology. For Physical well-being of students, the institution has indoor and outdoor sports facilities. Students are encouraged to participate in Intercollegiate, University, State and National level sports, games, and cultural events. 50 students participated and bagged prizes. For mental and emotional wellbeing, the institution conducts yoga certificate courses, celebrates Yoga Day, organizes meditation sessions. For ensuring health, medical check-ups are arranged, awareness programmes on health and hygiene are organized.

The institution has a strong grievance redressal mechanism through dedicated cells namely Grievance redressal cell, Antiragging cell, SC, ST, OBCs and minorities Cells. Online grievances are addressed through CE-grAM app.

The college has an active student union which has student representatives. They play a major role in organizing college events, maintaining campus cleanliness, and discipline. Union acts as a bridge representing student issues to the administration. To ensure transparency and groom leadership, students are involved as members in all the institutional committees and encourage their participation in decision making.

The college has a registered alumni association. Alumni contribute to the development of the institution by extending academic support in the form of guest lectures, workshops, participation in curriculum designing, they are the members of various institutional committees. Ms. Vanga Geetha, Former MP, Kakinada is the illustrious alumna of this institution, contributed 47,94,464/- from MPLADS for the construction of additional classrooms in March, 2022.

Governance, Leadership and Management

The institution's governance reflects effective leadership aligned with its mission to empower women, especially hailing from marginalized sections. Inclusive and participative governance is ensured through

decentralization including faculty and students in formulating policies, procedures, and decision-making process. It being a government college, the Commissioner of Collegiate Education, AP acts as administrative head, while the Principal leads the institution through statutory bodies like Academic Council, Governing body, Board of Studies, Finance Committee, and non-statutory committees.

The institution designed a 15-year comprehensive perspective plan and started implementing to achieve the desired goals by adopting suitable strategies. It includes time-bound short-, medium-, and long-term objectives, each spanning five years, covering academic and administration aspects. Focusing on outcome-based education, IQAC designs Programme outcomes (POs) and Programme Specific Outcomes (PSOs) and individual departments develop Course Outcomes (COs). IQAC reviews the attainment of these outcomes. Feedback on curriculum is obtained from alumni, students, teachers, and industry experts, which is analysed and utilized for curriculum design and development. IQAC monitors the quality initiatives of the institution through internal audits. Annual self-appraisals of faculty are evaluated and the scores obtained are considered for CAS.

The institution implemented NEP 2020, by offering multidisciplinary programmes with flexible and innovative curricula, Choice-Based Credit System, multiple entry and exit options. To foster community orientation and bridge the gap between academia and industry, Community Service Projects and Internships are integrated into the curriculum. Effective curriculum transaction is ensured through digital, virtual classrooms, enhancing ICT facilities, and utilizing e-learning platforms. The institution signed 24 MoUs during last five years for conducting inter-institutional collaborative activities, internships, and placements.

The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression. 53% of faculty attended FDPs and other training programmes to upgrade their proficiency. The institution pays its best attention on the mobilization of funds for the purpose of institutional development and upgradation of Skills which helps in educating and empowering women. An amount of Rs. 94,80,452/- was mobilized from NGOs, Philanthropists, and MPLADS in addition to government funds. The institution ensures optimum utilization of funds and it is verified through internal and external financial audits.

Institutional Values and Best Practices

Aligning with the vision, the institution is steadfast in its commitment fostering women' empowerment through the promotion of values and practices. Gender audits are conducted and gender sensitization is created through curricular, cocurricular and extracurricular activities. The safety of students is ensured and their needs are given utmost priority.

The institution actively pursues sustainability efforts, utilizing grid connected solar panels for energy and using LED bulbs /tubes, power efficient equipment to conserve power. The institution is implementing effective waste management systems for solid, liquid, and e-waste. Water conservation facilities such as rainwater harvesting sump, ground water recharge pits, and waste water recycling are available.

Aligning with the Green Initiative policy and eco-friendly ethos, the institution observes; No Plastic Day', No Vehicle Day,' restricted entry of vehicles in to the campus to reduce pollution, and engages the students in landscaping and clean-up activities. The college received ISO certification for environmental sustainability and energy conservation initiatives. The college promotes environmental sustainability activities beyond the campus and got appreciation certificate from NGO 'All is Well'. All students, NSS Units, NCC and departments

actively participate in these initiatives.

The institution prioritizes the creation of an environment accessible to people with disabilities by providing the required facilities such as Ramps, disabled-friendly toilets, signage boards, provision of scribe during examinations. The activities of the institution are aimed at enhancing tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities. Departments of Political Science, History and NSS Units celebrate the Constitution Day every year, contributing to the dissemination of knowledge regarding Constitutional values and ideals. A code of conduct is prominently displayed on the website for students, teachers, and non-teaching staff and awareness programmes are conducted.

Organizing SAMANA, student fair aiming at fostering entrepreneurial skills among the students and Cheyutha, involving visits and donations to old age homes are the best practices of the institution, Daily student-led assemblies foster a sense of community and harmony among the members. Job drives conducted through JKC and placement cell, Skill trainings offered through PMKY scheme under National Skill Qualification Framework, New Delhi to the local women who discontinued their studies focus on enhancing employability and career opportunities thereby ensuring women' empowerment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	A. S. D. GOVERNMENT DEGREE COLLEGE FOR WOMEN
Address	Church Square Park, Jagannaickpur
City	Kakinada
State	Andhra Pradesh
Pin	533002
Website	www.asdgdcw.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	V. Anantha Lakshmi	0884-2999071	9346512694	-	jkcrjyec.asdkkd@gmail.com
IQAC / CIQA coordinator	M. Vasantha Lakshmi	0884-2999072	9866023398	-	asd.iqac@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-01-1962

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	24-09-2015

University to which the college is affiliated

State	University name	Document
Andhra Pradesh	Adikavi Nannaya University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-06-1972	[View Document](#)
12B of UGC	01-06-1972	[View Document](#)

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Church Square Park, Jagannaickpur	Urban	7.16	6765.895

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BCom,Commerce,Honours Digital Marketing	48	Intermediate	English	40	0
UG	BCom,Commerce,Honours Computer Applications	48	Intermediate	English	60	64
UG	BCom,Commerce,Honours General	48	Intermediate	English	60	50
UG	BA,Economics,Honours Economics	48	Intermediate	English	40	28
UG	BA,Political Science,Honours Political Science	48	Intermediate	English	40	17
UG	BSc,Mathematics,Honours Mathematics	48	Intermediate	English	40	27
UG	BSc,Physics, Honours Physics	48	Intermediate	English	40	9
UG	BSc,Chemistry,Honours Chemistry	48	Intermediate	English	40	10
UG	BSc,Zoology ,Honours Zoology	48	Intermediate	English	40	40
UG	BSc,Botany, Honours Botany	48	Intermediate	English	40	28
UG	BSc,Computers,Honours	48	Intermediate	English	40	40

	Computer Science					
UG	BSc,Home Science,Honours Home Science	48	Intermediate	English	40	21
PG	MA,Telugu, Telugu	24	Any UG Programme with Telugu as Second Language	Telugu	40	0
PG	MCom,Commerce,EM	24	B. Com or BBA or BBM or BA with Accountancy	English	30	0
PG	MSc,Chemistry,Organic Chemistry	24	B.Sc programme with Chemistry	English	30	0

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				47			
Recruited	0	0	0	0	0	0	0	0	3	42	0	45
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	0	2	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				37
Recruited	9	17	0	26
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	15	0	15
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	0	10	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	2	18	0	20
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	333	0	0	0	333
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	97	154	124	137
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	31	37	36	21
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	185	257	261	239
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	39	53	44	51
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	12
Total		352	501	465	460

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Computers	[View Document](#)
Economics	[View Document](#)
Home Science	[View Document](#)
Mathematics	[View Document](#)
Physics	[View Document](#)
Political Science	[View Document](#)
Telugu	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NEP 2020 emphasizes the importance of a holistic and multidisciplinary education as it would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. With a vision of transforming into a holistic multidisciplinary institution, the institution has designed flexible and innovative curricula with multidisciplinary approach with Choice-Based Credit System (CBCS)/ Elective system. In addition to core courses the institution offers: A course on Human Values and Professional Ethics aiming at the development of humanistic, ethical, and universal human values of truth (Satya), righteous conduct (dharma), peace (shanti), love (prem), non-violence (ahimsa). Environmental Education course focusing on understanding major environmental issues in different perspectives and finding solutions and developing responsible behaviour towards protecting the ecosystems leading to environmental sustainability. Multidisciplinary Life Skill and Skill Development courses that facilitate the development of professional, technical, vocational and life skills. These are choice based and reflect the institutional approach towards the integration of humanities and science. The institution integrated a credit-based

Community Service Project into the curriculum after 2nd semester with a duration of 180 hrs. with 4 credits to promote community engagement and service. The students research on the socio-economic conditions of the community through surveys and find solutions to society's most pressing issues and challenges. Soft skills, communication skills are imparted for the all-round development of the students. 4 Year UG-Honours programmes (3 Major System) were introduced for 2020-2021admitted students with an exit option after 6th semester. The institution integrated a mandatory short-term internship into the curriculum after 4th semester with 4 credits and a semester internship of 15 weeks duration with 12 credits during the 6th semester to promote the employability of the students. The institution has 24 MoUs/ Collaborations with other institutions and industries for resources sharing, internships and placements. The students are guided by faculty mentors and the implementation is monitored by APCCE and APSCHE through the I MAP app. The college offered 67 certificate courses of above 30 hours duration over the past five years. All the certificate courses are choice based. The institution offered the following multidisciplinary and interdisciplinary programmes: Under Graduate programmes- B. Sc (Mathematics, Physics, Chemistry), B. Sc (Mathematics, Statistics, Computer Science), B. Sc (Mathematics, Physics, Computer Science), B. Sc (Chemistry, Botany, Zoology), B. Sc (Chemistry, Zoology, Aquaculture Technology), B. Sc (Chemistry, Botany, Microbiology), B. Sc (Chemistry, Botany, Horticulture), BA (History, Economics, Political Science), BA (History, Economics, Tourism& Travel Management), BA (Special Telugu, History, Political Science), B. Sc-Home Science, B. Com - General, B. Com (Computer Applications). Post Graduate Programmes: MA (Telugu), M. Com. From the academic year 2023-2024, the college implemented 12 UG Honours programmes (Single Major) which encompass multidisciplinary courses, Skill courses, Skill Enhancement Courses, Course on Indian Knowledge System, and Open Online Transdisciplinary Course which emphasize the multidisciplinary approach and flexibility with multiple exit and multiple entry options.

2. Academic bank of credits (ABC):	Aligning with NEP 2020, the institution has introduced Academic Bank of Credits (ABC) to facilitate the academic mobility of students with a freedom to study across the Higher Education Institutions in the country with an appropriate credit transfer mechanism from one programme to another leading to the attainment of a Degree/ Diploma etc., ABC shall deposit credits awarded by registered institutions into students accounts and stores them for a maximum period of 7 years. The institution has been registered under National Academic Depository DigiLocker facility of the government of India with NAD Id: NAD050467 for implementing credits transfer through Academic Bank of Credits. ABC accounts have been created for 2681 students so far, to enable them to avail the benefit of credits transfer that facilitates multiple entries and multiple exits while pursuing the chosen programme. Credit transfer into students' ABC accounts is under process.
3. Skill development:	The institution takes necessary measures to promote skill development among the students. The curriculum is designed and developed incorporating more skill components focusing on industry needs. In addition to core courses, the institution offered: Skill Development courses such as Plant Nursery Management, Electrical Appliances, Poultry Farming, Dairy Technology, Insurance promotion, Tourism Guidance, Business Communication, Advertising, Solar Energy, Survey and Reporting, Social Work Methods, Retailing, Financial Markets etc. and Life Skill Courses such as Information and Communication Technology, Human Values and Professional Ethics, Environmental Education and Analytical skills etc., aiming at the employability and skill development. • A short term and semester internships are made mandatory to expose the students to real time situations and make them industry ready. So far, 779 Short-Term Internships, 372 Semester internships in different organizations and industries. • The College imparts training on soft skills, Analytical skills, Communication Skills, and Computer skills and conducts job drives through Jawahar Knowledge Centre. • Under PMKVY 3.0 scheme, the institution offered skill training in 'Self-employed Tailor' course to local unemployed women in which 24 women got certification from NSDC, New Delhi. • Under PMKVY 4.0 scheme, 85 women

got certification in Associate Data Entry Operator course, and 48 got certification in 'Self-employed Tailor' course. • The college established 'Innovation and Incubation Centre' to nurture the innovations of students. IIC has two start-ups: 1. Blossoms Nursery: Production and sale of ornamental plants through grafting techniques. 2. YuvaCrafts aiming at production and sale of handicrafts. • The students participated in Women Entrepreneur Trade Fair 2022, organized by DRDA, Kakinada from 23-09-2022 to 05-10- 2022 and sold their products. •The institution organizes SAMANA, a student fair every year, to foster entrepreneurial skills. • Institution developed a Botanical Garden and a Horticulture Garden where Botany and Horticulture students get practical training on cultivation techniques. • Students maintain the kitchen garden in the college hostel and sell the produce to the staff and students as a part of an earn while learn programme. • To promote skill development, 67 certificate courses/ value added courses such as Post Harvest Technology-Preparation of Value-added products, Bakery and confectionery, Eco-friendly farming, MS Office, Type writing lower & Higher etc., were offered over the past five years. • Social service skills are promoted through the activities of 2 NSS units, NCC, and 2 months Community Service Project introduced after the second semester. • Managerial skills are enhanced by involving the students in all activities of the college such as conducting daily assembly, Management of students' Hostel, student union etc. • To promote interpersonal and intra-personal skills, the students are engaged in seminars, field trips, role plays, group discussions, problem solving, science exhibitions, field trips/ Industrial visits etc. • Institution promotes skill development by organizing workshops. Workshop on Life Skills, Emerging Technologies in the field of Computer Science, Modern Trends in Herbarium Technology, Filing of Income Tax returns, 5 G Wireless communication with Pantech-e learning are a few to highlight.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college takes all initiatives to integrate Indian Knowledge System effectively. • The college integrates teaching in Indian languages by offering Telugu, Hindi, and Sanskrit as second language which foster Indian culture and tradition among the students. Some of the programmes such as MA

(Telugu) are offered in vernacular language. Bilingual mode of curriculum transaction is implemented for better understanding of the concepts. • College library is the rich source of the Indian Knowledge system consisting of epics such as Ramayana, Mahabharata, Puranas, Vedas, some of the Upanishads, many literature books etc., • History courses offered by the institution emphasize the knowledge of unity in diversity of India, social reforms and Science & Technology of ancient India, religious reformation in India. •The Department of Sanskrit offered certificate courses on Bhagavad-Gita, Sarala, Sugama, and Vadathu Samskrutham. •Institution offered Performing Arts course which includes topics related to Indian culture such as stage arts like drama, and folk arts such as Yakshaganaalu,Tholubommalata, Burrakathalu, Harikathalu, Kolatam etc. • The Department of English conducted a 2-Day national seminar on Post colonial Indian fiction on 24th & 25th February 2023, reflecting Post colonial Indian culture. • The institution celebrates World Tourism Day emphasizing the UNESCO- World Heritage sites in India with special reference to AP. • History students completed a short-term internship at AP State Archaeological Museum, Kakinada focusing in the areas of ancient Indian manuscripts, Palm leaf scripts, Rock inscriptions etc. • College celebrates the festival Sankranti in the name of 'Sankranti Sambaralu' which reflects the culture and tradition of Telugu people. •Bharatha Natyam, Kuchipudi dance performances given by students on various occasions depict Indian culture. • Ms. V. Sri Varsha bagged 3rd prize in Bharatanatyam in an event organized by SETRAJ, Department of Youth Services, Government of Andhra Pradesh on 04-11-2022. • Ms. Sammakka I B. Sc (MPC) & team got first prize for Dhimsa, a tribal folk dance in the state level competitions held at Silver Jubilee College, Kurnool on 10-12- 2022 and in the competitions Conducted by Nehru Yuva Kendra, Kakinada on 06- 07-2023. Home Science students prepared puppets and used them creating awareness on 'good touch and bad touch' to the school children. • The Department of Botany conducted a medicinal plant drive and enlightened the students and local public regarding use and conservation of indigenous medicinal plants on 16-09-2023. • The institution celebrates

