SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

S.K.R GOVERNMENT DEGREE COLLEGE (WOMEN)

OPP TTD KALAYANA MANDAPAM DANAVAIPETA RAJAMAHENDRAVARAM 533103

www.skrgdcwrjy.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

"*Yatra Naryastu Pujyante Ramante Tatra Devata*

Yatraitaastuna pujyante sarvaastatra falaahkriyaah."

Where women are honoured, divinity blossoms; where women are dishonoured, all action, no matter how noble it may be, remains unfruitful. *Manusmriti3:56*

Srimathi Kandukuri Rajyalakshmi (05-11-1851 to 11-08-1910) was the wife of late Kandukuri Veeresilingam Panthulu Garu (16-04-1848 -to 27-05-1919) the forerunner of social reformers in the Godavari region of Madras Presidency. Though he was decorated with the civilian honour of RAO BAHADUR, people used to address him Panthulu Garu (Teacher Renowned).

Pita Rakshati Kaumare Bharta Rakshati Yauvane
Rakshanti Sthavire Putrana Stree Svaatantryamarhati

According to the cited chant, the father guards her during virginity, the husband guards her in youth, and the sons guard her in old age; the woman is never fit for independence *Manusmriti9:3*

But the noble couple—Veeresalingam and Rajyalakshmi—ignored this sloka and championed the cause of WOMEN EDUCATION. They fought against child marriages and the system of dowry. In 1874, they instituted a school in Dowlaiswaram to encourage education for girls. Subsequently, they started Hitakarini School in 1908 in Rajamahendravaram. To promote women's education, they started a journal, namely VIVEKA VARDHINI, in 1876, which was published in Chennai (Madras) in its formative days.

The emblem of the college is studded with *Yatra Naryastu Pujyante Ramanthe Tatra Devata.*

To commemorate the service, particularly in the field of education, rendered by the noble couple *Smt. Kandukuri Rajyalakshmi College for women* was established on 2nd September 1968.

As per the UGC act of 1956, the college is included under section 2(f) and 12(b).

Since then, the college has become synonymous for its service to the girls of erstwhile East and West Godavari districts of Andhra Pradesh. At present, the college offers a postgraduate program in Zoology and several UG programs in Arts, Commerce, and Science.

As per the GO Ms.no. 28 dated 10th of August, 2022 the college underwent a transfer of ownership to the Government of Andhra Pradesh. Now the name of the college has been changed as *Smt. Kandukuri Rajyalakshmi Government Degree College (Women).*

Vision

To transform young women into integrated, powerful, and holistic leaders who are service-minded, ecologically sensitive, and actively involved in the growth of their families, communities, and country.

The objective of the institution is stated in its vision statement. Human resources is the primary source for all other resources. The college intends to metamorphose young women into well-grown adults through imparting training. After the targeted training, the young women acquire adequate levels of maturity. In turn, they become resourceful for themselves, their families, the community to which they belong, and finally the country. That is how the college contributes to the core values of national development.

Mission

- *Creating awareness among students on the significance of protecting and advancing our legacy, culture, and the environment.*
- *Facilitating the development of global skills through the empowerment of individuals through the utilization of technology.*
- *Employing effective pedagogical strategies to foster uniqueness, creativity, and lateral thinking in instructional delivery.*
- *Advocating for community-based programs aimed at fostering empathy,*
- *Comprehension and collaboration to benefit individuals facing social disadvantages.*

The mission statement communicates to its stakeholders the direction, the path and the strategy to be followed in reading the objective.

It enumerates the ways and means; the institution has, in reaching the goal.

Some of the courses offered impart awareness of the environment and culture. Recent trends in technology and global skills are offered to the taught. Knowledge of computers is one such example.

Language skills (Listening, Speaking, Reading, Writing, and Grammar) are imparted in the initial semesters of all UG programmes to make the student competent enough to cope with the global trends.

To comprehend the heterogeneous nature of society and the cultural, regional, linguistic communal, and socio-economic diversity the college offers several courses. This transforms the students into responsible citizens.

Hence, the core values like Contributing to National Development Fostering Global Competencies, and Promoting the Use of Technology are being put into practice.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength and weakness are the inherent characteristics of any organisation.

STRENGTH OF THE COLLEGE

1. The college is well equipped with qualified and experienced teaching and non-teaching staff. Out of 50

members of the teaching staff, 7 possess a PhD, 3 have a M.Phil. degree, and 2 are qualified for UGC NET and APSLET.

2. The college offers one PG programme (M.Sc., Zoology), four UG programmes in B.Sc., five UG programmes in B.A., and two UG programmes in B.Com. Out of the four UG programmes in B.Sc., two programmes offer computer science, and out of the two UG programmes in B.Com one programme offers computer applications.

3. To create a student-centric academic ambience, ICT-enabled tools are extensively used by the teaching staff.

4. The college implements e-governance in its operations like administration, including finance and accounts, student admissions, examinations, and complaint management.

5. The college has well-equipped classrooms and laboratories.

6. IQAC, the Women Empowerment Cell, a registered and proactive alumni association, contributes their mite to strengthening the college.

7. Three NSS units and one unit of NCC are the feathers in the cap of the college.

8. A hostel with the strength of 260 beds with all amenities serves the cause of non-local students.

9. Rest rooms for students, ramps, and handrails for physically challenged students are provided.

10. RO water plants, solar-powered street lighting, energy-efficient LED lights, and surveillance through CCTV are the other facilities.

11. Geographically, the college is well connected to the railway station and the bus station.

Institutional Weakness

1. Being an aided and non-autonomous college, the institution can not make academic, administrative and financial decisions on its own. Lack of freedom in decision-making leads to hampered growth is the proven fact.

2. It is imperative for the institute to engage in increased collaborative efforts with other reputed institutions, commercial enterprises, and similar entities. This entails conducting a greater number of joint activities and interdisciplinary research endeavours, among other initiatives.

Institutional Opportunity

Opportunities and challenges are not the inherent characteristics of an organisation. They come from outside. An organisation is supposed to raise to the occasion to meet the opportunities and challenges.

1.The college has a registered Alumni association that provides financial assistance to various programmes like MID-DAY meals for students, free eye camps, offers training in tailoring and beautician courses.

2. Students, researchers and teachers have access to electronic materials through INFLIBINET, N-List membership and automation.

3. Merit Scholarships are awarded to students who demonstrate exceptional performance in academics, sports, co-curricular and extracurricular activities.

4. The college has an operational MoU with Government College (A), Rajamahendravaram; To enhance competitive spirit among the students of both the institutions, a student exchange programme was conducted in 2017-2018 academic year.

Institutional Challenge

1. Since the society around is patriarchal, the girl student is unknowingly conditioned and shaped by the environment of male dominance. This restricts the girl students to participate in the co-curricular and extracurricular activities like sports, games, NCC and participation in field work.

2. Growth is hampered by issues such as the marginalisation of disadvantaged pupils in under-resourced institutions, which perpetuates social segregation. Students are encouraged to continue their studies by overcoming challenges.

3. One of the challenges observed in students is a deficiency in comprehending the essential skill sets and degrees of proficiency required.

4. To convince the parents not to propose early marriages, even before they have complete degrees.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

"Life is a journey, not a destination"- Ralph Waldo Emerson

Similarly, in a higher educational institution, QUALITY is the journey and not the DESTINATION. It has to be initiated somewhere either in the curricular or in the non-curricular activities. The INITIATED QUALITY has to be SUSTAINED over a period of time and the SUSTAINED QUALITY has to be ENHANCED.

Curricular Planning and Implementation

The affiliating university communicates year-wise annual academic calendar at the outset of the academic year. The implementation of this plan, rather the delivery, is recorded in teaching diary and teaching notes. The entire activity is audited by the Commissionerate of Collegiate Education team and reported by means of an Academic & Administrative Audit report.

Academic Flexibility

Value-added courses are those created to raise the performance of the student above the benchmarks set by the academic curriculum. These value-added coures are incorporated in the curriculum to improve the chances of employability.

Curriculum Enrichment:

The cross-cutting issues like gender, human values, and professional ethics are addressed while transacting the curriculum. The following table exemplifies the transaction:

S.No		YEAR	SEMESTER	TOPIC	Max. Marks
1	**Professional Ethics**	From 2020-21	I	Entrepreneurship Development (LS)-Commerce	50
		2020-21	III	Selected Sociological Theories--Sociology	100
	Gender	From 2020-21	II	A Course in Reading and Writing Skills -English	100
		From 2020-21	IV	Glimpses of World Literature-- English	100
	Human Values		I	Human Values and Professional Ethics (LS)--Politics	50
			V	Hospitality Services --History	100
	Environment and Sustainability in transacting		III	Development Economics--Economics	100

Feedback System

Out of the eight stakeholders (management, faculty members, administrative staff, students, parents, employees, community, and alumni), feedback is obtained from teachers, students, employers, and alumni to revise and redesign the curricula. The feedback taken is analysed, action taken report is communicated to the relevant bodies, and the activity of the feedback is made available on the institutional website.

Teaching-learning and Evaluation

Teaching, Learning and Evaluation assesses teaching strategies, providing feedback on learning experiences. The institution focuses on the holistic growth of the student through interactive, experiential learning methods, exchange programmes, and blended learning.

The institution's induction programme familiarises incoming students with the college's policies, procedures, values, culture, and academic offerings. Students are engaged in activities like community service projects and internships to develop employability skills. Experiential learning techniques, problem-based learning, and exchange programmes with neighbouring colleges further enhance academic excellence.

Students develop critical thinking and analytical skills through problem-solving methods, including group discussions, debates, internships, and mentorship. They utilise Learning Management Systems (LMS) and YouTube lessons for effective learning in blended mode, combining ICT and traditional methods.

Our college follows university schedules and maintains transparency in evaluation with the support of invigilators. Examination timetables are shared, and external examiners conduct practical examinations. Departments assess students' academic performance with mid-term and semester-end examinations. Grievances are regularly addressed. In such ways, we evaluate student progress.

Outcome-Based Education (OBE) aims to achieve objectives through programme outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs). Assessment methods include direct examinations, semester-end theory exams, and surveys. Course outcomes are assessed through internal exams and final exams, with grades determined by the student's performance.

Research, Innovations and Extension

The institution promotes creativity and incubation by providing facilities and guidance to students. It offers service-oriented training, entrepreneurship awareness meetings, workshops, seminars, and guest lectures. Engagement with technology as a means of improving society is encouraged by the college. Faculty members use various methods to enhance the levels of student-learning, including interactive teaching, fieldwork, project work, computer-assisted training, and experiments. The college introduces Community Service Projects and internships to increase research involvement and interest among undergraduate students. Field studies, interactive methods, experiential learning, student seminars, and information sharing are also used. The college supports cultural exchange through student exchange programs and faculty exchange programs. The institution supports research through linkages and collaborations, establishing formal agreements with other colleges and universities and collaborating with enterprises.

With seven Ph.D. recipients and thirty-one research articles that have been authorized, the university places a high priority on both research and education. During the COVID-19 pandemic, departments collaborated on webinars. The college library offers access to scholarly electronic resources, including national and international research journals, papers, and dissertations, through membership in N-List and INFLIBNET.

The college organizes extension programmes to bridge the gap between academia and the taught, connecting students to communities and social issues. These activities include promoting institute-neighbourhood community engagement, fostering social service, and promoting overall development. Department of Economics conducts surveys on various topics, such as economics, politics, and insurance policies. Department of Chemistry raises awareness on ozone depletion and distributes fruits and clothes to elderly homes and schools. Department of English teaches to government school students. National Service Scheme and National Cadet Corps Units participate in neighbourhood community activities, such as distributing medicines, books, stationery, and organizing awareness campaigns on health and hygiene. The college also commemorates various societal events and the birth and death anniversaries of its founders. The learning outcomes of these activities include increased knowledge on societal issues, empathy for the community, and the development of

social skills, communication, management, leadership, and analytical abilities.

