SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SKSD MAHILA KALASALA UG AND PG (AUTONOMOUS)

DOOR NO 10-16-39, PERAVALI ROAD, OLD TOWN
534211
http://sksdmahilakalasala.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

S.K.S.D. MAHILA KALASALA UG AND PG (AUTONOMOUS) was established in 1982 by Sri Venkata Krishna Educational Society, Tanuku. It is affiliated to Adikavi Nannaya University, Rajamahendravaram and it is a women institution. The motto of the college is "Satyam, Sivam, Sundaram" which is committed to the task of imparting holistic, value based and progressive education to its seekers. Sri Venkata Krishna Educational Society has a rich legacy of four decades in revitalizing the academic aspirations of the region. The Institution provides holistic education to the women of Urban. Semi-Urban and Rural areas of West and East Godavari Districts. It also caters to the needs of the students hailing from economically and socially disadvantged sections of the society. Learner - centric teaching practices are followed with credits given to extra-curricular activities, emphasizing on personality development programmes. Numerous extension activities have been the hallmark of the college.

Autonomy was conferred in 2015-16. This paved the way for the introduction of Choice Based Credit System in 2015. In 2018 the college was re-accredited at 'B++' grade by NAAC with CGPA 2.82 in its Third Cycle. The College was certified by ISO 9001: 2015; 5001:2015; 14001:2015 and also ISO Certified for Good Hygiene practices.

The institution is blessed with a scholastic ambience visible in the activities of the highly disciplined student body and dedicated faculty. Well-equipped labs, smart classrooms, ample rooms for recreation & leisure, and a well-equipped library are the assets of the institution. The Institution introduced Need - based programmes, Add-on Courses and courses which generate self-employment to meet both local and global demands.

The Institution provides Internships and on-the-Job training to the students to emerge as confident and competent young women to face the challenges of the present job market and life. With all the above mentioned programmes the college has been functioning successfully and striving hard to empower women of this area to become leaders and worthy citizens of the country.

Vision

"Transform Women's Life to Transform the Nation".

The vision is to develop women leaders who can transform the family, society and the nation. It aims to achieve this vision through its mission. The learning outcomes enable students to acquire life skills, cultivate moral values and critical thinking to achieve holistic personality to lead quality life in a dynamic global environment.

Mission

The stated mission of the college is achieved through multifarious endeavours such as:

- Impart quality education through effective pedagogy for exploration of knowledge reflecting innovation, creativity and lateral thinking. Learner-centric teaching techniques and various activities conducted under the aegis of Research Cell, Disha (the Civil Services Society), Entrepreneurship Development Cell. Autonomous College Scheme stimulates critical thinking, scientific temperament, spirit of exploration, experimentation and innovation.
- create a sense of empathy for tolerance and co-operation towards the upliftment of less privileged sections of the society through community oriented activities. Activities conducted by the NSS, NCC, instil in students the spirit of inclusivity, leadership, community responsibility and service toward the nation.
- promote technological empowerment for nation building and develop global competencies through skill development. Support given in the form of fee concession given to the economically poor and deserving students, tactile path, ramp and learning aids for the differently challenged students provides inclusive learning environment.
- Strengthen civic ecology practiceco through eco club activities and initiatives by the Department of life sciences .

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The College is one of the oldest institutions in Tanuku, For the last four decades the institution has stood through the changes of time preserving a rich heritage.
- The College imparts knowledge to empower the women.
- The institution has efficacious and foresighted management.
- The College has an Entrepreneurship and start up cell to strive towards innovation and to nurture creative ideas.
- The College administration invariably follows government-affiliated University rules. Every decision-making is transparent and confines to the RTI Act.
- The College Library has a colossal collection of boks and modern facilities like e-gate, e-journals and INFLIBNET. Apart from the main library, there are departmental libraries.
- The Institution is one of the few colleges under Adikavi Nannaya University, which has upgraded its classrooms to facilitate teaching through modern tools and techniques. The College has well-equipped auditorium, labs, seminar halls, gymnasium, yoga centre, student support centres, open air auditorium.
- The college takes pride in having one of the best units of NSS and NCC at the University level.
- The College has an Indoor Stadium which has Badminton courts supported by Pullela Gopichand Badminton Academy, Hyderabad. Besides we have Basketball and Volleyball Courts and other admirable facilities. The institution promotes sports by providing endless opportunities for students to participate at the University level, State level, National level and International level.
- The institution is proud to have illustrious alumni who have high-profile in the academic, administrative, cultural and political arenas.
- The institution provides Hostel accommodation to female students. A Sports Hostel is constructed with UGC assistance providing accommodation for deserving sports students.

Institutional Weakness

- The majority of students are socially and economically backward and these conditions affect the

learning process due to their familial conditions.
- Lack of proficiency in Communication Skills among students also hinders learning.
- Inadequate financial support to faculty for research constrains their research output.
- Limited revenue generated through Consultancy projects
- Inability to generate patent rights

Institutional Opportunity

- By using ICT enabled learning environment, more scope to enhance learning skills and creative abilities of students to meet global needs.
- Mutual exchange of ideas innovation and research among the students and faculty of the institutions under the same management. There is a scope to identify possible ways to enhance research projects and consultancies through incubation centres.
- Promotion of student and faculty exchange programmes with overseas Universities.
- The College is situated near the District Headquarters, which contributes to the grandeur and distinctiveness of the college.
- Collaborative research and other activities with nearby institutions are feasible as the institution is placed in the heart of the district.
- Nearby localities have a considerable number of Arts, Sports and cultural clubs which encourage the ardent participation of students from the college in various sports and cultural activities.
- The institution is an academic hub facilitating quality education and opportunities to the nearby Higher Secondary Schools.
- The college has ample facilities to introduce need-based courses which generate better employability.

Institutional Challenge

- There is a decline in the enrolment of students due to various reasons. Adding to it the COVID-19 pandemic has also affected the enrolment.
- One of the most challenging developments in higher education over the last few years has been its accelerated digital transformation. The Institution is striving to catch up the changing digital scenario, through various measures to digitalize the campus.
- Due to the lack of sufficient financial assistance, the College finds it difficult to conduct more academic activities for the students and faculty. The continuous attempts to raise research quality to national and international standards have to be compromised due to lack of adequate government and other funding.
- Admission of National/ International Students.
- Lack of Government funding such as UGC for Research.
- It is a challenge to recruit and retain quality faculty and providing better amenities with the existing low fee structure.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution has laid out a well-planned scheme for the effective implementation of the curriculum. At the College and Department level, there is a clear-cut Action Plan and Work Distribution for the academic year

duly monitored by the IQAC and Heads of respective departments. Bridge courses are provided to First Year students of UG, PG & Integrated programmes. Elective courses and open courses in the prescribed syllabus give students ample autonomy and choice. In each semester, continuous internal assessment of the students is undertaken by various methods. The traditional lecture method is supplemented by ICT-enabled curriculum delivery. The overall learning experience has become more interactive with greater opportunities for students to participate in debates, quizzes, seminar presentations, orientation/induction programmes, career guidance, assignments, projects, PowerPoint presentations and syllabus-related film shows facilitated by smart classrooms and labs. As an Autonomous College, there is academic flexibility, with a maximum deviation of 20% from the common core syllabus. The institute follows global trends in teaching – learning, addresses employability, innovation and provides additional skill-oriented programmes relevant to local needs with initiatives in behavioural & social modifications, human values, environmental concerns etc. The institution also integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability by arranging various programmes under the aegis of NSS, NCC, Clubs and Department Associations. Curriculum enrichment is made effective by constant interactions with various research bodies, industrial firms, study tours, field visits, training programmes, exhibitions, Certificate and Add-on programmes. The institution has organized a number of workshops, seminars and invited lectures for enhancing the students and teachers knowledge and for updating their awareness of the current trends in their subject area. The curriculum delivery done through the aforesaid measures is evaluated semester-wise internal and external assessment. The performance of a student is analysed through a discussion of evaluated answer scripts and the progress is briefed to the parents through PTA meetings. Due importance is given to the feedback provided by all the stakeholders of the college and appropriate measures are taken to address their suggestions and grievances.

Teaching-learning and Evaluation

The institution follows the higher education policies of the Government of Andhra Pradesh and abides by the rules and regulations of UGC and Adikavi Nannaya University for the admission process following online admission procedure as per Government norms. The institution is backed by a team of qualified, experienced, efficient and dynamic faculty who caters to the needs of the diverse student community. The institution has an impressive average enrolment percentage of 81.02% and an excellent teacher-student ratio of 1:19.6. After the completion of the admission process, slow, average and advanced learners are identified with an online exam and appropriate learning experiences are provided to enhance their potential. The institution also has an effective mentor-mentee system to address the academic needs of the mentees and to promote their psycho-social well-being. Student-centric learning methods such as experiential learning, participative learning, ICT-enabled learning and problem-solving methods are adopted along with the traditional learning methodologies. All departments have ICT-enabled classrooms and the teachers are also made proficient in effectively handling the latest ICT tools and resources. Sustained excellence in teaching-learning has been appreciated in the Student Satisfaction Survey conducted annually. Induction programmes are conducted at the beginning of every academic year to familiarize students with the internal/ external assessment methods and also about expected learning outcomes as envisaged in Outcome Based Education. The institution has designed and implemented Programme Outcomes, Programme Specific Outcomes and Course Outcomes from 2021 under the guidance of IQAC and experts, though they have not been set by the parent University. Strategic methods for evaluating the attainment of outcomes are also formulated. The institution follows a transparent and robust mechanism for conducting the internal assessment as per the Autonomy guidelines. Timely feedback and suggestions from the faculty help students excel in their overall academic performance. The institution has a remarkable average pass percentage of 90%. An effective three-tier grievance redressal mechanism comprising of mentor level, department level and college level are also functional to manage examination-related grievance if any.

Research, Innovations and Extension

The Research Cell promotes aptitude for quality research adhering strictly to the code of ethics and policies. It also encourages innovation and extension activities through forming MOUs with industries and academic institutions and facilitates knowledge, skills and hands-on experience. The faculty actively participate and organize National, International Seminars and Workshops. The management encourages professional development of teachers through providing financial support to the faculty who present papers in State, National and International Seminars/Conferences organised by other institutions. Seed money is given to the teachers to take up research projects. Cash incentives are provided to the faculty who publish papers in peer reviewed journals. Awareness on Intellectual Property Rights is created among faculty and students through workshop / seminar. Faculty and Student Exchange Programmes are also encouraged by the institution. The Incubation Cell and Faculty Forum promote inter - departmental research in a conducive environment. The college encourages innovative projects/ideas of students such as 'Eradication and Mosquito Management through Eco-friendly Methods', 'Recycling of e-waste' and 'Construction of Sit-outs use Disposed Plastic Bottles'. The two NSS units of the institution have adopted six villages and conducted Awareness Programmes (on Protection Rights – Girl Child, Domestic violence, Seasonal Diseases and Prevention, Yoga-Health and Environmental pollution etc.,), Medical Camps, Literacy Programmes, Voter Enrolment Programmes, ODF, etc. The Women Empowerment Cell and Entrepreneur Development Cell impart vocational skills to empower women. The N.C.C cadets regularly participate in various camps like VMC, TSC, RDC, Parasailing, Basic Mountaineering, Swachh Bharat and conduct awareness programmes on rescue operations in the case of fire accidents. Red Ribbon Club promotes healthy lifestyles through awareness programmes on Health and Care, HIV and Blood Donation. Youth Red Cross cultivates Humanitarian principles and Disaster Management. Some Departments and local organizations provide food, clothing, medicines, books and stationery to the street-dwellers; senior citizens of old age homes and orphanages.

Infrastructure and Learning Resources

The Institution sprawls across nearly 45,500 sq. mts of build-up area nestled in around 8 acres of land. The buildings are both aesthetic and modern with excellent and well-designed lecture halls with convenient seating arrangement and audio visual facilities. The institute has sufficient infrastructure facilities to cater to the needs of all its stakeholders.