	International Yoga Day on June 26th every year to emphasize the significance of yoga and meditation in stress and health management. • Celebrated National Handloom Day on 07-08-2023 to promote the use of native handmade textiles. • The institution celebrates Constitution Day, Independence Day, Republic Day, Ekta Diwas etc., to enlighten the students on Indian History, Constitutional values, National Integration thereby igniting patriotic fervour in them. • Human Values and Professional Ethics course is offered to inculcate a value system among the students.
5. Focus on Outcome based education (OBE):	The institution has embarked upon Outcome Based Education (OBE), which is a student centric teaching and learning model in which curriculum delivery and assessment is planned to achieve stated objectives and outcomes. Programme outcomes (POs), Programme Specific Outcomes (PSOs) are formulated by the Internal Quality Assurance Cell of the institution by holding meeting with faculty members. Course Outcomes (COs) are designed and approved in the Board of Studies meetings. POs, PSOs are mapped to COs. After the outcomes are being defined, the curriculum delivery is planned through semester-wise curricular plans. These POs, PSOs, COs and curricular plans are communicated to students to give clarity on what they gain from a programme/ course they pursue and timelines planned for curriculum delivery. Teachers have the freedom of adopting different pedagogical tools. The student involvement is increased by assigning tasks that promote self-learning. OBE focuses on measuring student performance i.e. attainment of outcomes at different levels. Attainment of Course Outcomes is calculated through the performance of students in Continuous Internal Assessment and Semester end Assessment against the benchmarks set. Programme outcome attainment is calculated from semester-wise attainments, which is in turn calculated by taking the attainment in all courses into consideration and percentage of attainment is assessed.
6. Distance education/online education:	A.S.D. Government Degree College for Women (A) encourages online education to promote a blended mode of teaching and learning. Faculty members engage online classes through Google meet/ Zoom during holidays and for taking extra classes beyond college hours. The students and lecturers are

encouraged to register for MOOCs offered on SWAYAM platform.10 faculty members completed SWAYAM online course on Quality Assurance Through NAAC Accreditation Process (July to November 2022) in the proctored exam held on 25-02-2023 with high scores. The institution offered MOOCs namely 'Get connected,' 'Programming Essential in Python,' 'CCNA: Introduction to Network,' 'CCNAv7; Bridging' in association with CISCO. 447 students completed MOOCs offered through CISCO since 2018. The institution encourages students to complete MOOCs offered through different platforms. 51 Students completed the Udemy course in 'E- Learning' and 36 students completed MOOCs through Coursera. Teaching staff are encouraged to attend online FDP programmes by giving on duty facilities. 53% of faculty have completed online/offline FDPs offered by various institutions during the last five years. Students and staff use INFLIBNET for accessing journals and books online. Faculty are trained in ICT tools and content generation for Learning Management Systems. Log in credentials are created for staff and students for making use of Learning Management Systems developed by AP Collegiate Education and AP State Council of Higher Education. Virtual classrooms and digital classrooms of the college are used for conducting online guest lectures and webinars. During the academic year 2023-2024, it is made mandatory for all faculty members and first year students to complete at least one online course on edX platform. At present the institution is not offering programmes through Distance Education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The institution has set up Electoral Literacy Club (ELC) comprising faculty coordinator (Nodal Officer), faculty members representing all programmes, students' coordinator, and student members from all classes. ELC functions as per the norms of Election Commission of India.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs	Yes. The college appointed Students' coordinator and coordinating faculty members. Ms. G. Pavani Devi, Lecturer in Economics- Faculty Coordinator Ms. P.

are representative in character?	Leena, Lecturer in Chemistry- Faculty Coordinator Ms. G. Sowjanya, Lecturer in Commerce- Faculty Coordinator Ms. PV Bhuvaneswari Devi, Lecturer in Political Science -Faculty Coordinator Ms. B. Vineela, II BA (HEP) -Student Coordinator I Ms. A. Anna Sowmya, II B. Sc (CBZ)- Student Coordinator II Ms. M. Sri Lakshmi, II B. Com (General)- Student Coordinator III Yes. ELC is functional. The ELCs is representative in the composition by having student members from all groups from all the semesters, ensuring that students are there from every category.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Voter Registration Drives: The ELC of ASD Government Degree College has organized student-led voter registration drives, targeting both students within the campus and community in the adopted areas. ELC members have assisted eligible voters, including underrepresented groups like persons with disabilities, senior citizens, illiterates etc., in completing the registration process. ELC was instrumental in providing guidance and support in overcoming barriers to registration for these groups. EVM and VVPAT Awareness Drives: The ELC of the institution has organized extensive campaigns to educate voters on the functioning of Electronic Voting Machines (EVMs) and Voter Verifiable Paper Audit Trail (VVPAT) systems. ELC have conducted hands-on demonstrations and interactive sessions to familiarize citizens, especially first-time and young voters, with the process of casting votes using EVMs and verifying their votes through the VVPAT slips. In this connection ELC collaborated with election authorities to live demonstration of the working of EVMs and VVPATS in the college for young voters to witness the process to enable them to understand the transparency in voting process. The ELS members have actively addressed common misconceptions and concerns regarding the reliability and integrity of electronic voting systems through these awareness drives. By empowering citizens with knowledge about EVMs and VVPATs, the ELCs have contributed to enhancing public confidence in the electoral process and promoting transparency in the use of these technologies. Voter Awareness Campaigns: The ELC has conducted comprehensive voter education campaigns to inform citizens about their electoral rights and responsibilities. ELC has organized interactive sessions, awareness rallies to

	promote understanding of electoral processes and the importance of informed and ethical voting. This included door to door campaigns and focused group discussions. ELC also displays voter awareness content and related information through Wall Magazine. Outreach to programmes in collaboration with NGOs and Media: The ELC of the institution has collaborated with local organizations and civil society groups working to ensure inclusive and equitable access to electoral information and participation. Ethical Voting Promotion: The ELC has organized group discussions to highlight the importance of ethical and informed voting practices among the students. ELC has encouraged students and the wider community to make informed choices based on candidates' policies and integrity, rather than on factors like money. Celebration of National Voters Day: Every year ELC celebrates National Voters Day by conducting activities like quiz, Group discussions, Elocution competitions and debates to create awareness among the young voters.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Through ELC, in addition to the above-mentioned activities, college has conducted awareness drives, highlighting active citizen participation and contribution in advancing democratic values and participation in electoral processes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Through Continuous Voter Registration Drives in collaboration with District election authorities, college has ensured that all the students above 18 years, who are yet to be enrolled as voters in the electoral roll.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1128	1266	1217	1192	1121
File Description			Document	
Provide Links for any other relevant document			[View Document](#)	
Institutional data in the prescribed format (data			[View Document](#)	

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
386	391	374	351	328
File Description			Document	
Provide Links for any other relevant document			[View Document](#)	
Institutional data in the prescribed format (data			[View Document](#)	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	41	43	42	46
File Description			Document	
Institutional data in the prescribed format			[View Document](#)	
Certified list of full time teachers			[View Document](#)	

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 77

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
64.38	67.04	31.41	90.50	168.11

Other Upload Files	
1	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The institution is renowned for empowering women from marginalized sections of the society, by providing value-based quality education. Curricula of the programmes offered are designed in tune with the local, regional, national, and global developmental needs with well-defined learning objectives and outcomes, and implemented with the goal of equipping students with essential skills. The institution focuses on Outcome Based Education. Reflecting the same, Programme Outcomes (POs), Programme Specific Outcomes (PSOs) of all programmes are formulated by IQAC and Course Outcomes (COs) are designed and approved in the Board of Studies meetings of the respective departments.

Curriculum design, development, and implementation:

Curriculum of all the programmes is revamped at the beginning of every academic year in the meetings of Board of Studies (BoS) consisting of members from affiliating university, industry, subject experts, alumni, and students. The curriculum is designed following the frame work provided by UGC,and APSCHE, and has been restructured utilizing the flexibility offered by autonomous status. Considering the syllabus of competitive examinations, university entrance tests and feedback from students, industry, alumni, and teachers, up to 20% of the syllabus is revised annually, to enhance student's knowledge, skills, and aptitude in their respective domains. 340 new courses are introduced across 19 UG programmes in the past five years. To bridge the gap between industry and academia, the institution has designed 67 certificate courses and value added courses (both offline and online) focusing on skill development and Indian Knowledge System. Life Skill Courses and Skill Development Courses are offered to inculcate life skills, ethics, and values. In line with the guidelines of NEP 2020, Community Service Projects, internships have been integrated in to the curriculum to make the students more community-oriented and industry-ready. The curricula of all these courses are approved by the BoS following detailed discussions and deliberations. They are then submitted to the Academic Council and Governing Body for approval. Once final approval is obtained, the curriculum is implemented through meticulous planning.

Curriculum Relevance

Local and Regional perspective:

Kakinada, the port city, offers vast opportunities in aquaculture, Fisheries, Agriculture, Industrial and marketing sectors.

- The curriculum of the institution incorporates components that focus on management, logistics, economics, farming practices, rural development, sustainable industrial practices, environmental impact assessment, marine biodiversity conservation and sustainable management of coastal communities, medical diagnostics, renewable energy resources, health, family dynamics. This integration provides ample opportunities for employment and entrepreneurship.
- The curriculum is enriched with an understanding of the region's cultural heritage, including traditional arts, literature, and practices that promote cultural preservation.

National Perspective:

- The curriculum developed and implemented aligns with national skill development initiatives, preparing the students for emerging industries at national level.
- The computer courses offered by the institution emphasize technology integration across various sectors, digital literacy and innovations relevant to national developmental goals.
- The curriculum is also enriched with values and ethics to promote ethical conduct among the students, contributing to a prosperous, just, and cohesive nation.

Global Perspective:

- The curriculum of the institution provides a comprehensive understanding of global markets, international trade policies, global supply chains, enabling the students to actively participate in the global economy.
- It addresses critical global challenges such as climate change, sustainable development goals (SDGs), global health issues, and international relations. These topics broaden students' perspectives and prepare them to be informed and engaged global citizens.

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

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The institution offers programmes that focus on employability, entrepreneurship, and skill development. The course syllabi are revised annually with a 20% change through Board of Studies to incorporate contemporary requirements. New skill-based courses are introduced from time to time to align with dynamic industrial needs.

The curriculum is designed to include hands-on training, field projects, and internships allowing the

students to apply theoretical knowledge in practical settings. This approach enhances their understanding of real-life situations, and equips them with essential skills such as critical thinking, analytical abilities, communication skills, leadership qualities, problem-solving abilities, and collaboration skills. Understanding real-life situations and current job market trends is crucial for effectively preparing students for their future careers.

By fostering self-reliance and elevating living standards through skill development, the curriculum contributes to the holistic development of students. Consequently, this leads to overall growth of the nation's economy and plays a vital role in nation-building.

The curriculum of various programmes offered by the institution that provide opportunities for employability, entrepreneurship and skill development are outlined below.

B.A (HEP) /HETT/ THP curriculum equips the students with the knowledge required for various competitive examinations conducted by APPSC, UPSC and other governmental and non-governmental organizations. It fosters critical thinking, analytical and research skills thereby, enhancing employability and entrepreneurial capabilities.

Tourism curriculum covers historical concepts and offers significant opportunities in tourism and travel management.

The curricula of Special Telugu, English, and Hindi focus on creating employment opportunities in teaching, print media, electronic media, translations, creative writing and preparing students for competitive exams.

B. Com (General) curriculum develops skills in recording financial transactions, preparing records, and planning to register a business firm. It also focuses on expertise in entrepreneurship /start-ups, as well as in the advertising, and banking sectors.

B. Sc (MPCS) & B. Com (CA) syllabi build a strong foundation in algorithmic thinking and problem-solving techniques. They cover essential skills in 'C' Programming, DBMS, Web Technologies, E-Commerce and Big Data analytics, Data Structures, Software Engineering, OS and Web Interface development with PHP and MySQL. These skills are crucial for both employability and entrepreneurship.

B.Sc MPC curriculum offers employment opportunities in industries such as nanotechnology, pharmaceuticals, polymers, soaps and oils, natural gas, and research and development. The Program provides skills that facilitate employment in data analysis, quality control and technical support.

B.Sc CBZ, CBHT, CBMB & CZAqT curricula provide abundant employment opportunities in chemical and pharmaceutical companies, food processing industry, quality control, disease diagnosis and related fields. These programmes also offer numerous entrepreneurial opportunities in aquaculture and allied areas, establishing plant nurseries, land scaping, Bonsai making and other related ventures.

The curriculum is meticulously crafted to ensure that students gain practical experience and essential skills, preparing them for successful careers and contributing to the nation's development.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 50.2

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 247

1.2.1.2 **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 492

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The institution integrates cross-cutting issues into its curriculum aligning with the Sustainable Development Goals and NEP 2020. This includes mandatory courses on Human Values and professional Ethics (HVPE), Environmental Education and courses integrating gender issues. The curriculum is

delivered through regular classroom lectures, study projects as well as co-curricular and extracurricular activities.

The **HVPE curriculum** emphasizes instilling human values in individuals through historical examples and ancient texts, focusing on ethics essential for professional excellence and fulfillment.

Environmental education is integrated across all disciplines to raise awareness about environmental issues. It encourages students to explore environmental problems, and fosters a comprehensive understanding of environmental degradation and conservation. Students undertake mini-projects addressing environmental issues as part of their Community Service Project.

Gender issues are integrated into the curricula of courses such as B.Sc Home Science and Zoology. Toipcs covered include anatomy of the reproductive system, puberty and menstrual changes, nutritional requirement for pregnant and lactating women, adolescent nutrition, human trafficking, domestic violence, child marriage, pregnancy complications, social reforms focusing on women, and legal provisions for women. This ensures a holistic approach in understanding gender related issues.

Implementation through co-curricular, cultural and extension activities:

Activities focusing on ethics and values include

- Celebration of festivals from all religions, and national festivals.
- Commemorating eminent personalities like Swami Vivekananda, Dr. B.R. Ambedkar, Mahatma Gandhi, and others.
- Visits to orphanages and old age homes to provide students with a stark view of society, and motivate them to work for the needy and underprivileged.

Environmental Initiatives:

- Collaboration with the NGO 'All is Well' students dedicate three hours every Sunday, for activities like banning plastic, plantation drives, Olive Ridley conservation, beach cleaning and Seed Bomb preparation. The institution has received an appreciation certificate for these efforts.
- Demonstrating renewable energy production and water conservation, the institution raises awareness about the importance of conserving natural resources.
- To provide deeper insights into environmental issues, Eco club conducts activities like observing Environment Day, Earth Day, Water Day, Plastic Free Day, and Vehicle-Free Day and distributing clay idols of Vinayaka.
- Students at Student Managed Hostel maintain a organic kitchen garden to deepen the understanding of environmental issues.

Gender Equity initiatives:

- The institution conducts gender audits and implements measures to promote gender equity.
- Gender issues are addressed through workshops and seminars on gender sensitisation.
- The Women Empowerment Cell (WEC) educates students on women's education, leadership, violence prevention, women's health, and nutrition. WEC emphasizes the importance of women's empowerment in fostering a gender equal society through extension lectures.

- The Department of Home Science organized a workshop on 'Puppetry Training' enabling the students to conduct an extension activity on 'Good Touch & Bad Touch' awareness in local schools.
- The institution offers self-employment training courses on 'Self-employed Tailor' and 'Data Entry Operator' through the PMKVY scheme.
- Gender equity & sensitization are further promoted through celebration of National Girl Child Day, extension lectures on topics like 'Women in leadership' in collaboration with Lions Club, and national workshops on 'Personal Safety Education,' 'Gender Sensitization: Legal Aspects, Gender Mainstreaming issues and Challenges.'

Extra-curricular activities integrating cross-cutting issues:

- Counselling sessions on women's safety.
- Participation in an All India Trekking Expedition, and a Trekking camp in Nilgiri.
- One student received "Women Kick Boxer Award" from the state government, highlighting achievements in sports and their recognition in non-traditional fields.

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

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 67

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 21

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 21

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 74.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
352	501	465	460	445

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

2022-23	2021-22	2020-21	2019-20	2018-19
610	640	640	550	550

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 82.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
250	259	257	239	227

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

2022-23	2021-22	2020-21	2019-20	2018-19
305	320	320	275	275

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The institution offers comprehensive support and development programmes tailored to students' varied learning levels.