Infrastructure and Learning Resources

The college provides a serene, pollution-free environment for academic growth and community development. The 12.5-acre campus includes various labs, a library, and virtual classrooms. The college uses technology to enhance instructional methods and provides a playground, gymnasium, and auditorium for cultural events. The NCC course is overseen by the 3rd Andhra Girls Battalion, Kakinada, and offers educational activities to improve public speaking, communication, yoga practice, and health. The attached hostel, maintained by students, has 60 rooms and a green environment, fostering tranquillity and discipline among students.

Infrastructure Details (Physical & Academic Facilities - Criterion-IV)	
Total no. of classrooms	**33**
Total no. of Laboratories	07
Total no. of Digital classrooms	**01**
Total no. of Virtual classrooms	**03**
Total no. of ICT-enabled classrooms	**05**
Total no. of Computers	85
Student Computer Ratio	**8:1**
Open Air Auditorium	**01**
Details of Sports Facilities	**Playgrounds, Basketball court, Throw Ball court, Shuttle Court, Table Tennis, Carroms & Chess**
Gymnasium (No. of stations)	**13**
Divyangjan Friendly Facilities (Ramps/ Lifts/ Softwares)	**05**
Solar Energy Details	**06 Solar Streetlights**
Language Lab	**01**
Computer Lab	**01**
First Aid Room	**01**

The advisory group of the college library provides recommendations and proposals for enhancing library efficiency. The library offers a comprehensive collection of academic resources, including 22388 text volumes, journals, newspapers, magazines, and study aids. It utilizes the SOUL 3.0 Integrated Library Management System (ILMS) and the N-LIST- INFLIBNET consortium for access to electronic resources. The library offers extensional activities, a user orientation programme, and celebrates National Librarians Day and National Library Week. The average annual expenditure on books, subscriptions, and newspapers is Rs-1,30,000.

The library committee and computer science faculty are responsible for modernizing IT infrastructure, including the Airtel Xstream Fiber network, to improve internet connectivity. The college also offers 85 computers and 10 LCD projectors for virtual and digital classrooms and offers training programs to enhance professors' ICT proficiency. Technological platforms like OAMDC, F-MAP, TLP, CFMS, APFRS, JnanaBhoomi, and I MAP streamline operations for e-governance.

Student Support and Progression

The College is known for the holistic development of the students in its lush green campus. In addition to the

AP State Government scholarships, the College provides financial support under *Poor Student Aid Fund and Endowment Scholarships* to the meritorious, underprivileged students who excelled in the field of academics. During the five-year review period, 2745 students availed scholarships from the A.P State Government and 95 from the College Poor Student Fund and 219 Endowment Scholarships.

Value-based Education is imparted to the students through Human Values and Professional Ethics (HVPE), Leadership Education, Environmental Education, Life Skill, Skill Development and Certificate courses. Skill Enhancement and Capacity Building programs are organised by various departments in collaboration with different agencies. Overall 620 students were trained during the last 5 years in soft skills, language and communication skills, and computing skills.

The college conducts regular classes for the SET and other competitive examinations through Career Guidance and Placement Cell. The well equipped library with diverse, vast number of books and journals is the good source of information for the students to score and secure in competitive examinations. During the last five years, our students were qualified in various competitive examinations of State and Central Government like Department of Communications – Department of Post and Central Industrial Security Force – Central Armed Police Force etc., beside 150 students in private sector. The student progression to higher education is evident from the fact that every year a significant number of our students were appearing for the APPGCET conducted by APSCHE and pursing higher education from various Universities across the Andhra Pradesh.

The college runs an active, transparent Grievance Redressal Cell to address the student issues. During the last five years no grievances were reported/recorded especially under ragging which reflects that the college strictly adopts zero tolerance for ragging.

During the last five years period, our students participated at national level and brought laurels to the college for their outstanding performance in sports and cultural events. The proactive Students Union and registered alumni organize various activities and programmes for the benefit of the students and college.

Governance, Leadership and Management

The college aims to improve human resources by providing educational opportunities to female students in impoverished areas, fostering responsible individuals through transformative initiatives like undergraduate programs and certifications. It employs a decentralized management style with committees for decision-making. The college is implementing capacity building programmes for students and to enhance academic skills, life skills, digital literacy, career readiness, cultural competence, soft skills, and financial literacy through workshops, online learning, mentoring, coaching, and continuous improvement.

The academic audit aims to enhance institutional efficiency and promote instructor accountability by using four formats like college profile, institutional data, faculty-wise data, and action taken report. The college administers government welfare programs, offers professional growth opportunities, and encourages technological progress.

Institutional finance is sourced from the University Grants Commission, Rashtriya Uchatar Siksha Abhiyan, and the Government of Andhra Pradesh. The institution has been accredited at B+ grade2..from the National Assessment and Accreditation Council. Regular audits ensure transparency in financial resource allocation. The Alumni Association of the college has supported the institution during the pandemic, by providing rice bags, grocesories, sanitizers, masks etc., for staff.

The IQAC aims to promote a Student-centric approach, utilizing ICT tools, and fostering transparency, accountability, and sustainability. It encourages innovation, collaboration, and compliance and diverse environment. The IQAC conducts regular assessments, analyzing outcomes, and engages with diverse stakeholders. It also promotes continuous improvement, research, and innovation. The institution conducts an academic audit annually, ensuring compliance and providing insights for decision-making. The policy emphasizes evidence-based judgments.

During the last 5 years, some of ourteaching staff underwent Faculty Development Programme; 01 attended Orientation Programme; 33 number of teaching staff participated in short term courses.

Institutional Values and Best Practices

Promoting gender equity and sensitization is essential for a more inclusive society, and activities include awareness campaigns, rallies, and peer education programs. Consistency of these activities is crucial for success, involving local leaders, building alliances, and also engaging the community.

As a part of co-curricular activities, the college celebrates events like International Women's Day and National Girl Child Day to raise awareness about underutilized capabilities of girls and women and combat discriminatory practices. Women Empowerment Cell (WEC) acknowledges and observes both national and International important days for the empowerment of girls while simultaneously fostering a heightened understanding of the fundamental rights of children. Empowerment initiatives targeting women include human rights lectures and anti-human trafficking campaigns.

The educational institution focuses on cultivating awareness among female students about personal development, heritage, and environmental preservation. They use Jeevamrutham, a bio fertiliser, as an example of mitigating soil pollution. The institution has successfully implemented these practices, resulting in improved soil fertility and crop quality.

The institution celebrates the birth and death anniversaries of its founders, Smt. Kandukuri Rajyalakshmamma and Sri. Kandukuri Veeresalingam Panthulu garu, and its alumni, who provide financial support to the institution. The institution has a large number of empowered women and 60% of its faculty members are alumni, playing a pivotal role in mentoring students.

Gender equity and sensitization are integral to the curriculum of sociology, a special course on gender studies covers women's status in India, economy, education, and women's development. The curriculum includes academic activities such as guest lectures, study projects, and exhibitions, as well as gender sensitization programmes aimed at educating students on gender-sensitive issues, women rights, cyber crime, eve teasing, sexual and verbal harassment, menstruation care, and other relevant subjects.

The college provides facilities for women, such as sports, and games, cultural activities, CCTV cameras, and emergency provisions(fire safety).

The college also celebrates cultural days and promotes constitutional education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	S.K.R GOVERNMENT DEGREE COLLEGE (WOMEN)
Address	OPP TTD KALAYANA MANDAPAM DANAVAIPETA RAJAMAHENDRAVARAM
City	Rajamahendravaram
State	Andhra Pradesh
Pin	533103
Website	www.skrgdcwrjy.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P Raghava Kumari	0883-2467391	9491446164	-	skrcollegerjy@gmail.com
IQAC / CIQA coordinator	B.aNuradha Surya Kumari	-	9989054574	-	anuradhabsk@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Andhra Pradesh	Adikavi Nannaya University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	04-08-1973	View Document
12B of UGC	04-08-1973	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	OPP TTD KALAYANA MANDAPAM DANAVAIPETA RAJAMAHENDRAVARAM	Urban	12.5	8734.95

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	BA,Arts,EPE	36	Intermediate	English	20	0
UG	BA,Arts,HPS	36	Intermediate	English	20	0
UG	BA,Arts,HPT	36	Intermediate	English	20	14
UG	BA,Arts,PEP	36	Intermediate	English	20	0
UG	BA,Arts,HEP	36	Intermediate	English	20	17
UG	BCom,Commerce,GENERAL	36	Intermediate	English	120	15
UG	BCom,Commerce,COMPUTER APPLICATIONS	36	Intermediate	English	50	41
UG	BSc,Science,CBZ	36	Intermediate	English	96	55
UG	BSc,Science,MPC	36	Intermediate	English	48	0
UG	BSc,Science,MSCS	36	Intermediate	English	48	12
UG	BSc,Science,MPCS	36	Intermediate	English	48	22
PG	MSc,Science,ZOOLOGY	36	Degree	English	30	8

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				88			
Recruited	0	0	0	0	0	0	0	0	3	6	0	9
Yet to Recruit	0				0				79			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				36			
Recruited	0	0	0	0	0	0	0	0	7	29	0	36
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				60
Recruited	9	1	0	10
Yet to Recruit				50
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	5	0	6
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	1	0	2
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	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/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	2	0	2
PG	0	0	0	0	0	0	8	28	0	36
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**
	1	3	0	4

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	305	0	0	0	305
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	8	0	0	0	8
	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	54	51	72	118
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	44	89	64	84
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	66	114	132	104
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	18	32	55	79
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	2	1
	Others	0	0	0	0
Total		182	286	325	386

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy 2020 has given due importance to collaborative approaches in the higher education system. The key pillar of NEP 2020 is liberal education, which emphasises that education should be holistic and multidisciplinary. The vision of the institution is to transform young women into integrated, empowered, and holistic women. The college is affiliated with Adikavi Nannaya University, Rajamahendravaram. The curriculum of the programmes is designed by the Board of Studies of the University; even the revision and gradation of the syllabus is the prerogative of the university. At the beginning of the academic year, the college prepares its proposed academic calendar and designs a timetable for all UG courses. It is displayed on the notice board too. Online tools play a crucial role as classes are conducted in online mode. Before NEP 2020, CBCS was introduced in 2015–16. The primary objective is to shift the attention of education towards the student rather than the teacher. IQAC analyses the semester-wise result and suggests corrective measures by conducting remedial classes. Required academic review and feedback were taken periodically. Keeping in mind the university academic calendar. A timetable committee was constituted with the in-charges of the departments.
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) is a virtual or digital bank that holds data on the credits that certain students have earned. Throughout the higher education tenure, there will be "multiple exits" and "multiple entries," and points and credits will be easily transferred through the ABC. An Academic Bank Account is an individual account with the Academic Bank of Credit opened and operated by a student, to which all academic credits earned by the student from the course(s) of study are deposited, recognized, maintained, accumulated, transferred, validated, or redeemed for the award of a degree, diploma, certificate, etc by an awarding institution. Students will have their accounts, each with their own ABC ID, as well as a dashboard where they can track their credits. The credits earned by students will be valid for seven years. As per the directions of Adikavi Nannaya University, we wish to initiate appropriate measures for the implementation of the establishment and operation of the Academic Bank of Credits in Education.