The Institute has excellent laboratories in all the science departments, well designed lecture halls with audio visual facilities. The campus also houses facilities like Generator, Auditorium with 3000 capacity, Gym, Play Grounds for indoor and outdoor games, Hostels, Canteen, etc. All the departments are equipped with internet, fully furnished laboratories with required machinery & materials, library with e-resources etc. The institute has fully equipped, functional Central Library with a seating capacity of more than 100. It is also equipped with e-learning resource material and ICT facility. The institute have also subscribed for INFLIBNET. Continuous monitoring and up-dating of library is done by the Institutional Library Committee. The institution has a comprehensive IT mechanism. A total number of more than 40 computer systems with configurations ranging from Celeron 1.70 GHZ to Pentium 4 CPU 2.5 GHZ are installed, with an internet facility of 100 MBPS. The institute also lays stress on electricity conservation and green computing. The maintenance of the infrastructural facilities is carried out through well-established maintenance systems and procedures. The institution is continuously trying to upgrade the infrastructure to meet the emerging trends in education. The whole campus is wi-fi enabled.

Student Support and Progression

The Institute has a well-established and functional system for student support and mentoring (personal, academic and career counselling) i.e. Mentor-Mentee Program. Institutional Grievance Cell, Anti-Ragging Committee, Student Union Committee, Athletic Association Hostel and Mess Committee, Internal Complaint Committee which are constantly monitored, and timely redressal of student grievances is available. The institute organizes personal enhancement and development programmes such as career guidance and counselling, soft skills development, career-path identification, and orientation to well-being for its students. Orientation programmes organized for freshers include soft skills, communication skills, English language, Human values etc. Information/guidance regarding various competitive examinations is made available to the students at Career Guidance and Placement Cell. Institute also provides additional academic support, balanced diet, incentives, sports uniform and materials for the students participating in various extra-curricular activities and sports. Institution also ensures participation of students in various intra-and inter-institutional extra-curricular activities and sports. The institute has a registered Alumni Association, which meets periodically and provides necessary suggestions and guidance.

Alumni and Five other Non-Governmental organizations disbursed ***merit scholarships*** to the tune of Rs. 7,23,975/- during the last five years. 199 students participated in cultural competitions like Youth Festivals and in sports and games conducted at University, State, National and International levels.

Governance, Leadership and Management

The institute has a well-defined vision and mission that addresses the needs of all its stakeholders. The Institution has a well-defined organizational structure in administration and academic decision-making process. The Board of Management headed by Secretary and Correspondent and Academic Council headed by the Principal are the highest policy-making bodies of the Institution. Information regarding the institution is available on the Institution website www.sksdmahilakalasala.ac.in which is regularly updated. Steps have been taken by the institute to develop e-governance and also promote a culture of participative management. The institution is always keen in promoting the excellence in curricular and extracurricular activities. It also inculcates human values among its students. Internal and external financial audits are regularly conducted. A systematic and robust mechanism is in place to document, compile, analyse and redress the feedback mechanism. Significant efforts have been made by the institute to enhance the professional development of teaching and non-teaching staff. Faculty members are motivated and are given various incentives to attend conferences, workshops, FDPs. Various welfare schemes are made available for the staff i.e. transport facility, Provident Fund, leave for special occasion, financial support etc. Regular academic and administrative audits are conducted by the IQAC to ensure quality in all the programmes. These audits are conducted at departmental as well as institutional level. The institution ensures that grievances are promptly attended to and resolved effectively for better stakeholder-relationship.

Institutional Values and Best Practices

The institute has taken various initiatives to keep campus green and eco-friendly. These include energy conservation, water harvesting, bio-hazard or waste management, plantation of trees, laying of lawns as well as e-waste management etc. To ensure energy conservation and eco-friendly campus *50 KW* powered ***Solar Panel System*** is established in the Institution. The institute conducts regular green audits.

The institute has also made innovations in examination pattern, teaching learning & evaluation process, learning resources, governance, leadership and management. The students actively participate in formulating the strategies as they are included in the Institution council and due weightage is given to their suggestions. Compulsory attendance in the morning assembly, organising Seminars, promoting new approaches to studies, workshops to sharpen the analytical skills of students and introduction of Yoga, and Meditation into Physical Education are some of the innovations introduced. Institute provides Mid-Day meal to students at subsidized rates.

Institution organizes appropriate activities to increase consciousness about national identities and symbols. Fundamental duties and Rights of Indian Citizens and other constitutional obligations and also organizes national festivals and birth and death anniversaries of the great Indian personalities.

Best Practice - I :

Title of the Practice - SOCIAL BATTALION & TASK FORCE

Best Practice - II:

Title of the Practice- SKSD- GREEN INITIATIVES: THINK GREEN AND LIVE GREEN FOR A SUSTAINABLE FUTURE

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SKSD MAHILA KALASALA UG AND PG (AUTONOMOUS)
Address	DOOR NO 10-16-39, PERAVALI ROAD, OLD TOWN
City	TANUKU
State	Andhra Pradesh
Pin	534211
Website	http://sksdmahilakalasala.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	KARUTURI RAMA KRISHNA	08819-222154	9848187600	-	womens_sksd@yahoo.com
IQAC / CIQA coordinator	MOTUPALLI SRIDEVI	08819-9059181860	9059181860	-	sridevimotupalli2013@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1982
Date of grant of 'Autonomy' to the College by UGC	29-04-2015

University to which the college is affiliated

State	University name	Document
Andhra Pradesh	Adikavi Nannaya University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	20-07-1990	View Document
12B of UGC	20-07-1990	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	DOOR NO 10-16-39, PERAVALI ROAD, OLD TOWN	Urban	8	45590

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,History,	36	Intermediate	English	60	24
UG	BA,Economics,	36	Intermediate	English	60	24
UG	BA,Political Science,	36	Intrermediate	English	60	24
UG	BCom,Commerce,	36	Intermediate	English	60	48
UG	BSc,Computer Science,COMPUTER SCIENCE	36	Intermediate	English	150	85
UG	BA,Computer Science,COMPUTER	36	Intermediate	English	50	19
UG	BCom,Computer Science, COMPUTER	36	Intermediate	English	120	101
UG	BSc,Mathematics,	36	Intermediate	English	150	85
UG	BSc,Physics,	36	Intermediate	English	150	85
UG	BSc,Chemistry,	36	Intermediate	English	50	16
UG	BSc,Botany,	36	Intermediate	English	100	67
UG	BSc,Zoology,	36	Intermediate	English	100	67
UG	BSc,Statistics,	36	Intermediate	English	100	46
UG	BSc,Biochemistry,	36	Intermediate	English	100	57
UG	BSc,Microbi	36	Intermediate	English	100	57

	ology,					
PG	MSc,Microbiology,	30	Degree	English	30	29
PG	MSc,Organic Chemistry,	30	Degree	English	30	13

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				13				74			
Recruited	0	0	0	0	5	8	0	13	19	55	0	74
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				29
Recruited	8	21	0	29
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				2
Recruited	2	0	0	2
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	5	8	0	0	0	0	13
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	17	55	0	72
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	10	0	0	10

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	459	4	0	0	463
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	41	1	0	0	42
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	141	0	0	0	141
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	360	0	0	0	360
	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	99	99	99	143
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	40	40	40	57
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	190	190	190	276
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	176	389	269	308
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		505	718	598	784

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biochemistry	View Document
Botany	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
History	View Document
Mathematics	View Document
Microbiology	View Document
Organic Chemistry	View Document
Physics	View Document
Political Science	View Document
Statistics	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college provides a holistic multidisciplinary educational environment. The institution aims to provide quality education. The following opportunities have already been in place for the last few years: The college has an active Research committee to nurture research culture among the faculty members and students. Organises periodical seminars, workshops and training sessions on academic writing, impact-centric research and funding opportunities. The cell has sanctioned projects in the last two academic sessions. An incubation centre, a part of Entrepreneurship Development Cell (EDC), has been set up to promote interdisciplinary research and innovation. Value added courses to enhance the skills of students are being conducted by all the Departments. The E-Learning Cell of The college has initiated a step towards the knowledge building process using online platform. The skill enhancement courses like Add-On Course on Python for the students and faculty

	members were started by the cell in collaboration with Spoken Tutorials, IIT Bombay. Short-term courses on "Awareness on Legal Prospects" with the support of District Legal Services Authority. Webinars, seminars and workshops are being conducted by all the departments and committees, which are of multidisciplinary nature. The college has an enriching ecosystem that supports creativity and innovation, which integrates humanities and science. The students are taught Ability Enhancement Compulsory Course (AECC) on Environmental Studies at Undergraduate Level to create scientific temperament among students. Students also participated in innovative workshops. The Institution is one of the constituent colleges of Adikavi Nannaya University of Rajamahendravaram, the faculty members have contributed significantly in the framing of Undergraduate Curriculum Framework (UGCF) syllabi, which will be approved in BOS meeting every year. Most of the faculty members are also nominated as members of BOS to various Autonomous colleges. Each course is so framed that at the end of respective exit of undergraduate education, students will have been equipped with certain skills for placements or for entrepreneurship. The framework includes papers on Discipline specific course (DSC), Discipline specific electives (DSE), Generic electives (GE), Skill enhancement courses (SEC) and Value additional courses (VAC) to learn new skills and maintain the rigor of learning. Some of the good practices implemented by the College to promote multidisciplinary / interdisciplinary approach in view of NEP 2020 are promotion of sustainable environment, social commitment and community outreach. Students are encouraged to participate in activities like waste management, rainwater harvesting and educating the underprivileged.
2. Academic bank of credits (ABC):	The ABC regulations intend to give impetus to blended learning mode, allowing students to earn credits from various HEIs registered under this scheme and through SWAYAM, an online repository of courses. The student can earn up to 50 % credits from outside the college/university where she/he is enrolled for the degree/diploma program. Academic Bank of Credits facilitates deposition of credits awarded by Registered Higher Education Institutions,

	for courses pursued therein, in the Academic Bank Account of the student and the validity of such credits shall be as per norms and guidelines issued by the University/UGC. Until 2021-22 under CBCS curriculum, there was no mechanism for credit transfer among the constituent colleges of Adikavi Nannaya University of Rajamahendravaram. However, under the new National Education Policy 2020, our college will take necessary initiatives under ABC guidelines of NEP as per norms and guidelines issued by the University/UGC. Ours being a constituent college abides by the University rules/norms. Some of the initiatives taken up by the college in this direction are given below: • The academic curriculum of different courses offered by the college is designed by the respective departments. • The faculty members of different departments have been involved in the preparation of course content under the guidance of subject experts nominated by University. • Within the approved curricular framework of the Adikavi Nannaya University of Rajamahendravaram, faculty members use different curricular and pedagogical tools and approaches for teaching-learning activities. • During pandemic the college had provided Online Platform to all the faculty members as well as students to facilitate conduct of classes. • Several training sessions were conducted to the faculty in this direction. • The college has recently constituted Teaching Learning Centre and Recording Studio committee dedicated to provide requisite infrastructure for recording the lectures effectively. • Reading materials, assignments, question papers and other relevant study materials are also regularly uploaded on the YOUTUBE Channel developed by the college. • Students are encouraged to search and read recent research published articles to prepare assignments. • Students are motivated to study eBooks which are available on website of Adikavi Nannaya University and N-List.
3. Skill development:	Skill development helps build up strong foundation for learners. The college has taken many steps to help students become more skilled and ready for job as mentioned below: • The college has Skill Development Cell to equip students with the necessary IT skills. • The Skill Development Cell successfully conducted the add-on courses on Video