Bridge course is conducted to address the gaps in students' knowledge as they transition to undergraduate studies. Pre- and post-bridge course tests are conducted to assess the academic levels and measure their progress. Continuous Internal Assessment is done through performance in mid-semester

examinations, participation in co-curricular and extracurricular activities. Based on classroom engagement, internal assessment performance, the students are classified into slow, moderate, and advanced learners. Benchmarks are set at 40% and 70%, classifying students who score below 40% as slow learners, those between 40% and 70% as moderate learners and those above 70% as advanced learners.

Strategies to support slow learners:

For students with lower cognitive and comprehension abilities, the college implements supportive and corrective measures through academic and psychological interventions.

The institution has a strong **mentor-mentee system** to ensure personalised attention, counselling and guidance required to enhance the understanding and competence of slow learners.

Innovative pedagogical methods such as peer learning, group learning, case studies and experiential learning methods such as field visits, educational tours, industrial tours are adopted to make learning more interactive and practical.

The institution provides a variety of **educational resources** such as handouts, study materials, previous question papers, question banks, Pdfs, YouTube videos, LMS etc., to cater to the differential preferences and enable self-paced learning.

The faculty interact with fellow teachers to discuss the strategies for the improvement of slow learners.

Parent teacher meetings are conducted to garner support in implementing necessary measures for the progress of slow learners.

Remedial coaching is given before examinations to address the learning gaps and preparing them for better performance.

Initiatives taken to encourage advanced learners:

The institution adopts an integrated approach for nurturing well-rounded educational experience for advanced learners.

They are encouraged to **participate in state, national and international conferences, seminars, and workshops** to expose them to cutting-edge research, trends, and ideas beyond the classroom.

Study projects and field projects:

They are assigned study projects, field projects, organic manure preparation to promote skill development required to solve real-world problems and contribute to environmental sustainability.

MOOCs, Certificate courses: They are encouraged to complete MOOCs offered on Microsoft, CISCO, Udemy, SWAYAM platforms, Certificate / Value added courses offered by the institution which cover specialized topics, emerging technologies equipping the students with relevant competencies for future careers.

As mentors:

Each advanced learner mentors 4-5 slow learners assisting them academically. This process would benefit the advanced learners in enhancing their understanding of the subject matter, improved communication skills, boosted confidence, increased empathy and patience.

Involvement in committees and clubs:

They are included as members of Internal Quality Assurance Cell, Board of studies, other college committees and clubs to involve them in curriculum designing and decision-making process. This involvement broadens their perspectives and gives them valuable experience in organizational roles.

Guidance for Higher Education:

The institution extends support for their academic and career aspirations by offering guidance for exams like PGCET and other competitive examinations.

Recognition and encouragement:

Advanced learners are encouraged by gifting them subject books based on the grades obtained in examinations which furthers their enthusiasm. They are encouraged to participate in **job drives** conducted off-campus and on-campus to facilitate transition from academic life to professional life.

File Description	Document
Upload Any additional information	[View Document](#)

2.2.2	
Student - Full time teacher ratio (Data for the latest completed academic year)	
Response: 28.92	

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institution implements student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies, for enhancing learning experience, fostering active engagement and deeper understanding. Teaching plans are prepared in every semester incorporating the co-curricular and extra-curricular activities, pedagogical methods/tools used. Their implementation is monitored by IQAC through regular reviews and student feedback.

Experiential learning:

The institution prioritizes experiential learning through laboratory experiments, field trips, and project-based learning fostering critical thinking and problem-solving skills. Hands-on activities and real-world experiences enhance students' understanding, motivation, collaboration, and creativity, allowing them to apply theoretical knowledge in practical contexts and gain deeper insights into their field.

Initiatives of the institution for promoting experiential learning:

Internships at Venky Parenterals (Yanam), Sri City (Nellore), State Institute of Fisheries Technology, Avon Diagnostics, Apollo Hospitals, Solar systems, Kakinada, study projects at National Institute of Hydrology, and field visits to Uppada weaving units, Coringa Mangroves, Maredumilli forest, Kadiyam Nurseries etc. enhance the learning experience of students

Over the past five years, 1134 Students engaged in Community Service Projects to assess socio-economic conditions, problems encountered by the community and collaborate with local officials for solutions. 827 UG students completed field projects, 779 completed short-term internships and 372 completed semester-internships, and 48 completed PG projects.

Participative learning:

The institution promotes participative learning, emphasizing collaboration and active participation to enhance understanding, motivation, and retention. Peer learning is encouraged by grouping the slow learners with advanced learners which benefits both of them through knowledge sharing. The students are engaged in class seminars, debates, group discussions, poster presentations, role-plays to improve their writing, presentation, problem solving, communication and analytical skills. They are encouraged to participate in seminars, workshops led by eminent resource persons for deeper insights into the latest advancements, which helps in academic and professional development. Participation in cocurricular and extracurricular activities is made mandatory giving due weightage in the internal assessment. Students are actively involved in awareness programmes conducted in community such as 'cash less transactions, ODF, various schemes of government, literacy programs, awareness on HIV-AIDS, Consumerism etc.

Some of the participatory learning initiatives include manure preparation from degradable waste, ornamental plants production and sale, and products sale at SAMANA student fair.

Problem solving Methodologies:

The institution has problem-solving tasks and projects in the regular curriculum across various subjects, and adopts various problem-solving methodologies such as case studies, scenario-based learning, simulations etc. This approach leads to enhancement of students' intellectual capabilities, boosts confidence levels, and prepares them to face and overcome challenges in the real world effectively.

Use of ICT enabled tools for effective teaching- learning process:

ICT has revolutionized the teaching-learning process at the college. The campus is Wi-Fi enabled with 3 digital classrooms and 3 virtual classrooms, 7 classrooms with LCD Projectors and 185 computers (60 purchased during 2023-24) dedicated to ICT enabled learning.

ICT- enabled tools used:

Online resources: e-books, e-journals, web resources.

Multimedia tools: YouTube videos, podcasts, Virtual labs, simulations.

Online platforms: WhatsApp, Google classroom, Google Meet, Zoom, Cisco-Webex.

Assessment tools: Quizizz, Plickers, Kahoot.

LMS: from AP Commissionerate of Collegiate Education and APSCHE

and

e- Library resources: INFLIBNET, NDL, SWAYAM PRABHA.

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

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The institution prioritizes the effective allocation of students to mentors ensuring a tailored support guidance. Once the admission process concludes, the principal assigns students to mentors, who takes the responsibility of addressing academic, health related, and psychological issues. Each mentor is entrusted with a group of 10 to 15 students. Mentor maintains student profiles that contain academic, socio-economic, health related information. The profiles help the mentors in monitoring the student attendance, performance in the curricular, co-curricular and extracurricular activities closely.

To facilitate meaningful interactions, the institution dedicates one hour per week in the timetable for mentors to meet their mentees. During these sessions, mentors assess students' needs, address their grievances, and provide insights into career paths. They help students build networks and offer resources for personal growth. Mentors assist students in navigating campus life, connecting them with the clubs and extracurricular activities, fostering a natural connection between students and faculty.

Mentors also interact with parents through meetings, WhatsApp groups, and phone calls to plan strategies for enhanced student performance. They conduct group-wise and subject-wise result analysis, guide the students in enrolling for scholarships via the Jnanabhumi web portal, analyse monthly attendance, circulate examination fee payment notices and timetables, and extend support for their holistic development. During the Covid-19 pandemic, mentors utilized online platforms like Google Meet, Zoom and Google Classroom to support students academically and provide individual counselling to address psychological issues.

Mentors play a crucial role in guiding students in carrying out Community Service Projects, internships, and on-job training. Before beginning a community service Project, mentors educate on the goals, objectives, outcomes, and significance of the project in addressing community needs. They provide guidance on raising awareness about the problems faced by the community. Weekly log books maintained by the students are reviewed by the mentor to track the progress. Mentors also help students in choosing internship organizations based on career opportunities, assign tasks weekly, and monitor progress through the I-MAP App. They offer continuous assistance in report writing, preparation of final evaluations, and viva voce.

Mentorship programme has successfully addressed various physical, emotional, and psychological issues faced by the students.

For instance,

- P. Kusumanjali suffered from stress and anxiety, reported that her stress levels are reduced after mentor recommended counselling services.
- M. Devi of III B. Sc, who had considered discontinuing her studies due to family issues, decided to continue her education following a counselling session with her parents.
- V. Anjali raised a complaint about the poor quality of hostel food, which led to a change in the cook after the mentor consulted hostel warden.
- B. Revathi, who experienced tension during exams, received counselling from her mentor, which resulted in the alleviation of fear and anxiety.
- M. Kanchana, suffering from asthma and blood infection, was initially inclined to discontinue her studies, but after counselling for her and her mother, she decided to continue her education.

By building strong relationships with mentees, mentors have significantly reduced the dropout rate and continue to support their studies in all future endeavours. This comprehensive mentorship programme not

only ensures academic success but also promotes the overall well-being of students helping them navigate various challenges and achieve their full potential.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The Academic calendar provides a structured framework for planning and managing academic activities and provides a timeline for coverage of curriculum of the course. The Academic calendar of the institution is prepared by the IQAC involving faculty members, departmental heads, with the details of commencement and conclusion of semester, admission schedule, total teaching days, examination schedule, annual events, holidays. The copy of the calendar is circulated among all the students and staff and also placed on the website. All the events in the college are carried out strictly in adherence to the academic calendar.

Based on the academic calendar, the departments prepare departmental action plans and get them approved in the succeeding Board of Studies meeting. IQAC prepares institutional plan by incorporating all activities, meetings planned during the year and monitors its effective implementation.

Semester-wise curricular plans are prepared by each faculty member before the commencement of every semester with the details of syllabus breakdown, weekly teaching schedules, teaching tools, methodology, curricular and co-curricular activities planned. Curricular plans duly approved by the department in-charge and principal are communicated to students, displayed on the institutional website and department notice board. The teaching plans are comprehensive and include provisions for adjustments based on unforeseen circumstances such as unexpected holidays or changes in the examination schedules.

Framing a structured timetable is yet another step to ensure proper execution of the curricular plan. The preparation of the college timetable is based on academic calendar. Timetable committee interacts with all departments and prepares the college Master Timetable prior to the commencement of instruction for the semester. Every Department in turn prepares Departmental and faculty wise time-tables in consonance with the college master timetable. Timetables are integrated with the TLPMS app, where faculty members are mapped to their respective timetable.

Teaching Diaries are maintained by all the faculty members with details of the topic covered hour-wise, and the same are uploaded in the TLPMS app which facilitates the principal in proper monitoring of work done by each faculty member.

Periodical meetings are conducted in the departments to review the coverage of syllabi in reference to the academic plan. These reviews ensure that the syllabus is being covered as per the scheduled timelines. If any discrepancies or delays are identified, departments take corrective measures such as rescheduling extra classes. The principal holds regular staff meetings to review the implementation of institutional plan and curricular plans, discussing progress, and identifying challenges. IQAC plays a key role in monitoring the adherence to academic calendar and teaching plans through student' feedback and recommends improvements and ensures that necessary actions to be taken to enhance the quality of education.

Examination Cell prepares mid-semester and semester end examination time tables as per the academic calendar and communicates to staff and students.

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

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 87

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	48	48	48

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 24.68

2.4.2.1 **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 19

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 12.05

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 470

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 54.35

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 25

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 21.6

2.5.1.1 *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
8	32	35	16	17

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 5.43

2.5.2.1 **Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	137	50	57	59

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1097	1221	1169	1178	1113

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)

2.5.3

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

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

Examination procedures

The examination schedule is announced by the Examination Cell based on the Academic calendar provided by IQAC. Students are required to register for examinations by submitting their application forms and paying the requisite fee online. Hall tickets are issued prior to exams and are also made available on the Examination Cell website, and student login portal. On the examination day, students must bring their hall tickets and college ID. Examinations are conducted under strict supervision by invigilators, Observer, and a squad to prevent malpractices. After the examinations, external examiners evaluate answer sheets, and results are published on the college notice board and the official website within one to three weeks. Internal assessments, including assignments, seminars, Clean & Green and mid-term exams, contribute to the final score.

IT Integration

Since attaining autonomous status in 2015-16, the college has implemented a comprehensive IT integration strategy to enhance its examination procedures. In collaborating with M/S Manasa Software Solutions, Tenali, the college introduced the Student Performance Review System (SPES/SPRS) to streamline various tasks across pre-examination, during-examination, and post-examination modules, currently using updated version of SQL 2014.

In the pre-examination phase, IT integration encompasses student registration, issuance of registration numbers, elective mapping, Faculty Mapping, examination notifications, fee processing, application generation, hall ticket issuance, timetable creation, and room planning, ensuring smooth conduct.

During examinations, IT facilitates generation of attendance sheets, attendance entry via software, and report production, enhancing efficiency and accuracy.

Post-examination, IT integration involves generating award sheets after coding answer scripts, marks entry through software, and publishing results. Customized reports provide tailored insights for academic planning and teaching strategies. These reports include social status-based analysis, group and paper-wise results, teacher-wise analysis, department-wise, part-wise, class-wise, program-wise, and overall college analysis. Teacher-wise analysis evaluates teaching effectiveness, part-wise pass percentage identifies curriculum weaknesses, and batch-wise analysis monitors improvements over time.

Digitalization of exam records and security measures safeguard data integrity. The software update in 2021-22 introduced advanced features like web uploading of student data, online fee payments, application downloads, hall ticket generation, result checking, and faculty login for online entry of CIA marks, enhancing security and efficiency.

Future plans:

The college plans to introduce OMR-based answer scripts, online mid-examinations, and online evaluation, balancing technological innovation with ethical considerations and stakeholder needs for smooth and efficient functioning.

Continuous Internal Assessment (CIA):

Continuous Internal Assessment (CIA) is conducted for 50 marks, distributed as; 35 marks for mid-semester exams, 5 marks for assignments, 5 marks for seminars, and 5 marks for clean and green activities.

For the 2021-2024 batch, the CIA is scaled down to 25 marks, while for the 2022-2025 batch onwards, it remains at 40 marks . Courses carrying 50 marks have no CIA for batches upto 2022-2025. However from 2023-2026 batch onwards, CIA is conducted for 10 marks, which are allocated to assignment submission.

Starting from 2021-2024 batch, mid-semester exams include both subjective and objective assessments. The objective assessments evaluate conceptual understanding, while the subjective questions assess analytical and writing skills, ensuring a comprehensive evaluation of student's knowledge and abilities.

File Description	Document
Provide links as Additional Information	**View Document**

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The institution has clearly defined learning outcomes, including programme and course outcomes. These outcomes are integrated into the assessment process to ensure that the students achieve the desired educational goals.

Designing Programme Outcomes:

Programme Outcomes (POs) define what the students can demonstrate upon the completion of the programme. The IQAC of the institution plays a crucial role in formulating the Programme Outcomes. It collaborates with the departments, to design clear and measurable Programme Outcomes and Programme Specific Outcomes. Feedback collected from stakeholders is utilized to ensure that POs and PSOs reflect current trends and expectations in the respective fields. IQAC takes steps that POs align with the vision, mission, educational goals, and objectives of the institution. This helps in maintaining consistency and coherence across different programmes offered by the institution. IQAC works closely with departments

to integrate POs into curriculum design and development process.

Designing Course Outcomes and Learning Objectives:

Course Outcomes are specific measurable outcomes that describe what students should be able to achieve by the end of each course. The departments design of Course Outcomes (COs) and Learning Outcomes (LOs) as a part of curriculum design and development.

- Departments identify the educational goals and objectives specific to their discipline and utilize them for defining COs and LOs. COs are discussed and approved in Board of Studies meetings and Academic Council approves POs, COs and LOs.
- Departments map course content to Programme Outcomes and Course Outcomes to ensure consistency and relevance.

Communication of POs & COs:

IQAC and the Departments communicate POs, COs, and Learning Outcomes to the students in the Student Induction Programme/ Orientation Programme conducted soon after the completion of admissions. POs- COs communication register is maintained by the concerned Departments. Programmes offered by Institution, POs, PSOs and COs are placed on college website for making them accessible to stakeholders. IQAC monitors their implementation through regular reviews and assessments.