3. Skill development:	The internship is introduced in the NEP considering the skill gap that occurs across many industries, including manufacturing. The internship platform is a blessing to fill this gap and assist students in exceeding their personal and professional goals. Several skill development programmes were organised to help the students acquire productive capabilities through all levels of learning and training, and the focus was mainly on how to teach the students. Critical thinking is one of the most important skills, as per NEP 2020. Students are given different roles in college functions and events to develop their soft skills like communication, leadership, problem-solving, time and stress management, decision-making, interpersonal skills, the ability to deal with adversity, and networking.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Indian knowledge system has a strong foundation in Indian culture, philosophy, and spirituality and has evolved over thousands of years. As a part of this, tourism guidance was included. Since Telugu is the primary language of instruction for the bulk of the students, domain courses are taught bilingually in Telugu and English. All departments participate in the celebration of cultural events and festivals as part of the mission statement, "To promote Indian culture and heritage, we follow cultural events and festivals." The cultural wing organises kolatam, classical, and folk dances at Tirumala Brahmotsavam . Sankranti-Sambaralu, a festival of harvest, is celebrated on a huge scale. Christmas, Diwali, Holi, Krishna Janmashtami, and the Telugu New Year's Day Ugadi are a few more. The best method used by our cultural wing is to promote Indian culture
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is an instructional technique that focuses on the attainment of predetermined objectives and outcomes through the design of course material and assessment methods. The primary objective of this approach is to assess the performance of students across different levels based on their output or outcomes. The evaluation of graduate programmes utilises the Programme Outcome (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) components within the Outcome-Based Education (OBE) model. Programme outcome (PO) pertains to the desired attributes, aptitudes, proficiencies, and

	comprehensions that students are expected to possess at the completion of their college education. Programme Specific Outcomes (PSOs) encompass overarching representations of the professional and vocational achievements that the course endeavours to equip its graduates with, in alignment with educational objectives. Course outcomes (CO) serve as measurable indicators employed to evaluate the advancement of individual students. The college employs a diverse range of assessment methods to evaluate Course Outcomes (COs), which encompass mid-semester examinations, end-semester examinations, tutorial sessions, assignments, project works, laboratory activities, and feedback from alumni.
6. Distance education/online education:	The college is affiliated with Adikavi Nannaya University. A circular was passed by the University to conduct classes in blended mode this year. Blended Learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face-to-face teaching. Resources such as video lectures, recordings, and articles would be provided to transfer the bulk of the necessary knowledge from the teacher to the student before each class. Technological tools like Teach Mint, Google Meet, and Zoom were used to impart education to the students, irrespective of hurdles, during that period. The faculty actively participated in more than 500 Webinars and FDPs. We initiated Online Webinars and Online Quizzes.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The college's Electoral Literacy Club educates students about voting rights and registration processes through engaging activities and practical learning opportunities. it observes voter days, and arranges registration drives, for last two years.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. ELC: ELECTORAL LITERACY CLUB 1. M. Kasma, Convener and Lecturer in Zoology 2. Sri Y. Ramesh, Junior Assistant, 3. Sri Vijay Kumar, Record Assistant; 4. Amrutha, II CBZ, Member The ELC is operating and encouraging voter awareness and registration.

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.	1. Voter Enrollment: Awareness Programme 13.11.2021 An awareness session was organised to create awareness of the importance of having the right to vote in a democratic country. The session was addressed by Dr. P. Raghava Kumari, Principal, NSS unit POs V. Uma Jyothi, E. Keerthi, and M. Kasma In the interactive session, the students had their doubts cleared. The Electoral Literacy Club educates students about their voting rights and registration process through engaging activities. It has observed voter days and arranged registration drives for the last two years. 1. Voter Enrollment-Awareness Programme 13.11.2021 An awareness session was organised to create awareness of the importance of having the right to vote in a democratic country. The session was addressed by Dr. P. Raghava Kumari, Principal, NSS Unit POs, Smt. M. Kasma. In the interactive session, the students had their doubts cleared.
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.	National Voters Day, January 25, 2022 On the occasion of the National Voters Day on 25th January, the ELC inassociation with NSS units arranged awareness sessions and administered pledge-taking by the students. Smt.P.RaghavaKumari, Principal, NSS unit POs V.Uma Jyothi ,E.keerthi and M.Kasma explained the role of an elector in democracy.
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.	Abstract of Student Voter Details in the College (as on 19.12.2022) a. No. of students in the college - 692 b. No. of eligible students for voter registration: 498 c. the number of eligible students who completed Regis 498 d. No. of eligible students yet to apply for voter cards: 0 e. No. of students below 18 years old: 20

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
701	958	1009	971	902

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 50

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	59	61	63	63

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
127.94	146.58	92.4	132.9	136.5

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Being affiliated to Adikavi Nannaya University, the college adheres to the curriculum as prescribed by the university.

Effective Curriculum Planning: A year-wise annual academic calendar is provided to the college at the beginning of the academic year by the affiliated university. Following the annual academic calendar given by the affiliated university scrupulously, the college prepares its annual academic plan.

The distribution of work is done in the departmental meeting held at the beginning of each semester. As per the distribution of work, individual, departmental, and institutional timetables are prepared. Thus, the curriculum planning is prepared in an organised manner.

Delivery of the curriculum is done as per the curriculum plan. Each teacher maintains a teaching diary. Every week, it is examined by the department incharges.
.It is counter-signed by the principal at the end of the month. Each instructor prepares teaching notes to document the delivery process, which is a classroom activity of teaching and learning. Periodical scrutiny of the teaching notes is done by the person in charge of the department and the principal. Thus, the college ensures the delivery of curriculum in an effective and well-documented way. Eventually, the utilisation of digital laboratories, virtual classrooms, and well-equipped scientific laboratories gives a valuable opportunity to deliver the curriculum effectively.

Continuous Internal Assessment

The Andhra Pradesh State Council for Higher Education (APSCHE) issued guidelines to all the affiliated colleges. As per the guidelines, the pattern to be followed is 75 + 25 (semester-wise). Out of the 100 marks, 75 are allocated to the method of external examination, and 25 are earmarked for internal assessment.

To make *internal assessment continuous,* a specific method is being followed.

Mid-semester Examinations I–20M

Mid-semester Examinations II–15M

Participation in the Clean and Green Programme (5M)

Academic Assignments (5M)

Project/Seminar/GD/Role-plays / Quiz / Presentation: 5M

Total: 50M

The total number of marks obtained above is scaled down to 25.

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

1.2 Academic Flexibility

1.2.1

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

Response: 30

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	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses

of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 20.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
265	289	67	201	108

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Cross-cutting issues must affect many other parts of the system. Students across all academic disciplines are provided with the opportunity to engage in issues like human values and professional ethics, women studies, and environmental studies in their curriculum.

Human values and professional ethics, value education, harmony in the family, and human relationships are part of life skills courses.

Gender Issues: Sociology encompasses gender-related matters within present-day society, and the Women Empowerment Cell endeavours to facilitate the empowerment of women.

These *activities* include public addresses, essay competitions, forums, and initiatives to combat female femicide and trafficking, as well as educational sessions on women's entrepreneurship.

International Women's Day and International Girl Child Week promote gender equality and highlight women's contributions to national progress while raising awareness among children about the gender impact on life.

The Women Empower Cell organises seminars and training sessions focused on enhancing legal literacy, personal health, and hygiene.

Environmental Sustainability: *Awareness programmes such as climate change* Environmental education, natural resources, environmental degradation and impacts, and conservation of the environment are included in the curriculum.

Information and Communication Technology (ICT) is offered as a component of the Life Skills curriculum. To facilitate the adjustment of academic employees to novel learning styles, the IQAC promptly initiated the provision of online training programmes. For this purpose, online platforms like Teach Mint, Zoom, and Google Meet applications are used.

Curriculum Enrichment

Cross-cutting issues like gender, human values, and professional ethics are addressed while transacting the curriculum. The following table exemplifies the transaction:

S.No		Year	Semester	Topic	Max Marks
1	**Professional Ethics**	From 2020-21	I	Entrepreneurship Development (LS): Commerce	50
			I	Human Values and Professional Ethics (LS)--Politics	50
		2018-19	III	Vemanavataram-Telugu	100
		2020-21	I	Rajaneethi-Telugu	100
		2020-21	III	Selected Sociological Theories--Sociology	100
	Gender	From 2020-21	II	A Course in Reading and Writing Skills -English	100
		From 2020-21	II	An Introduction to Elizabethan and Jacobean Literature (English)	100
		From 2020-21	I	An Introduction to the English Literature	100
		From 2020-21	III	An Introduction to Restraint and Augustine Literature--English	100
		From 2020-21	IV	An Introduction to Romantic and Victorian	100

				English	
		From 2020-21	IV	Glimpses of World Literature --English	100
		From 2017	V	Gender Studies-- Sociology	100
		2018-19	I	Ganga Sakunthala Katha (Telugu)	100
			III	Gender Empowerment Index--Economics	100
	Human Values		I	Human Values and Professional Ethics (LS)--Politics	50
			V	Hospitality Services: History	100
		2017	II	Sivaraja Pattabhishekam--Telugu	100
		2018	II	Piradousi--Telugu	100
			II	Sociology of Indian Society	100
	Environment and Sustainability in Transacting		III	Development Economics--Economics	100
			III	Environment Education—Economics/Politics	100
			V	Tourism and Guidance: History	50

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

1.3.2

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

Response: 85.31

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

Response: 598

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

1.4 Feedback System

1.4.1

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

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: 57.92

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
182	286	324	386	299

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

2022-23	2021-22	2020-21	2019-20	2018-19
510	510	510	510	510

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
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: 72.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
119	170	175	193	190

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
235	235	235	235	235

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.02

2.3 Teaching- Learning Process

2.3.1

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

Response:

In the traditional mode of education, the activity of teaching is teacher-centric. To convert this teacher-centric methodology into a student-centric one, ICT is being used. It comprises (a) experiential learning, (b) participatory learning, and (c) problem-solving. These methods enrich the learning experience of the students.

Participative learning methods include problem-based learning, health awareness programmes, village outreach activities, disaster management rescue missions, blood donation, role plays, group discussions, seminars, quizzes, community service projects, and internships.

Experiential learning techniques include field visits, industrial visits, and subject-specific extension activities to provide students with practical knowledge in various fields. Scientific divisions focus on practical courses in jeevamrutham, vermicompost, mushroom cultivation, household chemicals, and handicrafts.

Our college students gain further exposure through the student exchange programme with neighbouring colleges named Govt. College (A), SKVT College, Rajamahendravaram. All the Science Departments and Language Departments taught the lessons for one week and were finally evaluated through tests conducted.

*Problem-solving methods: O*ur students participated in developing critical thinking and analytical skills through various problem-solving methods, such as

Group discussions, problem-based learning (PBL), debates, internships, experiential learning, mentorship, problem-solving, and self-directed learning. Debates sharpen critical thinking and persuasion skills. Internships expose students to real-world problems, while mentorship provides guidance and support in navigating academic or career-related challenges.

Blended *learning, a combination of information and communication technology (ICT)* and traditional teaching methods, can significantly improve lesson planning and student engagement.

We incorporated ICT-based blended learning in the teaching plan using online learning platforms like Moodle, Canvas, Blackboard, and Google Classroom, digital resources, interactive tools (Social Media Platform, Google Form), collaborative platforms (G-Suite, MS Teams, Cisco WebEx), virtual labs and simulations (Physics/Chemistry/Biology virtual practical's), multimedia presentations, video conferencing, personalised learning paths, mobile learning, assessment and feedback, digital citizenship, professional development, accessibility, and data privacy and security. These methods can enhance the effectiveness of lesson plans, engage students in meaningful ways, and prepare students for the digital world. The use of digital resources, interactive tools, and mobile learning platforms can enhance the learning experience and promote a healthy online presence. Additionally, professional development and data privacy and security best practices can be implemented to ensure accessibility and inclusivity for all students. Using all the above ICT tools, students were able to prepare PPTs and use them in peer teaching.