	Editing. • To complement the discipline-specific university curriculum. • The college organizes extra-curricular activities to impart holistic and value-based education. • The NSS Unit regularly organizes activities to promote community services: cleanliness campaigns, health screenings, blood donation camps, skill-building seminars, literacy campaigns and social awareness programs, etc. • The Women's Development Cell has made consistent efforts in creating awareness on gender issues. • To inculcate citizenship values, the college organized various field trips to interact with farmers. With the help of the Autonomy grant, all the Departments of the college were able to carry out 15 Educational Field Trips.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college offers the undergraduate course in Hindi, Sanskrit and History. The curriculum of all three programmes comprises courses that impart the history and knowledge traditions of India. All the three programmes are integral to each other foregrounding and shaping the relationship of language, culture and history of India. In addition to the curricular prospects, these departments conduct several co- curricular programmes that foster the dissemination of Indian history, culture, and knowledge traditions among the young students at the college including Tribhasha National Seminar Organized in 2021-22. In an attempt to enrich the quality of formal education by increasing awareness about different aspects of Indian heritage, our college organizes various events in collaboration with (APSETWEL). In the year 2021-22, the college also hosted cultural activities to sensitise students to our rich and diverse cultural heritage. The college has constituted Centre for Promotion of Inclusivity with the aim to promote an inclusive campus. In the year 2021-22, APSETWEL organised cultural competitions at various levels i.e., Zonal, District, State vide competitions. Our students won Prizes at all levels. The college caters to students of different linguistic and economic background. To fulfill the learning needs of these students, faculty members of the college adopt bilingual mode of lecture method. In continuation to the efforts in this regard, the college has constituted Language Lab to promote the use of various languages. Official communications, minutes of meeting, and important college publications are brought out in bilingual mode. The

	college offers degree courses with Hindi, Sanskrit and Telugu as second language. Tourism, Environmental Sciences etc. like Some foundation courses are taught in the year 2021-22 by the departments of Hindi and Sanskrit. To familiarize them with the vast heritage of Indian culture and tradition. Every year various events and competitions are organized by the departments to encourage students participation so that they can learn more about the Indian languages, History, culture, tradition and their importance in Indian Education System. Some of the events which have been organized during 2021-22 include Sanskrit Day, Telugu Day, Hindi diwas and a seminar on Indian Heritage and culture. At the college classroom delivery takes place in bilingual mode to make students understand the subject in a more comprehensive way. In addition, the college has recently constituted the Language Lab to promote the use of different languages in the everyday interactions and operations of the college.
5. Focus on Outcome based education (OBE):	The courses offered by the college are based on the curriculum designed by Adikavi Nannaya University of Rajamahendravaram. Many faculty members of the college are also involved in designing this curriculum. In addition, the college has created an ecosystem for transformation of curriculum towards outcome-based education. We empower students to become good citizen teachers, entrepreneurs, scientists, soldiers, and administrators with motivation. Some of the common outcomes for the programs of study offered at the college are: knowledge acquisition, analytical skills, application of knowledge and problem solving, etc. Our college organizes several academic events such as webinars/seminars/panel discussions and workshops to provide interactive platform for knowledge acquisition. We promote the attitude to keep learning, remain updated and readily adopt new developments in technologies and in their subject matter. For example: Department of Biology and Chemistry constituted ECO club wherein students are encouraged to discuss and present recent published research papers in their respective fields. Students are encouraged to participate in several projects under the Autonomous Scheme. For example, during the year 2021-22, in one of the projects, students determined the quality of soil samples by measuring

	its various parameters in laboratories. In another project they learned the technique for digitalization of specimen museum and instruments and many more similar projects. Further, students are also encouraged to access various readily available e-resources on web portals such as N-LIST, Digital Library etc. In the discussions held during regular classes, some references are observed to handle real-time problems and challenges, and these help students in identifying more problem areas which helps in analyzing and developing solutions using basic principles of their subjects. For example, discussion on several mathematical models to tackle real life problems conducted by Department of Mathematics. The students were given hands on experience on accounting software like Tally by the Department of Commerce to understand better accounting work, stock trading and investments. Hands-on activities organized by Department of Chemistry and Physics such as workshops similar training sessions help students to explore new areas of scientific field. In addition, fostering team spirit and leadership among students through group activities in the class and in co-curricular activities are also carried out. One of the objectives of NEP 2020 is the transformation of concepts into practice. Several new initiatives have been taken by the college in this direction. Creating a learner centric environment: focus on students' understanding of the outcomes of the course; facilitating academic and research as well as problem solving skills-based discussions are conducted in the class. Mentoring and continuous assessment of learners: Mentor-mentee meeting conducted on regular basis to address several problems of students. Encouraging application of knowledge for solutions: Students were sensitized towards the sustainable environmental goals through the classes taken as a part of their curriculum under Environmental Science course. An awareness programme conducted on "National Education Policy – 2022".
6. Distance education/online education:	In an attempt to develop the use of technological tools for teaching learning activities, our Recording studio has been set up for recording of lectures for distance learners. Many faculty members of the college have contributed towards Open and Distance learning education by uploading their lectures on YouTube. Laptops are providing for the faculty

members and students, depending upon requirements. High speed internet facility. Subscription for Zoom Cloud Meeting, National Library and Information Services Infrastructure for Scholarly Content (N-LIST), project managed by the e-Shodh Sindhu Consortium. INFLIBNET Centre provides access to e-resources to students, researchers and faculty of colleges. College provides computer lab facilities to the students for the academic and examination purpose. Further, college also provided computer facilities to its staff for online teaching during pandemic. Online platforms like zoom, G-suite, MS Team are regularly used for a) Mentor-mentees meetings, b) Classroom teachings to post assignments c) To conduct quiz, tests and assignments by faculty members. d) Online lectures on YouTube are provided to students/learners. Further, college also conducted several events through blended mode using the online platforms including orientation programme for first year students, departmental meetings, meetings with alumni, invited guest lectures and Workshops. It was blended learning mode by which our faculty is able to organize talks by several eminent scientists for the benefit of students. Principal and administrative staff were able to hold their meetings with students and staff members through online mode and resolved their problems regarding teaching and learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Electoral Literacy Club (ELC) was established in the college.
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, two faculty members and four students are selected as coordinators each year. We have a functional Electoral Literacy Club and undertake several voter education programs in association with the District Election Commission in 2019-20 some of our faculty members were appointed as District Electoral officers by the state election commission.
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	Various activities, including a voters' enrolment drive, Voter's day celebrations, and orientation seminars, have been conducted to educate students and the general public about the election process.

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.	During the Parliamentary, Legislative and Local Body elections, our NSS and NCC students assisted senior citizens / differently abled persons at the polling stations as student volunteers/Special Police Officers. The ELC in collaboration with Nehru Yuva Kendra and Government of India, Ministry of Youth Affairs and sports, West Godavari Wing conducted youth parliament session in Institution.
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.	With the help of Mandal Revenue Office, Tanuku the college conducted one-day enrolment campaign. As part of the District Election Commission's Systematic Voters 'Education and Electoral Participation(SVEEP) campaign. Other awareness classes for the youth were also conducted by the college ELC. The college developed a short video about the processes of voter enrolment and voting procedure.
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.	Almost all the students above 18 years old studying in the college have been enrolled as voters in the electoral roll. The Election Commission of India has undertaken new e-initiatives by designing Mobile Applications for developing a culture of making informed and ethical ballot decisions among citizens of the country. An Orientation Class was conducted under the auspices of the ELC for college students to familiarise them with mobile apps. Like the Voters Helpline, National Voters Service Portal (NVSP), etc. developed by the Election Commission, Govt. of India. Awareness programme about students above 18 years of enrolment as voters in the electoral for the coming elections in 2024 have been organized by the numbers of Mandal Revenue Office, Tanuku.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1709	1929	1948	2042	1941

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

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
532	621	578	583	473

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

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	87	87	84	76

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

2.2

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

Response: 133

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
63.41	71.40	48.07	97.54	77.83

File Description	Document
Provide Links for any other relevant document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Curriculum is given the needed impetus to tailor it to suit Local, National and International needs keeping in mind the vision of the college to empower women. While designing the curriculum, guidelines of UGC/APSHE/Parent University are taken into consideration. Suitable Program Outcomes, Course Outcomes and Learning Objectives which cater to Local, National and Global needs are framed. Periodic reviews and revision are also undertaken. The Autonomous status of the college has been providing ample academic flexibility while offering need-based, industry-relevant and society-driven courses. The Choice Based Credit System (CBCS) adopted by the institute has been well developed with credit system for each programme and has given wide scope to students to choose Subject Electives. The courses and programmes offered reflect Values, Goals, Mission and Vision of the institution. Curriculum restructuring is a continuous process where in framing and revision of a course starts with feedback from the respective stakeholders followed by a discussion in the department and ensuring approval from Board of Studies (BOS) and Academic Council. The innovative curricular designs in teaching, research and outreach activities have helped the institution to reach the present status of college. During the last five years 2 additional programmes have been added to the existing 10 programmes. Cluster Courses which are skill based and job oriented have been introduced since 2018 along with subject electives in every programme. The outcome of this challenging exercise has resulted in the raise in the number of placements and vertical mobility of learners. 87 Value Added and Certificate Courses are being offered to the students to meet the current job market and the needs of the newly formed state of Andhra Pradesh. Projects, Field Visits, Internships, Paper Presentations, participation in Seminars and Workshops are made part of the curriculum to cultivate research bent of mind among students. To enhance practical knowledge, more advanced topics and research-oriented lab courses also have been introduced in the curriculum. The college offers Tally as certificate course, CRT classes with APSSDC to make the students fit for the global job market. The Entrepreneur Development Cell (EDC) offers need-based courses and Guest lectures. Co-curricular and Extra-Curricular Activities are introduced for the overall development of the students. Revision of the curriculum focuses on innovative courses like Python, C- Language, Analytical Techniques in Chemistry, Food Safety, Food Quality and Sensory Evaluation, Bio-Informatics, Statistical Data Analysis using SPSS, Embedded System Design and Aquaculture for improving the employability. Students are encouraged to do online courses in SWAYAM, NPTEL platforms so as to enable acquisition of deeper knowledge in their areas of interest, develop character, ethical values, intellectual curiosity, scientific temper, creativity, and spirit of service as proposed in NEP 2020.

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

1.1.2

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

Response:

The college offers several courses that aim to enhance the employability and skill development of students. These courses are designed to provide students with the necessary skills and knowledge required to succeed in their career. The B.Sc. program offers a range of specializations, including Physics, Chemistry, Mathematics, Botany, Zoology, Microbiology, Biochemistry, Statistics and Computer Science. These courses provide students with technical and scientific skills that are highly valued by employers in fields such as research, academia, and industry. These department programs provide students with in-depth knowledge of their respective fields and equip them with practical skills.

The Bachelor of Arts program offers a range of specializations, including History, Computer Applications. These courses provide students with strong communication, critical thinking, and analytical skills that are essential for success in many fields, including journalism, public administration, and law. The B.Com. (GENERAL) & B.Com.(ComputerApplications) programs offers a comprehensive understanding of accounting, taxation, and finance. The Arts faculty enables the students to improve their communication skills, critical thinking, creativity, and innovation etc. The Master of Science in Organic Chemistry & Microbiology programs provides students with advanced technical and scientific skills that are highly valued in many industries, including healthcare, agriculture, and pharmaceuticals. The college is running various skill enrichment programs that students may pursue subject specific skill enhancement courses (SSSEC). Add-on courses are mandatory for all students and are designed to enhance their overall abilities and develop interdisciplinary knowledge. These courses cover a wide range of topics such as communication skills, environmental science, and gender studies. Certificate courses are designed to provide students with specific skills that are relevant to their chosen field of study. These courses are electives and allow students to choose from a variety of options based on their interests. Diploma courses are designed to enhance the subject specific skills of students. These courses are offered in conjunction with the regular courses and are designed to provide students with practical training and hands-on experience. The courses offered by the college have had a significant impact on students. These courses have not only equipped students with the necessary skills but have also helped them develop a positive attitude towards their careers. The entrepreneurship courses have helped students become job creators rather than job seekers. The skill development courses have provided students with a competitive edge in the industry.

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

1.2 Academic Flexibility

1.2.1

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

Response: 40

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

Response: 06

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

Response: 15

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

"Transform Women's Life to Transform the Nation" is the vision that inspires the college. In order to

integrate the crosscutting issues relevant to gender, environment and sustainability, human values and professional ethics into the curriculum the college has a two- tier approach of rigorously following the University laid curriculum with 20% deviation under autonomy and enriching it with various club activities. The institution has organized a number of programmes which lead to the holistic development of students.

Professional Ethics

Professional Ethics is part of the various courses offered in the curriculum at UG. The courses help the students excel in their professional lives, in addition to these courses; the concept is introduced through classroom debates, group discussions, seminars, entrepreneurship development, soft skill training, and extra - curricular activities. NCC and NSS also help the students to foster professional ethics by undertaking several programmes. Career guidance is provided to students alongside the curriculum induced topics on professional ethics.

Gender

The UG Curriculum address gender issues, give skill-sets necessary for lifelong learning and provide the opportunities for students to explore subjects or areas of interest. Gender related courses are introduced by various departments. The programmes and activities conducted by the institution provide equal opportunity for all students irrespective of their gender. Women's Cell arranges counselling sessions for students and mentors, encourage each student to achieve their goals. NSS and NCC Units organize awareness programmes (on Protection Rights – Girl Child, Domestic violence, Seasonal Diseases and Prevention, Yoga-Health and Environmental pollution etc.,). Events such as quiz, debates, women empowerment programmes. Active participation in sports, flash mobs, seminars and street plays are encouraged. Gender equality, empowerment and bias free environment for students is emphasized in all the activities.