Measuring PO- CO Attainment:

Focusing on Outcome Based Education, a systematic evaluation is taken-up to assess the extent to which students have achieved the desired goals. Departments report to IQAC, on the attainment of COs and POs as a part of quality assurance. IQAC analyses attainment of POs, COs and effectiveness of the programmes offered. This information is used for making necessary adjustments to the curriculum, pedagogy, and assessment practices to promote the culture of continuous improvement that facilitates successful careers and lifelong learning.

Assessment components:

COs & POs attainment is measured through Continuous Internal Assessment (CIA) and Semester End Examinations (FA).

CIA consists of two components. 1) CCAA   2) MSA

1. Co-Curricular Activities Assessment (CCAA): Performance in Seminars & Assignments is given weightage of 10 marks
2. Mid Semester Examinations (MSA): Average of two mid examinations is calculated for 15 marks.
3. The CIA and Semester End Examinations (FA) are conducted for 25% and 75% marks respectively. Bench marks are set for each assessment level i.e. for CCAA- 70%, MSA- 50% and for FA-35%.

Attainment of outcomes is calculated based on whether the students reached the bench mark.

It is done in 5 steps:

Step1: Mapping of COs and POs

Step 2: Setting bench mark for COs attainment at Course level

Step3: Calculating attainment of Course Outcomes.

Step 4: Calculating Programme Outcomes attainment for each semester (POA)

Step-5: Calculating Percentage of PO attainment for all semesters .

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 76.17

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 294

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.99

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The institution has established a comprehensive research policy, which is available on the website for transparency and accessibility. This policy outlines the strategic approach to nurture research culture and includes the following key components.

Incentives for publications: To promote high quality research publications, R & D cell offers incentives for papers published in UGC-CARE listed journals and those indexed in Scopus or Web of Science. Faculty members receive Rs 3000 per publication, with a maximum of Rs.5000 per academic year. From 2018-2023, 52 papers were published (44 UGC-CARE, 2 Scopus indexed, 4 web of Science, 2 peer reviewed journals).

Support for conference participation: The R&D cell encourages faculty to attend seminars, workshops, and conferences, supporting the faculty who present and publish papers with ISBN/ISSN numbers. On-duty facility is provided for such faculty. 46 books/chapters in edited volumes were published under this category over the past five years.

Collaborations: The cell encourages collaborative research and initiatives with other academic institutions, industries by facilitating MOUs. The institution has 24 functional MOUs to its credit during the last five years.

Ethical Standards and integrity: The research policy stresses on strict adherence to ethical guidelines to ensure integrity and credibility of research conducted in the institution.

Capacity building: Workshops, seminars, and training sessions are conducted regularly aiming at enhancing research skills of students and faculty. From 2018-2023, 3 seminars, 2 webinars, 19 workshops & student training programmes, 2 symposia, 2 FDPs were organized.

In line with NEP 2020, Community Service Projects are integrated into the curriculum for the 2020-2021 batch to foster research skills and community engagement. These include area surveys and socio-economic surveys, data analysis, and data interpretation.

Recognized Research Centre: In 2023, The Departments of Commerce and Telugu are recognized as research centers under Adikavi Nannaya University. The university allocated two research scholars to Dr. K. Anitha, Lecturer in Chemistry, boosting the institution's research capabilities and fostering an environment for advanced study and innovation.

Recognition and rewards: The faculty/students get recognition and rewards from the institution for their outstanding research contributions. 19 faculty members are with Ph. D degrees, six of them received

their doctorates in the last five years. 15 faculty members are currently pursuing their Ph.Ds. Dr. M. Sulakshana, Lecturer in Botany received the prestigious Prof. B.G.S. Rao Memorial Prize for best thesis on September 9, 2023.

Central Instrumentation Lab: To support research activities, the institution is planning for establishing Central Instrumentation Lab to ensure necessary resources are available to researchers, enabling them to conduct quality research. To initiate its establishment, the institution has begun procuring essential equipment such as Hot air oven, Bacteriological Incubator, Electrophoresis kit, Kettle equipment, Stephens Constant Equipment, Conductivity meter and Potentiometer etc., in addition to the existing equipment.

Digital Resources: The institution provides login credentials to faculty and students to access over 6000 e-Journals and 199500 e-Books, including e- resources such as SodhGanga and SodhSindhu on platforms like National Digital Library and NLIST. Both faculty and students have individual login credentials for the National Digital Library (NDL). The library has access to JSTOR database through credentials provided by the affiliating university.

Progress Monitoring: For assessing the progress of ongoing projects, the institution has a Research Advisory Committee.

Continuously updating research facilities, offering financial incentives, fostering collaborations, the institution cultivates a vibrant research culture.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 0

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 0

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 0.67

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.03

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 02

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
Copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 0

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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

Response:

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS) for the creation and transfer of knowledge. The institution has an Innovation and Incubation Centre (IIC) that invites and grooms the ideas from young minds and translates them into products and commercializes them for the benefit of the college as well as the students.

Innovation and Incubation Centre facilitated the creation of two start-ups, Blossoms Nursery & Yuva Crafts.

Blossoms Nursery, a startup initiated by the Department of Botany and Horticulture in November 2022 with the innovative idea of the students. The students trained in nursery management, grow saplings, and sell them to the public, staff, and students. The revenue generated Rs. 4,460/ was credited to CPDC.

Under the **Yuva Crafts** initiative, students create handicrafts after receiving training and hold exhibition-cum-sales both within and outside the college.

Both startups participated in Women Entrepreneur Trade Fair 2022, organized by DRDA, from 23-09-2022 to 05-10-2022.

"SAMANA"- This annual student fair promotes entrepreneurship., teaching students how to prepare budget proposals, banking transactions, and consumer behaviour. Over the past 5 years, 333 students have set up 106 stalls, with profits shared among the students who bid for the stalls. The institution offers an Entrepreneurship Skill Development course to foster ideas for entrepreneur opportunities and understanding of government polices related to starting an enterprise.

Intellectual Property Rights: In the last 5 years, 3 IPR workshops were conducted, with participation from 350 students and 40 staff members.

MoUs: The institution has 24 active MoUs with local industries and academic institutions, facilitating awareness sessions, student and faculty exchanges, field visits and internships.

Scientific temper: The institution fosters scientific temper by inviting experts from reputed organizations like BARC, NIH, SIFT, Central universities, JNTU. National Science Day conducted by the college involves inviting school students and conducting open houses with competitions on topics related to scientific contributions made by women which inspires the students for pursuing science careers. RUSA sponsored student training programme in chemistry and a student study project in microbiology enhanced students' enthusiasm for science and research. Field trips to organizations like SIFT and NIH provide firsthand exposure to scientific infrastructure and activities. Certificate course in 'Research Methodology' offered by Telugu department helped in developing research aptitude.

Indian Knowledge System: The Institution integrates the Indian Knowledge System (IKS) into curricular and co-curricular activities. A course on Indian Culture and Science is available for Arts students, while Performing arts course is open to all. Two skill courses, five certificate courses in yoga & meditation, three in Sanskrit language, one in classical dance, one on Buddhist Heritage sites in Andhra, one in Vedic Maths are offered. Additionally, one National Seminar on Post-colonial Indian Fiction & 1 Workshops on medicinal plants are related to IKS.

Festival celebrations organized by Home Science during cottage stays promote understanding religious and cultural diversity. International Yoga Day, National Handloom Day, and Constitution Day are observed to enlighten students about IKS. A Handloom Day rally involved 300 students and staff to promote handlooms. Sessions by Ramachandra Mission, Ramakrishna Mission, and Art of Living stimulate student's inclination towards Indian culture. Poem recitation and paraphrasing in college assemblies are a best practice. The harvest festival, Sankranthi, is celebrated with explanations of its scientific background. Students visit Uppada and learn about traditional weaving processes.

File Description	Document
Upload any additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: D. Any 1 of the above

File Description	Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 0

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

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

Response: 0.48

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

Response: 37

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	[View Document](#)
Links to the paper published in journals listed in UGC CARE list	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.55

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 42

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 0.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 0

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

The institution's extension activities have significantly impacted the neighbourhood community and sensitized students to social issues, promoting their holistic development. Over the past five years, various initiatives have led to tangible benefits and recognition, showcasing the institution's

commitment towards community service. Below are the case studies highlighting these outcomes:

Case Study1: 3 Hours for Society:

Initiative: In collaboration with 'All is Well' NGO, students dedicate three hours every Sunday (6-9 AM) to environmental stewardship through "3 Hours for Society" programme.

Activity: 40-50 volunteers participate in plantation, beach clean-ups, and awareness campaigns on waste management and water conservation.

Impact: This initiative enhanced students' environmental consciousness, leadership skills while promoting sustainable practices. It also positively impacted the environment by enhancing biodiversity and mitigating climate change. The college received an appreciation letter from All is Well NGO, for championing environmental sustainability.

Case Study 2: Visits to Old Age Homes:

Initiative: Institutional best practice, Cheyutha, involves regular visits to Janavali old age home, where students and staff interact with residents and contribute food, utensils, and clothing. which fosters a culture of giving among staff and students.

Impact: This initiative fosters empathy and intergenerational understanding, providing psychological comfort to the elderly. Exposure to aging-related challenges encourages some students to explore careers in healthcare and social work. These visits helped shaping socially conscious individuals committed an inclusive society, and better support systems for the elderly.

Case Study 3: Health, Hygiene, and Nutrition Awareness for Adolescents

Initiative: Home Science students conduct regular health, hygiene, and nutrition awareness programmes for economically disadvantaged adolescent girls in government schools and social welfare hostels.

Impact: This initiative fostered civic engagement and created a long-term positive impact on public health. By applying academic knowledge to real-world situations, the program benefited the adolescents and promoted the holistic development of students involved.

Case Study 4: Awareness Campaigns and Community Engagement Programs Through NSS and NCC:

Initiative: NCC & NSS units conduct impactful awareness campaigns and community programmes, including blood grouping, blood donation drives, ocean clean-ups, plastic eradication, and plantation drives. They also organize events like World Environment Day, AIDS Day, Constitution Day, Women's Day etc., in the adopted areas of Golilapeta and Muthanagar.

Impact: These initiatives benefit the community and equip students with essential life skills, driving them to contribute meaningfully for societal progress. These efforts have been recognized by local government bodies, underscoring the transformative impact of integrating community service with education.

Departments, clubs, and committees conduct extension activities related to their fields of study. Community engagement is integrated into the curriculum of the institution. Notably, the mandatory Community Service Project (CSP) at the end of the second semester requires students to identify local issues, collect data, and propose solutions. This hands-on experience allows students to directly engage with community challenges such as poverty, educational barriers, healthcare disparities, alcoholism, domestic violence, gender disparities. CSP enriches learning with real-world context and nurtures civic responsibility, inspiring students to become proactive change agents in their communities. The college received appreciation Certificate for conducting CSP and NSS activities.

File Description	Document
Upload any additional information	[View Document](#)

3.6.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	30	8	24	11

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.7 Collaboration

3.7.1

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

research during the last five years

Response: 24

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The college has adequate infrastructure and physical facilities spread over 7.16 acres of land with 72827.485 Sq. ft., built up area for teaching - learning process and for conducting cocurricular and extracurricular activities.

Maintenance of the existing infrastructure and the procurement of additional infrastructure is ensured by the regular meetings of the principal with the respective committees. Rs. **2,41,94,133 /-** was incurred on strengthening infrastructure and physical facilities from 2018-2023.

Facilities for Teaching-Learning:

- 19 spacious class rooms ranging in size from 78.6 sq. ft to 793.06 sq. ft.
- A seminar hall (804.2 sq. ft) for organizing seminars, workshops, and meetings.
- An open-air auditorium for conducting cultural and other extracurricular activities.
- 10 laboratories across 8 Science Departments, ranging from 140.7 sq. ft. to 1088.34 sq. ft.
- 60 Computers were purchased with accumulated special fee funds during 2023-2024, in addition to the existing 125 for student use.
- 17 desktop computers available for departmental and administrative use.
- Well-equipped Jawahar Knowledge Centre (JKC) aiming at fostering employable skills by offering training on soft and hard skills and for conducting job drives.
- Skill Development Centre for promoting employability skills.
- Well-equipped Zoology Museum (174.912 Sq. ft) with diverse native and exotic specimens.
- Botany museum with a good collection of specimens and herbarium.
- A Botanical Garden (5517.6 sq. ft) with 127 plant species and a Horticulture Garden (2814.18 sq. ft) to offer practical exposure to Botany and Horticulture students.

b) ICT facilities:

- 3 virtual classrooms
- 3 digital classrooms
- 7 LCD Projectors
- Internet facility with 6 Broadband connections, speed ranging from 40 Mbps to 300 Mbps.

c) Facilities for Sports and Cultural activities:

- Sufficient sports and games equipment.
- 9-stationed gym
- Open gym
- Spacious playground with Volleyball, Shuttle, Ball badminton, Basketball, Tennikoit, Kho- Kho, and Kabaddi courts for playing outdoor games.
- Indoor gaming aminities are available for playing Chess, Carroms, Table Tennis.
- Yoga and meditation centre for physical, psychological, spiritual, and emotional well-being of the stakeholders.

d). Other Facilities:

- Administrative block with a chamber for Principal and another for administrative office. Examination Cell with security cameras, computers and printers, high speed internet, examination software, Xerox facility, and equipment necessary for the smooth conduct of examinations.
- Staff rooms in the departments for faculty members.

- Two hostels within the campus, one Student Managed Hostel (SMH) and another Social Welfare hostel accommodating 180 students each.
- NADEP Compost unit, Vermicompost unit, Tumbleton composter, Water management facilities as a part of green initiatives.
- Solar Equipment (20KW) installed in the campus with grid connectivity for generating solar power.
- Generator facility for uninterrupted power supply.
- Biometric machines for marking attendance of faculty and students.
- Ramp facility and Divyangjan friendly toilets for students with special needs.
- CCTV surveillance for ensuring safety.
- A Health Centre with facility for first aid and for providing health awareness through different activities.
- Parking facility accommodating 25 bikes and 120 bicycles.
- RO plant for providing pure and safe drinking water
- Canteen facility
- 31 washrooms for staff and students.

File Description	Document
Upload any additional information	[View Document](#)

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 57.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
17.72606	30.31873	16.0134	55.15031	122.73283

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college central library was established in 1962, spans 4992 sq. ft. It is housed in a spacious and well-ventilated building with a seating capacity of 150 users. The library boasts a rare collection of books on Indian Knowledge System, religious texts from all religions, Hindu scriptures. High-speed internet access enables students to utilize digital resources from National Digital Library, INFLIBNET and other sources. The library' physical collection includes 32,796 Textbooks, 14 Journals (subscribed in 2018) and 16 magazines. Additional resources encompass daily newspapers in Telugu and English, Educational CDs and DVDs, previous examination papers etc. The library is governed by a Library Committee chaired by Principal, and operates from 09.00 AM to 06.00 PM on all working days serving approximately 240 students, and 15-20 staff members daily. A register is kept at the library entrance in which the students and faculty members record in-and-out timings. This practice helps to determine the average footfall number of staff and students utilizing the library each day.

Students and staff also access digital resources platforms like Digital Library and NLIST. The library is enrolled in the NLIST program administered by the UGC – INFLIBNET centre, offering access over 6000 e-Journals and 199500 e-Books. including e- resources such as SodhGanga and SodhSindhu. Both faculty and students have individual login credentials for the National Digital Library (NDL). Between 2018-2023, the institution spent Rs. 802329/- on books and journals. The library has access to JSTOR database through credentials provided by the affiliating university.

Library automation began in 2011, as an initiative by the Commissionerate of Collegiate Education, Andhra Pradesh. The college library is now fully automated using the Integrated Library Management System (ILMS), SOUL 2.0, facilitating the students with access to 32,796 books. The library has an automated Online Public Access Catalogue (OPAC), allowing the users to search for information by author, subject, title, ISBN, and keywords. Users can also check the availability and status of books, request reservations and check their holdings.

The library conducts an induction session for newly admitted students, familiarizing them with library facilities and usage. Annually, it hosts a book exhibition on National Library Day. Open Access is provided to all stakeholders. The library is equipped with five computers, a printer, a xerox machine, a barcode printer, and a barcode scanner for in-house operations. Diverse collection includes books for various UG and PG courses, journals, reference books, works authored by distinguished authors, a book bank, and contributions from alumni. The reference section of the library supports the students preparing for competitive exams by providing books for GRE, TOEFL, Service Commission Group exams ISRB exams and more.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.9

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.4947	1.3734	0.08025	1.66838	3.40656

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution is committed to continuously improving its IT infrastructure and related facilities to support students and faculty, ensuring the adoption of new technologies and equipment as needed. Improvements are made with the approval of staff council.