LMS and YouTube lessons were used to make the teaching more effective, as visual effects are more powerful than audio. Students were encouraged to utilize Learning Management Systems (LMS) to provide comprehensive solutions for course management, content delivery, assessments, and

communication. Virtual classrooms and online assessment tools were used to facilitate live classes.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 67.27

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
88	88	88	88	88

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[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 NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 15.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	10	9	10

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[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](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Our college adheres to the university's academic schedule and conducts evaluations transparently. Invigilators are assigned the duty of supervising the students in the examination halls. Examination timetables are shared with the students through WhatsApp groups; they will also be displayed on the notice boards for the benefit of the students. After the evaluation, test scores and results are also recorded. External examiners control practical exams and viva voce. For semester-end examinations, the Jumbling Mechanism is implemented to ensure transparency and ethical practices.

At the departmental level, the internal and external assessment of a student's academic performance and learning outcomes are done as follows:

Mid-term exams will be held according to the university calendar. First, the departments prepare the question papers for the concerned subject in the CIA model. 20 marks for the first mid and 15 marks for the second mid. The answer scripts will be evaluated, and the marks will be posted in the sessional award list supplied by the university. Based on the marks obtained by the students, the slow learners are identified, and remedial classes will be conducted.

The semester-end examination question papers will be supplied by the university online. The answer scripts get valued by the university, and the results are declared online. After receiving the marks, if any students raise grievances about the marks, they will be reviewed positively.

Grievances raised by the students regarding the valuation and counting of marks of their answer scripts within 10 days after the announcement of results will be communicated to the university authorities. To resolve the grievances raised by the students, the university follows a procedure. As a part of this, Rs. 750 per paper is collected for revaluation, and the scripts will be revalued. The result will be

communicated to the student through the college within 90 days.

Link for CIA https://www.skrgdcwrjy.ac.in/wp-content/uploads/2023/10/CIA-2022-2023.pdf

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response: Apart from mere knowledge of certificates, the students need to be well-equipped with life skills. Hence, APSCHE designed the programme outcome for the qualifying students.

Programme outcomes (POs) and course outcomes (COs) are crucial components of an educational institution's curriculum and assessment framework. POs represent the overall learning objectives of a particular academic programme, while COs are specific learning outcomes associated with individual courses within that programme. Our college's objective is to provide high-quality human resources by empowering graduates with life skills in addition to knowledge and credentials.

Preparation of COs: A meeting is convened by the Incharge of the department, and he or she asks the respective teachers to prepare the COs they teach. That is how each course of every department is prepared. All the course outcomes of the department are put together to make the course outcomes of the college complete.

Preparation of POs: The principal, vice principal, NAAC coordinator, IQAC coordinator, academic coordinator, and in-charges of the departments sit together and prepare the outcomes of every programme by putting together the respective courses of each programme.

In a diversified society, programme outcomes reflect expected qualities, with program-specific outcomes evolving in parallel with these outcomes. Programmes include inter- and intra-discipline combinations, with a focus on curriculum and outcomes assessed using recognised assessment processes. Students' understanding and skills at the end of the course can be measured by course outcomes. Departments frame these results, which are approved by the Staff Council and laid out on the college website . Course achievement is measured using both direct and indirect measures, with POs achieved through program-specific core courses.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Outcome-Based Education (OBE) aims to achieve objectives through the creation of programme outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs). These objectives are approved by the staff council, shared with students, and displayed on the college website.

The programme aims to achieve programme outcomes (POs) and program-specific outcomes (PSOs) through the curriculum.

Course outcomes (COs) are defined for each course and mapped to POs and PSOs. A set of performance evaluation criteria is used for the quantitative assessment of COs.

There are two methods for assessment, evaluation, and measurement of POs / POs:

Direct assessment through continuous examinations, semester-end theory examinations, and laboratory records, and indirect assessment through programme exit surveys, alumni surveys, and employer surveys.

Placement records and higher education details of students are also used as supporting evidence for the assessment of POs. These methods help evaluate the contribution of COs to the attainment of POs and PSOs.

Upon graduation, the student is supposed to possess specific qualities, like course and programme outcomes.

Course outcomes will be assessed by internal assessments and final exams at the end of the semester. Twice a semester, grades are assigned for internal exams. The goal of every exam is to assist students in meeting the requirements of the course.

The primary factor used to assess how well all course objectives have been met is the results of the semester-end exams. Course and programme outcomes are attained through the use of the descriptive examination design.

Course-related tasks are given to the student each semester. Their performance in the course determines their grade. The results of the exams that students take during the semester are considered when computing.

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

2.6.3

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

Response: 85.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
261	231	189	190	201

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

2022-23	2021-22	2020-21	2019-20	2018-19
261	291	242	218	247

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.98

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college provides service-oriented training to create awareness of workshops, seminars, and guest lectures on entrepreneurship and IPR and supports the documentation and publication of research papers. It also actively promoted active participation in the application of technology to the needs of society.

An IPR cell was established and as a part of raising awareness of IPR, a one-day webinar was conducted on April 29, 2023, with the title IPR Awareness, NIPAM 2.0, by the Department of Commerce and IQAC. Mr. Kattula Veera Raghavulu, Examiner of Patents & Designs, Chennai, was the resource person.

Project Work & Internship: As per the requirements of the syllabus, the project work is done.

After the completion of the second semester, community service projects are introduced. Furthermore, two-month internships are planned during the summer vacation following the fourth semester, and six-month internships are scheduled after the fifth semester. These projects seek to increase research

involvement and interest among undergraduate students

Field Study: A field study is a general method for collecting data about users, user needs, and product requirements that involves observation and interviewing. Faculty conducted surveys for students to provide them with experience and help them understand social problems.

Name of the Department	Title of survey
Economics	Socio-economic Survey at Rampachodavaram
	Bank Services, SBI, Rajamahendravaram
	Survey on Insurance Policies , Rajamahendravaram
Sociology	MGNREP Survey at Rayudupakalu
Political Science	Opinion Poll Survey on Elections 2024 in Rajamahendravaram
	Survey on One Nation, One Constitution
	Survey on Muslim Women-TRIPLE TALAQUE

Sharing of Information: As the learning is in blended mode, WhatsApp groups and Google Classrooms were created by teachers or students. Using this strategy, faculty shared their study materials and notes. Thus, the exchange of information was easier with one another.

Student Exchange Programmes: Our college students took part in a student exchange programme with Govt. Arts College and gained new experiences that broadened their academic horizons.

Faculty Exchange Programme: The English Department of Government College, Rajamahrndravaram, the Hindi Department of Visakha Government Womens College, Visakhapatnam, and the Botany Department of SKVT College participated in a Faculty Exchange Programme with our college. It encouraged cultural interaction, improved teaching methods, and collaborative research.

Webinar: As a part of the transfer of knowledge, the following webinars were organised.

The Indian Knowledge System is an ancient system that was accepted by great scientists . Vedic maths describes Aryabhatta's work on the discovery of zero.

Department	Mode	Title
Zoology	National	Emerging Trends in Aquaculture
Mathematics	National	Ancient Mathematics
Commerce	National	Intellectual property rights.
Chemistry	National	Small Molecules
	International	Nano Technology

	International	Drug Discovery
Economics	International	Empowering Women Entrepreneurship in India

Research through Linkages and Collaborations:

The institution encourages students to participate in exchange programmes. Furthermore, the institution has established 22 Memoranda of Understanding (MOUs) with several enterprises, like industries, institutes, and colleges. These collaborations enable subject-matter experts to deliver informative lectures on topics related to technology and employment opportunities. Field trips provided students with the opportunity to reinforce their theoretical comprehension of the mandated curriculum.

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

3.2.2

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	01	05	02	01

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	02	00	01	03

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

3.3.2

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

Response: 0.32

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	8	0	2	4

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Extension programmes play an important role in bridging the gap between academia and the real world. The students of our college actively participate in social service activities, leading to their overall development. It is reflected in the given table

	Name of the Department	Title of survey
2022-23	Economics	Socio-Economic Survey at Rampachodavaram
	Sociology	MGNREP survey at Konthamuru
	Political Science	Opinion Poll Survey on Elections 2024 in Rajamahendravaram
2021-22	Economics	Bank Services, SBI, Rajamahendravaram
	Sociology	MGNREP survey at Rayudupakalu
2020-21	Economics	Survey on Insurance Policies, Rajamahendravaram
2019-20	Political Science	Survey on One Nation, One Constitution
	Political Science	Survey on Muslim Women–**TRIPLE TALAQUE**

To mention a few -

Fruits and old clothes were distributed to Jeevakarunya's old age home, and rice bags to Zion blind school, Rajamahendravaram. During the COVID-19 pandemic, groceries were distributed to the unaided non-teaching staff, and blankets to the people at Kasturiba Oldage Home, Rajamahendravaram.

The Department of Chemistry created awareness on ozone depletion among the school-going students at Balasadanam and distributed fruits and cloth bags to them and Municipal workers, Rajamhendravaram.

Academic Extension of the Department of English is teaching to the students of a Municipal high school.

The NSS volunteers and NCC Cadets actively participated in neighbourhood community activities such as

• Visit old age homes for distribution of medicines, food grains, and fruits.

• Visit an orphanage to distribute books and stationery.

• Awareness Program on Health and hygiene. The date should be mentioned for all

• Organised awareness camp on the side effects of mobile radiation.

• Organised awareness campaign for Voters Day.

Our NCC and NSS participated in Navanirmana Deeksha, World Aids Day Rally, National Voters Day, World Population Day, World Human Rights Day, International Literacy Day, World Population Day, Yoga Day, Republic Day, Independence Day, International Girl Child Day, Literacy Day, Youth Day, Translation day, Nature Conservation Day, Ozone Day, NCC Day, NSS Day, National Youth Day, Women's Day, Rastriya Ektha Divas, National Blood Donation Day, National Cancer Awareness Day, Earth Day, Kargil Vijay Diwas, Clean India Campaign, National Integration Day, Awareness Programme on Right to Vote, Swatchata Hi Seva Rally, International Day for Drug Abuse for Illicit Trafficking, 75 Years Quit India Moment Celebrations, Clean and Green activities were done in the areas like Railway Station & Godavari Bund.

Besides these, our college commemorated the Birth and death anniversaries of Smt. Kandukuri Rajyalakshmi garu and Kandukuri Veereshalingam pantulugaru, the founders of the institution. We commemorate the Birth anniversaries of Smt Indira Gandhi, Savitribai phule, Sarojini Naidu and others.

The outcome of the Activities:

1. Increased the students' knowledge of societal issues and problems and find solutions by being involved in their lives.

2. Created empathy and fraternity for the community, afflicted people, and the poor.

3. Promoted relationships with organizations to carry out social activity in the future.

4. The skills learned include social skills, communication skills, management skills, leadership skills, analytical skills, and perceptual abilities.

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

3.4.2

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

Response:

Our college took pride in its notable achievements and recognitions. These accolades, spanning academic accomplishments, faculty achievements, and impactful community engagement, reflected our dedication to the highest standards of education. Awards in teaching and student outcomes underscored our commitment to providing a top-tier learning experience. Faculty members have been honoured for their outstanding teaching excellence, contributing to the vibrancy of our academic community.

Furthermore, awards for community engagement and social impact highlighted our institution's commitment to making a positive difference beyond our campus borders. These accolades demonstrated our adherence to quality standards and continuous improvement. While celebrating these achievements, we remain focused on leveraging these successes for future enhancements, ensuring that our college continues to stand at the forefront of academic distinction and societal enrichment.