Environment and Sustainability

The institution organized programmes to give awareness about the environment and sustainability issues. 'Clean Campus Green Campus' is an initiative by the College for creating environment related awareness especially about 'waste management'. The college tries to foster the importance of clean and green campus through different courses. World Environment Day is celebrated at the departmental level ensuring active participation of students. Seminars, exhibitions, awareness programmes, guest lectures, study tours are also organized for the students. Activities like cleanliness programmes are initiated by the institution to protect our nature both on and off the campus.

Human Values

Under the aegis of the National Service Scheme (NSS) and National Cadet Corps (NCC) Units of the College, students undertake a host of activities like planting trees, sanitization drive, cleanliness drive, blood donation camps, and anti- drug campaigns. During the Covid-19 pandemic students volunteers imparted Covid-19 prevention tips, undertook sanitizer and masks distribution. These activities inculcate human values among students. Social activities, awareness programmes, invited talks are conducted on a regular basis. The syllabus also aims to introduce the students, a form of learning beyond the books. The Institution aims to inculcate good human values through its activities, strengthening the society and the nation.

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

1.3.2

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

Response: 107

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

1.3.3

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

Response: 100

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

Response: 15

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

Response: 15

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 72.02

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
505	718	598	784	744

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

2022-23	2021-22	2020-21	2019-20	2018-19
950	950	950	950	850

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

2.1.2

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

Response: 87.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
329	329	329	476	426

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
378	378	378	547	490

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

2.2 Catering to Student Diversity

2.2.1

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

Response:

The institution takes all possible measures to cater to the needs and requirements of the students before

the commencement of the programmes. Students are counselled at the time of admission with an Orientation programme is organized where in which students are familiarized with the Motto, Vision, Mission, Objectives, Goals of the institution, the rules, regulations, facilities and amenities on the campus. Examination System, Practical Examinations Methodology, Credit System, NCC, NSS, Sports and Games, Yoga, Eco Club and other committees available to nurture the talents of the students are also familiarized to the students.

In order to assess the extent to which the academic environment of the college supports student learning and also to ascertain different levels of student capabilities **Screening Test** is conducted at the department level for every student who gains admission in to the college. This test assesses their:

1. Level of English Language.

2. Proficiency in concern Subjects.

BRIDGE COURSE:

Based on their performance a two-week **Bridge Course** is conducted for disadvantaged learners for filling up the gap and bring them on par with the rest of the students. The faculty collect all the information regarding different requirements of students through discussion and by collecting entry level feedback.

Based on their performance at the Entry Level Screening Test / Bridge Course / First Internal Assessment / Second Internal Assessment the capabilities are ascertained and tabulated. Students are then identified as- **Slow / Moderate / Advanced Learners.**

Slow learners:

The slow learners are provided with academic support by modifying teaching methods based on their needs

such as technological or verbal to ensure better learning i.e.-

1. by providing extra materials with basic understanding of the subject

2. Remedial classes.

3. Weekly tests.

4. Extra classes.

5. Assignments.

6. Peer teaching

Moderate Learners:

1. Quiz

2. Group Discussions

3. Problem solving

4. Book reviews etc.

Advanced learners are made the leaders of the Student Quality Circles where they are encouraged to take \up Leadership Training activities and Skill Enhancement activities in which they are provided a platform to display their creativity supported by

1. Challenging assignments

2. Participation in in-house research activities

3. Project works

4. Internships

5. Paper presentations in National and International seminars and conferences

6. Organizing all events of the college like seminars, workshops, Annual Day Celebrations, Fete etc.

7. Extra certificate courses like MOOCS (Massive open online courses offered by SWAYAM, NPTEL)

8. Inter institutional competitions

9. Student Exchange programmes

10.APSSDC Skill development courses

11. Add on courses which can enhance the skill of the student offered by all departments.

12. To Assist the slow learners with the guidance of teachers.

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

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 19.64

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Keeping in view the global scenario, the institution has changed its teaching methodology from teacher -centric to student- centric learning, in which the student is not just a mere receiver but an active learning participant. While the lecture method forms the basis of teaching on campus, this is made vibrant and effective through transforming it with Participative and Experiential learning methods. The three principal methodologies in teaching and learning are

1. EXPERIENTIAL LEARNING

Field trips focussed on experiential learning are the mandatory part of the training provided to the students of Science, Humanities, Languages and Commerce to enrich the teaching through field trips. Mock Parliament Sessions, Interviews, Group Discussions, Role Plays and JAM Sessions are made as integral part of training by the Political Science, English and History Departments. Green House, Vermi Composting Unit, Blood Grouping, and Diet Counselling Sessions provide a live demonstration for students to learn about their subjects effectively. Internship programmes provide students the opportunity of hands on experience, in professional environments which is made mandatory to all final year students.

2. PARTICIPATIVE LEARNING:

All departments conduct Guest Lectures, Group Discussions, Quizzes, Debates, Games and Peer Group Teaching to make the learning experience participatory and effective. These activities promote leadership qualities and help learners to gain access to difficult concepts and make them inquisitive, vibrant and proactive**.**

Other participative learning activities include

- Role Plays, JAM,
- Paper Presentations & Assignments
- Seminars and Workshops
- Minor / Major Projects
- Field Projects
- Workshops.

3. PROBLEM SOLVING METHODOLOGIES

Students are encouraged to take up Surveys and Case Studies of problem based research from their immediate neighbourhood or areas of their interest. Students are trained through engagement in problem solving skills by provision of challenging assignments, creative projects and activities. e-resources are utilized to empower students in identifying and addressing problems. Students are offered a plethora of platform to gain academic skills through a number of Inter Collegiate Competitions, Forums, and seminars etc, which make learning highly participatory.

LMS- All Course Curricula, Time Tables, Reading Material, PPTS etc. are uploaded on the college LMS. It provides the students with informational content and educational resources. This facility permits students to learn on their own.

Skill Enhancement Courses- To support student's personal and professional growth**,** all departments of college have introduced various Add on Courses along with regular Courses**.**

MOOCS -The College has given the provision to students to enrol in MOOCs where some of the faculty act as mentors to guide the students.

Ability Enhancement Courses- students are offered courses which aim at employability, skill development and enhancement.

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

2.3.2

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

Response:

In our institution, mentoring system has been introduced from 1982 onwards for establishing a better and effective relationship between student and teacher and also continuously monitor, council and guide students in educational and personal matter.

All teachers work as mentors for students allotted to them. The students must feel to confide with their mentors. This is a continuous process till the end of academic career of student. The aim of student mentor-ship is –

1. To enhance teacher –student relationship.
2. To enhance student's academic performance and attendance.
3. To minimize student's dropout ratio.
4. To monitor the student's regularity and discipline.
5. To enable the parents to know about the performance of regularity of wards.

The IQAC had taken the initiative of implementing the mentoring of students. Students are based on the streams of studies and also according to their core subjects. They are divided into groups of 25-30 students.

Mentors maintain and update the mentoring format after collecting all necessary information. Mentors are expected to offer guidance and counselling as and when they require.

It is the practice of mentors to meet students individually or in groups. In isolated cases parents are called for counselling and their special meeting with the principal at the suggestion of the mentor.

If a student is identified as having weakness in particular subject, it is duty of mentor to apprise the concerned subject teacher.

At least 3 to 4 meeting are arranged by mentors for their mentee in each semester.

This system has been useful in identifying slow / moderate and advanced learner through a careful examination of each mentors report the college has organized 'Remedial Classes' in identified topics.

HOD will meet all mentors of his/her department at least once in a month to review proper implementation of system and advice mentors wherever necessary.

Type of mentoring done in our institution are-

1. **Professional Guidance:** Professional goals, selection of career and higher education.
2. **Career Advancements**: Regarding self-employment, entrepreneurship development, opportunities, morale, honesty, integrity required for career growth.
3. **Coursework Specific:** Regarding attendance and performance in present semester and overall performance in the previous semester.
4. **Lab Specific:** Regarding Do's and Dont's in the lab.

Outcomes of the system

1. The attendance percentage of the students has increase to greater extend.
2. The number of detainment of students has comedown consistently.
3. Due to direct communication between mentor and the student, there is an improvement in student-teacher relationship.

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

2.3.3

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

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

Response:

Academic Calendar

The Academic Affairs in consultation with The Principal, Vice-Principal, Coordinator of Internal Quality Assurance Cell and all HODs, prepares the Academic Calendar for the effective functioning of the Institution.

The **Academic Calendar** ensures well-functioning of the Institution. The Calendar includes the details of all the working days with day order, holidays, dates of the Continuous Internal Assessment Tests and Examination Fee, list of activities of academic year.   The calendar of common programmes is printed in the handbook and distributed to all students at the beginning of the academic year. The same is also uploaded on the website. The institution carries out the activities as per the calendar.

The **Departments and other service units** prepare their activities and programme calendar resonating with the calendar of common programmes. It helps micro level planning by scheduling most of the activities in advance and maximize the use of infrastructure and ICT facilities.

The **handbook** provides all needed information such as academic programmes, curriculum structure, details of the courses, rules, regulations, facilities, scholarships, endowments, list of the staff, committees, and so on. This almanac gears up for the overall functioning of the Institution.

The handbook contains the **Curriculum Structure** for both Under Graduate and Post Graduate programmes, giving the students a clear picture of the programmes and courses like Languages (Part I & II), Major Courses (Part III), the list of Non-Major Electives, Skill- Based Electives, Foundation Courses and Soft Skills (Part V), and Bridge Course, and Extension (Part V). Self-Learning Courses and Career Oriented Courses are depicted in the handbook opening the avenues of additional learning.

Teaching Plan

The Institution has a well-defined unitized syllabus with timeframe that is provided to the students at the

beginning of the course. The course teachers prepare **unit-wise teaching plan**, describing timescale, teaching aids, methods of teaching-learning and assessment of the same. The teaching plan for each course visualizes the plan of the teacher to make each class more in formative, interesting, analytical and resourceful. Teaching plan creates a self- informed and self-monitored innovative teacher, and it provides a plan of action for the teacher and guidance for the students.

The faculty are encouraged to update the methods of teaching and evaluation, especially of the use of **ICT enabled tools** and facilities. The course teachers are able to assess the learning ability of the students periodically on the basis of their respective teaching plans. It, thus, helps both the teacher and the learners to take part in the teaching and learning process effectively.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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
87	87	87	84	76

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

2.4.2

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

Response: 9.77

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

Response: 13

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

2.4.3

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

Response: 7.93

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

Response: 690

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

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

Response: 100

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

Response: 76

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 30

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	30	30

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

2.5.2

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

Response: 21.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
358	190	468	534	325

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

2022-23	2021-22	2020-21	2019-20	2018-19
1689	1761	1745	1873	1681

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

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

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

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

Response:

Processes integrating IT the examinations branch headed by Controller of Examinations, conducts the examinations as per the academic calendar. Results of semester end examinations are published normally

within thirty days of the last examination.

Method for examination & evaluation includes:

The Examination pattern consists of two components, namely continuous internal assessment (CIA) and Summative Examination (SE) with 30 (15+15) and 70 marks respectively. Online internal examination for 5 marks, 5 marks for attendance, 5 marks for assignments and continuous internal assessment for 15 marks. Coding of answer scripts, Question bank for all examinations, Centralized evaluation, Scrutinizers are appointed to check whether all the portions are valued or not, marks are posted properly, review of answered scripts, provision for revaluation etc.

Continuous internal assessment system:

The faculty maintains confidentiality in setting the question paper for the internal assessment - examination. Two sets of question papers are prepared and the Controller of examination along with the Principal selects one set of question papers half an hour before the commencement of internal assessment examination. The progress and performance of the students is monitored by their performance in class tests, assignments, study projects, internal assessment examinations and class attendance. The students whose attendance progresses are not satisfactory, the parents along with their wards are called for counselling and remedial measures are taken. The same is also discussed in Parent – Teacher Association meeting held once in a year. Apart from Semester and internal assessment examinations the Institution also conducts monthly tests wherein peer evaluation takes place. Even in the practical, one internal will be conducted with peer evaluation.

Supplementary Examinations:

The conduction of advanced Supplementary Examination is a healthy practice of the Examination System. This allows the outgoing students to clear a maximum of four papers in order to complete their programme within the stipulated time, enabling them for career growth.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Description of Mechanism of Communication:

- The teaching – learning strategies for each subject is prepared, discussed and approved by the curriculum committee of each department before commencement of academic year. The learning outcomes are made clear to both the student and the faculty.
- Well-structured time-table is prepared based on the curriculum and core objectives of the subject. The balance between theory and practical is made. Skill development is given weight age where ever practical learning is required.
- The expected outcomes are made known to all the students during the orientation conducted in the beginning of the academic year by the respective faculties. All the faculties are well aware of the learning outcomes as they are involved in the teaching and learning process.
- The department improves student learning by way of giving excellent self-learning mode, assisted learning, and hands-on experience. The advanced computing, internet, and Wi-Fi facilities are arranged and e-learning facilities are made available to improve the student learning activities.