An overview of the current IT facilities available in the college is given below.

- **Computer and laptop facility:** 125 computers are available for student use till 2022-2023. 60 new computers were purchased from accumulated special fee funds during 2023-2024.
- **Departmental Computers:** 17 desktop computers are allocated across various the departments and administrative use.
- **Faculty laptops:** Faculty use personal laptops for blended mode teaching.
- **Internet Connectivity:** The college utilizes BSNL Bharat Fibre Broadband and YOU Broadband services. A total of 6 internet connections are in place with speeds ranging from ranging from 40 Mbps to 300 Mbps, ensuring reliable and fast internet access.
- **IT policy** applies to all users of computers, software, networks, and data within the college. It focuses on data security with the implementation of encryption and access control measures, and making regular backups to safeguard data. The policy promotes use of technology for teaching, learning, and administrative work. It also ensures adherence to rules and assigns responsibility for actions and enforces compliance through disciplinary actions for violation.
- **SPRS Software Implementation:** A Memorandum of Agreement (MoA) was signed on 29-09-2015 with Sri Manasa Solutions, Tenali to implement the SPRS Software for a period of 5

years with AMC of Rs. 22,500/-. This facilitates secure and confidential student examination procedures. Free technical assistance was provided for the concerned staff during initial implementation. The agreement was renewed for 2021-2026 with advanced features.

- **16 CCTV cameras** are installed in key areas for campus surveillance.
- **8 biometric machines** are installed to monitor student and staff attendance.
- **APFRS App** is used for staff attendance monitoring.
- **TLPMS App** is used for consistent monitoring of the teaching-learning process.
- **3 virtual and 3 digital classrooms** are available for interactive and technology-enhanced curriculum delivery.
- **IT facilities expenditure:** Rs. 61,35,196 /- spent on IT facilities over the last five years, reflects a strong commitment to maintaining and upgrading the technological infrastructure.

The list of software /Apps used in the institution for supporting academic and administrative processes:

S. No	Name of the Department	Name of the software/App	Purpose of the software/App
1	Computer Lab	1. Turbo C	Used for C programming language, allowing developers to write, compile, and debug C programs efficiently.
		Java development Tool Kit -22	Java Development, providing a complete development environment with Apache, MySQL, PHP, and Perl.
		SQL*Plus (Structural Query Language)	Used for accessing and managing oracle databases.
		XAMPP- Open Source	Used for web applications
2	For Finance and Accounts in the office	PFMS	Used for financial management tasks and processes.
		CFMS	Financial planning and Management
		HCM	Managing employee information and payroll
		Payroll Herb	Managing staff salary details and payroll processing
		Fee App for students	For collecting fees from students
		OAMDC	For Online admissions
		Jnanabhoomi portal for scholarships	For student scholarships
3	Library	N-LIST	Used for accessing e-

			resources including e-books, journals, databases, and other academic materials.
		NDL	Used to collect information from e-textbooks, articles, videos, audio recordings, etc.
		SOUL-2.0 software	Library automation software used for managing library resources and operations.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

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

Response: 9.02

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

Response: 125

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio,

lecture capturing system(LCS) and related hardware and software for e-content development

Response:

57% of the faculty members actively contribute to generating e- content for undergraduate courses within their domains serving as content generators, state, and nodal level coordinators to enhance the Learning Management System of APCCE. The Commissionerate of Collegiate Education(CCE), Andhra Pradesh has successfully trained 90% the faculty through the Faculty Development Programmes focused on utilizing LMS tools such as Screencastify, Moodle, Canvas, Microsoft, OBS (Open Broadcaster Software), Podcast etc., Despite the institution lacking a dedicated audio-visual centre, mixing equipment, editing facility, media studio, lecture capturing system (LCS), related hardware and software for e-content development, faculty effectively utilize available online tools for e-content development. Additionally, the faculty members have access to the Media Centre recently established at P.R. Government College (A), Kakinada, which is the Nodal Resource Centre, for recording the lectures.

File Description	Document
Upload any additional information	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 34.81

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
36.51239	26.93926	26.85216	24.00334	32.41343

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The institution has effective procedures and policies for maintaining the physical and academic facilities.

The infrastructure usage and maintenance policy ensures that all stakeholders have access to updated facilities. It aims to meet both current and future needs effectively. The college committees spearheaded by the principal, regularly review, and make decisions on necessary improvements utilizing the users' feedback. Electrical devices and physical facilities are subjected to periodic maintenance, while laboratory equipment receives annual maintenance. Each department meticulously maintains stock registers, regularly updating them with new acquisitions and removal of obsolete items. Annual stock verification is conducted to ensure accuracy, and condemned items are auctioned off.

Maintenance of Physical Facilities:

The College has a Buildings Repair and Maintenance Committee that looks after the maintenance of buildings, class rooms, laboratories, library, sports facilities etc.

Annual maintenance and repairs are undertaken with CPDC approval, utilizing the funds from Autonomy Grants, RUSA funds and College Special Fee. The dismantling of old constructions requires prior approval from the Governing Body. This committee manages the construction, repair and maintenance of buildings and other essential facilities like water supply, power supply and maintenance of campus. All civil works are taken up through e-tender system by government agencies like R & B Division, Social Welfare Department and APRDC, adhering to established norms. The minor repairs related to electricity and buildings are handled by hired electricians, technicians, carpenters etc. The Staff Council meeting is convened periodically to assess the infrastructure needs and recommend repairs or additions. Funds are allocated to the concerned departments every year after need analysis.

Maintenance of Academic Facilities:

The In-charges of Science Departments are responsible for maintaining Laboratories. Annual internal inspection and stock verification is done to ensure proper upkeep of the stock. A specified amount is allocated from special fee funds for science laboratories of conventional courses, while restructured courses such as Computer Science, Microbiology, Aquaculture Technology, Horticulture and Computer Applications are funded through the Restructured Special Fee Fund. Government Budget, UGC-Autonomy grants, and special fee funds are allocated for purchase of Books and Journals. The Library Committee oversees the purchase of books. For the bills exceeding Rs.10,000, quotations are called from suppliers. After making a comparative statement, the lowest quoted supplier is considered for purchase of articles.

The utilization of ICT facilities for teaching and learning is recorded in the logbook. These facilities are upgraded from time to time based on the student requirements. The institution opens its doors for extension and skill development activities for girl students and women.

An amount of **Rs.1,46,72,058/-** was spent on physical and academic facilities from 2018-2023.

Maintenance of support facilities:

The institution is a preferred venue for conducting examinations such as the POLYCET and other competitive exams. Corporate organizations also utilize the college for interviews, group discussions, and recruitment drives.

The College has a playground for outdoor games like Kabaddi, Kho-Kho, Badminton, Throwball and Basketball along with sufficient equipment for indoor games such as Chess, Carroms, Table Tennis etc. Sports equipment and gym are regularly checked and maintained to ensure safety and functionality. This committee also deals with the maintenance of library resources, fire safety measures, and rainwater harvesting etc.

File Description	Document
Upload any additional information	[View Document]
Provide the link for additional information	[View Document]

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 91.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
1064	1170	1113	1099	972

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The institution has a dedicated career counselling cell that plays a vital role in nurturing and guiding students towards fulfilling their career goals. It helps students make informed decisions and realize their full potential. Through personalised consultations, workshops, and seminars, it provides invaluable insights into various career opportunities. By aligning students' aspirations with their skills and interests, the cell exposes them to diverse career paths and make confident choices for their future. The cell places

special emphasis on employability skills to uplift students.

Activities through Career guidance cell:

• Workshops and Seminars: Organizing workshops, seminars, and webinars on various career-related topics. Industry professionals were invited to share insights and experiences with attendees.

• Internship and Job Placements: Assisting the students in identifying and applying for internships and job opportunities. Collaborated with employers to facilitate recruitment drives and job placements.

• Information on Careers and Educational Opportunities: Offered information about various career paths, job profiles, and industries. Provided details on educational programs, courses, certifications, and institutions that align with specific career goals.

• Job Market Insights: Shared information about current job market trends, in-demand skills, and emerging industries. Offered guidance on job search strategies, networking, and professional development.

- Sri Sadhu Narasimha Reddy, IRS (Commissioner of Customs Andhra Pradesh) motivated students to opt for higher-level examinations, such as civil services, during a guest lecture on 8th August 2023.

- A lecture session on 'Personality Development and career guidance,' was organized by inviting Dr. Hyma Prasad, A Satya Sireesha and KVS Kasi Visweswara Rao, Manager SETRAJ as resource persons. Dr. Hyma Prasad Guided explained what personality is and highlighted that it refers to individual differences in characteristic patterns of thinking, feeling, and behaviour. She discussed factors influencing personality development, including Physical, Psychological and Environmental factors.
- Super Mega counselling conducted in association with SIRC of ICAI Kakinada,
- Facing the competitive Exams- A career Awareness Programme conducted in Association with ICSI, Visakhapatnam on Company Secretaries,
- National Youth Day Competitions on Jan 2, 2023,
- YUVA UTSAV – District Level Competitions, are some of the programs conducted by carrier guidance cell.
- During the year 2021-22, Gamanam-Gamyam, a major programme organized focusing on combating exam fear, brain gym, opportunities after graduation, awareness of government jobs, higher education, and civil services as a career.
- "Career opportunities in Yoga," an online career counselling programme conducted during COVID-19 pandemic that helped students cope with the turmoil.

Activities through JKC and Placement Cell:

- The Jawahar knowledge Centre (JKC) is an exclusive initiative in government degree colleges in Andhra Pradesh aimed at enhancing employment opportunities of students. To bridge the gap between academics and industry, and impart the necessary skills, JKC offers comprehensive training in communication skills, ethical values, analytical skills, computer skills, and general awareness. These training sessions prepare students to face the interviews with confidence. Each batch undergoes a 250-hour course over a span of 90 days. 29 job drives were conducted with

1207 placements from 2018-2023.
- Faculty and peer mentors guide students in career planning and preparation. The college offers coaching and guidance for APPGCET, Ed.CET. Physics and Chemistry departments are providing special PG entrance coaching both online and offline. This helps students pursue their higher education, and contribute to scientific and technological advancements. 276 students enrolled for higher education, 3 qualified UGC-NET over the past five years.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

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

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.4

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

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**

3.Mechanisms for submission of online/offline students' grievances
4.Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 80.16

5.2.1.1 **Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
357	269	210	315	316

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 14.32

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
70	50	54	58	30

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	2	0	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The college has an active student council comprising of Class Representatives and Deputy Class Representatives nominated by the students of the respective classes at the beginning of the academic year. These class representatives subsequently elect the President, Secretary and Joint Secretary of the student council in a democratic process. The council plays a crucial role in organizing major events such as Fresher 's Day, Annual college Day, Independence Day, Teacher's Day, Republic Day, Sports Day, and Women's Day etc. The Council engages students in community service activities, including beach cleaning, visiting old age homes, rescuing Olive Ridley turtles etc.

The union meets regularly to discuss various academic and other student-related issues, presenting these to the Principal for necessary action. The council also takes charge of organizing Parent-Teacher Meetings, Campus Recruitment Drives, Awareness programmes, Alumni meets, Blood Donation Camps and Health camps at the college level. The class representatives are instrumental in managing daily activities within their respective classes.

 Outcomes of the activities and responsibilities carried out by the student council of the college are:

1. Democratic participation and leadership development
2. Community engagement and service
3. Event management and coordination
4. Advocacy and representation
5. Facilitation of academic and co-curricular activities
6. Student empowerment and engagement
7. Skill development and learning opportunities

Student Participation in Academic and Administrative Committees:

Students actively participate in various academic and administrative committees to ensure transparency. They are the members of Board of Studies (BoS), contributing to curriculum design and development. Other Committees with student representation include Students' Welfare Committee, Website Committee, Cultural Committee, RUSA/UGC Committee, NSS Units, AVE Committee, Library

Advisory Committee, Games and Sports Association Committee, Anti-Ragging and Discipline Committee, Commerce Association Committee and Consumer Club, JKC Committee, Career Guidance and Competitive Exams Coaching Committee, Social Service League Committee, Grievance Redressal Cell Committee, Women Empowerment Cell Committee, Eco Club, Research Committee, Red Ribbon Club, Building Repairs and Maintenance Committee, Health Committee, Parent-Teacher Meeting Committee, Bus Pass Committee, College Calendar, Newsletter and Prospectus Committee, College Magazine Committee, SWAYAM MOOCs/LMS Committee, Hostel Committee.

Beyond these Committees, students, particularly class representatives are involved as members in various co-curricular and extra –curricular activities/clubs of the college. They conduct the daily college assembly and significantly contribute to organising seminars, webinars, workshops, quizzes, and entrepreneurship development programmes such as commerce fest, and the sale of ornamental plants within the college.

Outcome:

- The active involvement of students in most of the campus activities has led to the development of essential skills such as leadership, planning and organization.
- The enthusiastic participation of students in all assigned activities demonstrates their dynamic roles within the college community.
- This engagement has fostered a sense of responsibility and ownership among the students, significantly contributing to their personal and professional growth.

File Description	Document
Upload any additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities.	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 49.17

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
49.1726	0	0	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The College has an Alumni association, officially registered on March 31, 2022, with designated office bearers. The structure of the Alumni association includes a President, Vice President, Secretary, Treasurer, and members. Alumni have played pivotal role in contributing to the growth and development of the college in various ways, including:

Financial support:

Alumni provide financial assistance through donations, fundraisers and mobilizing funds from philanthropists and other sources. Alumni committee members raise funds from former students through voluntary membership registrations. The alumni committee provides logistical and other forms of support for college events or programmes.

Expertise and Mentorship:

Alumni conduct workshops and deliver guest lectures, and offer mentorship in their areas of expertise. It helps current students gain valuable insights and practical knowledge.

Community Development:

Alumni working in the government sector contribute to community development programmes and extension activities, fostering a strong connection between the college and community.

Publicity and Enrollment:

Alumni support the college' publicity efforts, to attract prospective students and boost student enrolment.

Committee Participation:

Many alumni serve as members of various committees and contribute positively for the growth and development of the college through their involvement in shaping the policies and planning the strategies.

The participation of Alumni in Various institutional committees is as follows:

- Boards of Studies- For curriculum design and development.
- IQAC- To suggest for the improvement of quality standards.
- College Planning and development Council (CPDC)- For academic and infrastructural development.
- Students' council- For planning and carrying out the student activities.
- Red Ribbon Club- For planning and carrying out the specialized activities.
- Health Club- For planning and organizing awareness camps like Adolescent Health & Hygiene and AIDS awareness etc.
- Sports and Games committee- For planning and organizing various sport and games.
- Eco Club

- NSS
- Hostel and many other committees.

Infrastructure Development:

Among the distinguished graduates from the college, Ms. Vanga Geeta Viswanath, the Member of Parliament for the Kakinada Lok Sabha Constituency, has contributed 50 lakh rupees from MPLADS for the construction of 2 new classrooms.

Academic and institutional Development:

Esteemed alumni, Dr. D. Ratnagiri Usha, a Former Principal of the institution, CPDC member, actively contributes to the academic and infrastructural development of the institution.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institution's governance reflects effective leadership aligned with its mission to empower women, especially from marginalized sections. Through strategic planning, execution, and quality enhancement, it engages all stakeholders in shaping policies and procedures, fostering a sense of commitment and responsibility within the workforce.

The SWOC analysis highlights the strengths in inclusive education and stakeholders' engagement, helps in identifying the areas for improvement and potential opportunities for growth and innovation. By addressing weakness and mitigating threats, the institution leverages its strengths and opportunities to fulfil its vision and mission effectively. This commitment is visible in various institutional practices.

NEP Implementation:

The institution has embraced NEP 2020, by offering multidisciplinary programmes with flexible and innovative curricula focused on holistic development, research initiatives and comprehensive education. In the academic year 2023-24, 12 UG Honours single major programs, with Choice-Based Credit System, and multiple entry and exit options are being introduced. These allow students to gain in-depth knowledge and skills in their chosen programme.

Integration of ICT into the curriculum is facilitated by providing Wi-Fi, digital and virtual classrooms, e-library resources, LMS, virtual labs, faculty training on usage of digital tools, webinars, workshops etc. To foster community orientation and bridge the gap between academia and industry, the institution has mandated Community Service Projects and Internships as integral components of the curriculum.