Awards and recognitions received for extension activities from government/ government recognised bodies		
Year	Name of the Student or teacher	Award
Teacher		
2022-23	Smt.V.B.T.Sundari	Best Teacher Awardee by YMVA
2019-20	Major Kalyani Bhagavathi	NCC Upa Maha Nirdeshaak Rashtriya Cadet Core (Andhra Pradesh and Telangana)
2019-20	Major Kalyani Bhagavathi	Ek Bharat Srest Bharat –II- NCC P, H, HP & CHD Dte Certificate
2019-20	Dr.B.Anuradha Surya Kumari	Best Teacher Award by Bharat Vikas Parishad Rajahmundry Branches
2019-20	Smt.K.S.Annapurna Devi	Best Teacher Award by Bharat Vikas Parishad Rajahmundry Branches
2019-20	Certificate of Appreciation: Principal, NSS coordinator and Students	Panchayat Secretary, KATERU-IV Village Secretariat
Students		
2022-23	Kum. Y.Bhuvaneswari	N.S.S. Republic Day Parade

		Camp, New Delhi
2022-23	Certificate of Appreciation, Kum. M. Kiranmai Devi	Panchayat Secretary, KATERU-IV Village Secretariat
2022-23	Kum. K.RamaLakshmi	Panchayat Secretary, KOLAMURU, II Village Secretariat
2022-23	Kum. Ambati Nikitha	Panchayat Secretary, KOLAMURU, II Village Secretariat
2022-23	P.Revathi	Blood Donation
2022-23	B.Mounika	Seva Saptah Certificate: Bharat Vikas Parishad Rajahmundry Branches
2022-23	K.Meena Gayatri	Seva Saptah Certificate from Bharat Vikas Parishad Rajahmundry Branches
2022-23	Kum. B.Anuradha	Panchayat Secretary, KOLAMURU, II Village Secretariat
2021-22	Kum. B.Ahalya	Panchayat Secretary, KOLAMURU, II Village Secretariat
2021-22	Kum. P.Revathi	Andhra Pradesh State AIDS Control Society and State Blood Transfusion Council (SBTC)
2021-22	T.Harshita	Seva Saptah Certificate from Bharat Vikas Parishad Rajahmundry Branches
2021-22	N.Mounika	Seva Saptah Certificate from Bharat Vikas Parishad Rajahmundry Branches
2019-20	NSS Special Camp	Appreciation Certificate
2019-20	V.Princy	Seva Saptah Certificate from Bharat Vikas Parishad Rajahmundry Branches
2018-19	P.SushmaSri	Seva Saptah Certificate from Bharat Vikas Parishad Rajahmundry Branches

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	14	03	07

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 22

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	[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,

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

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

Response:

The infrastructure of the college is well-equipped to support the development of its stakeholders. The serene environment, free from pollution, facilitates academic growth and fosters a sense of community. The institution offers an exceptional learning environment on a 12.5-acre campus with 8 blocks, laboratory facilities for scientific courses, the English language laboratory, a computer laboratory for BSc Computer Science, and a computer laboratory specifically designed for B.Com Computer Applications.

The campus maintains internet connectivity through the Airtel fiber network, 32 closed-circuit cameras, and an interconnected public address system.

Six solar-powered street lamps are present in several locations within the academic institution. A 3 kV solar system is installed to generate non-conventional alternative energy.

The college comprises four distinct science laboratories and a library. Virtual classrooms provide students with hands-on learning experiences. The botanical garden on the campus houses a compilation of therapeutic flora and an exhibition showcasing a diverse array of flora.

Technological tools are used to enhance the quality of instructional methods and learning approaches. The college provides a substantial playground with indoor and outdoor sports facilities, a versatile gymnasium facility, and an open-air auditorium for cultural events.

The college has three NSS units and an NCC unit is overseen by the 3rd Andhra Girls Battalion, Kakinada. Educational activities such as guest lectures, debates, certificate courses, and training programmes are organised to improve public speaking abilities, communication skills, yoga practice, health, and cleanliness.

Infrastructure details (Physical and Academic facilities of Criterion-IV)	
Total number of classrooms	**33**
Total number of laboratories	**07**
Total number of digital classrooms	**01**
Total number of virtual classrooms	**03**
Total number of ICT-enabled classrooms	**05**
Total number of Computers,	**85**

Student-computer ratio	**8:1**
Open-air Auditorium	**01**
Details of sports facilities	**Playgrounds, Basketball Court, Throw Ball Court, Shuttle Court, Table Tennis, Carroms &Chess**
Gymnasium (number of stations)	**13**
. Rooms for administration	**03**
Water – RO facility	**yes**
Divyangajan-friendly facilities (ramps, lifts, and software)	**05**
Solar Energy Details	**06 Solar Streetlights**
Women's Waiting hall	**01**
Language Lab	**01**
Computer Labs	**01**
First Aid Room	**01**
Xerox facilities	**02**
Canteen	**01**
Stores (Stationary)	**Available**

The college's attached hostel has 60 rooms, with a spacious dining hall, 24-hour RO water facility, reading room, and parents waiting hall. The green environment is maintained by a dedicated crew, fostering tranquility and discipline among students .

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

4.1.2

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

Response: 2.53

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
4.67	5.03	1.87	0.47	4.06

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Annually, the principal designates individuals from the fields of humanities, sciences, and languages to serve on the college's library advisory group. This body is responsible for providing recommendations, conducting reviews, and presenting proposals aimed at enhancing the operational efficiency of the library.

The library has a reading room and a reference section, which can accommodate a maximum number of 200 pupils.

The area of the library is 1603 square feet.

The library offers a comprehensive collection of academic resources, including around twenty-two thousand three hundred and eighty eight text volumes, four journals, four newspapers, magazines, and study aids specifically designed for competitive exams and postgraduate entrance tests.

The library provides access to the Online Public Access Catalogue (OPAC) as of September 2, 2012. The ILMS (Integrated Library Management System) has operated in a fully automated manner since August 18, 2023. Students get access to question papers from previous years. Both faculty members and students are granted access to the N-list. As a precautionary measure, the library is equipped with fire extinguishers.

The digital library is equipped with a total of 19 computers and a single printer. The Airtel X stream fiber network maintains a connection between the library and the internet, providing data transfer speeds of 300 Mbps.

The library utilises the SOUL (Version 3.0) Integrated Library Management System (ILMS), together with its accompanying components such as Local Area Network (LAN) and Wireless Fidelity (Wi Fi). The entire process is automated. In addition, the library is equipped with an Online Public Access Catalogue (OPAC) system, which facilitates easy and convenient access to books. The library now employs the barcode circulation system. The utilisation of the Online Public Access Catalogue (OPAC) and Web OPAC services provided by the library has greatly facilitated the retrieval of subject-specific and author-specific books housed within the library. This has resulted in a more efficient procedure for accessing information.

N-LIST: The library is affiliated with the N-LIST INFLIBNET consortium, which provides users access to a vast collection of electronic resources, including e-books and e-journals covering a wide range of subjects. The portal provides direct links to e-resources of N-List, e-journals, e-shod Sindhu, Shod Ganga membership books, databases, and remote access to e-resources. It also houses a reprographics facility. It now employs the bar code circulation system.

By implementing this service that relies on user ID and password authentication, the institution has provided professors and students with unrestricted access to a wide range of electronic resources without any associated expenses. Annually, the Library Science Department initiates a promotional campaign aimed at fostering the use of N-List electronic resources.

The library offers many extracurricular activities during the academic year, including a user orientation programme specifically designed for incoming students. The speaker provides an overview of National Librarians Day and National Library Week.

The average annual expenditure on books, subscriptions to journals, e-resources, and newspapers over the past five years is Rs 130000.

Number of Books and Journals	**22388**
Status of Automation	**Completed**
	Subscribed
N-list subscription	**Yes, a bandwidth of 300 Mbps**
Internet	
Number of Computers in digital Library	19

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[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 implementation of the Internal Quality Assurance Cell (IQAC) is crucial for monitoring both administrative and academic issues. Hence, it is imperative to update the IT infrastructure by providing sufficient bandwidth for internet connectivity. The responsibility for modernising the IT facilities is overseen by the library committee in collaboration with the computer science faculty.

The Airtel X Stream fiber network facilitates the library's internet connectivity, with rates ranging from 300 Mbps. This enables the library to access and accumulate online resources, as well as share information for research and educational purposes.

List of IT facilities	
a. Total number of Digital Classrooms	**01**
b. Total number of Virtual Classrooms	**03**
c. Total number of ICT-enabled classrooms	**05**
d. Total number of Computers, Student and computer Ratio	**85, 8: 1**
e. Internet Bandwidth	**300 Mbps**
f. English Language Lab	**yes**
g. Computer Labs	**yes**

The utilisation of information technology enables enhanced accessibility to online activities such as video conferences, webinars, and faculty development programmes within the digital library.

85 computers and 10 LCD projectors are available for use by both students and staff within virtual and digital classrooms. The IQAC provides this type of training with the aim of enhancing the quality of teaching and learning.

Students engage in the development of powerpoint presentations, paper presentations for seminars, and study projects due to the learner-centric nature of this degree.

The CCE employs training programmes to enhance the ICT proficiency of faculty to facilitate the delivery of education of superior quality. The Department of Computer Science at our institution utilises a faculty forum as a means to provide education to the staff regarding instruction that is based on information and communication technology (ICT). Our college adheres to the guidelines set forth by the CCE (Commissionerate of Collegiate Education). We utilise various technological platforms to streamline our operations. The OAMDC (Online Admission Module for Degree Colleges) portal is employed for online admissions. TLP (Teaching and Learning Platform) is utilised for monitoring class activities. CFMS (Comprehensive Financial Management System) is employed for staff salary payments. APFRS (Andhra Pradesh employee's facial recognition system) is used for staff attendance tracking. Jnanabhoomi is the system employed for monitoring student attendance. Additionally, we utilise IMAP (internship mapping) for managing internships and FMAP (fee collection management system) for facilitating college tuition payments.

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

4.3.2

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

Response: 8.25

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

Response: 85

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](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 6.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.103	7.9	6.261	9.844	7.727

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 76.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
585	702	733	689	743

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

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

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

Response: 3.02

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	15	77	9

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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: B. 3 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 motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 10.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	53	37	24	20

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

2022-23	2021-22	2020-21	2019-20	2018-19
267	346	299	286	317

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

Response: 0.15

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	01	01	00

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 3.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
02	04	03	04	03

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

5.4 Alumni Engagement

5.4.1

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

Response:

The alumni association is an important one that contributes significantly to the development of the college. It has obtained official recognition under the AP Societies Act, as evidenced by Registration Number 366/2014. Its trip commenced during the Silver Jubilee Celebrations in 1993.

Since its establishment in 1968, a considerable number of alumni have successfully completed their studies at the university. A significant number of SKR College's alumni, exceeding 1400 individuals, remain actively engaged in several professional domains across the world. The annual alumni meet takes place on December 11. This day serves as a commemoration of the historic event in Andhra Pradesh in 1881, when Sri Kandukuri Veeresalingam Panthulu Garu conducted the first widow remarriage.

The provision of noon meals to the student community was made possible through collaborative cooperation with ISCON.

The Paramahamsa Yogananda Eye Hospital, Vemagiri, organises an annual complimentary eye camp targeting the student community, with the principal objective of promoting awareness regarding common ocular conditions, early detection of eye diseases, and refractive errors. The students who were in need were provided eyeglasses.

The student demographic, composed of individuals from socioeconomically disadvantaged families, is provided with financial assistance and educational resources.

4. Initiatives about entrepreneurship and the enhancement of skills Furthermore, alumni have assumed the role of assisting underprivileged girls through the implementation of educational initiatives, specifically in the areas of needlework, tailoring, and beautician training. These programmes were established during 2021 to 2022.

5. To enhance the collective writing, communication, and self-assurance abilities within the student community, certain measures might be undertaken. A commemorative talk has been scheduled for September 4th to honour Late. Ms. P.N. Prabhavathi, a former lecturer in English and alumnus.