The direct assessment signifies the students' show informative & summative examinations, seminars, assignments, etc. Through these tools, the attainment of COs is quantified.

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

2.6.2

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

Response: 81.02

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

Response: 431

File Description	Document
Institutional data in the prescribed format (data template)	**View Document**
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	**View Document**
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	**View Document**
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: 3.89

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Research Management Policy:

1. Research matters are coordinated through Research Committee. It advises and informs Academic Board on Research strategies to be pursued, develops policy (including strategic and scholarships policy for Research students) and reviews progress in these areas. 2. The Research Office provides Research services for staff. This support includes but is not limited to:

(i) Assisting Research Committee with coordinating the activities, monitoring external Research policy developments.

(ii) Securing and supporting external Research funding from the public and private sectors.

(iii) Monitoring and reporting on externally funded Research grants.

(iv) Providing professional development opportunities for staff to enhance their Research performance.

Resources in Support of Research:

1. College Research Fund

(i) The principle governing the allocation of all Research funding in the College is that it is an investment intended to maximise the range of outcomes that the college expects to result from staff and student Research.

(ii) A portion of the Research Fund supports staff at Lecturer/Senior Lecturer level who are in their first five years at SKSD and who have not previously received external Research funding support

(iii) All applications for any external Research funding are to be submitted through the Research Committee in the name of the SKSD.

(iv) All research contracted by an external party is administered by the Research Committee.

(v) The Research Committee provides the contract, financial and non-financial management services.

2. Academic staff are eligible to apply for leave in support of their research including Research and Study Leave.

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

3.1.2

The institution provides seed money to its teachers for research

Response: 4.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.00	1.00	0.70	0.75	0.75

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

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

Response: 1.5

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

Response: 02

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

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

Response: 5.20

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

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

Response: 0.05

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

Response: 06

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

3.2.3

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

Response: 0

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

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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

Response:

SAROJINI DEVI INCUBATION CENTRE: Sarojini Devi Incubation Centre was started during the academic year 2015-2016, managed by the faculty members Dr. M. Sridevi and Dr. K. Venkata Reddy. Our Vision: At Sarojini Devi Incubation Centre, our vision is to work with talented and hard-working

faculty & students to ideate, develop and expand great ideas. Our Mission: "To create start up for the benefit of farmers living in rural areas around Tanuku." Sarojani Devi incubation centre aim to provide all necessary assistance to make faculty and students realize their dreams. This start-up incubation centre is open to all the faculty &students & farmers of surrounding areas of west Godavari district at the college as well as the entire alumni family. Looking forward for a great response Department of Chemistry prepared soap cake with palm oil and calcium chloride and supplied to farmers maintaining dairy around Tanuku and observed increased milk output. Supplied a Chemical reagent to test the presence of fertilizers on the grass before feeding to cattle. Developed a technique to determine the content of soil organic carbon. Developed a procedure to determine the quality of the cooking oil.

File Description	Document
Upload any additional information	[View Document](#)
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: C. Any 2 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

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

Response: 0

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

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

3.4.3

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

Response: 0.03

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

Response: 4

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

3.4.4

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

Response: 0.17

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

Response: 22

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

3.4.5

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

Response: 0

3.4.6

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

Response: 0

3.5 Consultancy

3.5.1

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

Response: 9.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.93	1.81	1.76	1.76	1.75

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	[View Document](#)
Letter from the beneficiary of the consultancy along with details of the consultancy fee	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	[View Document](#)

3.6 Extension Activities

3.6.1

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

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

Response:

The Institution promotes social responsibilities and good citizenship roles among the students with continuous interface with the community through NSS and NCC Programmes and extension activities. The Institution makes all the students to understand the importance of providing their services in rural areas. The institute has two units of NSS for conducting regular extension activities. All the students and faculty of the institution takes up several co-curricular and extension Programmes to promote social responsibility among the students such as: Campaigning on health & hygiene AIDS awareness Programmes through NSS and Red Ribbon Club Pulse polio immunization Programmes Cash less transaction and Digital Money Campaign Swach Bharat campaign Anti plastic awareness Programmeme Anti corruption campaign , Blood Donation campaign (Red Ribbon Club) Awareness Programmeme on Organ Donation. The NSS has a strong hold of 220 NSS Volunteers. It has 2 NSS Units and Programmeme officers who carry out the task of "Service beyond Self" in the uplift of the weaker sections of the society. Our NSS Units organized Two National Integration camps. Volunteers from all over India participated in these camps. The institution conducted several Programmes on HIV / AIDS awareness, Pulse polio, Medical camps, Adult literacy, Lakhon Mein Ek, Child labour, Environmental pollution, Swatch Bharat, Health and Hygiene, Massive Tree Plantation, SHGs, Education for women, Anti-dowry system, Sexual harassment etc in collaboration with Government and NGOs. Students raised funds for the benefit of victims of Natural Calamities The NSS Units take the initiative of celebrating important days like the NSS day, Aids day, National Literacy Day, Elders day etc. The volunteers of NSS effectively participated and helped for the success of all the Programmes. The Institute has an excellent rapport with the neighbourhood. The institute also has very good networking with community

stakeholders like Gram Panchayat, Community Based Organizations, NGOs and Community Leaders. All the activities are organized in consultation and with active participation of community for "Sustainable Development". This institution-neighborhood network helps: 1. Students, teachers & community to share ideas, knowledge, resources and experiences to create healthier communities. 2.Community and teacher interaction, which provides opportunity for the student to learn various methods in research and development of knowledge. 3.Providing opportunity to utilize community as a source of teaching -learning material for faculty and students. 4. The NCC Unit of the college which was launched in 2009 is running under the leadership of NCC officer Lt. U. Lakshmi Sundari Bai. The Unit has 50 cadets and is excelling in all the national and social service activities like Blood Donation, Tree Plantation, AIDS Awareness Rallies, Traffic Control, Visit to Mentally Retarded schools & old age homes etc.One student from NCC,one student from NSS participated in RDC at New Delhi.

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

3.6.2

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

Response: 69

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	4	7	18	18

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 (data template)	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

3.7 Collaboration

3.7.1

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

Response: 24

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

The college is situated on sprawling 8 acres campus in semi-urban setting on the Chennai – Kolkata National Highway (NH16) and well connected to town and nearby Villages. The Under Graduate and Post Graduate teaching Programmes are supported by outstanding infrastructure facilities which includes the state-of the art facilities, aesthetically designed buildings and individual departments with lively shape and outlook. The Management of the Institution makes every endeavour to fulfil the stringent criteria of global standards of training the students to succeed in the state and national level examinations, become proficient to serve the humanity at large. The Institution sprawls across more than 45,000 sq.mts of build-up area nestled around 8 acres of land. The buildings are both aesthetic and modern with excellent and well-designed lecture halls with convenient seating arrangement and audio-visual facilities. The Management ensures availability of physical infrastructure and ensures optimum utilization of infrastructure by meticulously planning the usage of all its facilities mainly for the benefit of all its students and staff. The Institution has the necessary infrastructure for the effective and smooth conduct of all its academic Programmes. The following facilities are available.

Co-Curricular Activities:

Seminar hall with audio visual equipment Auditorium with 3000 seating Capacity with Audio Visual equipment and all facilities of theatre of arts. The Institution is having central computing facility for ICT enabled teaching and learning benefits for both the students and staff.

All the departments are having computer facility to prepare teaching and learning materials. The Institution is having computers with Internet facility. Audio Visual Hall (Seminar Hall) with internet connection, CDs, DVDs and other audio-visual aids are available for the use of faculty. Language laboratory is with all the required software. ICT with 30 computers are available and accessible to all the faculty and the students. Students can access all the on-line journals and e-text books. The institute has subscribed to INFLIBNET and the students can access. The faculty can also access to these e-resources in the departmental computers. The whole campus is wi-fi enabled.

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

4.1.2

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

Response: 12.2

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
7.32	4.15	1.62	11.25	19.36

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

Information and Library Network (INFLIBNET) Centre is an autonomous Inter-University Centre of the University Grants Commission (UGC) of India.

Software for University Libraries (SOUL) is a state-of-the —art Integrated Library Management Software designed and developed by the INFLIBNET Centre based on requirements of College and University Libraries.

Name of the ILMS software

INFLIBNET is a major National Programme initiated by the UGC in March 1991 with its Head Quarters at

Gujarat University Campus, Ahmedabad. It is a user —frinendly software developed to work under Client-

Server environment.

Version

The first version of software i. e., SOUL 1.0 was released during CALIBER 2000. The first version of software i. e., SOUL 1.0 was designed on MS-SQL and was compatible with MS-SQL Server 7.0 or higher. The latest version of the software i. e., SOUL 2.0 has been designed for latest versions of MS-SQL

and MySQL.

This software was designed to automate all house keeping operations such as Acquisition, Cataloguing,

Circulation, OPAC, Serials Control and Administration.

Year of automation:

Institute purchased the first version of software i.e., SOUL 1.0 , in 2007 and used for many years. Later on

the INFLIBNET informed the Institution to install the second version of the software i. e., SOUL 2.0 and The Institution installed it in 2014.

Nature of automation (fully or partially)

The library is fully automated — i.,e., acquisition, cataloguing, circulation, OPAC, serial control and administration.

Acquisition: The Institution acquired resources based on suggestions/recommendations made by users.

Catalogue: This facilitates Institution to process of the newly acquired library resources., i.e., to enter the data of the books.

Circulation: Issue and Return of books to the members is going on through the software.

OPAC : OPAC means On Line Public Access Catalogue. Students can open OPAC and see the Catalogue

of the books and should know whether the book is available in the library or not.

Serials Control: Suggestions, Subscriptions, Master databases — N List Programme, e-Journals etc.

Administration: In addition to the features available in the Administration Module of the SOUL 1.0, some

more features have been added to the administration module of the SOUL 2.0

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

4.2.2

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

Response: 1.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.00	0.22	0.36	1.00	1.12

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

- The Institution has central computing facility to facilitate ICT enabled teaching and learning.
- All the departments are having computer facility with internet connectivity to prepare teaching and learning materials.
- Computer labs are being strengthened by new systems by replacing the out dated system every year.
- The institution upgrades its computer systems whenever necessity arises.
- There is annual budget allocation for maintenance of computers.
- Adequate budget provisions are made for updating, deployment and maintenance of the

- computers.
- The whole campus is provided with wi-fi facility

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

4.3.2

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

Response: 4.49

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

Response: 381

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

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Institution has the following facilities for e-content development

- Media centre
- Audio visual centre
- Lecture Capturing System (LCS) .
- Youtube Channel
- All the faculty members are provided with PCs/Laptops, internet. Almost all the classrooms are provided with the ICT facilities. Making use of the available freeware's, faculty members are

effectively delivering the content to the students in the blended mode.

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 59.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
31.18	57.48	41.45	41.72	39.8

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

4.4.2

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

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

Response:

- The Institution has an effective mechanism and policy for continuous monitoring, up keeping, optimal utilization and improvement of facilities, services and equipment on the campus. Budget allocation is done annually to meet the maintenance requirements.
- The institute has Manager to oversee the maintenance of buildings, gardens, etc. The Management constantly monitors civil, electrical, plumbing and carpentry maintenance related issues.
- Separate manpower is available for watering the plants and maintaining the gardens.
- The maintenance department has qualified and experienced technical staff who make constant physical surveillance to carryout servicing / repairing wherever necessary and required.
- Safety rounds are also carried out by the top management and instructions are issued for changes /modifications in the facilities.
- Preventive and breakdown maintenance of all the equipment and machines are carried out periodically.
- All other high-end equipment is under AMC with the manufacturer / authorized service agency.
- All the buildings of the institute are insured.
- College buses for the transfer of students and faculty.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 76.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
1253	1498	1623	1568	1364

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

5.1.2

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

Response:

Career Counselling assists students in acquiring appropriate career guidance and placements at the right time. The College not only provides skills but also supports and promotes technical and leadership abilities for the students. The college established a "Mentor-Mentee" system between learned teachers

and career-oriented students. A teacher is assigned to monitor a maximum number of 30 students from each class for academic and overall development of the students. This practical interaction aids for the development of direct relationships with students, teachers and institution. In addition, a group of students interact with teachers to discuss their career options. The college places a strong emphasis on the key components of these programmes, that includes structured sequence of activities and experiences designed to help students develop specific competencies such as goal setting and career planning. The placement cell makes the students to inculcate Accountability (outcome oriented) and program improvement (based on results of process/outcome evaluation), qualified leadership among the students. The Strong professional development activities organized by the placement cell of all the college, promotes, the students with professional knowledge and skills, and various approaches to outreach, assessment, practical interaction, counselling, curriculum, programmes and job placements, follow-up, consultation, and referral. The College primarily offers career counselling programmes including Counselling for more than 90 percent of the total students annually on career advancement in all courses offered by the institution. The College also organizes Personality Development Programs, CRT (Campus Recruitment Training) Classes for all the students, on Python course, Digital marketing and other programmes. The placement training and consultancy cell organized training programmes on interview skills, recent trends in career opportunities, and training programmes on upgradation of soft-skills. Placement cell works with the vision "Aim High, Soar High" to facilitate the Journey of every Student to achieve their goal.