The institution has initiated registration of students in Academic Bank of Credits (ABC) facilitating flexible learning pathways, credit accumulation, and transfer. The institution is dedicated to promoting the rich heritage of the Indian Knowledge system through its activities. It is committed to Outcome-Based Education by designing POs, COs, mapping POs to COs and assessing their attainment.

Decentralization and Participation in the governance:

To enhance the efficacy and inclusiveness of governance, the college has embraced decentralization and active participation of faculty, students, and administrative staff to take on significant roles in decision making process. Various institutional committees are constituted with faculty involvement and student representation to ensure inclusive governance, enhanced responsiveness, innovative solutions, and cohesive work environment. These committees operate independently within their purview, ensuring

sustained institutional growth.

Governance, Institutional Perspective plan and sustained growth:

Governance of the institution is managed through statutory bodies like the Governing Body, Academic Council, BoS and Finance Committee as well as various non-statutory committees, assuring sustained growth. Institutional perspective plan is prepared with short-term, medium-term, and long-term goals for developing infrastructure and learning resources, introducing job-oriented courses, PG Courses, promoting research, getting DBT STAR status and NIRF ranking, enhancing student progression, and adopting advanced technology in teaching-learning process.

The goals are achieved through responsive decision-making and establishing clear communication with decentralized committees to facilitate swift action. The institution takes measures to improve operational efficiency through optimized fund allocation. With visionary leadership, the principal engages stakeholders through regular feedback and ensures transparency in governance by communicating decisions, policies, and outcomes to the institutional community. The Principal motivates stakeholders to align their efforts with the institution's strategic objectives, ensures their capacity building through Faculty Development Programmes and promotes inclusivity and equity in all governance decisions and actions. The principal cultivates a culture of excellence, collaboration, ethical behaviour, and adaptability among stakeholders to prepare the institution for future changes. To achieve long-term goals, leadership succession planning strategy is adopted to maintain stability and sustained progress.

File Description	Document
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Strategic plan Development and deployment:

In alignment with its vision, the institution developed a 15- year comprehensive perspective plan in 2018-19, based on needs analysis. This plan includes time-bound short-, medium-, and long-term objectives, each spanning five years, covering key areas such as academic programs, new and innovative courses, certificate courses for employment and Entrepreneurial skills, ICT integration in teaching, up-skilling and competency building of staff and students, LMS and MOOCs promotion, infrastructure development, strengthening student support services, research, community engagement, financial sustainability, innovation and incubation Centre, inclusive governance, training and placements, alumni engagement, and community extension programs Benchmarks were set for achieving these goals, and the

short-term goals are met through appropriate strategies over the past five years.

- Introduced 3 restructured UG programmes, 67 certificate courses, interdisciplinary life skill and skill development courses.
- Adopted innovative pedagogies and examination reforms for reliability and transparency.
- Published 52 papers and 46 books and chapters in edited volumes.
- Identified as a research centre in 2023.
- Signed 24 MoUs.
- 2 teachers completed research projects under RUSA 2.0.
- Organized 19 workshops, 3 seminars, and 2 webinars.
- Established Innovation and Incubation Centre with 2 start-ups.
- Constructed 6 classrooms and 8 toilets.
- Attained a student-to- computer ratio of 9:1
- Campus is Wi-Fi enabled with 6 broadband connections (40 Mbps to 300 Mbps). Majority of the permanent faculty developed e-content using the 4-quadrant model.
- 91% of students received scholarships from government, NGOs, and philanthropists.
- Conducted 26 Career guidance programmes.
- 50 students participated in national/Interuniversity sports and games.
- Governance is efficient, inclusive, and transparent, involving faculty, administrative staff, and students through statutory and non-statutory committees.
- 53% of the faculty participated in online/offline faculty development programmes.
- Spent Rs.4,37,42,899 on infrastructure, books/e-journals, maintenance of physical facilities and others.
- Implemented green initiatives, and conducted green audit.
- Ensured gender equity through gender audit and integrating gender issues in curricular, co-curricular and extracurricular activities.
- Adopted best practices like SAMANA (Student fair), Cheyutha (Visiting old age homes), and 'dedicating 3 hours for society' aimed at Environmental sustainability.

Effective and efficient functioning of the institution:

Establishing effective policies:

The institution framed several policies pertaining to IT, research promotion, student grievance redressal, green initiatives, faculty recruitment and training, infrastructure development and utilization, assessment and evaluation, fund mobilization, financial resource utilization, Code of conduct, Examination policy etc., and are effectively implemented.

Administrative Set-up:

As a government college, the Commissioner of Collegiate Education, AP acts as the administrative head, while the Principal leads the institution. Administration is conducted through statutory bodies (Governing Body, Academic Council, Board of Studies, and Finance Committee) and non-statutory committees. The principal is supported by vice- principal, staff council, IQAC, academic cell and examination cell. Departments are managed by heads assisted by the faculty. Administrative support is provided by the superintendent and staff. All teaching and non-teaching staff actively participate in the process of admissions, Teaching, Evaluation, Grievance Redressal, infrastructure development and student welfare.

Appointment Procedure and Service rules:

Appointment, service rules, procedures, and promotion for permanent staff follow the rules and regulations of Government of Andhra Pradesh and UGC guidelines. Temporary faculty appointed transparently according to CCE procedures. Annual self-appraisal system is implemented and the scores are considered for career advancement.

File Description	Document
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college has a well-structured self-appraisal system. Annual Self-Appraisal Reports (ASAR) are obtained from faculty in a format designed by Commissionerate of Collegiate Education, Andhra Pradesh as per UGC guidelines to evaluate the performance of the faculty. The self- appraisal report incorporates details of lectures delivered, co-curricular activities conducted, remedial classes taken to support slow learners in developing their competencies. It also focuses on the research efforts of faculty in publication, participation or organizing Seminars/workshops/conferences. It includes the awards or recognitions achieved by the faculty and indicates the responsibilities held by the staff. These performance Indicators are evaluated by the IQAC based on documentary evidence uploaded on CCE website. The score obtained by faculty in ASAR, is taken into consideration during the process of promotion, transfer, and career advancement of the individual lecturer.

Academic audit: IQAC conducts internal academic audit of the institution periodically. The Commissionerate of Collegiate Education, AP conducts Academic & Administrative Audit (AAA) for quality enhancement with an objective to improve the functional efficiency of colleges and to promote accountability among the teaching staff.

- The process involves verifying records to assess the conduct of curricular, co-curricular and extracurricular activities of colleges.
- Trained Principals and Senior lecturers are appointed as Academic Advisers by CCE to conduct the audit in a transparent and objective manner.
- They identify gaps in the execution of the institutional plan and provide suggestions for improvement.

Welfare measures for Teaching and Non-Teaching staff:

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

As the college is a government educational institution, the welfare measures and avenues for career development/ progression implemented by the State Government are applicable for all the employees.

Andhra Pradesh Government Life Insurance (APGLI) and Group Insurance Scheme (GIS) are social security measures for the Welfare of Government employees and it is mandatory for all Employees.

Employees Health Scheme (EHS) provides cashless treatment to all the state government employees, pensioners along with their dependent family members through a network of empanelled hospitals.

Medical reimbursement scheme is also available for the treatments in the referral hospitals recognized by the Government.

Andhra Pradesh Employees Welfare Fund is mandatory for all State Government employees. The loan from the fund is made available by DDO and district or state level committees for medical, educational, ceremonies and other rituals in the family.

List of other existing welfare measures for teaching and non- teaching staff:

- Festival Advance
- Education Loan
- Medical Reimbursement
- Encashment of Earned Leave
- Half pay leave
- Home Loan GPF Loan
- Medical Leave Gratuity
- Special Casual leave for Women
- Child Care leave
- Maternity leave
- Leave Travelling Concession (LTC)

Avenues for career development/progression:

The institution is very keen on career advancement of its staff. For academic advancement the institution encourages the faculty for attending training programmes /Seminars/ Workshops/ Conferences/Refresher Courses/ Orientation Courses by providing On- Duty facility and financial support. Additional increments are sanctioned for those who acquire M. Phil and Ph. D as additional qualification. The institution conducts capacity building programmes for upgrading skills necessary for better performance.

File Description	Document
Upload any additional information	[View Document](#)

6.3.2

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

Response: 0.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 59.72

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
44	19	44	09	10

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Need Analysis and fund procurement strategies: The institution aims to empower underprivileged girl students by addressing their academic and administrative needs. To achieve this, financial resources are essential in the following areas.

Academic aspects:

- Introducing new academic programmes.
- Conducting faculty development programmes.
- Establishing a central instrumentation lab with research facilities.
- Upgrading Library and laboratory facilities.
- Developing a media centre.
- Strengthening NSS, NCC, Career Guidance Cell, sports facilities, and other student support services.

Administrative areas:

- Ensuring efficient governance and management.
- Constructing additional classrooms, a seminar hall, an indoor stadium, and bio-toilets.
- Providing essential training programmes to administrative staff.
- Upgrading IT facilities
- Enhancing student and staff welfare measures.

The institution gathers insights from students, staff, alumni, and industry partners to prioritize these needs. After a thorough analysis, suitable strategies are planned for mobilizing funds effectively.

Strategies for procuring funds:

Government grants:

- The institution actively seeks government funding under various schemes by submitting proposals on time for securing UGC autonomous and RUSA grants, student scholarships, PMUSHA, DBT-STAR scheme, MPLADS/ MLA funds.
- The AP state government sanctioned Rs. 4,44,82,446 towards student scholarships.
- The institution received Rs. 30,00,000 UGC autonomy grants and 2,00,00,000 RUSA grants over the past five years.
- Rs. 3,02,500 was sanctioned from the government budget towards SC-ST Book Bank.
- **Corporative sponsorship:**

- The institution approaches ONGC, Kakinada and other corporates for procuring funds for infrastructure development, and for conducting seminars, workshops, and cocurricular activities.
- ONGC contributed Rs. 47,32,988 towards infrastructure development and other amenities.

NGOs & Philanthropists' contributions:

- The institution seeks donations from philanthropists for student scholarships and infrastructure development.
- MSN Charities, and the Tadekha Foundation contributed Rs. 2,01,783 to provide Freeships to the students.
- Sewing machines worth Rs. 97,500 was donated by Ms. A. Sireesha, Aarohi Sewing Enterprises, Hyderabad, and Sri. Pydah Venkata Narayana Suseela Raghava Ratnam Academy of Education, Kakinada.

Alumni Contributions:

- The registered alumni association with 558 members, contributes funds and expertise for the institution's development.
- Illustrious alumna, Smt. Vanga Geetha, honourable MP, Kakinada, granted Rs. 47,94,464 for constructing additional classrooms.

Internal Revenue generation:

- Rs. 4,460 was generated through Blossom's nursery, a start-up which was initiated by Botany Department.

Optimal Utilization of funds:

The institution ensures optimum utilization of funds through various committees. It is verified through internal and external financial audits.

Scholarships: The Government scholarships were credited in the students' accounts.

UGC and RUSA Grants: UGC autonomy grants and RUSA grants were utilized for infrastructure development, competency building programs, repairs, renovations, graduation day, examination cell automation, and electrical maintenance.

SC-ST Book Bank: The grants sanctioned from the government budget were used for SC-ST Book Bank.

Corporate funds: The amount contributed by ONGC was utilized for installing RO plant, constructing a cycle shed, purchasing Physics lab equipment, 3 tier bunk beds for hostel, constructing toilets, conducting Chemistry and Physics national seminar, procuring 20 computers and 3 printers to JKC Lab, and for conducting cocurricular activities.

MPLADS: The MPLADS were utilized for constructing 2 new classrooms.

Funds from NGOs: The amount given by MSN Charities, and the Tadekha Foundation was utilized for

providing Freeships to the students.

Funds from Philanthropists: The sewing machines donated are being used for the 'PMKVY Self Employed Tailor' Course.

By utilizing various funding sources, the institution effectively supports the academic and administrative development aimed at empowering the girl students hailing from marginalized sections of the society.

File Description	Document
Upload any additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 94.8

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
8.4	49.91964	0	36.48488	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The Institution conducts internal and external financial audits regularly. The mechanism of the conduct of audits and the procedures adopted for settling audit objections is as follows.

The Government of Andhra Pradesh has framed the audit mechanism for all the Government Educational Institutions. The Accountant General, A.P, is the external auditor for the Government Institutions and the Audit team of the Commissionerate of Collegiate Education or Regional Joint Director of Collegiate Education shall perform the external audits periodically. Apart from the above mechanism, the Principal of the respective educational institution shall constitute the internal audit teams to check the accuracy and transparency of the various departments/ sections/accounts yearly.

Internal financial audit:

At the end of every academic year an internal financial audit is carried out. The committees are constituted by the Principal with a convenor and two to three members for the financial and annual stock verification of all the departments and committees. They verify records and bills pertaining to purchases done in the Departments and Office. Separate proformas are maintained for purchase, consumption, repairs, and condemnation. Committee carefully examines and submits verification reports in the relevant formats to the Principal.

External financial audit:

All funds received and spent are audited by the Chartered Accountant. Examination Cell expenditure is also audited by Chartered Accountant and ratified by the Finance Committee. The resolutions of the Finance Committee and expenditure incurred under different heads are placed before the Governing Body for approval.

External financial audits are conducted by the RJD office at regional level and by the AG office at state level. In these audits, thorough verification is done on the accounts related to the purchases and expenditure of the funds released and spent under different heads such as special fee, restructured special fee, CPDC, RUSA, Autonomy Grants etc. in accordance with the receipt of the audited utilization certificates, Income and Expenditure statements and bills.

The observations made by the audit party are brought to the notice of the head of the institution in the form of a report. The institution in turn submits justification in writing. If any external agency is involved in the discrepancy noticed by the audit party, the institution takes necessary measures to resolve the issue from their side. External AG audit has been completed till February 2024.

File Description	Document
Provide the link for additional information	[View Document]()

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

Internal Quality Assurance Cell of the institution, established in 2015, composed according to UGC norms, includes the Principal as chairperson, department heads, Academic Coordinator, Controller of Examinations, RUSA Coordinator, criteria conveners, representatives from alumni, and industry as members and a senior faculty member as IQAC Coordinator.

IQAC is instrumental in maintaining educational quality and fostering a culture of excellence both in administrative and academic aspects. Its contributions include curriculum design and development, implementing Feedback mechanisms, promoting technology in education, organizing workshops, seminars and training sessions, encouraging faculty publications, conducting extension activities, ensuring infrastructure development, initiating student development programmes, monitoring student progression, undertaking academic and administrative audits, mobilizing and optimally utilizing funds, promoting institutional best practices, setting benchmarks, preparing for assessment and accreditation.

Incremental improvements and Post- Accreditation Quality Initiatives over the past five years have focused on aligning with accreditation standards and fostering continuous improvement. The number of programmes offered increased from 14 in the third cycle to 21 in the 4th cycle (till 2023). 12 UG Single Major Programmes, M. Sc (Organic Chemistry) were introduced in 2023-24. The number of new courses rose from 14 to 340, and certificate courses from 20 to 67. The percentage of programmes integrating field projects/ Community service projects/ internships reached 100%.

Feedback mechanism is strengthened to ensure that the collected feedback is analysed, acted upon, communicated to relevant bodies, with results hosted on institutional website. Percentage of full-time teachers against sanctioned posts increased from 88.58% to 97% improving the student-teacher ratio from 25.73 to 22.56. The number of teachers with Ph. D qualification increased from 15 to 19. The institution is recognized as research centre by university in 2023.

Significant progress was made in organizing seminars (3), webinars (2), workshops (19), FDPs (2) and symposia (2). The extension programmes doubled from 45 to 100. MoUs increased from 12 to 24. Innovation and Incubation Centre was strengthened with two start-ups, applied for STAR status twice. ICT facilities are improved making Wi-Fi enabled campus and library fully automated.

Other improvements include increase in number of computers from 85 to 125, classrooms from 13 to 19, and 10 normal and 8 pink toilets. Ground water recharge pits, rain water harvesting, and waste water reuse facilities are available. Percentage of students receiving scholarships increased from 76.68% to 91%. Percentage of teachers attending faculty development programmes improved from 22.34% to 52.72%. Funds/Grants received from NGOs, individuals, Philanthropists raised to 94.80452 lakhs.

