



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 4)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
A. S. D. GOVERNMENT DEGREE COLLEGE FOR WOMEN
C-24046**

**Kakinada
Andhra Pradesh
533002**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	A. S. D. GOVERNMENT DEGREE COLLEGE FOR WOMEN Kakinada Andhra Pradesh 533002	
2.Year of Establishment	1962	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	17	
Programmes/Course offered:	17	
Permanent Faculty Members:	27	
Permanent Support Staff:	27	
Students:	928	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The institution serves the needs of only girls and includes first generation students. 2. The institution caters to the needs of the economically weaker sections of the society. 3. Through alumni involvement and extension initiatives the institution maintains close relationship with the community.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 15-10-2025 To : 16-10-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. NALINI SHRIVASTAVA	Dean
Member Co-ordinator:	DR. ASHA CHOUBEY	FormerProfessor,MJP Rohilkhand University
NAAC Co - ordinator:	Dr. Ruchi Tripathi	

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	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 Curricula of programmes offered by the college are designed in tune with local, regional, national, and global developmental needs, focusing on Outcome Based Education. Curriculum of all programmes is revamped at the beginning of every academic year in BoS meetings. The curriculum follows the framework provided by UGC, and APSCHE and has been restructured utilizing the flexibility offered by autonomous status. Many new courses have introduced across 19 UG programmes. To bridge the gap between industry and academia, the institution has designed 67 certificate courses and value added courses focusing on skill development, IKS. Life Skill Courses. In line with the guidelines of NEP 2020, Community Service Projects, internships have been integrated in to the curriculum. The curriculum 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 and family dynamics that have regional relevance. This integration provides opportunities for employment and entrepreneurship. The curriculum is enriched with an understanding of the region's cultural heritage, including traditional arts, literature etc. It aligns with national skill development initiatives to prepare students for emerging industries at national level. It addresses critical global challenges such as climate change, sustainable development goals, global health sectors, digital literacy and innovations relevant to national developmental goals. It provides a comprehensive understanding of global markets and international trade policies enabling the students to understand global economy.
1.1.2 QIM	The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements The curricula of B.A., B.Sc. and B.Com are designed to focus on employability and skill development. The syllabi are revised annually to incorporate latest changes and skill based components. Focus is given on experiential learning with adequate practical, enhancing critical thinking and analytical abilities. Attention has also been given on imparting knowledge necessary for competitive examinations. The curriculum is meticulously designed to ensure that the students gain essential skills with hands on training/ practical, preparing them for successful careers and contributing to the nation's development.
1.3	Curriculum Enrichment
1.3.1 QIM	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 The institution integrates innovative issues in its curriculum aligning with the Sustainable Development Goals and NEP 2020. This includes mandatory courses on Human Values and professional Ethics, 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 which will encourage the students to explore environmental problems, and fosters a comprehensive understanding of environmental degradation and conservation. Students will be encouraged to take 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. Nutritional issues have also been incorporated in the curricula to ensure 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 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 have also been incorporated. Environmental issues, gender sensitivity, counseling session on women safety have also been given emphasis.

Qualitative analysis of Criterion 1

Curricula of programs offered by the college are in sync with local, regional, national, and global developmental needs and are updated regularly. Focus is on employability, entrepreneurship, skill development and human values. Cross cutting issues are blended into the curriculum, like Professional Ethics, Gender, Environment, Human Values and Environment are in accordance with NEP 2020.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student Comprehensive support and development programmes tailored to students' varied learning levels are offered. Bridge course is conducted. Pre- and post-bridge course tests are conducted. Continuous Internal Assessment is done. Based on classroom engagement and internal assessment performance, students are classified into slow, moderate, and advanced learners. For students with lower cognitive and comprehension abilities, supportive and corrective measures are taken. There is a strong mentor-mentee system in place. 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. A variety of educational resources such as hand outs, study materials, previous question papers, question banks, Pdfs, YouTube videos, LMS etc., are used to cater to differential preferences and enable self-paced learning. Remedial coaching is given. Advanced learners 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. 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. They are encouraged to complete MOOCs offered on Microsoft, CISCO, Udemy, SWAYAM platforms, Certificate / Value added courses. Each advanced learner mentors 4-5 slow learners assisting them academically. Learners 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.
2.3	Teaching- Learning Process
2.3.1 QIM	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 Teaching plans are prepared in every semester incorporating the co-curricular and extra-curricular activities, pedagogical methods/tools used. The institution prioritizes experiential learning through laboratory experiments, field trips, and project based learning. Hands-on activities and real-world experiences enhance students' understanding, motivation, collaboration, and creativity. Various Internships enhance the learning experience of students The institution promotes participative learning. Students engage in class seminars, debates, group discussions, poster presentations, role-plays to improve their writing, presentation, problem solving, communication and analytical skills.. Participation in co-curricular and extracurricular activities is made mandatory and given due weightage in the internal assessment. Some of the participatory learning initiatives include manure preparation from degradable waste, ornamental plants production and sale, and products sale at SAMANA student fair. 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. The campus is Wi-Fi enabled with 3 digital classrooms and 3 virtual classrooms, 7 classrooms with LCD Projectors and 185 computers dedicated to ICT enabled learning. Online resources such as e-books, e-journals, web resources are used. Multimedia tools such as YouTube videos, podcasts, Virtual labs, simulations are also used. Online platforms such as WhatsApp, Google classroom, Google Meet, Zoom, Cisco-Webex. Assessment tools like Quizizz, Plickers, Kahoot are used. INFLIBNET, NDL, SWAYAM PRABHA etc. are in used in the library.
2.3.2 QIM	The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

	The institution prioritizes the effective allocation of students to mentors ensuring support and guidance. Mentors take the responsibility of addressing academic, health related, and psychological issues of the mentee. The institution dedicates one hour per week in the timetable for mentors to meet their mentees. During these sessions, mentors assess the mentee's needs and grievances. Mentors assist students in navigating campus life, extracurricular activities and fostering a natural connection between mentees and faculty. Mentors also interact with parents of mentees. They conduct group-wise and subject-wise result analysis, guide in enrolling for scholarships via the Jnanabhumi web portal, analyse monthly attendance and extend support for their holistic development. During Covid-19, mentors utilized online platforms like Google Meet, Zoom and Google Classroom to support students academically and provide individual counselling to address psychological issues. Mentors guide students in carrying out Community Service Projects, internships, and on-job training. Weekly log books maintained by the students are reviewed by the mentor. 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. By building strong relationships with mentees, mentors have significantly reduced the dropout rate. 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.
2.3.3 QIM	<i>Preparation and adherence of Academic Calendar and Teaching plans by the institution</i> Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution. The Academic calendar provides a structured framework for planning and managing academic activities. it provides a timeline for coverage of curriculum. The Academic calendar is prepared by the IQAC involving faculty members, departmental heads. Details of commencement and conclusion of semester, admission schedule, total teaching days, examination schedule, annual events, holidays etc. are included. It is circulated among students and staff and also placed on the website. All the events are carried out strictly in adherence to the academic calendar. 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 , 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 college timetable is based on academic calendar.
2.5	Evaluation Process and Reforms
2.5.3 QIM	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

	The examination schedule is announced by the Examination Cell based on the Academic calendar provided by IQAC. 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 and mid-term exams, contribute to the final score. Since attaining autonomous status, the college has implemented a comprehensive IT integration strategy to enhance its examination procedures. The Student Performance Review System (SPES/SPRS) using updated version of SQL 2014. 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. IT facilitates generation of attendance sheets, attendance entry via software, and report production. IT integration involves generating award sheets after coding answer scripts, marks entry through software, and publishing results. 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. The college plans to introduce OMR-based answer scripts, online mid-examinations, and online evaluation, balancing technological innovation.
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	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 The institution has clearly defined learning outcomes. Including programs and course outcomes. These outcomes are integrated into the assessment process ensuring that the students achieve the desired educational goals. The COs and POs are obtained by the students opting for the particular course/ program and are measured by mid-semester, end-semester examination as well as performance in seminars and assignments.

Qualitative analysis of Criterion 2	
Programs are designed to be practically relevant to learners. Slow learners are given attention so that they match the general level.. Student centric methods are used to deliver the curriculum to learners. ICT tools and e-resources are used for effective classroom experience.. Mentor mentee system is in place. The IQAC formulates an Academic Calender and implements it . Teaching plans are overseen by the IQAC. Examination Process as well as Continuous Internal Assessment are IT integrated. POs and.COOs are publicised on the website.	

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	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 The college has taken several steps for promoting research. Some of them are enlisted below.

	1. Cash incentives for publications (Rs 3000-5000). 2. Support for conference participation 3. Collaborations through MOUs (24 active MOUs) 4. Individual login credentials given to faculty and students to access 6000 e-Journals and 199500 e-Books, e- resources (SodhGanga and SodhSindhu) on National Digital Library and NLIST. 5. Research Advisory Committee to assess progress of ongoing projects. The college has research policy which is on the website. The Adikavi Nannaya University has recognized Research Centres in the Departments of Commerce and Telugu.
3.3	Innovation Ecosystem
3.3.1 QIM	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 Indian Knowledge System (IKS) is focused upon in the college through both curricular (course on Indian Culture and Science) and co-curricular (performing arts) activities. The institution has an Innovation and Incubation Centre (IIC) which helps students in products' development and their commercialization. There are two start-ups (i) Blossoms Nursery (Department of Botany and Horticulture) and (ii) Yuva Crafts initiative (handicrafts). Both startups have participated in Women Entrepreneur Trade Fair 2022, organized by DRDA. The institution offers an Entrepreneurship Skill Development course and 3 IPR workshops have been conducted. Additionally, International Yoga Day and National Handloom Day are celebrated in the college.
3.6	Extension Activities
3.6.1 QIM	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 Several extension activities have been undertaken by the college (like 3 Hours for Society in collaboration with 'All is Well' NGO on sundays, plantation, beach clean-ups, and awareness campaigns on waste management and water conservation, visits to Old Age Homes, conduct of health, hygiene, and nutrition awareness programmes for economically disadvantaged adolescent girls in government schools and social welfare hostels). Community Service Project (CSP) gives hands-on experience to students on issues like poverty, educational barriers, healthcare disparities, alcoholism, domestic violence, gender disparities etc.

Qualitative analysis of Criterion 3

The institution has plans for establishing Central Instrumentation Lab for which the institution has begun

procuring equipments. This will encourage more faculty members, specially is sciences, to undertake research. Also, the faculty must be provided with some seed grant by the college so that they initiate their research before external grants are applied for/granted.

The annual student fair "SAMANA" promotes entrepreneurship. It gives a hands-on training to prepare budget proposals, banking transactions, and consumer behaviour.

IKS is integrated through courses on yoga & meditation, Sanskrit language, classical dance, and Vedic Maths.

Environmental consciousness has been inculcated in the students through the above mentioned programmes/events.

The college has received appreciation Certificate for conducting CSP and NSS activities.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	Physical Facilities
4.1.1 QIM	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. 1.The college has sufficient infrastructure (19 class rooms, seminar hall, open-air auditorium, 10 laboratories. There are sufficient number of computers too for teaching and administrative purposes. The Jawahar Knowledge Centre (JKC) trains students in soft and hard skills. It also has a Zoology Museum, Botany Museum, Botanical Garden and Horticulture Garden. 2.Regarding ICT facilities, there are virtual classrooms, digital classrooms and LCD Projectors. 3. For sports and games, there are gyms, playground with Volleyball, Shuttle, Ball badminton, Basketball, Kho-Kho, and Kabaddi courts along with indoor games (Chess, Carroms, Table Tennis). There is a Yoga and meditation centre.
4.2	Library as a Learning Resource
4.2.1 QIM	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 The library has an automated Online Public Access Catalogue (OPAC). The college central library has high-speed internet accessible. The students and faculty can use the National Digital Library, INFLIBNET, etc.
4.3	IT Infrastructure
4.3.1 QIM	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
	The college has BSNL Bharat Fibre Broadband and YOU Broadband services with 6 internet connections with speeds ranging between 40 Mbps to 300 Mbps.
	MoA with Sri Manasa Solutions for the period 2021-2026, Tenali helps to implement the SPRS Software for secure and confidential student examination procedures.
4.3.3 QIM	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
	More than half of the faculty members contribute to generating e-content for UG courses for which they use the online tools for e-content development.
	The institution does not have an audio-visual centre, mixing equipment, editing facility, media studio, lecture capturing system (LCS), related hardware and software for e-content development.
	The faculty has access to Nodal Resource Centre at the Media Centre of the P.R. Government College (A), Kakinada.
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	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
	The college committees headed by the principal, regularly review the users' feedback and decide on improvements in the facilities.
	Annual stock verification is conducted to ensure accuracy and worn out items are auctioned off.
	The Buildings Repair and Maintenance Committee of the College takes care of the maintenance of buildings, class rooms, laboratories, library, sports facilities etc.
	The Staff Council periodically assesses the infrastructure needs and recommends repairs or additions.
	Various committees with a specified allocated budget maintain the science laboratories, Library, sports facilities, rainwater harvesting etc.

Qualitative analysis of Criterion 4

The college has internet facility (Broadband connections) with speed ranging from 40 Mbps to 300 Mbps and is wi-fi enabled with access to all students and faculty members.

The library is well equipped and conducts an induction session for newly admitted students, familiarizing them with library facilities and usage. Annually, there is a book exhibition on National Library Day. There is a book bank where books have also been donated by the alumni.

The electrical devices/laboratory equipments and physical facilities have periodic/annual maintenance. Each

department also has stock registers, updating them with new acquisitions and removing obsolete items.

An auditorium to accommodate all students for cultural activities, yoga centre and indoor and outdoor sports facilities are ample.

Inspite of the available facilities, the three PG programmes of the College are not attracting much students. Efforts have to be directed to admit and educate more PG students.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1	Student Support
5.1.2 QIM	Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years The institution has a dedicated career counselling cell which helps students through personalised consultations, workshops, and seminars. It also organizes workshops, seminars, and webinars on various career-related topics. The college offers coaching and guidance for various PG entrance exams to help students pursue higher education.
5.3	Student Participation and Activities
5.3.2 QIM	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 The college has students' council comprising of Class Representatives (CRs) and Deputy Class Representatives (DCRS) nominated by the students of the respective classes for each academic year. The CRs and DCRs subsequently elect the President, Secretary and Joint Secretary of the student council. The council plays a crucial role in organizing many events (Fresher's Day, Annual College Day, Independence Day, Teacher's Day, Republic Day, Sports Day, and Women's Day). Students are members of Board of Studies (BoS), 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 etc.,
5.4	Alumni Engagement
5.4.2 QIM	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 The College has an Alumni association, officially registered on March 31, 2022. The alumni provide financial assistance through donations, fundraisers and by mobilizing funds from philanthropists. Several alumni serve as members of various committees and contribute to the growth of the college.

Qualitative analysis of Criterion 5	
There is an active and effective career counselling cell in the college. Also, students' council is there, elected each year whose members participate in different committees of the college.	
The Institute's Alumni association is registered. It is a pro-active and vibrant alumni group. The alumni network can advertise the PG programmes being offered by the College to a wider audience.	

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	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. Through strategic planning, execution, and quality enhancement, the college engages all stakeholders in shaping policies and procedures, fostering a sense of commitment and responsibility within the workforce. 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. The institution has embraced NEP 2020, by offering multidisciplinary programmes with flexible and innovative curricula focused on holistic development, research initiatives and comprehensive education. Many UG Honours single major programs, with Choice-Based Credit System, and multiple entry and exit options are being introduced.. The institution has initiated registration of students in Academic Bank of Credits (ABC) facilitating flexible learning pathways, credit accumulation, and transfer. 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. These committees operate independently within their purview, ensuring sustained institutional 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.
6.2	Strategy Development and Deployment
6.2.1 QIM	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 A 15-year comprehensive perspective plan was prepared based on needs analysis. Time-bound, five years each short-term, medium-term and long-term objectives, covering key areas such as academic programs, new and innovative courses, certificate courses, ICT integration in teaching, up-skilling and competence building of staff and students, Learning Management System, and MOCs promotion, infrastructure developments research, community service, financial sustainability incubation center, innovations, training and

	placements, alumni support, community extension programs etc have been clearly shown. A detail of all these have been incorporated. These details have also been incorporated in the presentation of the college also. Besides, for effective and efficient functioning of institution, effective policy adopted, appointment procedures and service rules etc have also been detailed in the SSR as well as in presentation
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression 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. IQAC conducts internal academic audit of the institution periodically. The process involves verifying records to assess the conduct of curricular, co-curricular and extracurricular activities of colleges. The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression. Andhra Pradesh Government Life Insurance and Group Insurance Scheme are social security measures for the Welfare of Government employees. Employees Health Scheme offers 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, 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 are available to employees. Faculty are encouraged to attend 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.
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	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 The institution aims to empower underprivileged girl students by addressing their academic and administrative needs. The institution actively seeks government funding under various schemes. 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. The institution approaches ONGC, Kakinada and other corporates for procuring funds for infrastructure and other development activities. ONGC contributed Rs. 47,32,988 in this direction. 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. The registered alumni association contributes funds also. Government scholarships are sought for deserving learners. UGC autonomy grants and

	RUSA grants were utilized for infrastructure development, competency building programs, repairs, renovations, graduation day, examination cell automation, and electrical maintenance. Grants sanctioned from the government budget were used for SC-ST Book Bank. Funds from NGOs are also sought.
6.4.3 QIM	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 The Institution conducts internal and external financial audits regularly.. The Accountant General, 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 performs the external audits periodically. The Principal constitutes the internal audit teams to check the accounts of the various departments/ sections/accounts yearly. At the end of every academic year an internal financial audit is carried out. The committee verifies 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. 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. 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.
6.5	Internal Quality Assurance System
6.5.1 QIM	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 Internal Quality Assurance Cell over the past five years have focused on aligning with accreditation standards and fostering continuous improvement. The number of programmes offered show a considerable increase. The number of new courses have risen remarkably, and many certificate courses have been introduced. The percentage of programmes integrating field projects/ Community service projects/ internships reached significant heights. 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 has increased, improving the student-teacher ratio as well. The number of teachers with Ph. D qualification has increased. Since last couple of years, the institution has been recognized as research centre by the University. Significant progress was made in organizing seminars, webinars, workshops, FDPs and symposia. The extension programmes as well as MoUs have almost doubled. Innovation and Incubation Centre was strengthened with two start-ups. ICT facilities are improved making the campus Wi-Fi enabled and a fully automated library. Other improvements include increase in number of computers, classrooms and normal and pink toilets. Ground water recharge pits, rain water harvesting, and waste water reuse facilities are available. Percentage of students receiving scholarships has increased. Percentage of teachers attending faculty development programmes has improved.
6.5.2 QIM	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. IQAC prepares time tables and communicates the same to 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 (TLPMS) app. Class wise time tables are uploaded in the app and courses are mapped to the subject teachers. Details of student attendance, Topic covered, Teaching aids used etc. are uploaded. Student Satisfaction Survey is conducted to assess the satisfaction levels of students on teaching-learning process. 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.

Qualitative analysis of Criterion 6

The college governance and leadership are in accordance with its vision and mission. Governance and administration is decentralized. College has long and short term plans in place. The institutional perspective plan is deployed and functional. The institutional perspective plan is deployed and functional. The College has performance appraisal system and welfare measures for teaching and non-teaching staff. College has strategies for mobilisation of funds. Internal and external financial audits are conducted regularly. IQAC monitors the teaching learning process and learning outcomes.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	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 The institution's gender equity and sensitization policy aims at promoting gender equity. Comprehensive gender audits, fostering an inclusive and supportive environment for all the members, particularly women ensure this. 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. 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. Girls are counselled on enjoying equal opportunities, choices, capabilities. The institution encourages participation of girls in extra-curricular activities to promote their overall development. Girls are encouraged to enroll in NSS and NCC. CCTV cameras are installed in prominent places on campus for tight security surveillance and security staff are present.
7.1.3 QIM	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 The solid waste is separated into degradable and non-degradable components at different levels and collection points. 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. This 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. 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 is auctioned by the Department of

	Computer Science The Department of Commerce contributes to waste recycling through the "Best Out of Waste" programme. Waste paper and plastic is collected separately and sent for recycling. Waste water generated at the college canteen is treated and reused for landscaping. 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.
7.1.5 QIM	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 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. 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. 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. The Departments of Botany and Horticulture landscaped a beautiful garden," in which a number of species of plants are maintained. To foster environmental promotional activities, the Department of Botany is running 'BLOSSOMS NURSERY.' They also have a botanical garden with medicinal plants. There's a horticulture garden as well. 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. Ramps for easy access to classrooms. 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.
7.1.7 QIM	<i>The Institution has Differently-abled (Divyangjan) friendly, barrier free environment</i> <i>Write description covering the various components of barrier free environment in your institution in maximum of 500 words</i> • 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 The college is dedicated to Divyangjan-friendly, barrier-free environment for the differently-abled students. Ramps are provided for easy access to classrooms. These ramps enable students to reach the classrooms with ease, enhancing their mobility and independence. There are three ramps strategically located throughout the campus. The campus includes washrooms specifically designed for students with special needs. 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. 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 examinations. The institution fosters a friendly and supportive atmosphere for all the differently-abled students, ensuring they feel included and valued within the college community.
7.1.8 QIM	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). 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. 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. Hindi Diwas is organized every year. 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 of zero tolerance against any form of discrimination based on religion, caste, ensuring respectful environment for all students. Community service projects and outreach programmes engage students with diverse communities, fostering empathy and social responsibility. The college celebrates cultural festivals like Christmas, Ramzan, Pongal ensuring representation from different communities. This helps students appreciate and respect various cultures and traditions. Regular cultural programmes and events, such as dance, music, showcase the diverse cultural backgrounds of the students fostering mutual respect and understanding.
7.1.9 QIM	<i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i> Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words. 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. 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. Institution has established Electoral Literacy Club. ELC conducts voter registration drives, EVM-VV PAT utilization drives, voter enrolment drives. Celebrates Voter's Day.
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual The SAMANA Student Fair is the first Best Practice which aims to harness and showcase the

	talents and potential of students. It aims to create awareness on the preparation of budget proposals, banking transactions, and project proposals for start-ups and providing first-hand experiences on consumer behaviours empowering students with marketing skills and enabling students to earn while they learn. Students learn to operate stalls, applying business skills learned in their curriculum to real-life entrepreneurial venturesEvidence 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. Cheyutha (Helping hands) the second Best Practice which inculcates in students the spirit of social service, respect, and care for the elderly. Cheyutha seeks to raise awareness among students about the critical importance of caring for the elderly, promoting family harmony.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words The distinctiveness of A.S.D Government Degree College for Women lies in its commitment to empowering women for a brighter future. 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. 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.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.Environmental consciousness is deeply ingrained through various initiatives.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.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.

Qualitative analysis of Criterion 7

College has the Gender Audit and promotes gender equity. Degradable and non-degradable waste management is present. There is movement towards a Green Campus.

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)

Overall Analysis

Strength:

- Effective decentralized management backed by sound rules and regulations.
- Teaching staff who are qualified and dedicated to teach the current programs.

- Incorporation of internships, certificate programs, and community service projects into the curriculum to improve employability and community involvement.
- Organization of workshops, seminars, along with employability and skill-based training programs to increase global exposure.
- Raising funds from organizations and local governments to improve the college's infrastructure.

Weaknesses:

- Inadequate number of classrooms to accommodate the students.
- Dropout rates are noticed due to early marriages or economic hardship.
- Limited industrial consultancy services with research activities.
- Interdisciplinary approach is missing in programmes.
- Inadequate Post Graduate Programmes.
- Research collaboration is missing in the institution

Opportunities:

- Formulating research proposals for funding to various national and international agencies.
- The proximity of national and state institutions like NIH, SIFT, and CIFE provides students with invaluable chances for practical experience.
- Strategic location in the Special Economic Zone (SEZ) offers abundant employment prospects.
- Location of the college in a district center with prime location playing a key role in fulfilling the aspirations of the local downtrodden community.
- Programs in computer science, marine biotechnology, horticulture, and management open doors to entrepreneurial opportunities.

Challenges:

- Obtaining permission to introduce more PG programmes and for expansion of the infrastructure facilities.
- Enhancing consulting and collaboration services.
- Developing research ambience and mobilization of resources to carry out research.
- Implementation of NEP- 2020 in letter and spirit.
- To generate more financial resources for research activities.
- To make the collaboration with industries for students' placements.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- 1. Introduce more PG Programmes in computer science, marine science, management and creation of research centers for facilitating progression of the students.
- 2. More functional linkages with Industries should be created for the placement of students and entrepreneurship.
- 3. The college may explore possibilities for national and international funding resources for research excellence.
- 4. Infrastructure facilities such as class rooms, laboratories with modern scientific equipments should be upgraded in college.
- 5. Develop centers of research excellence and promote collaborative research within academia as well as between academia and research centers.
- 6. Creation of Innovation Ecosystem in college on inter-disciplinary research, training and its application to suit global trends.
- 7. Students support system such as, Students Safety, Equal Opportunity Cell, Psychological Guidance and Counseling Unit, NET / SET Coaching Cell, etc. should be introduced.
- 8. Effective e-Governance strategy delivery services and information should be introduced to its various constituencies using powerful electronic means in the college.
- 9. Setting up of Chairs of excellence in various faculties.
- 10. Promotion of private sector participation in infrastructure and technology development.
- 11. Initiation of vocational courses at fast pace and in large numbers for the benefit of students.
- 12. More number of publications in Scopus/Web of science/ISI to be encouraged among teaching community.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. NALINI SHRIVASTAVA	Chairperson	
2	DR. ASHA CHOUBEY	Member Co-ordinator	
3	Dr. Ruchi Tripathi	NAAC Co - ordinator	

Place

Date