Guidance for Competitive Exams:

College primarily offers guidance for Civil Service examinations and various competitive examinations i.e., PGCET, ICET, NET, SLET and GATE. Additionally, the College also provides guidance on emerging trends based on IT (Information Technology), Software Development, Start-ups, and Industry Experience. The College organizes coaching classes for competitive exams which helps them in getting employed in various fields.

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)
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: 47.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
132	271	147	330	445

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

5.2.2

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

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

Response: 13.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	43	78	86	107

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
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 events during the last five years

Response: 104

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	18	6	41	11

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

5.3.2

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

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

Response:

Student Council comprises of the President, the Secretary, the Treasurer and Members who take up various tasks such as organizing meets, conducting activities, acting as liaisons between student body and administration. They also act as event managers for the conduct of curricular and extra-curricular activities.

Activities of the Student Council: Works in unison with the Departments to upgrade quality initiatives undertaken to make the students participate in the development of institution. Transform the students into wholesome personalities and develops leadership skills by organizing various interactive programmes with faculty, administration and society. Motivate students to participate in Academic and Administrative activities through various committees and cells of the college. Prevent Ragging on the campus by counselling senior students. Encourage students to improve their technical, innovative and creative skills by organizing Seminars / Workshops/ Symposia/ Technical Fests etc. Organize Swachh Bharat activities to maintain cleanliness. Conducts Medical Awareness and Blood Donation Camps in collaboration with NSS and extend contribution towards social service. Organize activities that create eco-friendly ambience on the campus. Conduct assembly every day. Maintain peace and harmony in the institution by motivating the students to observe discipline, decorum and dignity. Organizes activities through Departmental Associations in which students are involved in Seminars, Workshops, Quiz, Industrial Visits, Science Fests and celebration of traditional and national festivals. Involve students in the compilation of College Magazine by motivating them to contribute articles and in preparing departmental Brochures, Posters, Banners and Placards for various events organized by the respective departments. Assist the Cultural and Sports Committees by encouraging students to participate in Intra-mural, Inter-collegiate and National/International Competitions by providing excellent coaching under the supervision of experts in the field. Motivate Class Representatives to take initiative in planning and executing various activities and updating academic information. The student representatives and members of the Student Union Committee discuss issues like Food Quality, Water and Sanitation facilities and to initiate remedial actions. Monitor smooth functioning of programmes like Fests, Teachers' Day, National Day celebrations, Annual Sports Day and College Day. Assist the IQAC in collecting Feedback from students, alumni and parents. Involve students in policy making and decision making to play key role in various academic and non-academic bodies such as Anti – Ragging, N.C.C, N.S.S, Red Ribbon Club and Women Empowerment Cell with a view to empower them. Organize Awareness Programmes, Rallies, Pledges, and observes Birth and Death Anniversaries of eminent personalities in various fields and International Years of Importance.

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

5.3.3

The institution conducts / organizes following activities:

    1.Sports competitions/events

2. Cultural competitions/events

3. Technical fest/Academic fest

4. Any other events through Active clubs and forums

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 4.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.90351	1.05351	0.35901	0.81371	0.96091

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

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

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

Response:

Institution has a good number of alumni. They are eager and highly motivated to support the Alumni Association to carryout number of developmental programmes. This is a win-win situation for the alumni and the institution. the Alumni Association was registered in 1994. The Alumni of the college are spread all over the world as Academicians, Scientists, personnel in the I.T. Sector, Artists, Bankers etc. Alumni are contributing financially and academically to the institution and fund projects. They also contribute a lot as members of Boards of Studies, deliver Guest lectures, offer Internships, assist in Placements, support in Industrial Visits and also assist students to get admission into reputed Universities abroad. They are knowledge ambassadors in the corporate world benefiting both fellow Alumni members and present students. Many of the Alumni are placed in various Multinational Companies like Infosys, Cognizant, Wipro Technologies, Genpact, Accenture, ICICI, HDFC, ILM, TCS etc. To make their contributions more effective Alumni feedback is collected; ideas and suggestions are duly considered and implemented by the college administration. The College takes pride in recruiting qualified and meritorious Alumni as faculty members.

ACTIVITIES OF ALUMNI ASSOCIATION:

- **Alumni Meetings**: The Institution regularly arranges Meetings with Alumni to connect with them on global scale. These meetings help socially and professionally as a way of keeping in touch with the institution and each other.
- **Alumni as Lecturers**: Some of our Alumni joined the institution as lecturers and serving the Alumni matter. Some Alumni from corporate sector offer training to the students on latest Technologies and Research and boost up employment by giving necessary guidelines. They also help in updating information related to Entrepreneurship, Employment, Internships and Career Guidance.
- **B.O.S Members:** As members of Boards of Studies the Alumni assist in framing the syllabi and contribute extensively in bridging the gap between industry requirements and academics by reviewing & restructuring the syllabus. The change from teacher centric learning to student

centric learning helps to enhance the quality and standards of education.

- **Awards:** It is the practice of the Institution to honour prominent Alumni who excelled in their chosen fields on the college day every year, to motivate the present students.
- **Student Alumni Meets**: Alumni help out going students in their project works and inform the employment opportunities in their respective organizations in India and abroad. Alumni interact with the students and offer Skill oriented and Job oriented Training courses to enable employability and setting up of entrepreneurial units or business by present students. They sponsor tuition fee to economically backward students.

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

The college is committed to its vision, "Transform Women's Life, Transform the Nation". It aims to achieve this vision through everyday governance. The College encourages participative governance through duly constituted Governing body and Staff council committees.

The stated mission of the college is achieved through multifarious endeavours such as:

- Learner-centric teaching techniques and various activities conducted under the aegis of Research Cell, Disha (the Civil Services Society), Entrepreneurship Development Cell, Autonomous College Scheme stimulates critical thinking, scientific temperament, spirit of exploration, experimentation and innovation.
- Activities conducted by the NSS, NCC, instil in students the spirit of inclusivity, leadership, community responsibility and service toward our nation.
- Fee concession given by the college, tactile path and ramp and learning aids for the poor students and support by the management Enabling Unit provide an inclusive learning environment.
- Eco Club activities and initiatives by the Department of life sciences strengthen civic ecology practice.

Perspective plans toward Accomplishing the Vision and Mission:

- Promoting interdisciplinary research acumen by strengthening Research Cell
- Establishing Incubation Centre
- Bolstering alumni ties
- Strengthening E-learning Cell, Remedial Cell and promoting professional quality development programmes
- Innovating measures for energy conservation on campus

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college, Tanuku has an inclusive approach to address various learning needs of students.

To ensure this, the college has a dedicated Remedial Cell with aim to cater to the needs of students of all backgrounds. The Cell has various teams for organising events to promote learning at various levels.

Following are the activities organised by Remedial Cell:

- A 20 hours module on English language was successfully completed in 2022-23.
- An Interactive session titled "Language ka Baggage" was conducted to aid students in understanding the cultural context of language and communication skills.
- Teaching internship volunteer program, 2022-23 was also organised to provide a platform to hone the leadership acumen of fast/advanced learners.
- The Peer Study Program aimed at giving a platform to fast learners at the Department level. In this program fast and slow learners were engaged in an interactive process of discussions under supervision of teachers.
- Recorded lectures on difficult topics uploaded on YouTube to assist slow learners/ non-performing students as a part of teaching Internship program and Peer study Program at department level.
- Peer study Programs were conducted by Departments and Remedial Cell to ensure an inclusive participation from both slow and fast learners together.

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

6.2.2

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

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

4.Examinations

Response: A. All of the above

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

The Institution provides / implements the following welfare measures to its employees - both teaching and non-teaching:

1. Insurance facility to all staff.

2.Festival advance to class III and IV employees.

3. Vehicle Loan.

4. Loan for children`s education.

5. Leave on special occassion.

6. Maternity leave.

7. Staff and student`s Co-Operative Stores.

8. Reimbursement of medical expenses to Un-Aided staff and their family members (Spouse, Children, Parents).

9. 50% of salary to staff members on medical grounds.

10. Provide play school facility to staff children.

11. Provident Fund facility.

12.Canteen facility.

13. Provision of RO water.

14. Bus Facility to both students and staff.

File Description	Document
Upload any additional information	**View Document**
Provide the 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: 2.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	4	1	1

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

6.3.3

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

Response: 38.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	0	0	84	0

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

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

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

Response:

The Institution takes care to ensure adequate funds for various quality enhancement activities with its ability to mobilise the resources. The main source of funding for the college is fees collected from the students and the funds released from Government and Non Government Agencies. Wide scope is given to generate funds by enhancing teaching-learning process and to develop research activities. In addition the resources are mobilised from Government, UGC, Autonomy and Management Funds and from other philanthropists. Optimal Utilisation of Resources: Remuneration is provided based on the performance of teaching professionals Funding is provided for teaching and learning processes such as conducting Orientation Programmes, Workshops, FDPs, Seminars, and Guest Lectures. Funds are used for the development of infrastructure of the Institution. Adequate funds are used for the development of Library. Financial assistance is given to enhance research culture. Resources are provided for women empowerment. Funds are granted for scholarships for the welfare of the students. For every purchase in the Department quotations are invited and order is placed for the lowest quote. Purchase Committee authorises such activities based on requirement. Most of the students in the college belong to financially weaker sections of the society. scholarships provided both by Government and the College. Not even a single eligible student is left without providing financial help either in one way or the other in the form of Funding from the college. The Management provides scholarships to the economically disadvantaged students annually.

- **Helping Hands from Staff**: The staff members also extend their helping hand to support economically backward students and pay fee.
- **Alumni:** The Alumnae Association support college activities through mobilization of funds.
- **Research**: To encourage staff to conduct research activities, and to pay registration fee to attend workshops, seminars and publish articles the Management gives incentives. The college conducts various Self-Development Courses. A nominal registration fee will be collected from the participants.
- **Let out of Building Premises:** College premises and buildings are let out to various agencies to conduct competitive exams and their programmes there by generating income.
- **Poor Student Aid Fund:** Poor Student's Aid Box is available on the campus. The students, staff and outsiders contribute amount to this fund. It will be annually distributed to the students who are economically poor and apply for it.
- **Consultancy**: Money earned through consultancy by various Departments is utilised for departmental development.
- **Cultural Sponsorship**: The cultural team through their performances received several sponsorships every year from various cultural organizations, banks, Rotary Club etc., which are

utilized for procuring new instruments.The Management of the Institution supports financially in case of need and in times of financial in adequacies.

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

6.4.2

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

Response: 0.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.6	0	0	0	0

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The institute has a mechanism for internal and external audit. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institute each year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff

under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. Likewise an external audit is also carried out on an elaborate way on quarterly basis. The institutional accounts are audited regularly by both Internal and statutory audits. The institute regularly follows Internal & external financial audit system.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

Enhancement of Quality is a continuous process in the Institution. The IQAC plays a major role in initiating and executing innovative and need based activities that led the college to a quality zone. All activities of the IQAC are managed by the members under the guidance of the co-ordinator. The College has established strategy to spread knowledge of any new discipline or activity through IQAC. IQAC ensures greater participation of faculty in knowledge domains. Knowledge management is also made possible by the programmes of the IQAC through cells and committees and disseminate knowledge of later developments. The administrative unit works under the aegis of the IQAC which meets regularly to define the roles and responsibilities of each committee. Action plans are drawn out along with budget estimation and submitted for approval. The Committees carry out the activities and submit reports to the IQAC for quality check.