Practices institutionalized because of IQAC initiatives:

Practice 1: Student Support: IQAC is committed to the holistic development of students through its diverse programmes like Induction programme, bridge course, mentor-mentee system, student centric pedagogy, ICT integrated curriculum delivery, remedial coaching, Career guidance, internships, projects, placements, providing scholarships, involving students in governance, community engagement through NCC, NSS and other support services.

Practice-2: Green initiatives: Promoting environmental sustainability, through observing No Vehicle Day, no plastic Day, encouraging the use of bicycles and public transport, providing parking at the college entrance to limit vehicle entry, promoting CNG and battery powered vehicles, composting degradable waste through a NADEP compost pit, and installing solar panels on campus buildings. The college conducts green audits, has received ISO certification for environmental promotion activities. Environmental education course is mandatory for all students, and engaging students in activities like beach clean-ups, plantation drives, biodiversity conservation, and waste management initiatives.

File Description	Document
Upload any additional information	[View Document](#)

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

IQAC of the institution prepares semester wise time tables and communicates the same to the faculty and students. IQAC guides the Departments in the preparation of semester wise curricular plan of each course, communicates to the students and monitors its proper implementation. The Curricular Plans are designed incorporating pedagogical approaches along with curricular, co-curricular, and extracurricular activities to support student-centric teaching and learning.

Review of the teaching-learning process is done through the Teaching Learning Process Monitoring System (TLPMS) app. Class wise time tables are uploaded in the app and courses are mapped to the subject teachers. Classes are displayed in the app. Faculty after completing the class upload the details of student attendance, Topic covered, Teaching aids used etc. along with the photograph. Principal monitors

the teaching learning process from principal login. The same can be viewed by Higher authorities from their login. Classes deviated due to the absence of faculty who are on leave /on duty are identified and the same are recouped during hours beyond the regular college hours.

In addition to this, the Principal goes on rounds to monitor the classwork physically. Student Satisfaction Survey is conducted to assess the satisfaction levels of students on teaching-learning process. Based on the survey analysis, IQAC conducts periodical meetings with faculty members to discuss the feedback given and give suggestions for better performance. After completing the last instruction day, IQAC collects the syllabus completion certificates from all the lecturers. Attendance of the faculty is monitored through APFRS app and students' attendance through Jnanabhoomi Facial attendance app.

Review of attainment of learning outcomes:

IQAC reviews the attainment of learning outcomes in the following manner:

Programme outcomes (POs) and Programme Specific Outcomes (PSOs) are designed by IQAC in collaboration with lecturers for all programmes. Learning outcomes, Course Outcomes (COs) of each course are developed by the respective departments and are approved by the Board of Studies. POs are mapped to COs and benchmarks are set at each level, for assessing the attainment of Course Outcomes. semester-wise Programme Outcomes are derived from Course Outcomes. Programme Outcomes are measured from semester-wise attainment values. Continuous Internal Assessment (CIA) is done based on the performance in mid-semester examinations and in co-curricular and extracurricular activities. From 2022 admitted batch, 40% weightage is given for internal assessment, and 60% weightage for semester end examinations. IQAC analyses the results and suggests necessary remedial measures for improvement.

File Description	Document
Upload any additional information	[View Document](#)

6.5.3

Institution has adopted the following for Quality assurance*:

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution's gender equity and sensitization policy aims at promoting gender equity by implementing the stated principles and objectives through suitable strategies. The effectiveness of the policy is assessed through comprehensive gender audits, fostering an inclusive and supportive environment for all the members, particularly women. These efforts encompass curricular, cocurricular, extracurricular activities, as well as facilities for women on campus.

Gender Equity integration in curricular aspects:

The institution incorporates gender issues into its curriculum to promote gender equity. The Home Science programme includes a nutrition course that emphasizes the importance of a balanced diet. The Zoology curriculum covers the physiology of the reproductive system, the role and impact of hormones at different stages of life. The Genetics course dispels the misconception that women are responsible for child's sex by explaining sex determination mechanism. Aquaculture and Horticulture highlight the role of women in increasing household income and economic stability, inspire the students to establish small- to large-scale enterprises.

The Telugu, English and Sanskrit curricula highlight the stories and poems that challenge traditional gender roles, introduce female authors and poets as role models. History courses explore women's contributions and experiences in shaping historical events. Political Science explains the role of gender in political participation, representation, and policy-making highlighting laws and policies that promote gender equity. Psychology course explores how gender identity and roles develop and how gender impacts mental health. Economics curriculum analyses economic disparities between genders in terms of employment, wages, and career progression.

Gender Equity and Sensitization through Co-Curricular Activities

- International Women's Day celebrated annually on March 8th to educate students about gender equality and women's rights.
- Symposium on Gender Mainstreaming held on February 27, 2023, addressing issues and challenges related to gender mainstreaming.
- Seminar on Women in leadership was conducted on September 15, 2022. Ms. Bavaraju Padmavathi, Ex-Child Welfare Chairperson, enlightening students on achieving an equal future.
- Guest Speaker Sessions: Prominent speakers discuss topics such as women's rights, empowerment, gender equality, Legal Aspects, Women in Leadership, Women in Science,

domestic violence, and the impact of education on women's safety.

- Counselling: Girls are given counselling on enjoying equal opportunities, choices, capabilities, and power. The Institution equips them with values, attitudes, and skills to tackle gender disparities.
- Safety and security awareness: The discipline committee conducted an awareness programme on: "Women Safety" on Jan 3, 2022. Circle Inspector of Police Rajani Kumar explained the "Disha app" and "Women drop at home" initiative, emphasizing optimal use of cell phone for personal safety.

Gender Equity and Sensitization through extracurricular Activities:

The institution encourages participation of girls in extra-curricular activities to promote their overall development.

- Community Engagement: Girls are encouraged to enroll in NSS and NCC. At present 108 enrolled in NCC and 200 in NSS.
- Physical and mental fitness are ensured through participation in sports, and other extracurricular activities.

Achievements of students include:

- S. Deepika, and R. Venkata Mounika, participated in Trekking event at Ooty.
- Ch. Lavanya won gold medal in the state-level Kick Boxing Championship league on July 24-25, 2023.

Facilities Provided:

- Security Measures: 16 CCTV cameras are installed in prominent places on campus for tight security surveillance and engaged security staff to safeguard girl students.
- Girl's waiting Room: provides stress-free environment, where girls can rest, relax, and refresh.

These efforts demonstrate the commitment of the institution to gender equity and empowerment.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: B. Any 3 of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Solid waste management:

The waste is generated by all sorts of routine activities carried out in the college that includes paper, dry leaves, food, etc. Clean and Green Committee efficiently assigns students with specific areas for routine cleaning duties, fostering a collective commitment to a clean and green campus. The solid waste is separated into degradable and non-degradable components at different levels and collection points

strategically placed across the campus. Non-degradable waste is collected by Municipal corporation, Kakinada for proper disposal. For degradable solid waste management, the college has designed a rectangular NADEP compost pit behind the hostel in a structured form with bricks. The dry leaves fallen from trees and other degradable wastes are dumped into the pit. Through a prescribed process, the waste completes the fermentation and gets converted into a nutrient rich compost which is an organic manure. The biodegradable kitchen waste generated in the college hostels is dumped in a Tumbleton composter which enables effortless conversion of the waste into a good quality organic compost. The compost so produced is used for the Botanical Garden and Blossoms Nursery, and Horticulture Garden managed by the Department of Botany & Horticulture. Incinerator facility is available for the disposal of sanitary pads. The biological waste generated from Microbiology lab is autoclaved prior to disposal. The institution emphasizes a policy of reducing, reusing, and recycling non-degradable materials.

Liquid waste Management:

Liquid waste generated in the hostels is collected by a local person and the same is used for feeding the cattle. Non-hazardous liquid waste is disposed through sewage system.

e- Waste Management:

e- waste contains valuable materials as well as hazardous toxins. Hence an efficient and safe recycling of e-waste is very important for economic value as well as for environmental and human health. Keeping this in view, the Department of Computer Science auctioned irreparable monitors, CPUs, and keyboards, mouses etc. during the year 2019. The amount generated Rs.56,000/ was deposited into CPDC account.

Waste Recycling System:

The Department of Commerce contributes to waste recycling through the "Best Out of Waste" programme, where students create decorative items like ice cream sticks, polyethylene covers, straws, and cardboard boxes from collected waste materials. These items are exhibited and sold in SAMANA, the college student fair. Waste paper and plastic is collected separately and sent for recycling. Waste water generated at the college canteen is treated and reused for landscaping.

Hazardous chemicals and radioactive waste:

Measures are being taken to minimize the use of chemicals in the laboratories. The chemicals are diluted prior to disposal to reduce their impact on the environment. There is absolutely no possibility of radioactive waste generation on the campus.

File Description	Document
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs of the facilities	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The college is dedicated in maintaining pollution free green campus. It organizes many activities which instill great awareness in the students on environment. As part of these efforts, students are sensitized about their responsibility for maintaining a pollution free environment.

Restricted entry of automobiles:

- The college limits the entry of vehicles into the campus for reducing carbon emissions which lead to air pollution and to ensure a healthy environment.
- Parking area is provided near the entrance gate of the college to prevent air pollution in the campus.
- On every third Saturday '**No vehicle day'** is observed to inculcate a sense of responsibility towards environment among the stakeholders.

Use of Bicycles:

- Slogans are raised to create awareness in the people.
- To maintain a pollution free campus students are encouraged to opt for non-polluting modes of transportation such as bicycles.
- Staff who are going to buy new vehicles are advised to buy CNG or battery-powered new generation vehicles.
- Car/Bike pooling is implemented to reduce pollution and ensure green campus.

Pedestrian Friendly pathways:

- As the institution has the policy of restricting vehicles into the central campus area, the primary mode of movement for reaching the classrooms and the departments is through walking.
- The college has wide pedestrian friendly pathways for the people to walk on.
- The institution maintains green spaces on either side of the pathways to provide fresh and serene environment and enhanced walking experience.
- All pathways are connected to the classrooms, laboratories, and hostels.

Ban on use of Plastic:

- Through Eco club, the institution creates a wide awareness in the students and staff by conducting rallies, awareness programmes, raising slogans against the use of plastic and its hazardous effects.

- "No Plastic Day" is observed on every Monday and takes measures to minimize the usage of plastic in the remaining days.
- The institution encourages the use of reusable containers and water bottles.
- Nondegradable waste generated in the campus is segregated and handed over to municipal corporation for disposal.

Landscaping:

- Another important initiative towards green campus is, landscaping. It provides a beautiful ambience to the college. Plantation provides shade and comfort with pleasant breeze.

- The Departments of Botany and Horticulture landscaped a beautiful garden," in which 127 species of plants are maintained.
- To foster environmental promotional activities, the Department of Botany is running '**BLOSSOMS NURSERY.'**
- The saplings prepared in the nursery are sold to other departments for generating income and are used to honour the guests on different college occasions. The income generated is deposited into the CPDC account and utilized for the developmental activities of the institution.

Solar energy:

- The institution is committed to the utilization of renewable energy resources by generating and utilizing the solar power. This initiative not only reduces carbon footprints, but also educates students on the importance of utilizing green sources of energy which favours environment sustainability.
- The institution has installed three solar panels on the rooftop of administrative block (5.5 KW), Home Science building (20KW, Grid connected) and Physics block (5.5 KW).

File Description	Document
Policy document on the green campus/plastic free campus	[View Document](#)
Geo-tagged photographs/videos of the facilities	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**

- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

The college is dedicated to Divyangjan-friendly, barrier-free environment for the differently-abled students. It provides many facilities to support the students with special needs, ensuring an inclusive educational framework. Recognizing the barriers and challenges faced by differently-abled students, the institution has developed a welcoming and accessible atmosphere to facilitate their easy movement and participation.

1. Ramps for easy access to classrooms.

Instead of traditional staircases, the college has ramps designed for the convenience of the students with disabilities. These ramps enable students to reach the classrooms with ease, enhancing their mobility and independence. There are three ramps strategically located throughout the campus.

2. Divyangjan friendly washrooms

The campus includes washrooms specifically designed for students with special needs. These are easily accessible or specifically designed with spacious floor space, allowing physically challenged students to move comfortably and safely.

3. Display boards and signboards

There are many display boards which help to find the specific department. Signboards are used to help differently abled to reach out easily to the specific department without confusion.

4.   Provision for human assistance, scribe facility

The college offers scribe facility for the students who have difficulty of reading and writing. This provision allows students to have their answers transcribed during semester-end examinations and mid-semester examinations. The scribe is given remuneration as per the university norms.

The institution fosters a friendly and supportive atmosphere for all the differently-abled students, ensuring they feel included and valued within the college community.

File Description	Document
Upload any additional information	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

The College is dedicated to creating an inclusive environment that fosters tolerance and harmony across cultural, regional, linguistic, communal socio-economic and other diversities. The institution's efforts in this regard are multifaceted and comprehensive.

Cultural Inclusivity:

Celebration of festivals: The college celebrates cultural festivals like Christmas, Ramzan, Pongal ensuring representation from different communities. This helps students appreciate and respect various cultures and traditions.

Cultural programmes: Regular cultural programmes and events, such as dance, music, showcase the diverse cultural backgrounds of the students fostering mutual respect and understanding.

A Unique tribal dance called 'Dimsa' performed by students in December 2023 at Silver Jubilee College, Kurnool captivated audience's hearts, and bagged a gold medal.

The college celebrates 'World Tourism Day' annually, to promote awareness on the diversified cultures across India.

A two-day National Seminar was conducted in February, 2023, on "Postcolonial Indian English Fiction." focusing on decolonisation of the Indian mind and the need to affirm the Indian culture.

The college hosted the Yuva Utsav 2023, in collaboration with Nehru Yuva Kendra, Kakinada on the theme 'Panch Praan' in which sports and cultural competitions were conducted. 1500 students from neighbouring colleges participated.

Students participated in Women Empowerment Trade Fair and performed classical dance and folk dances which distinctly manifested cultural harmony.

Regional Harmony:

Diverse student body: The institution admits students from different regions, creating a rich environment of regional diversity. The institution supports students from different languages, providing resources and assistance in multiple languages without hindering their academic progress.

Linguistic Inclusivity:

The college offers courses in Telugu, English, Hindi, and Sanskrit, encouraging the students to learn new languages. Multilingual communication is adopted to include the students with language barriers.

The Department of Telugu celebrates International Mother Language Day every year to emphasize the importance of mother tongue, and conducts competitions on Poetry writing and Poetry Recitation,

Telugu singing, and Elocution.

The institution commemorates Hindi Diwas every year which emphasizes the crucial role of Hindi in the Indian language landscape.

Communal Harmony:

Awareness on communal harmony is created through diverse programmes. National festivals are celebrated with great enthusiasm to instill the spirit of unity in diversity. The institution has strict policies with zero tolerance against any form of descrimination bases on religion, caste, ensuring respectful environment for all students. There are statutory committees to look after these issues.

Socio-economic Inclusivity:

The college caters to the underprivileged sections of the society, and provides government scholarships, Freeships to above 91% of the students, to support their education. By keeping tuition fees affordable and offering quality education, the college makes education accessible to all socio-economic groups.

Other inclusive measures:

- By offering an inclusive curriculum with social justice, human rights, ethical values, the institution promotes an understanding and respect for diversity.
- Community service projects and outreach programmes engage students with diverse communities, fostering empathy and social responsibility.
- The college offers mentoring services to support students from diverse backgrounds, helping them navigate challenges.
- The college conducts sensitization programmes on gender and empower students.
- All students, regardless of their background, are given equal opportunities to participate in academic, co-curricular, and extracurricular activities.

By integrating these efforts into daily operations, the institution ensures that every student feels valued and respected. This inclusive environment enhances the learning experience of students and prepares them to thrive in a diverse world.

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

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The institution is deeply committed to sensitizing the students and employees to the constitutional values, rights, duties, and responsibilities of citizens. The institution undertakes various activities to inculcate these values and foster a strong sense of civic duty and social responsibility.

Commemorative events:

Constitution Day celebrations: The Departments of Political Science, History and NSS Units celebrate the Constitution Day every year on November 26th, playing a crucial role in spreading of constitutional values and ideals among students and staff. The celebrations commence with a collective reading of the preamble of constitution of India. This symbolic act reinforces the fundamental principles of justice, liberty, equality, and fraternity.