6. To promote health and hygiene, sanitary pads are provided.

7. The college was provided with a sanitary pad incinerator to mitigate the transmission of infectious

microorganisms resulting from the disposal of old sanitary pads.

8. To address the health issues arising from water contamination, the provision of reverse osmosis (RO) water purifiers was implemented to assist the student community.

9. During the Golden Jubilee Celebrations in 2018, the Alumni Association made financial contributions towards the construction of an open-air auditorium floor, the renovation of the auditorium, and the installation of six solar street lights with a power output of 18W in the year 2020.

Name of the Activity		2018-19	2019-20	2020-21	2021-22	22022-23	Total Amount
Mid-day Meal	**The number of students who benefited**	100 per day	100 per day	0	100 per day		
	Expenditure incurred	74400	52000	0	104800		**1037200**
	Date		27-07-2019		18-12-2021		
Eye camp	**Number of students who benefited**	206	282	0	470		
	Expenditure incurred	13450	8580	0	20750		**62280**
Scholarships	**Number of students who benefited**						
	Expenditure incurred	17680	3680	0	15300		**117400**
Tailoring	**The number of students who benefited**	65	30				
	Expenditure incurred	0	10000	3600	35375		**48975**
Other Contributions		6 Solar streetlights	6 lakhs for an open-air auditorium				**1265855**

During the academic year, Smt. J. Sudha Rani, Director, Mold-Tek Technologies Ltd., one of the alumni of the college, promised to complete the incomplete structure of the RUSA building by providing *CSR*

funds from her organisation.The project cost is ***Rs. 25,00,000/- (Rupees twenty-five lakhs only).*** Consequently, in September, ***the first installment of Rs. 10,00,000 (Rupees ten lakhs only)*** was released, and the construction work began. The ***second installment of Rs. 10,00,000 (Rupees ten lakhs only) was*** also released in the second week of December. Now the work is in progress**.**

File Description	Document
Upload Additional information	[View Document]
Provide Link for 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:

Vision

To transform young women into integrated, powerful, and holistic leaders who are service-minded, ecologically sensitive, and actively involved in the growth of their families, communities, and country.

Mission:

Creating awareness among students on the significance of protecting and advancing our legacy, culture, and environment

Facilitating the development of global skills through the empowerment of individuals through the utilisation of technology

Employing effective pedagogical strategies to foster uniqueness, creativity, and lateral thinking in instructional delivery.

Advocating for community-based programmes aimed at fostering empathy, comprehension, and collaboration to benefit individuals facing social disadvantages.

Response:

The college's mission prioritises the cultivation of moral, social, and ethical principles to facilitate the development of responsible individuals who can actively contribute to society.

The NEP-2020 aims to implement transformative initiatives such as the introduction of three- or four-year undergraduate programmes, a range of admission and exit options, opportunities for re-entry, and the necessary certification. The academic progression includes the attainment of a diploma upon completion of the initial two semesters, followed by the acquisition of a certificate after the fourth semester. Subsequently, a Bachelor's degree is conferred upon successful completion of the sixth semester. Furthermore, an additional 4-year Bachelor's Degree (Honours) is awarded upon fulfillment of the requirements at the end of the eighth semester.

For transparency and high-quality teaching, the educational institution employs a decentralised management style, including staff and students in several committees. The college has autonomy in academic administration and financial management, with committees such as IQAC, Academic Cell,

CPDC, Staff Council, Examination Committee, and Special Fee Committee actively involved in decision-making, as well as the WEC and Grievance Redressal Committee.

The IQAC enhances academic quality and contributes to National Assessment and Accreditation Council records. Our college emphasises the development of students' academic, social, physical, and moral capacities through the implementation of the objectives outlined in the National Education Policy (NEP) 2020.

The Anti-Ragging Cell aims to raise public awareness about human trafficking and rights violations. The NCC cultivates leadership, discipline, and patriotism. The NSS promotes student volunteerism, raises awareness, and enhances community development. Through cultural exchange projects, it also develops unity and contributes to national integration.

The Women Empowerment Cell (WEC) promotes awareness of women's rights, healthcare, and employability skills, focusing on gender-based discrimination and post-secondary education, promoting an understanding of fundamental rights and gender equity.

The Red Ribbon Club actively participates in blood donation through the organisation of blood donation camps and awareness programmes.

The grievances redressal committee is responsible for receiving grievances from students and taking appropriate actions to address and resolve them.

As a part of technology-enabled governance, the I-MAP, F-Map, and FRS are used. TLP roles and responsibilities, CIA, CSP, etc., are strictly observed.

The College Planning and Development Committee is responsible for maintaining the cleanliness of the amenities provided to staff and students to ensure the upkeep of the buildings and grounds.

File Description	Document
Upload Additional information	[View Document](#)
Provide 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 is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

For effective governance, dynamic leadership, and skillful management of the institution, a well-

balanced institutional perspective plan (IPP) is the basic requirement. Eventually, the IPP is supported to be in tune with the vision and mission of the institution.

The vision statement of the college is replicated in the institutional core values. The objectives of the IPP are aimed at imparting quality education for the holistic development of the student.

It tells (1). how to translate the words of the vision into the deeds to be achieved; (2). The strategy to be followed is (3). The ways and means available. (4). To not miss the focus of the strategy of the IPP, certain measures are put into practice, which are stated under FOCUS OF STRATEGY.

Effective deployment of the IPP is tabulated at the end.

Institutional Core Values

1. Holistic development of the student

2. Excellence in teaching and learning

3. Involving the stakeholders in curricular, co-curricular and extracurricular activities

Perspective Plan: Objectives

1. Contributing to National Development

2. Inculcating Value system among the students

3. ICT-based teaching and learning

4. Participative learning

Perspective Plan

 1. To initiate, sustain, and enhance quality in curricular and non-curricular activities

2. To develop a seamless and effective teaching-learning activity

3. To empower the faculty by making them well-versed with the emerging trends in their field

4. To keep up unabated academic performance

Focus of Strategy

To initiate sustain and enhance quality in curricular Naam Karan activities

1. Involving IQAC in teaching and learning to sustain and enhance quality

2. Making various cells responsible for the co-curricular and extracurricular activities

3. Conducting periodic and need-based meetings

To develop and execute a seamless and effective teaching-learning activity

 1. Using   ICT to make the teaching-learning activity student-centric

2. State-of-the art library facility

3. Encouraging both the teachers and the students to participate in seminars, conferences, workshops, and other training programmes.

To empower the faculty by making them well-versed with the amazing trends in their field

1. Teachers are to participate in orientation programmes, refresher courses, and short-term courses.

2. To provide an internet facility

3. To upgrade the library

To keep up unabated academic performance

1. Students' engagement in learning

2. Responsibility towards learning

3. Motivating students through interactive programmes with distinguished academic personalities

DEPLOYMENT

S.No	Functions	Deployment-Authorities
1	Governance	Regional Joint Director, Zone-2, Government of Andhra Pradesh
2	Infrastructure (Academics)	Principal, Academic Coordinator, and Incharges.
3	Teaching and Learning	Principal, Academic Co-ordinator, and Incharges, Faculty
4	Infrastructure (Physical)	Principal, Office Superintendent
5	Departmental Activities	Incharges and Faculty
6	Training and Placement	Principal, Training and Placement Officer, Incharges.
7	Research	Principal and Incharges.
8	Quality Assurance	IQAC
9	Admissions	Principal, Vice-Principal, Office Superintendent, Admissions Committee
10	Statutory Compliance	Principal, Incharges and Coordinators

Our college developed a strategic plan to improve its quality and effectiveness, aligning with its mission

and vision. Key objectives include academic excellence, research and innovation, infrastructure enhancement, student-centric approaches, community engagement, and quality assurance measures. The plan is monitored by the IQAC .

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

6.2.2

Institution implements e-governance in its operations

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

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Appraisal System

The purpose of conducting an academic audit is to enhance the operational efficiency of the institution and to promote instructor accountability. The pertinent data will be collected in the subsequent formats: Four formats will be utilised in this academic analysis. Format: I will focus on the college profile, providing an overview of the institution. Format II will present institutional data and observations as reported by academic advisors. Format III will delve into faculty-wise data, examining the characteristics and performance of the college's faculty members. Lastly, Format IV will present the action taken report, detailing the steps and measures implemented by the college in response to identified issues or concerns.

The annual assessment of staff performance is carried out by the Internal Quality Assurance Cell (IQAC), overseen by the principal, in adherence to the latest guidelines issued by the University Grants Commission (UGC) and the Government of Andhra Pradesh.

The Commissionerate of Collegiate Education (CCE) will be provided with the annual performance (API) score and annual self-appraisal report (ASAR) of the teaching staff. Subsequently, the outcomes will be published on the official website of the CCE. The Academic Audit Team from the CCE, AP, conducts annual visits to colleges to assess the effectiveness of instructors. Subsequently, comprehensive reports are submitted to the institution's principal for appropriate follow-up measures. Despite the absence of a structured framework for evaluating the performance of non-teaching employees, the principal undertakes the task of assessing their overall performance and afterward provides confidential reports to the Regional Joint Director of Collegiate Education (RJDCE).

Initiatives aimed at promoting the well-being of both teaching and non-teaching personnel

The College is an institution of higher education that is administered by the government. The employee welfare programmes of the AP Government apply to both teaching and non-teaching personnel.

Group Insurance Scheme: The Life Insurance Corporation provides a form of group life insurance coverage of this nature. The successful implementation of this initiative necessitates the collaboration of all individuals employed within the executive arm of the state. The total amount disbursed will be reimbursed with accrued interest upon the employee's retirement or in the event of their demise, whichever transpires first.

The Employees Health Scheme (EHS) is a programme designed to provide healthcare benefits to RUSA State Government employees, as well as pensioners and their dependent family members.

The Faculty Development Programme (FDP) is a professional development initiative aimed at enhancing the skills and knowledge of faculty members in higher education institutions. In this plan, faculty members are granted permission to improve their academic qualifications and abilities for a specified duration regulated by the governing authorities. The implementation of refresher courses, orientation courses, seminars, and workshops aims to enhance the capabilities of faculty members in many disciplines, aligning them with the newest advancements. This endeavour seeks to expand the frontiers of knowledge and foster contributions to technological progress.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 11.15

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
33	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[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 / workshop s and towards membership fee for professional bodies	[View Document](#)

6.3.3

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

Response: 15.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	2	4	16	0

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	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	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The primary sources of institutional finance mobilisation include the Rashtriya Uchatar Siksha Abhiyan (RUSA) and the Government of Andhra Pradesh through the Commissionerate of Collegiate Education.

To secure supplementary financing through various programmes, proposals are submitted to the Rashtriya Uchatar Shiksha Abhiyan (RUSA) to enhance infrastructure and acquire equipment. The principal serves as the disbursing officer, with the RUSA Coordinator, PMU members, and the RUSA clerk assisting.

Two crore rupees have been set aside for the implementation of the Rashtriya Uchchatar Shiksha Abhiyan (RUSA)-2.0 under component 9. One crore rupees are for improving infrastructure, sixty lakhs for scientific equipment, and forty lakhs for renovation.

Utilisation certificates are issued to document expenditures. The financial records of the college undergo regular audits to ensure transparency in the allocation of its financial resources. These audited accounts are afterward provided to the teams from RJDCE (Regional Joint Director of Collegiate Education) and the Auditor General of A.P. (Andhra Pradesh) for verification during their on-site inspection of the institution.

The Alumni Association of SKR College for Women in Rajahmundry is a registered entity under the AP Societies Act with registration number 366/2014. It operates under the supervision of a Chartered Accountant. The commencement of its journey occurred in 1993 as part of the Silver Jubilee Celebrations of the college. During the pandemic year 2020–2021, the Alumni Association collaborated to distribute masks and hand sanitizers to both the teaching and non-teaching staff members of the college. It made a generous contribution of 600,000 towards the construction of an open-air auditorium. Additionally, they provided support by installing six solar lights with a power output of 18 watts each. Furthermore, the Association donated three embroidery machines and various materials to enhance the beautician programme. The student body benefits from the sponsorship of midday sandwiches through a relationship with ISKON. Needy students are provided with spectacles during free eye camps organised on the college campus with the support of the alumni association.

Endowment scholarships are granted to meritorious students who are facing financial hardships. The Poor Student Aid Fund offers monetary assistance to cover the costs of higher education tuition.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

To be on par with the current trend in higher education, the IQAC has its own strategy. ·

To metamorphose the teaching-learning process from teacher-centric into student-centric. It suggests ICT tools for all the departments. Whereever necessary, it takes feedback from the necessary stakeholders

The IQAC suggests very strongly making use of digital Classrooms, virtual classrooms, and ICT-enabled classrooms for a better learning experience. ·

The IQAC holds post-result reviews and accordingly suggests remedial work.

The IQAC encompasses frequent academic evaluations, analyses of instructional and learning outcomes, strategies for obtaining input from students and instructors, and periodic assessments of administrative responsibilities.

By convening frequent meetings that include participants from many constituencies, including academics, office personnel, and students, the aim is to foster open discussions, facilitate the exchange of information related to quality efforts, and actively seek proposals for potential reforms.

The organisation improves employee engagement through feedback mechanisms, committees, transparency, training, and recognition of staff contributions.

The Internal Quality Assurance Cell (IQAC) develops student-centered education using ICT resources, ensuring infrastructure, resource allocation, and faculty training. It assists lecturers, maintains data privacy, and promotes inclusive practices.

Annually, our educational institution undertakes a comprehensive evaluation process known as an academic audit, wherein we submit Annual Self-Assessment Reports (ASAR) to the Commissionerate of Collegiate Education (CCE). Academic auditors are appointed to the college by the CCE to verify the department profiles and activities, adhering to the criteria outlined in the audit forms. Subsequently, the team responsible for conducting the external academic audit will deliver a comprehensive report on the performance of the institution, accompanied by a set of recommendations.

S.No	Planned	Implemented
1	To conduct more Certificate courses	Conducted certificate courses that enhance communication skills, soft skills, and employability skills
2	To use digital, virtual classrooms, and ICT-enabled classrooms for a better learning experience	Implemented the plan by incorporating the timetable
3	To convene a frequent meeting	Fosters open discussions and quality enhancement.
4	To use a formal communication strategy	Implemented by many channels, such as WhatsApp messages, circulars, e-mail, and Google Classroom.
5	To take feedback from the stakeholders	Making it mandatory to get feedback from the stakeholders for accountability and transparency.
6	To encourage the staff to do research and publish papers	Research work has been done by two staff members; Research papers were published
7	To conduct webinars seminars, workshops, and conferences	Conducted webinars on IPR, Entrepreneurship, and Research

		Methodology
8	To atomize the library	The library was fully automated.
9	To use N-List subscription	N-List subscription was taken.
10	To install the Digital library	The library was digitalized.
11	To implement e-governance	Implemented in Attendance, Salaries, and the Teaching and Learning Process

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	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](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Promotion of Gender Equity:

Gender Equity and Sensitization in Curriculum Activity

Gender equity and sensitization are included in the curriculum of sociology, a special course on gender studies. It examines general studies, women's status in India, the economy, education, and women's development. As part of the curriculum. We organise academic activities like guest lectures, study projects, and exhibitions. The phenomenon of gender sensitization programmes is organised with the aim of educating students on gender-sensitive issues, women's constitutional rights, cybercrime, eve teasing, sexual and verbal harassment, menstruation care, and other relevant subjects.

Gender Equity and Sensitization in co-curricular Activities

To raise awareness about the underutilised capabilities of girls and women and to combat discriminatory practices, many occasions, such as International Women's Day and National Girl Child Day, are celebrated. During the celebration of International Girl Child Day, the distribution of groundnut chikkis and jaggery candies takes place, accompanied by efforts to enhance awareness regarding the significance of haemoglobin.

Annually, on the eve of International Women's Day, students are extended an invitation to attend a session featuring distinguished individuals who possess significant expertise and knowledge in their respective fields. The Women Empowerment Cell (WEC) acknowledges and observes both national and international days dedicated to the empowerment of girls, while simultaneously fostering a heightened understanding of the fundamental rights of children. Empowerment initiatives targeting women encompass human rights lectures and anti-human trafficking campaigns. The topics of cashless transactions, personality development, and health and hygiene are all encompassed within the discussion.

Gender Equity and Sensitization: Extension activities

Promoting gender equity and sensitization is essential for a more inclusive society. Activities include awareness campaigns, rallies, and peer education programmes. Consistency in these activities is crucial for success; it involves local leaders, builds alliances, and engages the community. Creating long-term change takes time and persistent work.

On-campus facilities are offered

Our college offers a vast playground with indoor and outdoor sports facilities, karate and judo training, a multipurpose gym for physical fitness, and cultural and art competitions to showcase students' talents. The Disha App is installed for students' security.

The college campus is monitored by CCTV cameras for security, with emergency provisions like First Aid kits. Students are encouraged to seek guidance from staff and a mentor-mentee system. International Yoga Day aims to promote yoga's benefits for well-being and stress alleviation.

The Department of Political Science and the Department of Hindi jointly represented our college with students in the women's parliament. Our students participated in the Youth Festival at GIET College, Rajamahendravaram, and various NCC training activities and camps like RD camps, Trekking, etc.

The Department of Physical Education provides training in self-defence classes and other activities.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
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](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional 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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

Response:

In spite of being an urban college situated at the district headquarters, the college has the catchment of various socio-cultural, linguistic, and communal groups of people. As per the constitutional categories, the college has girl students from B.C./O.B.C. (Article 340), S.C. (Article 341), and S.T. (Article 342). The following table shows the composition

Year	B.C./O.B.C.	S.C.	S.T.	Open category	Total
2018-'19	86	48	110	55	299
2019-'20	118	84	104	80	386
2020-'21	72	64	132	55	324
2021-'22	51	89	114	32	286
2022-'23	54	44	66	18	182

The above-exemplified socio-cultural heterogeneity is turned into homogeneity by means of the following measures leading to an inclusive environment:.

The organisation actively engages in a diverse array of programmes aimed at promoting global ideals such as integrity, ethical behaviour, compassion, nonviolence, peace, patriotism, human values, and social and communal harmony.

The institution acknowledges and observes several cultural holidays. Irrespective of variations in caste, religion, social class, or economic situation, all residents of the hostel and day students actively engage in these celebrations with great enthusiasm. The college commemorates International Yoga Day in order to enhance knowledge regarding the spiritual and physical significance of the practice as well as foster an appreciation for spiritual values.

National Voters' Day is observed on January 25th. Students who achieve the voting age are enrolled as voters through a focused drive conducted by the college that makes the students gain a better understanding of voting rights and procedures.

The college observes NSS Day on September 24th. The NSS unit of the college adheres to the principles of "Not Me But You" and "Unity and Discipline" in its efforts to shape students into responsible, disciplined, and loyal members of society.

Staff members and students pledge to maintain the decorum of the constitution and to uphold its principles both in form and substance on constitutional day.

National festivals, such as Republic Day and Independence Day, are observed.

Many important dates, such as the birthdays of Dr.B.R. Ambedkar, Dr.A.P.J. Abdul Kalam, and Consumers' Day, are observed with great zeal.

The celebration of Dr. Sarvepalli Radha Krishnan's birthday as Teacher's Day on September 5 is marked with great enthusiasm. Students demonstrate profound dedication in honouring the 'Guru-Shishya Parampara', a traditional teacher-student relationship, by celebrating the day with their teachers.

Institutions in the propagation of constitutional obligations

Educational institutions promote constitutional obligations, values, rights, and duties through various initiatives.

The commencement and conclusion of each day's class section are marked by the performance of the national song and national anthem.

From time to time, as per the directions of the government, rallies like Azadi Ka Amruth Mahotsav, Har Ghar Tiranga, and the distribution of flags at prominent places are organised.

These include constitutional education, guest lectures, moot courts, student organisations, public forums, community service, human rights, ethics, legal aid, and active engagement with government and public affairs. These efforts not only educate students about constitutional obligations but also encourage responsible citizens who respect constitutional values.

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

Response: Institutional Best Practice -1

1. Title of the Practice: Preparation of Jeevamrutham (Biofertilizer)

2. Objectives of the Practice: One distinguishing characteristic of our college is its emphasis on cultivating awareness and understanding among students regarding personal development, the importance of upholding our heritage and customs, and the significance of environmental preservation. The issue of soil contamination has been overlooked in the process of modernization.

3. **The Context:** The escalating issue of soil pollution poses a significant danger to both the environment and the pursuit of sustainable growth.We adopt Jeevamrutham as a contextual remedy for a more sustainable and environmentally friendly approach to farming against hazardous chemical-based fertilisers that degrade soil's fertility.

4. **The Practice:** The Department of Botany has implemented measures to provide education to

youngsters on strategies for mitigating soil contamination. An illustrative instance pertains to organic farming, wherein the utilisation of Jeevamrutham, a biofertilizer, is observed. Jeevamrutham is known for its properties as a cool beverage for plants. The utilisation of this particular organic fertiliser is highly effective in enhancing plant growth and productivity. This is achieved through the stimulation of soil microorganisms, which in turn facilitates the accelerated absorption of nutrients by plants from the soil. Jeevamrutham emerges as a highly promising substitute for artificial fertilisers, while our bio-enhancer exhibits potential as a viable means to enhance soil fertility, augment agricultural yield, and improve crop quality. Due to its composition consisting of natural constituents such as besan, jaggery, cow dung, and cow urine, this substance has demonstrated practicality and cost-effectiveness.

5. Evidence of Success: The staff's encouragement led to students engaging in plant preparation, resulting in improved soil quality and high-quality crops for the hostel's culinary garden. This experience inspired team members to acquire some for their terrace garden.

It is a tribute to our collective ability to create a future in which every meal is a celebration of the earth's generosity and a reminder of our responsibility to sustainably manage it.

Jeevamrutham significantly improved the health and productivity of plants in my friend's roof-top garden. It enhanced soil fertility, created a balanced microbial ecosystem, and facilitated better nutrient absorption by plant roots. It also improved soil structure, promoting better water retention. It is aligned with sustainable and organic gardening practices, contributing to a healthier urban ecosystem.

6. Problems encountered and resources required:

Production processes include lack of expertise, contamination, insufficient raw materials, poor fermentation, inconsistent quality, and storage challenges.

Besan, jaggery, cow dung, and cow urine were the required resources on a large scale.

Institutional Best Practice 2

1. Title of the Best Practice: Preparation of Household products

2. Objectives:

1. To enable students to understand the fundamental principles of chemical reactions and their uses in household products preparation.
2. To learn the fundamentals of chemical processes for creating answers to everyday problems.
3. To make the students aware of the do's and don'ts in home chemicals preparation
4. To cultivate awareness among the students about eco-friendly and sustainable practices in household product preparation
5. To promote problem-solving skills, critical thinking, and adaptability for handling the challenges in the preparation of the chemicals

3. **The context:** The innovative Skill Development Programme in household product preparation was a response to the evolving needs of students and industry. It bridged the gap between theoretical knowledge and practical application, equipping students with hands-on experience and understanding safety protocols. The programme also integrated eco-friendly practices, aligning with global

environmental concerns and promoting responsible chemical use.

Chemical products have various effects depending on their intended use and composition. Household chemical products are formulated for everyday use in residential settings, fulfilling domestic needs like cleaning, personal care, and pest control. These products ensure user safety, ease of application, and efficacy in common household tasks.

4. **The Practice:** The complex process of saponification, which involved mixing fats and oils with alkali to make soap, was taught to students. Choosing the right raw materials, understanding the soap-making reaction, and adding colour and essential oils were all stressed in the curriculum. Students received practical instruction in making soaps that satisfied both aesthetic and quality standards.

For making pain balms, students were taught to blend active chemicals (such as camphor or menthol) with appropriate bases while taking solubility and skin absorption rates into account. This exercise improved their pharmaceutical preparation abilities while also teaching them about the importance of safety when creating items that are intended to be applied directly to the skin.

Students were supervised by faculty members during the practical sessions . In line with worldwide trends towards ethical production, the emphasis on sustainable practices inspired students to find ecologically sound alternatives in manufacturing. Students were regularly evaluated in order to gauge their development and make sure they were not only understanding the theoretical ideas but also becoming proficient in applying their knowledge in real-world situations. Presenting their formulations helped them refine their communication skills and made it easier for them to explain their thought processes and choices.

5. Evidence of Success: The programme contributed to sustainable practices and community outreach through eco-friendly household products and educational campaigns. The program's relevance and effectiveness in the field were finally brought to light when the Department of Chemistry kept the products made by the students for sale and generated income.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Production-oriented problems were inconsistency in formulations, inadequate training, a lack of standardized procedures, limited access to quality raw materials, and waste management issues. Financial aid was required for making the products on a large scale.

Market-related problems were financial constraints, brand recognition, distribution channels, and consumer trust. The highly competitive market demanded a unique selling proposition, and sustainability concerns added complexity.

The required resources in the making of the above household products were petroleum jelly, essential oils, wrappers, containers, boxes, jars, etc.,

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

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:

Response: The Promise of Our Future-ALUMNI:

Our college Alumni Association created a more inclusive and supportive atmosphere for students from economically disadvantaged families by using a combination of measures to assist them in overcoming the barriers to academic success. It is a registered body with nearly 159 students who have been exhibiting unwavering support and dedication by contributing significant donations, offering committed mentoring, and actively taking part in the initiatives for the development of the college. Every year, the Alumni Reunion is celebrated on December 11 to commemorate the first widow marriage conducted by Rao Bahadur Kandukuri Veeresalingam Panthulu Garu.

The Midday Meal Programme is at the centre of our dedication to excellence and the achievement of our college's objectives.

The Alumni Association has undertaken a commendable initiative to address the nutritional needs of our student community, with a particular focus on those from marginalised backgrounds such as Scheduled Castes (SC), Scheduled Tribes (ST), and other Economically Backward Classes (EBC) living below the poverty line. The association has volunteered to provide these deserving pupils with a midday meal, boosting inclusivity and overcoming caste boundaries. This humanitarian initiative currently helps students by ensuring that they are fed during the vital lunch hour.

The Alumni Association arranged meal provision in collaboration with ISKON, Rajamahendravaram, a gesture that is carried out with great care and attention by the Alumni team working within the campus . Students have expressed their appreciation for the high quality of the food supplied. This daily provision not only meets their dietary requirements, but it also fosters a strong emotional bond between the students and the faculty. The services of the Alumni Association have been extended to providing financial support to the students for the payment of their examination fee and college fee, and particularly 6 lakh rupees for the renovation of the open-air auditorium on campus.

The Alumni Association strongly believes that "charity begins at home." Each year, it organises free eye camps for staff and students and offers free spectacles to the needy. So far, about 450 students and staff members have benefited. In addition to these activities, the Alumni Association strives to empower students by providing certificate courses in beauty care and tailoring. Last but not least, 60% of the

teaching staff working in the college now are alumni of this college, who play an important role in mentoring students and proving that an empowered woman empowers her own family and other women.

Alumni Core Values

1. Financial problems like paying the college fee and the examination fee should not make the student leave the college and quit her studies

2. Giving helping hand to the needy by arranging mid-day meals

3. Organising free eye camps for students and staff and giving spectacles at no cost.

4. Conducting certificate courses in Beauty Care and tailoring to empower the students

5. Offering monetary help for the development of the college

Perspective Plan Objectives

A. Strengthening the Institution's Reputation and Ranking

B. Developing Infrastructure of the college

C. Promoting Students' Holistic Development

D. Promoting Social Responsibility and Community Development Contributing to the development of the college, inculcating a value system among the students and making them realise the value of their Alma mater

Perspective Plan

1. To enhance the number of registered alumni

2. To strengthen the alumni

3. To inculcate a sense of belonging towards the Alma mater

The focus of strategy is to enhance the number of alumni registered

1. Taking minimum amount for registration

2. Using social media as a platform to exhibit the significant activities of the college

Measures to strengthen the Alumni Association

1. Recognising the Top Alumni and felicitating them in the Alumni Reunion as role models to the present students to make them feel motivated

2. Making the Alumni members and mentors in various cells of the college, like CDC and IQAC

3. Empowering through organising certificate courses that provide financial support

4. Accepting donations and making the best use of it for the development of the college

YEAR	NAME OF THE ACTIVITY	DATE	NO OF STUDENTS BENEFITED	EXPENDITURE INCURRED
2018-19	**MIDDAY MEAL**	10-07-2018	100 PER DAY	74,400/-
	EYE CAMP	21-07-2018	206	13,450/-
	TAILORING COURSE	12-07-18 TO 06-10-2018	65	
	Scholarships			17,680/-
2019-20	**MIDDAY MEAL**	08-07-2019	100 PER DAY	52,000/-
	EYE CAMP	27-07-2019	282	8,580/-
	TAILORING COURSE	05-11-2019 TO 20-12-2019	30	10,000/-
	Scholarships			3,680/-
2020-21	**COVID 19-PANDEMIC**	--------------	-------------	-------------
2021-22	**MIDDAY MEAL**	01-12-2021	100 PER DAY	52,800/-
	EYE CAMP	18-12-2021	443	20,750/-
	TAILORING COURSE	29-11-2021 TO	30	35,375/-

		25-01-2022		
	Scholarships			15,300/-
2022-23	**MIDDAY MEAL**	09-11-2022	100 PER DAY	1,04800/-
	EYE CAMP	---------------	---------------	------------
	BEAUTICIAN COURSE	05-12-2022 TO 17-12-2022	30	25,868/-
	Scholarships			16,800/-
				TOTAL AMOUNT 4,51,483/-
	Other Contributions	**AUDITORIUM RENOVATION**		**18,72,563/-**
		SOLAR LIGHTS		**1,25,431/-**
				GRAND TOTAL:-24,49,477/-
2022-23	During the academic year, Smt. J. Sudha Rani, Director, Mold-Tek Technologies Ltd., one of the alumni of the college, promised to complete the incomplete structure over the RUSA building by providing *CSR funds* from her organisation. The project cost is *Rs. 25,00,000/- (Rupees twenty-five lakhs only).* Consequently, in the month of September, *the first installment of Rs. 10,00,000 (Rupees ten lakhs only)* was released, and the construction work began. The *second installment of Rs. 10,00,000 (Rupees ten lakhs only) was* also released in the second week of December. Now the work is in progress**.**			

Empowering Women through Self-defence and physical education

- The Department of Physical Education in our college strives hard to enhance capacity building, personality development, physical fitness, and stress relief.
- Students were given training in Judo, Karate, and fencing, along with sports and games for self-defence.
- Students were given training in Judo, Karate, and fencing, along with sports and games for self-defence**.**

NCC, the Vanguard of our college:

The National Cadet Corps (NCC) is a vibrant and dynamic organisation. It has been playing a stellar role in the process of nation-building by instilling patriotic fervour, espirit-de-corps, and selflessness in our youth.

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

5. CONCLUSION

Additional Information :

Deeksharambh is the Student Induction Programme (SIP) which serves as a strategic initiation, acquainting new students with college regulations, principles, and academic offers. This programme, which is enriched with bridge courses, extracurricular activities, and cultural engagements, creates a sense of belonging and comfort among students.

Experiential learning is prioritised, with students participating in practical courses, field visits, and subject-specific extension courses. Problem-based learning, health awareness programmes, and outreach to the community are all part of the pedagogical approach. Virtual classrooms, online assessment tools, and a variety of ICT platforms strengthen lesson plans and train students for a digital future.

Faculty members employ various instructional methods, including interactive teaching, fieldwork, and computer-assisted training.

The active participation of alumni in developmental activities such as the renovation of auditorium and community service initiatives demonstrates a strong relationship between the college and its graduates. A well-rounded curriculum that includes credit-bearing courses, skill development activities, and community service requirements is responsible for the holistic development of the students.

Involvement in social service activities through the National Service Scheme and National Cadet Corps Units displays the dedication of the institution to societal welfare and community development. The financial assistance provided by RUSA strengthens research efforts, with faculty publishing findings in scholarly journals. Academic events, workshops, seminars, and webinars highlight the commitment of the institution to research and knowledge sharing. In accordance with the National Education Policy, the institution implements policies that promote a variety of academic paths, skill development, and community service. The Anti-Ragging Club and support for social security initiatives demonstrate a dedication to the well-being of students.

The Internal Quality Assurance Cell (IQAC) is a pillar that promotes efficiency, innovation, and sustainability. Transparency, data analysis, and collaboration with departments all serve to demonstrate the institution's dedication to quality.

Feedback and constant monitoring of student success demonstrates the commitment of the institution to continuous improvement and support services. Non teaching staff are encouraged to participate in office management training and complete the departmental tests for their professional development.

Strategic efforts, academic innovations, and community participation highlight the college's journey towards NAAC accreditation.

Concluding Remarks :

By engaging in a rigorous process of self-study, our institution has embarked on a journey of critical self-evaluation and ongoing enhancement. A comprehensive assessment of our academic, administrative, and infrastructural facilities has provided valuable insights into our strengths, limitations, and potential areas for

expansion. Nevertheless, this self-directed learning endeavour has also revealed certain domains that require further growth and enhancement. The advantages of updating our infrastructure, expanding our staff, and incorporating state-of-the-art technology into our teaching practices are acknowledged.

We are committed to enhancing the quality of teaching and the entire educational environment we offer by using the suggestions derived from this self-assessment in subsequent endeavours. Our institution remains committed to the continuous pursuit of quality in teaching, research, and service as we strive to reach the pinnacle of academic achievement.

During the course of our self-directed inquiry, we consistently reaffirmed our dedication to delivering exceptional instruction, maintaining a conducive atmosphere for learning, and fostering the comprehensive growth of each and every one of our students. The collaborative efforts of academics, staff, students, and other stakeholders have played a significant role in shaping the institution's identity and fostering a culture that prioritises excellence.

We take pride in acknowledging the significant advancements we have achieved in various areas, including curriculum development, student support services, research initiatives, and community engagement. These achievements exemplify our commitment to adaptability and innovation in response to the evolving demands of the academic landscape and broader society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :30 Remark : DVV has made changes as per the report shared by HEI.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 654 Answer after DVV Verification: 598 Remark : DVV has made changes as per the report shared by HEI.
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* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
154	249	268	335	248

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
119	170	175	193	190

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
510	510	510	510	510

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
235	235	235	235	235

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	7	1	3	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	02	00	01	03

Remark : DVV has made changes as per the report shared by HEI.

3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**
	3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	6	4	2	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	8	0	2	4

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	38	21	10	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	14	03	07

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18.077	11.731	7.225	16.021	13.012

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.67	5.03	1.87	0.47	4.06

Remark : DVV has made changes as per the report shared by HEI.

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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

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

05	02	02	04	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	01	01	00

Remark : DVV has made changes as per the report shared by HEI.

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

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	05	0	20	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	04	03	04	03

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	2	4	16	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	2	4	16	0

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

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

01	0	0	0	0

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 82 Answer after DVV Verification : 50