Quality Strategies of IQAC:

- Preparation of academic and other plans to maintain quality bench marks.
- To arrange and conduct Seminars, Workshops, FDPs and Guest Lectures by the Departments.

- IQAC plays a vital role in submitting documents to NIRF
- In preparing API forms
- Analyses the feedback received from the stake holders and notifies to the Departments about outcomes and suggests corrective measures.
- All the above activities undertaken by IQAC are documented.
- IQAC Reviews Teaching and Learning Process: Monitors the submission of individual lesson plans and teaching diaries every month.
- Categorises the students as per their learning levels and advises remedial coaching to the slow learners. Advanced learners are advised to take up challenging assignments and projects.
- The IQAC arranges student counselling sessions with the class counsellors.
- It monitors the conduct of Certificate/Value Added Courses.
- Monitors the integration of modern methods of teaching and learning.
- Gets feed - back about the remedial coaching conducted by all the departments. Feed-back from faculty is used to plan prospective programmes.
- The IQAC monitors the senior faculty of every Department to guide the new faculty on components like teaching, learning, research, attendance, evaluation, feed- back, classroom management and code of conduct.
- Quality of newly recruited faculty is rectified if found ineffective by encouraging them for improvement. Quality Enhancement Strategies, Professional Development of Faculty, Innovative Teaching Practices, Motivation towards Research, Use of ICT in Classroom, Need for Enhancing Communication Skills are considered while planning the theme for FDPs.
- The FDPs organized by the IQAC on Information about Funding Agencies for research projects and research publications motivated the faculty towards enrolling for Ph.D and M.Phil degrees and enhanced the number of publications.
- IQAC strengthen the collegiate activities by legal orientation to women through Women Empowerment Cell, induction of committees and clubs to promote confidence, communication skills and research orientation, significant improvement in Spoken English Drive and Health Drive on and off the campus to serve societal needs and emphasize on better services in training and placement on the campus

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

6.5.2

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

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

Response:

The IQAC reviews the teaching and learning process and methodology as per its action plan The IQAC reviews the teaching and learning process and methodology as per its action plan and outcomes. In the beginning of the academic year all the Departments are instructed to submit proposed Annual Plan both lecturer-wise and department-wise in the prescribed academic plan book. IQAC undertakes a periodical review of teaching and learning activities. The IQAC prepares an action plan at college level based on the plans submitted by the Departments in the beginning of the year. Hands-on-Training is provided to the students by arranging Internships, Project Works and Field Trips.

Review Process by IQAC: Review of Action and Academic Plan: Review of Action and academic plan is conducted at the beginning of each semester. It mainly aims and focuses on Departmental developments, result analysis, implementations and deviations of the plans and reasons for it. Programmes organised by the Departments include inviting eminent personalities, arrangement of conferences/workshops/seminars organised by the Departments, research contributions both by students and faculty and any other challenges. All these programmes are reviewed by IQAC to make them more effective. The Principal of the college reviews and suggests remedial measures for further improvements.

Evaluation of the Curriculum: IQAC plays a major role in evaluating the teaching-learning process. Curriculum is revised every year but as per the needs of the industry. All the Departments have changed and revised their syllabi every year as per the instructions of the APSCHE. Thus, curriculum of all programmes is designed to cater the academic excellence, employability and social relevance.

Evaluation of learner centric activities: Along with old chalk and talk method, new ICT based methods are made mandatory in teaching learning process. The main aim of this approach is to make the students active listeners and to make the faculty the facilitators. In this latest pedagogy of teaching includes PPTs, Open Resource Videos and Video Lectures. The group discussions, interactive sessions, seminars, JAM, role plays and visual presentations are arranged to create interest and joy in the learning process. All these are planned and assigned by IQAC and they create an overall atmosphere of excellence in teaching and learning.

Evaluation of Feedback: IQAC regularly collects feedback from various stake holders to evaluate the performance of the teaching and non-teaching staff as well as amenities and infrastructure of the college. Every teacher is informed about the feedback, and action will be taken in a smooth manner to settle the matter. Results Analysis As soon as the results are declared IQAC holds a review meeting and analyses the results comparing with the past records and prepares a detailed report. This report shows the list of students along with pass percentage of each subject lecturer-wise, subject-wise and department-wise. Identified Departments are suggested to improve their results and take remedial measures for improvement of their results in the upcoming years.

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

6.5.3

**Institution has adopted the following for Quality assurance*:*

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

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	[View Document](#)
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:

Institution has initiated the Gender Audit and following measures for the promotion of gender equity

SAFETY AND SECURITY:

- The campus is well protected with a very high boundary wall and gates. on both front and backsides.
- Security personnel appointed by the institution offer 24x7 services. At entry and exit points the coming-in and going-out of students and staff and outsiders are strictly monitored through CCTV surveillance. ID cards and attendance check restrict the unnecessary movement of the students. Well-guarded hostels provide security to resident scholars. Women Empowerment Cell plays a dynamic role in sensitizing students about safety and security. Mobile numbers of members of Anti-Ragging Cell including District Collector and S.P. are displayed at strategic points. A Self –Defence Training Program is introduced by the institution keeping in view of the safety of the girl students. Shakti and SHE Team members ensure complete security around the campus not only to staff and students but also to the inmates of hostels. A staff member acting as a Warden. There is an Anti-Ragging Squad active round the clock and not a single instance of ragging has been reported so far.
- Fire Extinguishers are maintained on all floors of the College and Hostel buildings.
- A college physician is available at all hours to treat students whenever necessary. In case of
- emergency students are admitted in hospital with prior intimation to the parents.
- Faculty are deputed to escort students going on Field Trips, Industrial Visits, NSS Camps and Extension Activities

PERSONAL COUNSELLING:

- **Counselling Cell addresses personal problems of students who are in stressful situations. The counsellors address the personal crises of students. If the problem is beyond their management, students are advised to consult a part-time Psychotherapist who collaborates with the Institution.**
- **Women Empowerment Cell organizes several awareness programs on the issues of gender equity to enable the students to know their rights and opportunities for women empowerment.**
- **The Ward Tutor provides counselling on a one-to-one basis to address students' problems.**

- **Grievance-Redress Cell promptly attends to the students' request for other amenities and complaints and solves them at the earliest.**

COMMON ROOM:

- A Common Room and special Sickroom are maintained for students with a bed and first aid box. Sanitary Napkin Vending Machines and Incinerators are installed in college and hostels for hygienic disposal of soiled sanitary napkins. Water coolers, books, Mirror, Health Care Centre, Magazines, TV, Caroms and Chess facilities available in the Common Room.
- Wi-Fi facility

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

7.1.2

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

Response: B. Any 3 of the above

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

7.1.3

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

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

Response:

The 6R policy of Rethink, Refuse, Reduce, Reuse, Recycle, Replace has been made a sustainable practice on the campus.

SOLID WASTE MANAGEMENT:

Solid Waste Management on the campus has been the center of attention and is constructively managed to fortify sustainability. As a general rule, at uniform intervals of time, the cleaning crew and Composting team of the eco-club collect solid waste and segregate the same. The Institution carefully monitors solid waste making sure that separate dustbins available for wet and dry wastes in the college, hostel and canteen premises. Organized waste collection is a regular practice on the campus. The Institution has taken adept measures for the segregation and collection of bio-degradable and non-biodegradable wastes at the points of waste accumulation. Near the south side wall concrete pits are arranged separately for biodegradable, non-biodegradable and construction wastes for largescale collection. Solid Waste from hostel, College and canteen premises is regularly collected and segregated into bio & non-biodegradable wastes by the composting team of the Eco Club. Solid Waste from the hostel is segregated Oil tins, Paper, Scrap iron, Plastic etc are handed over to recyclers. The Bio-degradable kitchen and garden wastes like vegetable and fruit peels and leaves are used to make the compost. Semi-compost is utilized by the vermicomposting plant. Compost is obtained through Pit, Heap and NADEP style methods. NADEP method is unique for which 6'x4'x4' structure used for aerobic composting. With 1 kg dung 40 kg compost can be made. The compost and vermicompost produced are used for nourishing saplings on the campus and to generate revenue.

File Description	Document
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

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

Response:

Green Initiatives

The objective of green Initiatives

- To maintain a green and clean campus.
- To create a healthy atmosphere.
- To maintain an environment-friendly ecosystem in and around the campus of the college.
- To create awareness among the people about go green practices.

Initiatives by the College towards Sustainable Environment

Restricted entry of automobiles and Use of Bicycles: - We allow Staff and students parking to the designated parking area. Entry beyond that point is strictly prohibited. And the use of bicycles by the students is promoted by S.K.S.D. MAHILA KALASALA UG AND PG (AUTONOMOUS) to curb pollution.

Tree Plantation: - The purpose of the tree plantation is to save endangered environments and to beautify our life. Keeping this in mind S.K.S.D. MAHILA KALASALA UG AND PG (AUTONOMOUS) organizes every year tree plantation program on its foundation day. This activity brings out good in us and gives us a chance to show our love towards nature

Cleanliness is next to Godliness. Indian Government's initiative like Swachh Bharat Abhiyan has given hope for a cleaner India S.K.S.D. MAHILA KALASALA UG AND PG (AUTONOMOUS) takes pride in that we are along with the government's camping to make a clean and healthy atmosphere on the college campus.

Public Transport: - Our campus is situated in the posh and fast-developed zone of the Town. This

makes sure that the teachers, students, and other staff members are able to enjoy the huge green setting and a panoramic location in a peaceful and conducive environment. The college always encourages students and staff to avoid personal vehicles and use public transport or take college transport facilities as it may help save and create a healthy environment.

Pedestrian Friendly roads: - Campus has sufficient space for parking vehicles of staff and students. Entry of vehicles inside the campus is restricted. Roads inside the campus are well maintained. Pedestrians can walk safely through the campus.

Plastic-Free Campus: - We believe in a plastic-free environment. We stand to explore sustainable alternatives and decrease the use of plastic bags on the college campus. We encourage students to use reusable alternatives to plastic bags and properly recycle plastic bags that they may use. We conduct workshops and seminars to spread awareness for the same on a regular basis.

Paperless Office: - We always encourage office staff members and students to use less paper. We have taken several steps to make the office a paperless office. Teachers create WhatsApp groups and share the information and notice to students through WhatsApp. All departments of the college store the data and information in pen drives and Hard discs etc.

Green landscaping with trees and plants: - The entire college campus is divided and the separate ground is maintained with trees, rare and useful plants. We always promote keeping the college campus clean and green. We have been continuously conducting awareness workshops for faculties, students, and society for protecting and maintaining the environment.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

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

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

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

S.K.S.D.MAHILA KALASALA UG AND PG(AUTONOMOUS) provides barrier-free environment where people with disabilities can move about safely and freely and use the facilities within the built environment. The environment supports the independent functioning of individuals so that they can participate without assistance in everyday activities within the campus. Buildings / places / transportation systems are made barrier free.

RAMP Ramp-Rails, an inclined plane, are built in addition to staircases in the Main Block. The ramp is carefully designed as per specifications to be used by the differently abled people.

DIFFERENTLY ABLED FRIENDLY RESTROOM There is one differently abled friendly restroom. This accessible restroom carry the fixtures and fittings that are comfortable and convenient to the differently abled people. Nonslip floor, sliding door and grab bars provide easy access to the differently abled people.

SIGN BOARDS Sign boards ensure visually impaired persons are able to familiarize with the road and path. Tactile sign on handrails at the ends of a staircase, guide the visually impaired.

SCREEN READER Screen reader is an assistive software programme which helps the visually impaired or the blind to work with computer. The Non Visual Desktop Access (NVDA) is free; open-source software. It is installed in the computers at Computer Lab to help the visually challenged students in learning.

Abundant resources are available online for free, to support disabled students. Based on the needs of disabled students that are registered, college explores and provides access to various resources.

Mouse Settings:

 Microsoft Adaptive Software

 Voice Dictation

Audio Books

Be My Eyes is bringing sight to low-vision and blind people. It's a free app that connects groups of volunteers for visual assistance through a live video call.

 FlameReader is text-to-speech software that can turn any text into an MP3 file, which can then be downloaded onto a mobile music player. Students can opt to listen to digital reading assignments and control the type of voice, pitch, and rate of reading speed.