Essay writing and quiz competitions are organized to test the knowledge of students on constitution. Participation in these activities deepen their understanding of constitutional values.

A guest lecture on 'Women's role in making of the constitution' was conducted by inviting Dr. M. V. Bharatha Lakshmi, former principal, PR Government College (A), Kakinada on 26-11-22.

The Departments organize various programmes for disseminating the information on the Fundamental Duties and Fundamental Rights of the Indian citizens.

These activities enrich educational experience, promote civic responsibility, spread awareness about constitutional values, promoting a culture of respect for law and governance.

The institution observes national festivals and international days such as Republic Day, Independence Day, and Human Rights Day, which are marked by events highlighting the importance of constitutional

values and human rights.

National Youth Day is celebrated by the Commerce department to honour Swami Vivekananda, who enlightened the world about the role of social service, character building and attributes of a leader in the development of the country.

NSS and NCC activities:

NSS units and NCC units of the college participate in community service activities that promote social welfare and civic responsibility. Activities include blood donation camps, cleanliness drives, and awareness campaigns on health and hygiene.

National Voters Day is celebrated by NSS Units to create awareness on the right to vote after attaining 18 years which is a basic right of every citizen and to encourage the youth to participate in the electoral process. A special drive was conducted to enroll the eligible students as voters.

Azadi ka Amrith Mahotsav, a Central Government's initiative was celebrated to commemorate 75 years of independence of progressive India in 2022 & 2023.

The campaign for water saving and conservation was initiated through "Jala Shakti Abhiyan rally" which was flagged off by our Principal Dr. V Anantha Lakshmi on 01-06-2022.

Ethical and Value-based Initiatives:

Value education is integrated in the curriculum including topics on honesty, integrity, empathy, and respect for diversity. Faculty members guide the students on ethical behaviour, social responsibilities, and the importance of contributing to society.

Environmental initiatives:

The institution actively promotes environmental consciousness through plantation drives, eco-friendly practices, and course on Environmental Education, aligning the constitutional duty to protect the environment.

Student Governance and Leadership:

The Student Council plays a significant role in promoting democratic values and leadership skills. Through participation in governance, students learn about democratic processes, rights, and responsibilities.

Through these comprehensive activities, the college ensures that its students and employees are aware of the constitutional obligations and are motivated to promote values, rights, duties, and responsibilities of citizens. This holistic approach nurtures responsible and active citizens, who contribute positively to society.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I

Title of the Practice: SAMANA- A STUDENT FAIR

Objectives of the Practice:

The SAMANA Student fair aims to harness and showcase the talents and potential of students. The objectives include:

- Showcasing latent skills and inculcating entrepreneurial abilities among students.
- Creating awareness on the preparation of a budget proposals, banking transactions, and project proposals for start-ups.
- Providing first-hand experiences on consumer behaviours.
- Empowering students with marketing skills.
- Enabling students earn while they learn.

The Context:

The "SAMANA" Student Fair, initiated by the Department of Commerce in 2015, and was celebrated once every two years, focusing on students enrolled in Commerce programs to enhance their entrepreneurial skills. The Department of Commerce actively encouraged student participation in SAMANA, allowing them to establish and operate stalls, applying business skills learned in their curriculum to real-life entrepreneurial ventures.

From the academic year 2020-21, the initiative was expanded college-wide, inviting participation from students across various disciplines. This transition elevated SAMANA to an institution-wide event, conducted annually under the supervision of Commerce Department.

The event's success and acceptance have paved the way for its evolution into a district-level activity, demonstrating its growth from a college initiative to a regionally anticipated event.

The Practice:

While higher education institutes aim to impart knowledge, today's competitive landscape demands additional employment and entrepreneurship skills. Graduates must possess more than academic knowledge to thrive in the current economic climate. The institution, therefore, designs various courses and programmes to develop these essential skills.

Proposals for stalls at the fair are invited and scrutinised, and stall allocation details are communicated to students. Necessary arrangements are made the day before the fair by the relevant teachers. Each student pays a nominal registration fee and is assigned a stall number. On the day of the fair, students set up their stalls and exhibit their products. To inspire the participants, a local prominent person is invited to inaugurate the event.

SAMANA offers students a platform to commercialize their skills and creativity. This unique opportunity helps students, especially those who may have skills but lack commercial experience. Under

the guidance of teachers, students learn project planning, budgeting and production based on demand. They also gain the ability to calculate profit/loss, estimate costs, and setting selling prices. These skills are particularly beneficial for girl students aspiring to become entrepreneurs.

Evidence of Success:

The inaugural fair in 2015 featured a few stalls with participation from 50 commerce students. Over the years, the number of stalls and participants has grown significantly. In the year 2020-21, 33 stalls were organized by 170 students, In the year 2021-2022, 36 stalls were organized by 92 students. During the academic year 2022-23, 81 students participated with 27 stalls, each organized by 3 students. The event attracted 800 visitors, including students, local people, parents, and Junior college students. Participants earned substantial profits and submitted income and expenditure statements for each stall.

Problems Encountered and Resources required:

Initially, motivating students to participate was challenging, requiring considerable effort from teachers. Another major challenge was the time commitment from both teachers and students for planning and preparing for the fair amidst a hectic academic schedule. Many from low and marginalized families found it difficult to invest even a small amount in setting up a stall. Convincing sceptical parents about potential returns on their children's investments was also a significant hurdle

Best Practice-II

Title of the Practice: Cheyutha (Helping hands)

Objective:

The primary objective of Cheyutha (helping hands) is to inculcate in students the spirit of social service, respect, and care for the elderly. This initiative aims to foster a deeper understanding of the emotions and challenges faced by older adults, emphasizing the importance of familial responsibility and compassion.

The context:

In recent years, there has been a disturbing increase in incidents where children neglect their aging parents, often leading to their abandonment in old age homes. This neglect causes mental agony for the elderly, who are left to deal with loneliness and helplessness. Cheyutha seeks to raise awareness among students about the critical importance of caring for the elderly, promoting family harmony through respect and responsibility for aging family members.

The practice:

The practice involves regular visits by faculty and students to local old age homes, where they provide companionship, emotional support, and material assistance to the residents.

 Specific activities include:

The departments of History, Economics and Political Science along with 58 BA students, visited old age home 'Janavali' on 07-07-2022 and donated a rice bag, vegetables, fruits, bread and groceries to the

residents. The faculty of Home Science together with the final year students visited the old age home on 10th March 2023 and donated aluminium cooking vessels. On February 23, 2023, the Department of Botany, accompanied by 20 students, visited the old age home interacted with the inmates and distributed 60 kg of rice and buns. During these visits, students engage with the elderly, listen to their stories, and provide much-needed emotional support. This interaction helps the students in developing empathy and a sense of community service.

Evidence of success:

The Cheyutha initiative yielded positive outcomes, including:

Both teachers and students report a heightened sense of empathy and understanding towards elderly. Participants have learned the value of contributing their time, energy, and resources to those in need. The success initiative has inspired many departments within the institution to engage in similar community service activities, broadening the scope and impact of the practice.

Problems encountered and Resources required:

Despite success, Cheyutha faces several challenges:

- Securing funds to support the initiative and make meaningful contributions is becoming difficult.
- Balancing the hectic academic schedules of students and faculty with the time required for community service poses a significant challenge.
- Many students are non-locals, making transportation to old age home, a logistical problem.

In spite of challenges, the commitment and enthusiasm of the participants ensure the continued success and expansion of Cheyutha. The practice not only benefits the elderly but also enriches the personal growth and social responsibility of the students involved.

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Institutional Distinctiveness:

Empowering Women for a brighter future

The distinctiveness of A.S.D Government Degree College for Women lies in its unwavering commitment to **'empowering women for a brighter future'**. This commitment aligns with the institution's vision of "imparting quality education embedded with values and skills leading to the development of the nation through the empowerment of women, especially those hailing from marginalized sections of the society."

The college is dedicated to creating an environment that nurtures and empowers women through comprehensive education, leadership opportunities, and active community engagement. This holistic approach ensures the development of versatile individuals prepared to lead and make significant contributions in all spheres of life.

Comprehensive Education

The institution offers quality education in arts, sciences, and commerce through the innovative curricula designed to meet the evolving needs of industry. The programmes extend beyond imparting domain-specific knowledge by including courses on soft skills, communication skills, analytical skills, entrepreneurship development, personality development and leadership management. This comprehensive education significantly enhances the employability of graduates. Highly qualified, enthusiastic, and dedicated faculty go the extra mile to inspire and nurture young minds, providing personalized attention, mentoring, adopting innovative pedagogical approaches.

Experiential Learning is a cornerstone of the curriculum, integrating field trips, industrial tours, and visits to research institutes, to bridge theory with practice. Field-based projects and community service projects provide first-hand experience in research and community engagement. Skill development trainings equip students with professional, technical, entrepreneurial, and other life skills essential for personal development.

The institution offers 67 Certificate and value-added courses to bridge curriculum gaps and impart additional skills. Among these, 11 certificate courses integrate the Indian Knowledge system, connecting the students connected to the rich cultural heritage of ancient India.

Digital literacy is a crucial 21st century skill, encompasses the use of digital tools, online safety, privacy, and ethical online behaviour. Students are encouraged to enroll and complete online courses on platforms like SWAYAM, edX, Coursera, and utilize the LMS developed by APCCE. 125 computers are readily available for student use in the JKC, Computer laboratories and the library.

Embracing NEP 2020, internships are integrated into the curriculum, facilitating industry exposure and enhancing employability of students. The institution has 24 MoUs with other educational institutions and industries for resource sharing, internships, and placements.

The institution nurtures entrepreneurial skills through initiatives like 'SAMANA,' student fair where students showcase and sell products, earning profits. Under the Innovation and Incubation Centre, two student start-ups, Blossoms Nursery and Yuvacrafts are successfully run. The institution provides skill development training to local women from DWACRA groups on 'Self-employed tailor' and 'Data entry operator' courses through the PMKVY scheme under NSQF thereby contributing to their empowerment.

Recognizing the significance of games and sports in physical well-being, the institution allots one hour for games in the timetable. With the college's support and motivation, students have won prizes at university, state, and national level competitions. To support mental well-being, Yoga and meditation courses, conducts awareness programmes on psychological well-being, and suicide prevention, and holds meditation sessions, in collaboration with organizations like Ramachandra Mission and Ramakrishna Mission.

The institution integrates gender issues into the curriculum. By conducting gender audits and creating

awareness through workshops, lectures, and awareness programmes, the institution strives to empower women. The Women Empowerment Cell and other departments organize sessions on gender sensitization, women in leadership, women in science etc., to educate and inspire students.

Environmental consciousness is deeply ingrained through various initiatives. Courses like Environmental Education, active participation in Eco club activities, involvement in plantation drives, mangroves and Olive Ridley conservation and other awareness activities within and outside the college are key components. The institution practices solid and liquid waste management practices and utilizes alternate energy sources, water conservation strategies, providing real-time examples for students. 'All is Well' an NGO, recognized and appreciated the students and the institution for environmental protection initiatives.

To ensure that the students are well-versed in ethical and moral values, Human Values and Professional Ethics course is made as mandatory part of the curriculum. Mentor-mentee system plays a crucial role in fostering these values among students. Through regular interactions, mentors impart values such as honesty, respect, empathy, and social responsibility. This system creates a nurturing environment where students feel supported and motivated to grow into responsible and ethical individuals.

Overall personality development is ensured through a blend of cocurricular and extracurricular activities. Debates, group discussions, elocution and essay writing competitions enhance communication and critical thinking skills, while cultural activities, sports and club activities foster teamwork and creativity. Workshops on career guidance, grooming, communication, interview preparation, life skills, and premarital counselling in collaboration with reputed organizations like SETRAJ, and JCI International, further support student development.

leadership opportunities:

Leadership development is fostered through active student involvement in both academic and administrative activities. The Student Council, a body of student representatives, regularly meets to discuss and address academic and student-related issues with the principal. The council organizes events like Fresher's Day, Annual Day, Teachers Day, Parent-Teacher meetings, alumni Meeting, campus recruitment drives, awareness programs, blood donation camps and health camps. As a part of transparent governance and decentralized governance, students participate various administrative and academic committees. These practices not only ensure transparency but also cultivate 21st-century leadership skills such as critical thinking, problem solving, collaboration and teamwork, adaptability, and resilience.

Fostering active community engagement and social responsibility:

 The institution promotes social awareness among the students through active engagement in extension activities that address critical societal issues and positively impact communities. NCC cadets lead blood donation camps, where many volunteer to donate blood, and participate in awareness campaigns, plantation drives, beach clean-up activities in collaboration with local organizations. Two NSS units conduct annual weeklong camps in adopted areas, furthering community engagement. The departments play a pivotal role by conducting awareness programmes on health and wellness, nutrition, menstrual hygiene, medicinal plants, safe drinking water, plastic eradication, e-waste management, environmental conservation, AIDS, and consumer rights. These initiatives garnered appreciation from local organizations, highlighting their impact in fostering community orientation and instilling social

responsibility among students.

Overall, the institution remains steadfast in its commitment to the noble objective set forth by its founders. It plays a significant role in promoting women's education and empowerment in the region, contributing to the social and economic development of women from diverse backgrounds through comprehensive education and training initiatives.

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

5. CONCLUSION

Additional Information :

The institution is unwavering in its dedication to realize its vision of 'imparting quality education embedded with values and skills leading to the development of the Nation through the empowerment of women, especially those from marginalized sections of the society.' Committed to the upliftment of its students, the institution takes comprehensive measures to ensure their growth and success.

The institution-

Fosters academic excellence by offering programmes that foster a culture of academic rigour and curiosity, encouraging the students excel in their studies.

Develops Leadership Skills by providing opportunities for students to build confidence, resilience, and critical thinking skills, preparing them for leadership roles in the society.

promotes holistic development of students by integrating academic, cocurricular and extracurricular activities and encouraging their participation in arts, sports, and cultural events for their all-round development.

Advocates gender equality and women's rights, equipping the students with skills and knowledge needed for successful careers through industry partnerships, internships, and placement drives.

Fosters entrepreneurial skills by organizing student fairs and supporting start-up initiatives, nurturing future business leaders.

Instils a sense of social responsibility, and environmental stewardship, engaging the students in sustainability and community service projects that contribute to societal well-being.

Ensures inclusive environment for all students providing equal opportunities and support for everyone.

Promotes research aptitude by encouraging participation in seminars and conferences and study projects to develop strong research skills and academic curiosity.

Engages students in community outreach programmes to address local needs, empowering them to be active citizens who contribute positively to society.

Concluding Remarks :

Being a women's college, we play a crucial role in nation-building by addressing the challenges and aspirations of girl students in and around our catchment area. We are committed to our social responsibility by actively working to improve gender parity index, thereby contributing to a more equitable society. Our efforts align with UNESCO's Sustainable Development Goals 4.0, as we strive to provide quality education and empower women to become leaders and change-makers in their communities. Through our initiatives, we aim to foster an inclusive environment that nurtures talent, promotes gender equality, and drives sustainable development.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years** 1.2.1.1. **Number of new courses introduced during the last five years:** Answer before DVV Verification : 340 Answer after DVV Verification: 247 1.2.1.2. **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :** Answer before DVV Verification : 492 Answer after DVV Verification: 492 Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded due to repetitive names
1.3.2	**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.** Answer before DVV Verification : Answer After DVV Verification :67 Remark : DVV has selected edit option to make the HEI input visible
3.2.1	**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)** Answer before DVV Verification : Answer After DVV Verification :0.67 Remark : DVV has converted value into lakhs
3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.3.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification : 52 Answer after DVV Verification: 37 Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have considered Publication in the current UGC CARE with ISSN number
3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years**

3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years**

Answer before DVV Verification : 46

Answer after DVV Verification: 42

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have considered books with ISBN number only and has followed the calendar year (JAN-DEC)

5.3.1	**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years** 5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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12	03	6	15	14 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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4	0	2	0	0	 Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded inter university awards
6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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34	0	0	0	0 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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1	0	0	0	0	 Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded financial support less than Rs. 2000

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of final year outgoing students year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
389	392	436	356	329

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
386	391	374	351	328

ID	Extended Questions
2.1	**Number of full time teachers year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	49	45	48	47

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	41	43	42	46

ID	Extended Questions
3.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
64.37661	67.04317	47.52387	90.49329	167.99205

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
64.38	67.04	31.41	90.50	168.11