 WordTalk a free text-to-talk plug-in for MS Word that enables spoken versions of documents. https://www.wordtalk.org.uk/

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

7.1.8

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

Response:

The institute is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy, and set communal harmony. Institute has conducted lectures in the villages for increasing their environmental and ethical awareness. The institute has also tested the quality of drinking water available in these villages. The extension activities are targeted towards enabling a holistic environment for student development. The institute has always been at the forefront of sensitizing students to the cultural, regional, linguistic, communal, and socio-economic diversities of the state and the nation.

The Institute celebrates cultural and regional festivals like Youth Festival, Constitution Day, etc. to teach tolerance and harmony to the students. The Gender Equality Policy focuses on equal access, opportunities, and rights for women and men. Policy for the Differently abled ensures that every single member of the department is aware of the care to be shown to the differently- abled people. By providing a barrier-free environment, needed facilities, and human and technological assistance, the department takes continuous efforts to make the differently-abled feel included in every part of the activity of the college. The department has revised the curriculum with the inclusion of topics related to human rights, peace, tolerance, love, compassion, harmony, promotion of social values, awareness of environmental protection, and ethics.

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

7.1.9

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

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

Response:

Institution takes pride in launching the Plantation Programme wherein the focus does not stop with the sound academic foundation of the student community but it moves a step forward to develop them as better citizens of the country. In this regard, the institute, apart from imparting professional legal education, inculcates a feeling of oneness among the student community through various practices and programs. Various faculties have always been in the practice of organizing activities that not only initiate but also motivate the students to adopt various practices that promote the "Unity in Diversity" of our motherland. The Green Initiative aims the competitiveness in the environmental space to allow the ability to go neutral on Greenhouse Gas emissions. The College ensures that the students participate very

enthusiastically in all such activities. The College celebrates the Independence Day & Republic Day vigorously. Constitution day was celebrated on 26 th November of every year and students have participated in Elocution and Quiz contest with all insights which in turn contributed to the ideal Constitutional values and the Fundamental Duties and Rights of Indian Citizens. The Faculty members of all departments, have organized various academic and co-curricular activities for the propagation of the Fundamental Duties and Rights of the Indian citizens. The students were engaged in several Academic programs like webinars, Conferences, Expert talks, Bright talks etc which have enriched the awareness about these aspects. Organizing Annual Competitions on various contemporary legal issues have widened their cognitive space. The institution holds the credit in organizing various forms of legal aid and legal awareness camps to recognize the roles and responsibilities as an individual level.

Constitutional Obligations: Institution has organized student centric activities like paper, poster & essay competition which have always received huge participation from the students and promoted their awareness about various aspects of Indian citizenship. The institution takes the pride of serving the opportunity for the firstyear students in conducting the online Internship program during this pandemic endeavour.

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

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

https://sksdmahilakalasala.ac.in/userfiles/BEST%20PRACTICE-1.pdf

1.Title of the Practice - SOCIAL BATTALION & TASK FORCE

2. Objectives of the Practice

i)To develop service mentality and habit of social service and to enable the students to participate in various social activities.

ii)To make student community aware of social life outside their academia.

iii)To engage in activities that help the local communities in their difficult situations.

iv)To enable students to respond and to manage crisis, disasters and natural calamities.

v)To help students to develop team spirit and capacity building through involvement in versatile activities.

vi)To impart adequate training to students so as to enable them to tackle crisis.

3. The Context

There is a lack of empathy among students and a general tendency to stay away from social realities. But the college is always deliberate and particular in including the excluded and in reaching out to the unreached. In this context, this practice stands unique and apart. This practice trains students to creatively and responsibly respond to the grave issues in the society. Selected students are given training and they train all other students to face certain issues and crisis in the society. Since there is a limit in the strength of students who can be enrolled in NCC and NSS, this practice gave opportunities to those students to serve in the society.

4. The Practice

The programme is designed to encourage students to join voluntarily for various social activities. Entry to this voluntary team is open to all, but preference is given to students who are not members of N.C.C/N.S.S. Thus, this practice provides a platform for students who are interested in social activities. The members of the Battalion are also provided with different skill enhancement programmes such as First Aid training, Health and Safety, Disaster management, and Community Work and these students and all other students in the college are given proper training.

5. Evidence of Success

These programmes transformed students more socially responsible and empathetic.Students started engaging in more community service activities without any compulsions and the increase in the number of students who voluntarily took part in the activities is a testimony for the success.

6.Problems Encountered and Resources Required

Organizing students for voluntary activities outside the campus and catering to the needs of the diverse groups in the community raised challenges in the initial stages.Also since this was a novel initiative,it took some time to become more systematic.

Best Practice - II

https://sksdmahilakalasala.ac.in/userfiles/Green%20Initiatives.pdf

1. Title of the Practice- SKSD- GREEN INITIATIVES: THINK GREEN AND LIVE GREEN FOR A SUSTAINABLE FUTURE

2. Objectives of the Practice

i)To enable better environmental management,greater sustainability and an improvement in the quality of life for all stakeholders associated with the campus.

ii)To educate students about organic farming and to motivate them towards organic cultivation.

iii)To help students to develop team spirit and capacity building by involvement in green activities.

iv)To maintain greenness and freshness in the campus and making it a green hub.

v)To create awareness to REDUCE,REUSE and to RECYCLE the waste generated in the campus.

3.The Context

SKSD Green is an initiative with the aim of creating pollution free, green and healthy environment for the college and surroundings.In this endeavour,college organized various activities to reduce carbon footprints and has inculcated greener practices.

4.The Practice

By upholding the motto 'Clean Campus- Green Campus',sustainable future is our aim. UG & PG students are given training to practice organic farming at home. Also Programmes conducted in the campus are organized in compliance with Green Protocol. Awareness programmes are conducted and coordinated in the college by NCC & NSS. In this endeavour, college has undertaken initiatives to reduce carbon emission. Our campus is blessed with a variety of trees pivotal in controlling carbon emission in the locality. The efficient carbon sequestration of the campus ensures fresh air for the college .To minimize use of paper,instructions and notices are communicated to the staff online. A beautiful garden is maintained to make the campus eco-friendly. Also the butterfly garden adds more greenery in the campus.The college has undertaken various energy and water conservation initiatives like rainwater harvesting, use of energy efficient LED lamps and installation of solar power plants.

5. Evidence of Success

i) This practice was launched to enable students to take up the causes of environmental changes.Therefore students started engaging in preservation activities,tree planting, gardening and in maintaining kitchen gardens.

ii)According to Green audit,Carbon sequestration is running well by the biodiversity protected in the campus.It ensures clean air not only for the college but also for the surrounding areas.

iii)A kitchen garden in the household of students and staff members and introducing non-toxic vegetables into their diet is an achievement of the practice.

v)Paper materials and other alternatives were used for decoration purpose during programmes and this helped to reduce non-degradable waste materials.

vi)As per Economic survey of Government of India,National level per capita of Carbon footprint is 1.84 T CO_2 eq .per annum in 2021With minimal effort, it can be maintained in coming years.

6.Problems encountered

i) Natural Disasters like floods and COVID-19 pandemic affected the initial phase of the practice.

ii) Placing these programmes within the tight academic schedules and untimely conduct of

Semester examinations was challenging. But by conducting programmes on holidays and during pre and post class hours, this problem was addressed.

iii) Development and maintenance of proper infrastructure for green practice was rather expensive and it needed expert advice and investment in resource.

iv) Educating the local community about green initiatives to enable them to adopt adequate measures remained a challenge.

v) It required determination and long-term commitment from all the stakeholders.

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:

The College aims at opening vistas of women to dream bigger and realize their innate potential. The institution is global in outlook, but rooted in the aspirations of the people of the region. The conceptional vision since institutional inception is to cater to the needs of the region with low enrollment of women in higher education. The initial student strength of 47 rose now to 1737 which speaks of the thrust and mobilization by the institution in the direction of women education. Up to 1987 the women education in the region is pinned to intermediate level and now they are sensitized to think it as of minimum graduation. The institutional eco-system is geared up to be globally competent, locally relevant and skill oriented to promote employability, with a more comprehensive assessment of student performance developing a culture of exploration, ideation, flexibility with an ethos of diversity and excellence. For empowerment through self-employment, the Institution initiated value added programmes like Journalism and Mass communication, Beautician Course, Diploma in Yoga, in tune with the emerging trends and local needs. Mid-Day meal is provided to students at subsidized rates. The institution organizes programmes and sensitizes on environmental issues, organic farming, medicinal plants, green practices besides personality building, career counselling and spirituality. Social Commitment ever flows genially in the institution ensuring community spirit, religious and national integration. Thus, empowerment of women educationally, socially, economically, physically and emotionally is deeply ingrained in the canons of the Institution for the realization of the true potential women.

5. CONCLUSION

Additional Information :

The primary purpose of the Institution is the desire to evaluate its continuous performance during the last one decade and to identify its strengths and opportunities to move confidently into the challenging future.

A Steering Committee was constituted with all the HODs to prepare SSR. The HODs have collected data from the respective departments regarding curricular, research, co-curricular and extra-curricular activities including extension services. Departmental meetings were held to ensure total involvement of all the staff members.

Steering Committee was constituted for preparation of NAAC Self Study Report with the following Members.

1. Sri K. Rama Krishna, Principal, Chairman
2. Dr. M. Sridevi, IQAC-Coordinator
3. Dr.K. Venkata Reddy, Member
4. Smt. Lt. U. Lakshmi Sundari Bai, Member
5. Sri. K.V. Rama Krishna, Member
6. Smt. K. Padmaja Rani, Member
7. Sri N.S.V.N.A. Kumar, Member
8. Smt. G. Aruna Kumari, Member

The Committee interacted with all the Heads, staff, Student representatives and administrative staff and obtained necessary inputs. The present SSR and the supporting information is considered to be adequate to be presented to NAAC for assessment and accreditation. The quantitative and qualitative data submitted to the NAAC presents the institutional academic and non-academic activities, achievements, strengths, limitations and area of improvement relating to the all-round development of the Institution as an Institute of excellence.

Concluding Remarks :

SKSD MAHILA KALASALA UG AND PG (AUTONOMOUS), Tanuku, W.G. District, Andhra Pradesh was established in the year 1982 with the motto "Satyam, Sivam, Sundaram" which means to impart education on the lines of truth, beauty and sustenance. Keeping in view the importance of women education, Sri Chitturi Subba Rao, a philanthropist and an industrialist established the Institution in memory of his late sister Smt. Kondepati Sarojini Devi. The Institution was recognized under 2(f) and 12 (B) of the UGC Act and also got its autonomy status from UGC from the academic year 2015-16 with extension from 2021-2022.

The institution, during these four decades, became a premier institution providing quality education. At present the Institution has 62 well qualified and experienced faculty, nearly 1650 students in both UG & PG offering 3 UG and 2 P.G programmes with 14 combinations. There are 8 combinations in B. Sc, 2 in B.Com, 2 in B.A and 2 in M.Sc. This enables the students to have choice to choose their programmes for admission into Institution. Some of the above combinations are career-oriented and vocational. In addition, a number of short-term add-on programmes were conducted by all the departments.

The Institution is responsible in creating a friendly and amicable ambience where all the women students from different places, communities and backgrounds, practice religious tolerance as well as mutual cooperation

to achieve common goals.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

3.4.1	**The Institution ensures implementation of its stated Code of Ethics for research.**
	
	The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:
	
	   1. Inclusion of research ethics in the research methodology course work
	   2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)
	   3. Plagiarism check through software
	   4. Research Advisory Committee
	
	   Answer before DVV Verification : B. Any 3 of the above
	   Answer After DVV Verification: C. Any 2 of the above
	Remark : Input edited as per supporting documents

3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years**
	
	   3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years**
	   Answer before DVV Verification : 33
	   Answer after DVV Verification: 22
	
	Remark : input edited as publication with ISBN number can be considered only

4.1.2	**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise 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
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29.23	13.70	6.26	54.82	36.91 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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7.32	4.15	1.62	11.25	19.36	 Remark : Input edited as per given audited statement.
5.3.1	**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	20	6	54	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	18	6	41	11

Remark : Input edited as inter college level certificate can not be considered

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6.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
72	46	25	46	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	4	1	1

Remark : Input edited as Financial support of Minimum of Rs. 3000/- per year per faculty need to be considered only

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6.3.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
77	77	77	84	76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
77	0	0	84	0

Remark : Input edited as FDP less than 5 days can not be considered

7.1.2	*The Institution has facilities for alternate sources of energy and energy conservation measures* 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment 6. Wind mill or any other clean green energy Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per supporting documents

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations