SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE FOR WOMEN

GOVERNMENT COLLEGE FOR WOMEN(A) SAMBASIVA PET GUNTUR
522001
www.gcwguntur.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College for Women (A), Guntur (http://gcwguntur.ac.in/) of Andhra Pradesh, established in 1942, in 10.85 acres, with around 2250 students on rolls at present, is an established and the oldest women's college in the district. It has completed 81 years of committed service enabling mostly rural women students in terms of education and employability. Offering UG and PG programs in multiple disciplines in Arts, Commerce and Sciences, this autonomous institution was recognised as **Centre with Potential for Excellence (2016-2021), and RUSA grants and NIRF rankin**g (168) in 2018 have been feathers in its cap.

The College has 21 departments offering 34 UG and 04 PG programmes. This is a government institution, monitored by Commissionerate of Collegiate Education Andhra Pradesh. Staffed with mostly regular and full-time teachers who are qualified as per UGC rules and are highly committed, the college lays special emphasis on following student-centred methods in its teaching learning process.

As an autonomous institution, the college has freedom to revamp the curriculum to match the employability needs and global and local development demands from time to time. This college also offers various need based add – on certificate courses with additional inputs that fill the gaps in the curriculum. The college follows an effective semester-wise Academic Calendar for curriculum transaction together with co-curricular and extra curricular activities.

Being a Nodal Resource Centre, the college has conducted Faculty Development Programmes like 'English for Teaching Content Subjects', 'Teaching Life Skill Courses' and 'Teaching Skill Development Courses', Pedagogical Methods etc. for the teachers of the member colleges.

The women students of the college are supported by the ability enhancement wings like Placement Cell, Career Guidance cell, Jawahar Knowledge centre- a job skills training wing, Women Empowerment Cell, Internal Complaints Committee, Anti ragging Cell, Minority welfare committee, NCC and NSS.

The college offers MoU based internships in many of the departments in addition to the mandatory 10 months 3-phased internships that are an integral part of every UG programme

The college campus is fully equipped with laboratories and ICT enabled classrooms to carry out all the academic activities, co-curricular and extra-curricular activities.

Vision

To empower women students from predominantly rural, semi educated, and marginalised sections with 21st century skills as global citizens with values and a holistic personality.

Mission

1) Imparting knowledge, skills, and values through socially, and globally relevant, and evolving curriculum

employing student-centred teaching methods

2) Facilitating research temper, critical and creative thinking skills among learners through teacher facilitated and digital learning environment

3) Providing an objective and participatory atmosphere that facilitates the development of self-confidence, self-esteem, entrepreneur, and employability skills leading to economic and individual self-reliance.

4) Promoting student responsibility through community engagement and nurturing employability skills by providing real world exposure through Internships/ OJT

5) Creating an eco-friendly ambience through green practices and offering value-based education through community help and extension activities.

6) Instilling the values of integrity, accountability, dedication and commitment among the teaching and non-teaching staff and the students through transparent and participative administration.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Greater Academic flexibility provided by autonomy
2. Diversity of programmes and courses along with a 10-month internship
3. Periodic updating with respect to the continuation, addition of programs and courses.
4. Adoption of blended mode ensures increased student engagement and efficient use of time
5. Good scaffolding for student learning with guest lectures, workshops, seminars, bridge courses, remedial courses, certificate courses, job-drives, ward counseling, awards/rewards for academic performance, internships etc.
6. Structured Continuous Internal Assessment (CIE) assures student engagement with learning as well as formation of learning while standardized question paper format in the Semester End Examinations (SEE) ensures UGC recommended, equitable, nonbiased, and objective assessment of students' performance.
7. Award of additional credits for achievement in co-curricular and extracurricular activities and the provision of ABC (Academic Bank of Credits).
8. A computerized library equipped with Soul software and vast library resources with the latest editions of books, INFLIBNET .
9. Adequate sports facilities and faculty lend huge encouragement for participation in the sports events

resulting in success at state, inter university and national levels.

10. Assured student welfare through scholarships, freeships, exam and limited hostel fees waiver for orphan students, grievance redressal cell, women empowerment cell and Internal complaints committee.

11. ICT integrated student-centric initiatives in almost all the aspects such as admissions, instruction, assessment, publishing of results, attainment of the learning outcomes, administration and finance resulting in the efficient and effective functioning of the whole institution.

12. Securing considerable CSR funds.

13. Proximal and strategic geographical location of the institution for easy access from bus and railway stations and affordable fee structure.

14. Decentralized administration with the involvement of statutory committees for shared responsibility.

15. Regular recruitment of faculty helps the maintenance of the quality in various aspects of the teaching, governance, and management of the institution.

16. More than 90% of the faculty are NET/SET qualified while 50% of the faculty are doctorates who can carry out research and guide research ensuring excellent qualitative teaching.

17. Conducive administration for continuous faculty development for effective teaching and professional advancement through online and offline mode.

Institutional Weakness

1. Dependence on the policies of government for academic and administrative reforms and implementation.

2. Limited freedom for the administration to utilize available funds to maintain and improve infrastructure of college campus.

3. Limited association with premier academic and R&D organizations.

4. Few research publications from the faculty due to lack of research facilities, and research funding.

5. Budgetary allocations are not increasing with the rising cost of needed resources for various courses where technologies and practices are changing at a fast pace.

6. Only 50% classrooms and laboratories are ICT enabled such as LCD Projector/Digital classroom/Virtual Classroom

7. Lack of advanced laboratory facility with high output equipment and sufficient power back up system.

8. Absence of training for the administrative staff in ICT and non-availability of technically skilled staff in the laboratories.

9. Underutilization of land resources for the required additional classrooms and labs due to paucity of funds.

10. Increasing burden of non-academic activity and administrative work affects quality academic schedule.

11. Poor enrollment of students in certain programs due to misconceptions in the public about these restructured and applied programmes.

Institutional Opportunity

1. MOUs with the objective of leveraging consultation, research, extension etc. are to be planned and executed.

2. The research experience of Ph.D faculty can be tapped for the conduct of research and the same can be published.

3. Establishment of Central Research Facility may be taken up with the available funds.

4. Available land can be utilized to build additional classrooms, more laboratories, additional hostel

facilities, and research establishments.

5. The competencies of the faculty can be utilized to offer MOOCs courses, in giving coaching for competitive exams like NET and SET. Consultancy can be offered in this respect and such coaching will meet the needs of the students in the city.
6. Optimal utilization of Z space technology and Studio for the creation of LMS.
7. Leveraging social media for showcasing the activities and competencies of the institution. This can generate income and help in the creation of publicity.
8. More number of PG Programs that meet the students' diverse demands can be offered.
9. The institution with diverse departments can take advantage of specialized knowledge, shared resources, and interdisciplinary nature of investigation, if collaboration is taken up with reputed academic institutions and industry.
10. Engaging the huge alumni in improving the facilities in the college as well as in utilizing their intellectual resources for student capacity building.
11. Autonomy gives the opportunity to design and offer courses and programmes with a potential for entrepreneurship and employment.
12. Locational advantage aids in development and in seeking a greater number of admissions as it enjoys the reputation of being a very old and well-established institution with commitment to women's education.
13. Utilization of educational tools from open sources presents an opportunity to enhance the quality of teaching, learning, and evaluation.

Institutional Challenge

1. Research funding is not available due to the absence of such an outlay from the government.
2. Affiliating university does not provide research guideship to qualified teachers.
3. Non-sanctioning of regular faculty for PG programmes.
4. Technically ill-equipped non-teaching staff hamper the optimal utilization of laboratory resources leading to the wastage of time for the instructors.
5. Inordinate delay in admissions due to government's policy of centralized on-line process.
6. Lack of complete autonomy in the aspects of academics, administration, and finance.
7. Improving the employability of the students in the current scenario of the rapidly changing technology and industrial requirements.
8. Insufficient computer labs for better promotion of ICT.
9. Retention of qualified faculty due to the general transfer policy of the government.
10. Inadequate Budget Allocation for campus and infrastructural advancement.
11. The high dropout ratio presents a significant challenge that could not be negated due to socio-economic backwardness of students and their families.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college had been offering Choice Based Credit System (CBCS) in 3 major system until 2022-23 academic year. From academic year 23-24, college has started offering NEP -2020 inspired 4-year honors degree

programmes which have mandatory 10 months internships in 3 spells, Skill enhancement core courses, Skill development and multi-disciplinary courses. This autonomous college takes full advantage of autonomy status in designing its own curriculum following the UGC norms and the general guidelines of AP State Council of Higher Education. Boards of studies under the guidance of IQAC and Academic Council design curriculum by laying adequate emphasis on the regional, national and global requirements. Employability and skill development are thrust areas which are regularly reviewed and revised as per the needs of the industry and employers. Curriculum is enriched with (either as total courses or course components) topics related to Gender Sensitization, Environmental awareness and Human Values and Professional Ethics(HVPE). Feedback on curriculum by students, alumni and employers plays a major role while framing curricula for different courses.

Introduction of 13 new programmes along with 209 new courses out of 485 total courses offered in the last five years shows the commitment of the institution towards curriculum enrichment. Furthermore, 58 add-on courses were offered. In 2023-24, 23 single major honours programmes across 4 streams were introduced. The year 2020-21 saw the introduction of internships. From the AY 2020-21, all the UG programmes offered in the college have 10-month internships in 3 spells – Community Service Project for 8 weeks, short term internship for 8 weeks, and long-term internship for 6 months -integrated into their structure.

The whole process of curriculum enrichment has been closely guided and supervised by the Academic Council. The pre-BOS meetings help in arriving at common guidelines in framing qualitative curriculum and the pre AC meetings help in proposing reforms in assessment and focus on employability and skill development aspects. Departments are instructed to follow Bloom's taxonomy in framing learning outcomes at the level of PSOs and COs and in framing assessment items. Calculation of attainment of outcomes has been done from 2021-22 onwards.

Teaching-learning and Evaluation

Classroom in Government College for Women, Guntur is heterogeneous. Students hail mostly from rural and semi urban areas and from economically and socially disadvantaged sections. The admissions in the past five years saw 81% of the students coming from reserved categories. Hence teaching learning process has to address diverse needs of these students.

The college conducts an entry level diagnostic assessment followed by Bridge course to facilitate a smooth adaptation of the students to the demands of UG programmes in autonomous structure.

Instruction is differentiated as per the needs of slow, average and advanced learners by involving students in an appropriate level of teaching learning activities.

Formative Assessment has a 'positive washback' in forming necessary competencies. Hence, a well-structured continuous internal assessment with 2 paper based mid semester tests, 5 assignments, each after the completion of a unit and a participatory or problem-solving kind of seminars and projects is in place.

IQAC makes sure that all curricular transactions are properly planned and implemented. At the beginning of semester Academic Curricular plans of a course including Bridge course, additional inputs, co-curricular activities, assessments and remedial activities are planned. Lesson plans prepared by faculty for each chapter/ topic ensure that the teachers follow student centric and ICT enabled teaching learning process. Every faculty member maintains a teaching diary to record the classroom activity.

Teachers are well qualified to carry out the teaching and learning activities as per the UGC norms. Out of the sanctioned 91 posts, 93% functioned full time in the last 5 years. 66 teachers with Ph.D have worked in the college in the last 5 years. Faculty update their domain knowledge and teaching skills regularly by participating in FDPs. Nearly, 52% of the faculty attended FDPs in the last 5 years. 31 teachers participated in refresher courses and 10 teachers participated in orientation courses in the last 5 years. 95% of teachers use ICT tools in their classrooms. Many of the teachers use Google class for flipped and blended learning.

Student teacher ratio is 1:27 while mentor mentee ratio is 1:30. The college achieved 80% pass in the last academic year.

Research, Innovations and Extension

The college promotes research environment and the faculty have all the permissions such as permitted leave for Ph.D or Post Doctoral study. The research committee framed policy and guidelines on seed money funding. Three lecturers have Research Guideship and 13 scholars are pursuing their research under their guidance. One faculty member Dr. Shaheda Akhtar, along with 3 other members as a team, has obtained patent for "A computer controlled Robot for social distancing and monitoring". 3 teachers have received 10.06 lakh funding to carry out major minor research projects from the UGC and DBT. The faculty have published 67 chapters or books and 157 research articles in UGC Care list journals.

Research methodology is incorporated into UG honors programmes where the programmes contain 100 marks project-based course. Students and staff are instructed to use online Plagiarism check software before submitting their publications or reports. The IPR Cell creates awareness on intellectual property rights such as copy rights, patents and plagiarism and periodical meetings to this effect are conducted every academic year.

During the last 5 years, 4 workshops on IPR, 7 workshops and 3 webinars under innovation ecosystem and 13 IKS activities were conducted.

NSS, NCC and various departments conduct extension and outreach activities quite enthusiastically. These activities provide students with experiential learning. They instil social responsibility and concern for the community among the students. 86 such activities were conducted during the assessment period. 5 major thrust areas namely Environmental sustainability, Health and Hygiene, Women and Girl Child Welfare, Social Consciousness, Government Initiatives were identified in sensitizing students about community needs and problems.

The college has 33 functional MOUs and most of these MOUs help our students take part and complete their internships.

Infrastructure and Learning Resources

The institution has 132 rooms in all. The plinth area has been increased from 5062 Sq.mtrs to 6417 sq. mtrs in the past five years. There are 7 are gallery halls, 2 seminar halls, 3 Virtual classrooms, 3 digital classrooms and 20 LCD enabled class rooms, 39 classrooms that are used for regular teaching. The college has a very spacious assembly hall and an open auditorium. Three departments - Botany, Zoology and Computer Science have museums. 332 computers and 15 printers cum scanners and 16 printers are available. The computer department has 3 labs among which one is allotted for Multimedia lab and studios.

The college library is digitised with ILMS 3.0 by SOUL software and has INFLIBNET subscription as well as for Del Net and NLIST. It has more than 1 lakh 30 thousand e-Journals and Crores of E- books.

The library has 44873 books. The SC, ST Book Bank has almost 150,30 books. The library also has the reading room facility with books stacked in almirahs. The total expenditure for books and journals is Rs. 9,00,194 during the assessment period. The hostel block has added 14 more rooms to the existing 64 raising the total no. of rooms to 78 to accommodate the inmates.

The institution has a well maintained Gymnasium, play courts for Foot Ball, Volley ball, Basketball, Kho-Kho, Kabaddi and other outdoor games. The college uses the assembly hall and seminar hall for cultural activities.

The college has 21 Wi-Fi hotspots with extenders covering the entire campus. The student computer ratio is 1:7 and the IT facilities are updated periodically. The institution has established systems and procedures for maintaining and utilising physical, academic and support facilities. The campus training and Placement Cell (JKC) offers training in Soft Skills, Communication Skills and Employability Skill and 1564 students have been placed in various organisations.

The institution has spent 2,03,52,474 on infrastructure development and augmentation. The Institution has also established the solar grid as part of green initiatives to reduce the electricity expenditure.

Student Support and Progression

75% of students are benefited through scholarships from Government every year while 100 students on average are benefitted from scholarships provided by other agencies like Samarthanam Trust, Bommidala foundation, Santoor and so on. 2124 students have got benefited through guidance for competitive exams and career counselling.

The institution conducted 14 capacity building workshops and 5 training programs apart from 26 other activities like guest lectures, hands on sessions in soft skills, Language and communication skills, Life skills, and awareness activities in trends in technology.

The internal complaints committee constituted as per the UGC guidelines, along with minority welfare cell, anti-ragging cell, functions effectively in addressing student grievances and an online mechanism of registering grievances is also available. Student security on campus is ensured and surveillance under CC cameras is strengthened and extended to all the blocks of the college.

63% of the students are either placed in jobs or have progressed to higher education. 1.41% students got qualified in government exams.

25 students won prizes at National level in sports. 10 sport activities, 9 academic and technical fest activities, 51cultural activities and 130 activities by various clubs were conducted on the campus during the last five years.

The Student's Council is active in the institution and the institution gives equal importance in having the students on the academic and administrative committees.

The alumni association is a registered body. The old students participate in the Alumni meets and share their

views and suggestions for the development of institution. The Alumni of the institution have contributed Rs.2.20 Lakhs in monetary form for the development of the institution. They also contributed water coolers and geysers for hostel students and chairs for seminar hall. Some of them motivate students, train them and give guest lectures.

Governance, Leadership and Management

The principal as the head of the institution guides various administrative activities. All the statutory bodies are reconstituted, following the UGC norms, to their full capacity as and when the term of the current bodies come to an end. Various college level committees are also reconstituted each academic year to monitor and implement the administrative decisions.

The needs of the institution from time to time are assessed. The institution received Rs.2,03,52,474 from the agencies like RUSA, UGC, state government for the development and maintenance physical, academic and digital infrastructure. The funds received have been spent judiciously.

The institution also focuses on the mobilization of funds from non- government organizations. 4 class rooms in the commerce block and 12 rooms for the hostel have been constructed at a cost of Rs. 2,10,00,000 provided by two business organizations under CSR funding. NGOs have sanctioned an amount of Rs. 42, 28, 402 towards scholarships for eligible students and the scholarships have been distributed in the form cheques directly by the organizations.

Budget is allocated according to the priorities and needs of the departments. Departments with better performance are encouraged. Decisions are made in a transparent and unbiased manner.

The discipline and security related matters, cleanliness in the campus and maintaining greenery are monitored just as carefully as financial matters.

Proper measures are taken for the welfare of teaching and non-teaching staff. The teaching and nonteaching staff are encouraged to participate in various training programs organised by Academic staff colleges, HRD institutes and Commissionerate of Collegiate Education.

The institution follows the performance appraisal system introduced by the CCE for assessing the performance of the teaching and non-teaching staff. The ASAR/ AADPI score sheets are evaluated and considered for transfers, promotions and conferment of awards. External academic audit of CCE evaluates faculty performance through audit forms and Confidential Reports are another way of appraisal. They are the key documents while giving promotions.

The IQAC monitors the quality parameters in academic and administrative fields. It plays a key role in planning and implementing academic assessment reforms which could be seen in the implementation of OBE, curricular transactional procedures, CIA reforms and in bridging the quality gaps through analysis and action plans. IQAC has conducted 9 FDPs for faculty, 16 workshops, 8 national webinars and 5 trainings for staff and students .

Institutional Values and Best Practices

The core values of the institution namely Values and Ethics, Accountability, Interdisciplinary Collaboration,

Women Empowerment, Community Engagement and Diversity, and Excellence are aligned to vision and mission of college. These core values guide college in its academic and non-academic administration.

The women empowerment cell and other clubs have conducted 52 gender sensitisation activities and a gender audit. Basically, this is a women's college. So, creating awareness about the idea of gender equity and other gender related issues becomes a priority. The college organizes a number of programs to sensitize students about the need of physical, social and emotional wellbeing.

The college administration is conscious of sustainable environmental practices and hence it uses alternative sources of energy like solar energy. The waste generated on the campus is either recycled and reused in the form of compost generated or sent for recycling thereby generating revenue. The college has taken measures for water conservation through rainwater harvesting, bore wells and tanks.

Green audit and energy audit are commissioned periodically.

Divyangans are provided with amenities like ramps, wheelchairs, tactile signage boards, divyangan friendly washrooms, scribes for exams, human resource support and exemption from exam fees and so on.

15 activities have been conducted to create awareness about religious, linguistic, regional, cultural and communal harmony and tolerance. During the last 5 years, 29 activities have been conducted on constitutional values, duties, rights and responsibilities. A code of conduct and ethics is put in place for students and staff. A committee constituted for this purpose monitors and conducts related activities. 14 such activities were conducted during the assessment period. A model constitution for the college has been drafted by students under the guidance of department of political science.

"Culture Sustentation: Loom, Craft and Performing Arts" and "3Ls -Learning, Literacy and Life Skills-Boulevard for Learner Autonomy " are the best practices of the college which reflect the core values of engaging with the community as well as empowering students through personality enhancement programme.

The distinctiveness of the institution lies in its rich academic diversity and student support in different ways through academic, emotional, social and financial scaffolding.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE FOR WOMEN
Address	Government College for Women(A) Sambasiva Pet Guntur
City	Guntur
State	Andhra Pradesh
Pin	522001
Website	www.gcwguntur.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	V. R. Jyotsna Kumari	0863-2220012	9948121715	-	gcwa.iqac@gmail.com
IQAC / CIQA coordinator	Dasari Madhusudhana Rao	-	9440358718	-	Jkc@gcwguntur.ac.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-01-1942

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	01-08-2013

University to which the college is affiliated

State	University name	Document
Andhra Pradesh	Acharya Nagarjuna University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	03-03-1956	View Document
12B of UGC	03-03-1956	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)?	Yes
If yes, date of recognition?	01-04-2016
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	Government College for Women(A) Sambasiva Pet Guntur	Urban	10.85	6152.81

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts,Honours Special Telugu	48	Intermediate	English	60	9
UG	BA,Arts,Honours Tourism and Travel Management	48	Intermediate	English	60	16
UG	BA,Arts,Honours Financial Economics	48	Intermediate	English	60	16
UG	BA,Arts,Honours Special English	48	Intermediate	English	60	30
UG	BA,Arts,Honours Political Science	48	Intermediate	English	60	14
UG	BCom,Commerce,HonoursGeneral	48	Intermediate	English	60	25
UG	BBA,Commerce,Honours Retail Operations	48	Intermediate	English	60	0
UG	BCom,Commerce,Honours Computer Applications	48	Intermediate	English	60	64
UG	BCom,Commerce,Honours Finance	48	Intermediate	English	60	39
UG	BCom,Commerce,Honou	48	Intermediate	English,Marathi	60	28

	rs Tax Procedures and Practice					
UG	BSc,Physical Science,Honours Mathematics	48	Intermediate	English	40	29
UG	BSc,Physical Science,Honours Data Science	48	Intermediate	English	40	11
UG	BSc,Physical Science,Honours Cloud Computing	48	Intermediate	English	40	10
UG	BSc,Physical Science,Honours Physics	48	Intermediate	English	40	17
UG	BSc,Physical Science,Honours Chemistry	48	Intermediate	English	40	29
UG	BSc,Physical Science,Honours Computer Science	48	Intermediate	English	40	38
UG	BSc,Natural Science,Honours Nutrition and Dietetics	48	Intermediate	English	40	23
UG	BSc,Natural Science,Honours Microbiology	48	Intermediate	English	40	23
UG	BSc,Natural Science,Honours Aqua Culture	48	Intermediate	English	40	7
UG	BSc,Natural	48	Intermediate	English	40	27

UG/PG						
	Science,Hon ours Botany					
UG	BSc,Natural Science,Hon ours Biochemistry	48	Intermediate	English	40	19
UG	BSc,Natural Science,Hon ours Zoology	48	Intermediate	English	40	32
UG	BSc,Natural Science,Hon ours Homescience	48	Intermediate	English	40	18
PG	MA,Arts,Eng lish	24	Undergraduat ion	English	30	0
PG	MA,Arts,Tel ugu	24	Undergraduat ion	Telugu	30	0
PG	MA,Arts,Eco nomics	24	Undergraduat ion	English	20	2
PG	MSc,Physica l Science,Che mistry	24	Undergraduat ion	English	30	7
PG	MSc,Natural Science,Zool ogy	24	Undergraduat ion		30	6

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	6				23				44			
Recruited	3	3	0	6	10	13	0	23	6	38	0	44
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				19			
Recruited	0	0	0	0	0	0	0	0	4	15	0	19
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				47
Recruited	20	25	0	45
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**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.	3	3	0	7	10	0	2	14	0	39
M.Phil.	0	0	0	0	3	0	0	6	0	9
PG	0	0	0	3	0	0	4	18	0	25
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	2	4	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	11	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	2512	10	0	0	2522
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	86	0	0	0	86
	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	111	152	121	122
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	29	59	36	50
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	125	245	225	233
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	387	543	519	412
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	36	3	24	0
	Others	0	0	0	0
Total		688	1002	925	817

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arts	[View Document](#)
Commerce	[View Document](#)
Natural Science	[View Document](#)
Physical Science	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	This autonomous institution, catering to women students, in tune with the spirit of NEP 2020 is offering courses across disciplines which the students can choose from. For instance, an SDC course like Plant Nursery can be chosen by B.A, B.Sc Physical sciences or B.Com student. Spreading over three semesters, students do a total of 6 such interdisciplinary courses. Similarly, students do a 4-credit project which is a community service and community engagement learning activity at the end of semester II spreading over 8 weeks during the summer break. The college offers credit-based courses in Environment Education and Human Values and Professional Ethics. UG four-year honors with Major and Minor subjects is offered from the year 2023. From the year 2020 onwards 10-month internship is implemented. Due to covid lockdowns the first batch internships started from 2022 and three batches of Community Service Project and two batches of short- and long-term internships are completed. Since this is a government college, it follows the guidelines of the higher education department for multiple entry and exits. Similarly, the internships are interdisciplinary encouraging the holistic preparation of the student in facing the work life challenges.
2. Academic bank of credits (ABC):	As per the Gazette notification by the government of India, on the ABC, and the revised UGC guidelines for Autonomous colleges in April 2023 the college has thoroughly studied the rules, regulations, and the requirements and planned for the registration on ABC. The registration on ABC for college was done in NAD with an id "NAD061907" for the purpose of promoting Academic Bank of Credits. A committee is appointed with CoE , Academic coordinator and Principal as members and one faculty as coordinator

	to monitor the work of Academic Bank of Credits. Likewise, the students are informed to register and create their ABC ids. Training and awareness programmes are conducted to help students with registration. Faculty members Mentor wise helped students in registering for ABC. At present around 2220 students have created their ABC ids. The exam cell is moving further in selecting a template and to upload the records of the students as soon as possible to enable online publication of student's repository. The strategic plan to get the students from 2020 batch onwards register on ABC and provide credits for the students of past ten years in their ABC account is under process. The students are encouraged for enrolling in Swayam, NPTL, MOOCs courses and credits that they receive are added to their programme credits as non-programme-specific/ non core credits. 2021 batch students' credits are to be soon published in the online repository.
3. Skill development:	The institution offers two programmes in vocational education namely B.Voc. Multimedia and Animation and B.Voc Software development as per NSQF. These programmes are integrated with mainstream programmes by incorporating Language Courses, interdisciplinary Skill development and Life skill courses ensuring the parity with the mainstream programmes. As per the revised CBCS pattern all Core courses in all the programmes offered Skill Enhancement core courses in Semester 5. From 2020 onwards. Human Values and Professional ethics, and such other Life skill courses ensure the imparting of humanistic universal values as well as life skills. The credit structure of the college is student supportive and inclusive as non- programme specific credits are offered on the completion of value-added skill-based certificate courses. The credit structure for these courses is guided by the UGC guidelines for value added courses. Many departments have focussed on skills aspect in their syllabus and added practical component in the assessment to ensure the attainment of skill.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college offers courses in Indian Languages such as Telugu, Hindi, Urdu, and Sanskrit across the disciplines for three semesters. A core course is offered in Telugu Literature. Courses in "Indian Culture and Science" and "Performing Arts" were also offered as choice-based courses across the

	disciplines in semester 2. As programmes offered in the college have been offered in Telugu and English media the staff are comfortable in handling both the media. B.A History, Economics, Political Science; B.Com General, B.Sc Botany, Zoology, Chemistry; B.A History, Sociology, Special Telugu were offered in Telugu medium. Apart from the regular programmes and courses, curricular components of antiquity, indigenous people and their practices, ancient traditional knowledge culture and tradition are included into the syllabus of various courses wherever possible.
5. Focus on Outcome based education (OBE):	The curricula of the programmes offered are designed as per the UGC Learning Out comes based Curricular Framework. During the annual meeting of Board of Studies, the course outcomes are framed and revised, and the syllabus is framed accordingly. These COs are aligned to Programme Specific Outcomes which in turn are mapped to programme outcomes that capture the graduate attributes of the programmes offered by the institute. The members of the faculty are given training in framing the outcomes following Boom's taxonomy of learning objectives. The college is making conscious effort in implementing OBE and a committee is constituted to this effect. As new curricular framework has come up into effect from 20-21 COs, PSOs, POs are revised. Capacity building Workshop on Mapping the assessment to COS, COS to PSOS & POS and computation of the attainment was conducted and the departments have started documenting the mapping and attainment. The process is helping the faculty to identify and address the gaps in curriculum framing and designing. Special focus is laid in training teachers to design assessment tools and teaching activities to complement the course outcomes planned and thus ensure their attainment. The attainment of Outcomes is calculated.
6. Distance education/online education:	The college is a nodal resource centre. So as a coordinating agency it can tap in on the human resources that are vital in delivering the courses in online and distance mode. Selected departments have designed skill-based certificate courses through ODL mode. Dept of Commerce offered a certificate course on Human Resource Management in ODL mode. The four-quadrant model of digital content is prepared for these courses. Educational e platforms like Google

	are used for asynchronous mode along with virtual meet apps for synchronous mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy Club was set up in the college and has been functioning since 19-07-2022.
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?	A committee was set up for co-ordinating all the activities of the ELC. The head of the department of Political Science Sri B. Lalita Babu is the Nodal Officer / Mentor for the ELC for guiding Students' executive committee. Students' Co-ordinator and co-ordinating faculty members were appointed by the college and the department of Political Science has been co-ordinating all the activities of the ELCs. An Executive Committee was set up with the elected Students' Union members. The college follows a system of elected student representatives called as Class Representatives who are all mandatory members of the Executive Committee. This Committee is formed to bring awareness and hands on experience to students on electoral literacy. One of the students from III B.A (HEP) Ms. Razia was appointed as the Students' Co-ordinator and Ms. G. Meenakshi of III B.A. (Py.EP) was selected as Campus Ambassador in the year 2022-23. The Students' Executive Committee was reconstituted in the Academic year 2023-24 with Ms. O. Rakshata of III B.A. History, Economics and Political Science (HEP) as Students' Co-ordinator and Ms. Sajeya Tharannum as Student Ambassador. The ELC is representative in character since the members consisted of elected representatives of different programmes.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	The ELC has taken up programmes like awareness regarding electoral literacy. It helped in campaigning for voter enrolment of students and the people from the communities from which they come. The club has conducted awareness on ethical voting. In the academic year 2022-23, the ELC organised awareness campaign in the College for 'Enrolment of New Voters'. Voters day was conducted by the Dept. of Political Science. It conducted various competitions like Quiz, Poster Presentation and Essay

citizens, etc.	Writing to create awareness among students regarding the importance of voting for democracy and Voters' day. Rallies were conducted to communicate the importance of voting among citizens in collaboration with the NCC and NSS of the college and the District Collectorate. On 24-11-2022, the ELC started SVEEP activities in collaboration with Municipal corporation of Guntur. Under the SVEEP different activities were organised starting from enrolment of voters, creating awareness on voting procedures and the importance of voting. A rally was organised on voter's Day i.e on 25-01-2023 in collaboration with the District Collectorate in which students and staff and the staff from the Municipal Corporation and the Collectorate participated enthusiastically. During the academic year 22-23 the Municipal Corporation set up counters and conducted drives for 'New Voter Enrolment' for 3 days after Voters' day. All the students who completed 18 years were asked to enrol as new voters and these counters facilitated easy enrolment for students. District level competitions were conducted by the Club on the occasion of 'Voters' Day' in 2022. Many of this college students won the competitions as well. In the academic year 2023-24 also the ELC organised several programmes under the aegis of Systematic Voter Education and Electoral Participation (SVEEP). This academic year also the ELC took up several programmes for creating Electoral Literacy among students and Communities. Therefore, in continuation with the activities conducted in the previous academic year, the club continued the conduct of awareness programmes on voting and other electoral procedures. The ELC again conducted competitions like essay writing, quiz, and poster presentation. Staff and Students participated in a rally organised on 25-01-2024 on the occasion of 'Voters' Day'. A meeting cum training programme was organised on 24-02-2024 in the District Collectorate where the newly enrolled students were given hands on training on the function of Electoral Voting Machines (EVMs). The members of the club took the initiative to create awareness about voting among the disabled students. Two students from the club gave awareness on enrolment as voters and the process of voting in Samarthan Trust, which trains the disabled, during the period December to February 2023-24.

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.	Two students of II BA completed projects related to electoral literacy as part of of SVEEP activities under the guidance of Sri. B. Lalita Babu, Head of Department, Department of Political Science of the college. R. Lakshmi Lalitha of II BA (HEP) completed a project on 'Access People with Disabilities (PWD) Vote: Bridging Gaps, Building Voices' in 2023 under the aegis of SVEEP. The project was taken up to make democracy more inclusive with aim to bridge accessibility gaps and amplify the voices of PWD in the voting process. The project tried to identify the challenges for voters with disabilities in registration process, good practices in ensuring accessible voter registration for voters with disabilities. The researchers tried to highlight the lessons learned in ensuring accessible voter registration for voters with disabilities. Another student from II BA (HEP) Ms. M. Meghana Sai did a student project on 'Ballot Brilliance: A Comprehensive Election Awareness Initiative' under the aegis of SVEEP . The project encompassed a wide range of activities designed to educate, engage and empower students. The project aimed at creating awareness among students through quizzes, engaging through discussion, and awareness drives . It tried to create a culture of active civic participation by fostering a sense of responsibility and empowerment among students. These two projects won accolades with a certificate of appreciation from the District Collector of Guntur, Andhra Pradesh.
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.	By the end of 2023-24, the total number of students in the Institutions are 2284 out of which 424 students were identified as prospective electors between the age group of 17-18 years. While most of the students were already enrolled as voters and issued EPIC, 180 students were found as eligible voters who were not yet enrolled. Form 6 was filled and enrolled for 130 students who were above 18 years of age through the facilitation centre set up in the college. Around 50 students who are above 18 years were identified as eligible voters, but did not yet get enrolled. The ELC is set up as per the directions of Election Commission and the District Collectorate, it continues to exist and organise various activities pertaining to electoral literacy. Apart from this, every year, the college celebrates Voters' Day which is usually taken up by the Department of Political Science. The ELC will be

	continuing its work of identification and facilitating the enrolment of new voters.

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
2473	2612	2361	2136	2070

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
715	648	571	553	568

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
89	86	81	80	79

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Certified list of full time teachers	[View Document](#)

2.2

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

Response: 165

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
76.46	53.97	37.62	73.7	251

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

Other Upload Files	
1	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

The vision of the college focusses on equipping students with '21st century skills' through '**globally relevant curriculum'**. Our curriculum actively integrates contemporary issues with not just global significance but also of local, national relevance and importance ensuring that graduates are well-equipped to address real-world challenges.

The following is an illustration of some courses that deal with Global, National, Local and Regional development needs either as entire course or units.

Global : 307 components(total courses or units) of the curricula in 485 courses spread over 29 programmes in the last 5 years address the global developmental needs.

- *Python Programming course* in Mathematics subject in **B.Sc.M.St.Cs** equips students with globally relevant skills as reflected in CO 4 aligned to PO 9.
- *Big Data Privacy and Applications* in **Big Data Acquisition and Analysis course** of the **B.Sc.M.Cs.Ds**. provides necessary global data analysis skills as reflected in CO4 mapped to PO9.
- *DNA finger printing in the course* **Immunology and Animal Biotechnology** exposes students to global developments as reflected in the CO mapped to PO3.
- A *unit on Toxicity of metal ions Use of chelating agents in medicine, Cisplatin as an anti-cancer drug* in **Inorganic and Physical Chemistry** course exposes students to global trends in **Pharmacology.**
- A *course in* **Lasers and holography of Wave Optics** across all programmes reflects global and national needs.
- *Applications of RDT, ethical concerns* as Unit 4 in **Genetic Engineering course** witnesses the adoption of global trends into the curriculum.
- The R*egression Analysis in Descriptive Statistics course in* **B.Sc** witnesses the incorporation of one of the global trends in Data Analysis.
- A course in **An Introduction to English Language Teaching in B.A EPCE** equips students with an understanding of ELT skills at global level addressing PO1,PO2,PO3

National : 321 components in the last 5 years address the national developmental needs

- The courses Indian **Constitution**, **Medieval Indian History and Culture, Banking and Financial Services, Indian Economy** address the national developmental needs.

- A unit on *Teaching with technology in **Extension Education for Rural Development** Course* in **B.SC Home science** demonstrate applying global trends to rural people addressing national developmental need.
- *Macro Economics course* in **B.A** incorporated concepts on *National Income* as reflected in CO4.

Local & Regional: 191 components in the last 5 years address the regional developmental needs

- *Tourism resources of AP course* in **B.A. H,SE,TTM** addresses the local needs.
- *Basics of Vascular Plants and Phytogeography* in B.SC programmes *Fundamentals of Horticulture* course in B.Sc HBC; *Marine Fisheries* course in B.Sc life sciences address the local/regional development needs as the region is a rich marine and horticultural belt of the coast .
- Course in *Social Change in Modern India* in B.A addresses the local aspects.
- *Community Study Projects* facilitate student engagement with *local and regional communities*, enabling them to understand community needs.

A comprehensive list of these inclusions can be had in the additional information attached. By integrating components like the above, the institution endeavours to create a curriculum that prepares students for success in a globalized economy.

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 38 programmes offered across all disciplines address the employability, entrepreneurship and skill development aspects of curriculum. A total of 1556 students have secured employment while 353 of students moved on to higher education over the last 5 years.

Inclusion of these components is monitored by studying the feedback from students, alumni, employers and teaching faculty. Experts representing the alumni, industry on Boards of Studies discuss needs of job market and society in terms of skills and suggest the revision towards these outcomes. Academic Council with its alumni, industry and the subject experts monitors, analyses and approves revision that caters to inclusion of these aspects. The annual revision is recorded specifically in the BOS document of each department.

In the total 13 new programmes offered during the last 5 years UG programmes like B.Sc in Chemistry, Botany, **Horticulture**; B.Sc **Bio-Technology,** Zoology, Chemistry; B.Sc Bio-Chemistry, Zoology, **Food**

Science ; B.Sc **Data Science**, Statistics, Computer science; B.Sc **Aquaculture Technology**. Zoology, Chemistry; B.Sc **Food Technology** Micro Biology, Bio Chemistry; B.Sc Mathematics, Physics, **Electronics**; B.A. Statistics, **Financial Economics, Computer Applications**; B.Com.(**Accounting &Taxation**); **B.Voc in Multimedia &Animation; B.VOC Software Development** cater to these aspects of employability and skill development.

Employability (87): Total programme in B.Sc Electronics revised in 22-23 addresses employability and entrepreneurship. Course in *Synthetic Organic Chemistry* offered across 13 programmes addresses employability and skill development. All the courses in *Computer Science, Data Science, B.VOC Multimedia, Software development B.com Computer Applications revised in 22-23* train students in both employability and skill development. **B.A programme with Tourism and Travel Management** is designed and constantly revised to show the employment avenues in tourism. Programmes with **Aqua Culture Technology** and with **Horticulture** are introduced and revised in 21-22 to direct students towards the employability and entrepreneurship potential.

Skill Development (100)

B.A programme with Communicative English has all its courses revised in 22-23 by emphasizing on LSRW skills and the acquisition of skills is assured through participation and practical based assessment. **B.A** Programme with Special English has revised two of it courses to train the students in the skills of "*Creative writing and Literary Appreciation"* and in "*Writing for Media"*. **B.Com General, Accounts and Taxation, and Banking** programmes have revised the curriculum to incorporate skill development components. The course *Green Chemistry and Nano Technology* offered in **B.Sc** programmes trains students in skill aspect**.** Mathematics department has revised it syllabus in the courses *6A – Numerical methods with lab; 7A Python Programming; Integral Transforms with Applications* to incorporate the skill aspect and its attainment is assured through practical assessment.

Entrepreneurship (24): Course in "*Economics of Infrastructure*" of **M.A Economics** programme trains students to be entrepreneurs**. In B.Sc** Programme with Electronics courses in *Analog and Digital Communications; Microprocessor Systems; Microcontroller and Interfacing; Embedded System Design; Electronic Instrumentation; Power Electronics* were revised in 21-22 to train students to be entrepreneurs. A Skill Development Course in *Entrepreneurship skills* was offered to the students of all programmes in 21-22 to expose the students to the nuances of entrepreneurship.

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: 43.09

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

Response: 209

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

Response: 485

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The mission statement of the college which says that "Creating an eco-friendly ambience through green practices and offering value-based education through community help and extension activities" directly lays focus on the integration of crosscutting issues into academic and extra-curricular activity.

The curriculum of the institution is integrated with cross-cutting issues effectively across all programmes. Departments of Life Sciences, Physical Sciences, and Economics play a pivotal role in raising awareness about environmental crises and promoting sustainable practices. By embedding these issues into the curriculum, the institution aims to cultivate a holistic understanding and a proactive stance among students towards various pressing concerns.

Gender: 32 courses offered across programmes discuss gender issues in terms of empowering women multidimensionally and gender equity in the fields of science, nutrition, and so on. A course in **Fundamentals of Family Nutrition in Home science** - discusses the special nutritional needs of women at the various stages of life. The course **Physiology, Nutrition and Clinical Biochemistry**- of B.Sc BCMBFT, BC, Zoo, FS teaches leaners the importance of – RDA for adolescent, pregnant and lactating

women, PEM, Kwashiorkor and Marasmus. **Language course in Hindi** has component of a lesson 'Binda' that discusses gender issues. A course in **Community Nutrition**- emphasizes on "Gender value Nutrition education to old Women"

Environment: Sustainable environment is one of the 17 Sustainable Development Goals of the UN. and the college consciously strives to incorporate components in courses or total courses and **83 courses** during this period address this aspect**.** The course **Sustainable Aquaculture Management**-trains students of BZC, MZC, ATZC, BTZC, BCZFS in sustainable aquaculture management procedures. Courses titled **Organic Farming, Biofertilizers**- of BtBC, BtZC create awareness in students on the importance of Bio-pesticides, Bio-fuels, Bio-fertilizers and Bio-remediation

The course **Eco Tourism and Sustainable Development** of B.A. TTM- introduces students to the objectives of Eco Tourism in India. The course **Mb-5308 Environmental & Agricultural Microbiology- MBBC. MZC, MFTBC** teaches the importance of Solid Waste management: Liquid waste management: Composition and strength of sewage (BOD and COD), Primary, secondary (oxidation ponds, trickling filter, activated sludge process and septic tank) and tertiary sewage treatment. A Course in **Reading & Writing Skills- makes student read** Vandana Shiva's Mother Earth which discusses the need for seed diversity and protection.

Human Value: **74** courses during the last 5 years have focussed on human values. Courses such as **Growth and Development During Life Span; Animal Biotechnology and Immunology**; **Plant Diversity and Human Welfare; Selected Sociological Theories** and so on are some examples.

Professional Ethics: **39** courses throw light on the importance of professional ethics. Some of these courses are **Mb404-6a Industrial Microbiology, Mb- 7308a Microbial Biotechnology; Fundamental of Bioinformatics & Protein Modelling; Basic Concepts in Sociology.**

Further, certificate courses like *Vermicomposting, Organic Farming, and Sustainable Agriculture* serve to reinforce the institution's commitment to environmental conservation and entrepreneurship.

Moreover, the institution's Best Practices and National Service Scheme (NSS) programs, in collaboration with various NGO organizations, offer students practical opportunities to engage in value-based work and community service.

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: 58

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: 92.68

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: 38

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

Response: 41

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 70.36

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
688	1002	925	817	730

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

2022-23	2021-22	2020-21	2019-20	2018-19
1280	1250	1275	1055	1055

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: 80.49

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
293	469	408	403	366

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
399	580	535	473	422

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:

1.Procedures for the Assessment of Learning Levels of Students.

To address the diverse learning needs of our students, it's imperative to assess their levels of understanding. Basing on the "Slow Advanced Leaners Policy" of the college an assessment strategy has been implemented. It comprises an entry-level diagnostic assessment for first-year students and during the programme assessment for second- and third-year students.

For first-year students, entry-level assessment is based on their performance in a diagnostic test leading to the planning of the content of the bridge course in all the courses of programme that they are enrolled. The diagnostic test assesses the entry level behaviour expected of the students for specific courses. In 2nd and 3rd year, students' previous exam results, classroom performance, and formative assessment help decide their learning level.

Based on student performance, students are categorized into three groups: slow, average, and advanced learners. This categorization allows us to tailor our approach to each student's needs, ensuring personalized learning experiences.

2.Special Programmes for Slow Learners

To support slow learners, we offer *remedial classes, mentoring, peer teaching opportunities, training for presentations, bilingual instructional videos, making notes with the help of handouts, and practice worksheets.* These interventions help slow learners grasp concepts more effectively.

Perceivable outcomes of this intervention are that the **slow learners** showed a considerable improvement in the level of their achievement. There is a visible difference in the way they participated in the classroom activities. Moreover, their interaction with the teacher and with other students became more confident and enthusiastic.

3.Special Programmes for Average Learners

Average learners are engaged through *simulations, seminars, collaborative learning activities, debates, group discussions, study projects, and role-playing exercises w*hich encourage active participation and deepen understanding.

The outcome of the employment of these special programmes is that students improved in knowledge and skills through their participation in activities and improved in their learning abilities through collaboration.

4.Special Programmes for Advanced Learners

Advanced learners are provided with opportunities to further enhance their skills and knowledge. This includes *assignments that promote critical thinking*, *formulating conjectures based on datasets, participation in certificate courses, involvement in research or field projects, flipped classroom sessions, live projects or working models, interdisciplinary seminars,* and guidance for pursuing higher studies.

The outcome of using the above special activities is that learners applied the learning to new contexts, displayed the ability to learn independently and mentored their classmates in completing the tasks and thus honed their own skills.

Eg: In the course "Foundation in Professional Speaking and Writing" in Sem 3. *"Practice Worksheets for grammar and summarising strategies, and workplace writing"* helped *slow learners.* The *average learners* are supported with *"collaborative writing practice in writing Agenda, Meeting Minutes, summaries, paraphrases, picture descriptions, narration of events and experiences for individualised questions"*. The **advanced learners** are motivated with *"mentoring classmates in writing activities and their own independent writing activities for individualised authentic writing tasks"*

By catering to the specific needs of each learner group, we strive to create an inclusive learning environment where all students can thrive and reach their full potential.

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: 27.79

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:

In consonance with the first mission statement of the college which says that "Imparting knowledge, skills, … employing student-centred teaching methods" curricular transaction is effectively carried out

using student centric methods and ICT tools.

1. Experiential learning

Experiential learning is actively employed involving students in hands-on experiences such as *internships, exhibitions, field visits, peer teaching, and simulations*. As a part the course in **Retailing and Merchandising** Home science students of VI semester made **Visual Merchandising Portfolio**: expressing themselves creatively through various media. Commerce 1st & 2nd year students' field visit to KSR Mills, Chiral as part of their course 'Marketing, Process Costing' enhanced their experience of the dynamics of procuring raw material, processing, and production to sales and thus their learning.

2. Participative learning

In line with our commitment to collaboration and teamwork, we employ various participatory methods such as *seminars, group discussions, debate panels, elocution pair and group work, study projects, flipped classes, and blended learning*.

Students of Communicative English as part of their course titled *ELT: A communicative Approach"* in semester 6 took part in a *panel discussion on "Role of Student Centric methods in Communicative Language Teaching"* and a *"Gallery walk"* covering all the important topics of the course.

3. Problem-solving methodologies

To nurture critical thinking skills, students are encouraged to participate in problem-solving learning activities like *case studies, field projects, market research, program development, algorithm design, crossword puzzles, and research-based study projects*. These activities challenge students to analyse, evaluate, and innovate solutions to real-world problems.

In the Mathematics course **Abstract Algebra** of Sem 3 students applied their knowledge on Cayle table to create modular designs. They explored symmetry inherent in group theory resulting in visually appealing geometrical patterns.

4. Teachers use ICT- enabled tools including online resources

Our faculty utilizes diverse ICT tools, including *teaching-learning tools, e-content platforms, assessment tools, and AI tools*.

- *Teaching-learning tools* used for the creation of videos, podcasts, animated modules, and interactive online platforms like Google Class and Zoom enhance the classroom learning experience and facilitate blended learning.
- To ensure students acquire essential practical skills, we leverage *virtual labs and software such as R-Studio, MAMP Software, and Desmos*. These tools provide students with hands-on experience and technical proficiency in their respective fields.
- In addition to traditional teaching methods, our faculty employs *infographics and mind maps* to facilitate better understanding of concepts. Advanced learners are further supported through additional *e-content resources such as Online Blogs, YouTube, Online Debugging Platforms, Udemy courses*, and other online resources.
- For formative assessment and exam preparation, we utilize time-bound online assessment tools

like ***Testmoz, Quizzes, Plickers, Kahoot, Mentimeter, and Google Forms***. These tools enable efficient evaluation and help students prepare for competitive exams.

- Embracing technology-driven education, we integrate the latest *AI tools* to enhance teaching and learning experiences. From **text to video with Invideo** to AI-driven **revision with revesion.ai** and **question generation with questionpaper.ai,** our faculty leverages AI to personalize and enrich the learning journey for both teachers and students.

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

2.3.2

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

Response:

The college implements a vigorous Mentor-Mentee program to cater to both academic and psychological needs of its students. The primary goal of Mentor Mentee system is to provide comprehensive support to students by counselling them in physical, emotional, and academic spheres.

Mentor-Mentee System Procedure

The Mentor-Mentee programme follows a well-structured procedure beginning with the formation of a committee, comprising a convenor and members including class teachers. Through this initiative, each faculty member is assigned a specific manageable group of students, ensuring personalized attention for their overall growth. Mentors monitor their wards in a multipronged way. They record monthly attendance of the students and thus monitor their regularity in attendance. Similarly, they maintain individual record of every student indicating the academic progress. Apart from the informal meets and chats, mentors meet all the allotted mentees in a scheduled way depending upon their mutual convenience once in a fortnight. Mentor Mentee ratio is 1:30 on avarage for last 5 years.

Areas of Focus

The mentor monitors their respective mentees broadly on two areas, i.e., academics and personal wellbeing.

Academic Support

In case of academics the mentors regularly supervise the academic progress such as their performance in formative and summative assessment and identify the factors hindering their success and counsel accordingly. Additionally, for directing the mentees in right path the mentors motivate the students for active participation in various extracurricular activities and orient the students to higher education

opportunities and employment avenues.

Mentors are a constant support to their mentees in guiding them for many academic initiatives like helping students with the registration on MOOCs courses, Academic Bank of Credits, registering for LMS portal, or on the Job portal of the CCE, on the scholarship portal Jnanabhunmi, for online attendance app - FRS Facial recognition system and the like.

Psychological Support

The mentors pay attention to the personal issues of the mentees addressing their psychological problems. Some of the common issues are timidity, communication skills, lack of motivation, depression, memory issues due to ill health. Mentors try to educate the students about the negative impacts during adolescent age and guide them in right path by emphasizing on the importance of time management and career planning. Furthermore, mentors offer guidance and counselling including referrals to trained psychologists for psychological support when needed. Thus, this system underscores the institution's commitment to nurturing each student's journey towards success and well-being.

Capacity Building Programmes

The Mentor Mentee committee organizes various capacity building programmes for both the mentors and mentees in collaboration with various supporting committees of the college like JKC and departments like psychology. To better equip mentors in effectively supporting their mentees training was organized on basic counselling skills by the committee in collaboration with psychology department. To cope with the heightened emotions which are common among the students, the committee organizes various training programmes like emotional wellbeing, mental health, coping mechanisms to overcome suicidal thoughts etc.

Mentor mentee programme thus is a reflection of institution's commitment to ensure every student's journey towards success and well-being.

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:

Preparation and adherence to Institutional Academic calendar and Teaching plans is an annual institutionalised practice which is reviewed regularly.

Preparation and adherence to Institutional Academic Calendar: The college tradition involves preparing the Academic Calendar with details like no of working days, CIA schedules, holidays and midterm vacations like Pongal or Christmas well in advance, often before the conclusion of the previous academic term. This proactive approach lays the groundwork for the year ahead, guiding the institution's overall plan, overseen by the Internal Quality Assurance Cell (IQAC).

At the beginning of the academic year during the first week of the reopening of the college all the departments, using the above-mentioned Academic Calendar, prepare Departmental Action Plans for the academic year and submit to the IQAC. These action plans incorporate curricular co-curricular and extra-curricular activities as well as student support activities like trainings and workshops. These plans of departments are consolidated and used in the planning of Institutional Academic plan. This plan aims at optimizing the use of available working days. IQAC monitors the implementation of the institutional plan and prepares ATR.

Preparation and adherence to Teaching Plans: The Academic Calendar serves as a blueprint for planning curricular transaction of each semester, facilitating detailed planning and execution.

Academic Curricular Plans: At the time of reopening of the college all the teachers prepare semester wise Academic Curricular Plan for all the courses that they teach during the semester. These plans carry the following aspects.

- Topics to be covered in a week,
- Curricular and cocurricular activities planned for that topic,
- Additional inputs planned for the topic
- Whether the planned activities are conducted
- If not conducted the alternative date/ week to cover the topic

Lesson or Teaching Plans: The next component of the planning for the curricular transaction is the lesson plan/s for the content that is planned during the particular week in ACPs. The lesson plans cover the following points.

- Class
- Time needed
- Learning Outcomes
- Teaching aids, material, handouts, worksheets, e tools to be used
- Teaching methods and student centric activities to be used
- Procedure

Teaching Diary: This is the third part of the documentation of curricular transaction. Every teacher keeps a diary of the daily teaching activity. The diary covers these aspects.

- Class
- Time of the day
- Paper taught
- Topic / part of the topic covered

- Method used
- Teaching tool/ aid used
- Student activity conducted

To further enhance this process, teaching details and classroom engagement snapshots are uploaded to the Teaching and Learning Process (TLP) App, promoting transparency and accountability in educational delivery.

As shown above, all the 3 components complement one another in maintain a teaching protocol. Principal and IQAC monitor and review the transaction with the help of these documents at the end of each month. Monthly monitoring by the college principal ensures alignment with established objectives, allowing for timely adjustments as needed. At the semester's end, a comprehensive review of syllabus coverage and activities takes place.

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: 93

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
91	91	90	89	88

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: 40

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: 66

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: 9.57

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

Response: 852

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: 32.91

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

Response: 26

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: 16.2

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
18	18	21	11	13

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: 2.26

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
68	44	44	04	35

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
1314	2066	1938	1731	1593

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:

The assessment and evaluation mechanism of the college is a judicious combination of IT integration and reforms in Formative assessments.

The IT integration takes care of the following areas of the functioning examination wing.

- Programme wise, subject wise Student registrations
- Generation & collection of fee applications
- Generation of examination timetable
- Streamlining the process of generating admit cards and hall tickets
- Generation of D-forms, Room plans, Invigilators copy, attendance
- Examination Scheduling, Coding & Decoding
- Posting of marks, results, revaluation,
- Generation of different reports like Marks memo, CMM, provisional certificates
- Faculty logins & student logins for accessibility & convenience
- Posting of marks through staff logins etc are done from the side of examination section including generation of different types of reports as per the data sought by higher officials or to the Government.
- Implementation of secure online examination platforms.
- Result Processing
- Online result publication for students.

Reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment

Formative assessment has been qualitatively enhanced during this period with the inclusion of innovative qualitative assessment methods, Extension of CIA to Life skill and Skill Development Courses, award of additional credits for co curricular and extra curricular activities, certificate courses and MOOCs Courses, moderation with garfting, third valuation of external exam scripts and third party validation of question paper.

The structure of CIA: 2 Mid examinations (3 sections-objective, short answer, short essay), 5 assignments, semester/project. The ratio of CIA and SEE is 30:70 for all courses.

1. Mid-Semester Test (Written or Online):   20 x2=40 marks

2. 5 Assignments: 10 marks

3. Seminars/ Group discussion/ project / field work   05 marks

4. Field trip/ minor project/ PPTs/any other: 05 marks

Department of Mathematics and English have introduced practical based assessment for skill assessment.

Mid-Semester Tests question paper pattern:

I.10 Objective type Questions (MCQs, Blanks, Matching, True/false etc.)   10x1/2 M - 5M

II. 5/7 short answer questions   5x2 - 10 M

III. 1/3 short Essay type   1x5-5 M

One of these assessments must be an e-assessment using online or e-tools.

CIA in LSCs/SDCs/ for 10 marks either seminars/ projects or assignments: Allocated 10 marks for Internal even for foundation courses -LSCs, SDCs wef 2021 onwards.

Award of additional credits for co curricular and extra curricular activities, certificate courses and MOOCs Courses

Participation with the fulfillment of prescribed criteria in NCC, NSS, and Sports is encouraged with the award of additional credits and thus encourage students. Along with the certificate courses offered by the departments, if students complete MOOCs courses by following the prescribed norms of the UGC for award of credits additional credits are awarded.

The Examination Management System of the College has planned for complete automation of examinations by introducing Qusetion bank based automated question paper generation, OBE integrated question paper generation and implimented from the acacdemic year 2023-24. The Exam cell strives for a well balanced IT integration as well as standardised innovative assessment methods.

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:

The college has its Programme outcomes, revised as and when necessary like with the revision of programme structure or NEP 2020. Under the guidance of Academic Council Boards of stuides frame Programme specific and course outcomes following Bloom's taxonomy and enusre that they are aligned to the Programme outcomes. The **integration with assessment** is ensured by directing the boards to frame assessment items using Bloom's taxonomy that will reflect all the planned COs. The attainment documents of the course show the mapping of each assessment item with a specific CO. Departments like Mathematics and English have created practical skill based assessments to ensure the achievement of skills.The formative assessment framework provides adequate scope for all the intended COs of a course be assessed by Lower order and Higher order assessments.

The **learning Outcomes are widely publicised** by placing them on website. Along with the publishing on website faculty announce the outcomes, at the beginning of semster and discuss with students and a record to this effect is maintained in the form of registers while these Outcomes are displayed on the department notice boards. At the end of the semester a course exit survey on the attainment of COs is conducted which raises student consciusness about what they were supposed to learn and wheher they have learned.

The Outcomes attainment framework, thoroughly discussed in the staff council and continuously monitored by IQAC, is implemented for the courses & programmes of 2021 enrolled batch. IQAC has set bench marks and targets for the PO attainment. They are

PO1: 60%   PO2: 60%   PO3: 60%   PO4: 60%   PO5: 60%   PO6:75%

PO7: 60%   PO8: 75%   PO9:50%   PO10: 60%

Highest bench mark is set for PO6 and PO8 which address the COs of CSP and Internship.

PO and CO attainment levels are fixed from 0 to 3 levels each level being defined by a set criteria.

The departments are directed to maintain a minimum target threshold of 50% for COs of all the courses offered.

 All the COs of CSP and Internship have a bench mark of 75% and only direct attainment is considered.

The proportional weightage of CIA is 50% and SEE is 50% in calculating the attainment and 90% is allocated to direct attainment (i.e all types of assessment – CIA & SEE) and 10% to indirect attainment (Course exit survey).

The outcome based model is thus guided through a manual prepared by the IQAC guiding the departments step by step in mapping the COs with POs, COs with assessment items, in fixing weightage for formative and summative assessments, for direct and indirect attainment. The departments are also instructed to impliment measures that address the non attainment of COs and set increased targets in case of attainment.

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: 80.42

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

Response: 575

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: 3.98

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The institution is committed to continually enhancing its research environment by updating facilities to meet evolving standards and needs. Significant progress has been made in upgrading laboratory equipment and infrastructure, supporting faculty and student research. Our resources enable a range of experimental activities, data analysis, and innovative projects under expert mentorship. While the enhancement of all laboratories is ongoing, the improvements thus far have significantly enriched the student learning experience.

To facilitate quality research, the institute has established a Research & Development cell, which provides a comprehensive and well-defined policy available on our website to promote research activities. The policy includes clear guidelines and support mechanisms, encouraging both faculty and students to engage in research. Its implementation is carefully monitored to ensure necessary resources and support are provided for growth in research initiatives. Three faculty members have completed research projects from UGC and DBT.

Faculty members are encouraged to actively pursue external funding from various agencies to advance their research. All proposals undergo thorough review by the research committee, including the Director of R&D and subject experts. The Research Ethics Committee ensures compliance with ethical and professional standards.

Recently, the institute established a seed money policy to provide seed or partial funding based on proposal merit. Faculty and students can present their ideas to the research committee for approval according to institute guidelines. The institution promotes socially relevant, need-based research and seeks collaboration with industries, research organizations, and higher education institutions.

The college curriculum promotes a research culture by mandating Community Service Projects (CSP) and internships in undergraduate programs. We actively encourage students to participate in research internships in industries and educational institutions such as University of Hyderabad (ASPIRE BioNEST, School of Life sciences), Acharya NG Ranga Agricultural University (Regional research Station), Tulasi seeds Pvt Ltd, Guntur. Engaging in research internships helps students understand the critical importance of research in driving innovation, solving real-world problems, enhances critical thinking and problem-solving skills.

Faculty Development Programs (FDPs) on research topics are regularly conducted to enhance the expertise of our faculty. Faculty members are encouraged to actively participate in workshops, seminars, FDPs, and MOOCs to continually improve their research skills. These opportunities are designed to strengthen their abilities as both research guides and PhD scholars, ensuring they stay updated with the latest research methodologies, emerging trends, and technological advancements. By engaging in these

professional development activities, faculty members can effectively mentor students, contribute to cutting-edge research, and uphold the institution's commitment to academic excellence.

The college also encourages its qualified faculty members to obtain recognition as research guides from affiliated university to mentor Ph.D. scholars. Faculty and students are encouraged to publish research papers in journals listed in UGC CARE, Scopus, and Web of Science, with a significant number appearing in SCI journals. Additionally, our campus library provides access to a wide range of national and international journals through subscriptions, both online and offline, including access facilitated by INFLIBNET.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 0

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

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

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

3.1.3

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

Response: 1.21

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: 2

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: 10.06

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: 0.02

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

Response: 3

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: 3.37

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

Response: 3

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:

Recognizing the importance of innovation in addressing contemporary challenges, the institution has implemented various initiatives to support and nurture creative thinking among its members. Through seminars, FDPs, Training on Entrepreneurship, Expert talks, workshops, skill based activities the institution encourages its faculty and students to explore novel ideas and pursue innovative projects

across diverse fields. By cultivating a culture of curiosity, experimentation and resilience, the institution inspires its community members to push the boundaries of knowledge and contribute meaningfully to societal progress through creativity.

The community service program offered to first-year students aims to cultivate a sense of social responsibility and empathy by actively engaging them in addressing societal issues. Through collaboration with local stakeholders and direct involvement in community initiatives, students become agents of positive change, empowered to make a meaningful impact on the world around them. Students are also encouraged to propose innovative solutions to trivial and common problems. They are motivated to cultivate an inquiring mindset and develop novel ideas.

To further enhance this supportive ecosystem, the institution has established a framework that includes creating awareness about Intellectual Property Rights (IPR) through the establishment of an IPR cell in collaboration with the Internal Quality Assurance Cell (IQAC). This cell educates faculty and students on the importance of IPR in protecting the innovations and creative outputs. It organizes regular seminars and training sessions to inform about the various types of intellectual property rights, such as patents, trademarks, copyrights, and trade secrets. With the assistance of the National Intellectual Property Awareness Mission (NIPAM), a virtual awareness program was conducted to faculty and students. These sessions provide practical guidance on the application process, legal implications, and strategies for managing intellectual property effectively. These programs have served as platforms for discussing the various forms of IPR.

The institution has diligently cultivated an ecosystem that celebrates and promotes the rich heritage of the Indian Knowledge System (IKS), reflecting its commitment to preserving and utilizing traditional wisdom for societal betterment. Workshops on organic farming educate participants on sustainable practices rooted in traditional knowledge. Under the "Chenethaku Cheyutha" (Honouring Handlooms) initiative, the institution organizes exhibitions and sales of handlooms, encouraging the community to wear handloom fabrics every Friday. This practice strengthens the cultural identity and economic well-being of local craftspeople.

The institution also celebrates Yoga Day and promotes herbal medicine and naturopathy, integrating these practices into daily life. We have also organized Kolatam (traditional dance) sessions which celebrate and preserve cultural heritage, and scientific Rangoli competitions, where students blend traditional art with scientific concepts. Exhibitions on Indian fermented foods and the "World of Flavors (SABROSA)" event highlight the diversity and health benefits of traditional Indian cuisine. Regular yoga sessions emphasize holistic health and well-being.

Additionally, the institution encourages students to explore cultural pursuits such as Carnatic music, classical dance, and folk songs preserving rich traditions and values. These initiatives enrich the academic environment and connect the community with India's cultural and scientific heritage, demonstrating the institution's commitment to knowledge and technology transfer.

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: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[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: 4.33

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

Response: 13

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 0.95

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

Response: 157

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

3.4.4

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

Response: 0.41

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

Response: 67

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: 1.29

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

3.4.6

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

Response: 2.5

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

3.5 Consultancy

3.5.1

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

Response: 0

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

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

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

3.6 Extension Activities

3.6.1

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

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

Response:

The vision of the college is 'to empower women students' with a 'holistic personality'. The mission statement, that plans to realise this objective, states that students will achieve this "through community help and extension activities".

To achieve these goals various wings of the college like NSS & NCC and Cells like RRC, Women Empowerment Cell, ECO Club, and many of the departments ensure that students develop a holistically by actively engaging themselves in the neighbourhood community. The principle that marks all these activities is that students and the college are a part of the community, and they owe their part of contribution to the community.

The major thrust areas of community extension activity of the college are,

- Environmental sustainability
- Health and Hygiene
- Women and Girl Child Welfare

- Social consciousness
- Government Initiatives

Environmental Sustainability: On par with the community's heightened attempts in creating awareness among its members on the need for an environmentally sustainable future, the students play the role of change makers by educating the community through activities like "*sustainable and environment friendly agriculture methods*", "*ecofriendly living by adopting environmentally safe practices*", "*improving greenery at AIIMS, Mangalagiri, AP*", "*Importance of growing plants around houses*" and so on.

Health and Hygiene: The health index of a nation reflects the health of the members of its community and students educate the community about the importance of hygiene and the resultant health . By taking up activities like *raising awareness on AIDS, Covid 19 Prevention measures, importance of nutritious and healthy food, anaemia, blood grouping, haemoglobin percentage, prevention of contagious diseases and vector born diseases, Covid vaccination, lifestyle-based health disorders* students educated the community and also became more aware of these things.

Women and Girl Child Welfare: The societal perception is that it is normal for women and girl children to be deprived of nutritious food, education and health. Activities taken up by our students educated women and girl children about "*importance and benefits of girl education*", " *girl child developmental stages*", "*early diagnosis of breast cancer and treatment options*", "*importance of breast milk to child and Nutrition to mother*", "*Nirbhaya and Disha app for safety*", " *physical activities like walking and regular health check-ups*" and "*importance of speaking up against inappropriate behaviour*".

Social Consciousness: Students took up activities that would focus on raising awareness on "*capabilities of visually impaired individuals and importance of inclusivity*", "*importance of voting and electoral process*", "*enrolment of new voters*", "*problems of senior citizens and orphans*", "*empowering rural women of SHGs by training them in preparation of sanitary liquids and detergents*".

Government Initiatives: Even when the government has many initiatives for the welfare of the people, the communities are not aware of them, and students play a pivotal role in communicating the initiatives. They conducted 17 such activities which include different *government education schemes among parents and students, public-river connection and encourage public participation towards rejuvenation of rivers* and the like.

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: 87

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
29	26	06	11	15

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 institution was established in 1942 and has a campus of 10.85 acres. The built-up area has gradually increased and saw a progress from 5062 sq. Meters in 2019 to 6417.73 sq. meters in 2023. The college comprises Main Block, JKC Block, Library Block (PG Block), Commerce Block, and Home Science Block with 132 rooms. There are 14 staff rooms and a block of rooms for the principal's office and another block of rooms for administrative section. Additional accommodation is allocated to IQAC, NCC and NSS wings, Examination section, a Board room for the meetings of statutory bodies. The other common facilities which are used for co curricular and extra-curricular activities are

1.Lady Hope open air auditorium.

2.Assembly hall with a capacity of 300 Students.

3. State of the art AV Seminar Hall with a capacity of 70 students.

Teaching – learning, viz., classrooms, laboratories, computing equipment etc.

ICT – enabled facilities such as smart class, LMS etc.

There are 75 classrooms and 20 laboratories spread across departments, with storeroom facilities for storing the associated articles and material in 6 departments. The institution has 3 museums Botany, Zoology and Computer Sciences.

Of the 75 classrooms used for teaching and learning purposes 25 are ICT enabled classrooms out of which 6 are dedicated virtual and digital classrooms while the other 19 classrooms have the IT enabled facilities of LCD projector and other multimedia equipment. The entire college is Wi-Fi enabled with 21 WiFi hotspots to provide free internet within the campus. 332 computers and computing equipment like 15 printers cum scanners and 16 printers are available. Computer department has 3 labs among which one is allotted for Multimedia lab and studios.

The library is housed in a separate block with a reading room facility, book storage rooms. The library of the institution has 44873 books and 19 magazines and journals with access to 6000 E- journals and

1,90,000 e-books. library is automated with Inflibnet facility and offers remote access for digital resources. Library also has the SC, ST book bank and books for competitive exams and offers reading and reference facility

1. *Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.*

Facilities for Yoga, sports and games

Institution has a playground of 850 square meters to organize outdoor games, yoga and other competitions. College has the availability of sports equipment, kits and sportswear for the sportspersons.

The college has a well-equipped GYM and 06 courts for Ball badminton, Shuttle, Volleyball, Kabaddi, Tennikoit and Kho-Kho.

GYM ARTICLES

Dimensions of gymnasium:34 feet X 34.8feet

ORBITRAK: Orbital Cycling Exercise

AB Pro Heavy

AB Swing

Bench Press

Treadmill

12-Station Multi Gym

Power lifting Set

Vibrator

Twist cum Stepper

Exercise Cycle.

The institution has spacious hostel block with 78 rooms, a reading room and facilities for Indoor games too. There are separate washrooms for men and women and 5 blocks of washrooms for students. Canteen, book stall, waiting hall and vehicle parking facilities are provided to staff and students.

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: 41.3

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
15.18	7.15	0	9.27	171.9

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:

Government College for Women boasts a vast, fully automated library equipped with the latest **Integral Library Management System (ILMS) supported by SOUL 3.0 software, and was updated in 2023**.

The sophisticated software offers Online Public Access Catalogue (OPAC) functionality, allowing users to easily search for books by title, author or publisher.

Library is accessible from 9:00 am to 6:00pm on all working days. The library spans an impressive 3,395 square feet, meticulously organized into main halls, stack rooms and a digital room. Housing a collection of 44,830 books including textbooks, reference books and competitive exam books, as well as 19 journals, 9 magazines and 10 newspapers, 15030 in SC ST book bank the library caters to a wide range of academic needs.

With 10 computers offering high-speed internet connectivity at 100 MBPS, students and staff have free access to a wealth of online resources including old question papers, e-books, newspaper clippings and latest notifications.

Around 100 students and 10 staff members utilize the library every day. Additionally, the library's user – friendly approach extends to providing remote **access to e-resources, ensuring seamless access for all users by subscribing to NLIST. NLIST provides access to 6,000 E-Journals and 1,90,000 E-books.**

Library services: Library offers following services to its users:

- **Circulation Services**: Central library has open access automated circulation system through bar code technology (Books Issue – Return System). Circulation counter assist library users with the location and circulation of library materials. Functions include issue and return of library materials.
- **Reference Service**: It provides the users with directional assistance in locating books and resources. Users may approach the librarian for information or any assistance in the use of library collection and services, computerised services, searching of web-based e-journal, e-books and their special information requirement.
- **Library Orientation**: Central library offers orientation to the students in the beginning of every academic year. Through this program an effort is made to familiarize every new member with the resources, services and facilities offered by central library. Central library would like to promote the role of library as a resource for life long learning through this program.
- **Internet Service**: Lecturers, students are allowed to browse the internet for their academic purpose free of cost.
- **Book bank facility**: Central library has a separate book bank facility for SC/ST students.
- **Current affairs Awareness** :In order to keep users abreast of the latest additions and activities, current awareness service is provided through current contents of journals and new arrivals.

The library's advisory board, chaired by the principal, along with senior staff members and student representatives, oversees its functions and ensures its continued relevance and effectiveness. Furthermore, the institution invites eminent personalities to the library each year and conducts faculty development programs and guest lectures, enriching the academic experience for both faculty and students alike.

Our blog gdcwlibraryguntur.blogspot.com has a collection of the newspaper clippings, previous question papers, various e-resources, latest notifications and departmental activities regularly updated for the benefit of staff and students alike.

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: 1.82

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
4.07	0.05	0	0.69	4.17

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:

Information and Communication Technology policy of the college ensures provision of the up-to date ICT facilities like dedicated internet, enough Computers, Printers, LCD projectors, Virtual classrooms, etc for effective and efficient teaching –learning process.

IT Facilities:

The college has a total 332 computers for student use out of which 205 are added in the last five years. In addition to the existing printers 16 more are added while there are 19 printer cum scanners available and 2 more scanners which are HP ScanJet Pro 2000 S2 with sophisticated features like high-quality scanning, speed, automatic document feeder, duplex scanning etc. are too available.

Bandwidth of internet connection in the Institution

The college provides internet with a band width of 250 mbps on the campus and all the departments are equipped with Wi-Fi.

G Suite Account for the College

The G-Suite ID, gcwguntur.ac.in, of the institution is a common platform used for all intra college communication, data storage, and as a teaching platform as many of the faculty use Google class too. Domain IDs for students, faculty, and departments are created and this facility was brought into use from 28th August 2020. This has helped to conduct online classes, online exams for assessing students online, record the online classes, and to share the recorded classes for students future reference etc during the COVID-19 Pandemic wave and the lockdown in the country. Since then, the college has been continuing with this IT facility. It has been helping us to share the documents among the members of the college in a secure fashion.

Online generation of question papers & Question bank management software application through **QnSmarti software**. As a part of this initiative the staff members dealing with concerned courses have prepared online question banks for each course of 1st semester wef from the academic year 23-24 with the help of QnSmarti software with the predesigned weightage criteria in terms of objectives, content – topic or subtopic of assessment, types of questions, difficulty level and course outcomes, incorporating the characteristics like validity, reliability, objectivity. Through this software, the CoE of the college is able to generate an automated random selection of questions from the Question Bank in line with the pre-set blueprint.

Enabling "Outcome based education through **deQ OBE software**" - Generation of question papers for semester end examinations automatically maps with the COs of the course making it possible to assess the attainment of COs through software deQ OBE software. This software is rolled out from the 2023 enrolled batch onwards.

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: 7.45

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

Response: 332

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:

The institute has lecture capturing system, editing facility, media studio, hardware, G suite accounts for storage, computers, for e- content development for strengthening Learning management system.

Teachers use the Multimedia lab and the studio available in the college employing software such as Premiere Pro and Davinci Resolve to record the video and editing, OBS for live streaming. They also employ various open-source software tools such as

 Screencastify

OBS studio

Simple screen recorder

Microsoft 365

A-Z Screen recorder

YouTube channel is used for uploading video content

Screen cast-o-matic etc. is used for creating and editing video content, particularly screen recordings on free and paid versions.

Audio capturing editing software like Audacity, anchor.fm etc are the open resources used for audio capturing and editing.

These tools are used for developing learning material structured in 4 quadrants with video capsules, along with the reading material, PPT and assessment.

These resources are made accessible to students for promoting effective learning experience.

The college has taken every care to help students understand the subject in depth by using video lessons as effective teaching and learning tools. Topics identified for video generation were recorded and hosted on the LMS portal to be accessible to all teachers and students.

Teachers developed and published podcasts for semester wise topics to facilitate easy access to the students during pandemic period. The podcasts and the e content created by teachers is available on LMS e- pragathi portal of Commissionerate of Collegiate Education APCCE Andhra Pradesh.

High lights

Over the last 5 years faculty have created e content for 168 modules across subjects.

Virtual visit to plant nursery is created along with QR codes and weblinks by the faculty of Botany.

File Description	Document
Upload any additional information	[View 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: 9.67

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
10.81	6.90	4.82	16.97	8.13

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 college has a set of procedures for maintenance and development of infrastructure and equipment. Institution has an "Infrastructure Development and maintenance" policy. Physical, academic and support facilities are reviewed and monitored from time to time.

Annual maintenance of college laboratories is crucial for ensuring that they remain functional, safe, and conducive to learning. All the laboratories maintain logbooks recording the use of equipment and access to the labs.

Here are some general measures typically taken for annual maintenance and upkeep of equipment.

A. **Stock verification**

Annual stock verification is usually taken up in the month of March. Committees specially constituted for the purpose check the stock and furniture, make entries about the status and submit report to the principal. Observations regarding maintenance of equipment and furniture are listed and are addressed.

Inter departmental loan of equipment is monitored through record keeping of the loaned article and ensuring its return to its original place. The digital and virtual classes are kept in the charge of select departments and they monitor the operations and maintenance.

Avoiding financial burden to college on AMCs all the electrical equipment, if need any repair, are

usually taken up on need basis.

The unserviceable lab materials/ old lab materials and equipment, furniture, e- waste, old electrical items pertaining to the labs are cleared for the optimal utilisation of the available storage and for maintaining junk free clean environs.

The proceedings from the Commissionerate of Collegiate Education guide the college in constituting a college level evaluation committee with the principal, two lecturers, administrative officer, superintendent, two student representatives for verification and list out unserviceable materials. Accordingly, instructions will be issued to department level committees constituted with 3-4 faculty for each of the laboratories. The consolidated list of the condemnable items will be submitted for the approval of staff council and Governing Body.

As per the approval sanctioned in the statutory bodies, items marked for disposal from the respective stock registers will be highlighted as condemned against each item with the particulars of staff council resolution number and date. The revenue generated from the clearance of all the condemned items will be credited to College Planning and Development Council account of college.

Similarly, the Campus Facilities committee monitors through college Janitor all the electrical, plumbing and other regular maintenance issues and addresses them by following due procedures of discussions and decisions. Furniture such as chairs, student desks, storage almirahs, work and lab tables are monitored for breakage issues and will be repaired.

B. **Lab Rules and safety procedures**

The college has a set of procedures for maintenance of infrastructure and equipment. The labs follow established protocols and procedures for conducting experiments, including handling, measuring, and mixing substances.

Following the guidelines of infrastructure development and maintenance policy all the life sciences, physical sciences laboratories have established general rules and equipment wise dos and don'ts. Storekeepers, lab assistants and faculty supervisors monitor the implementation of these lab rules. Accordingly, non-compliance is responded with warnings, and fine collections for broken articles.

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: 74.59

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
2025	1977	1843	1509	1337

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 including e-counselling

Counselling for career paths and options, higher education avenues is taken up through activities like

awareness sessions, guidance sessions, guest lectures, short term course, webinars and so on.

For example, we have conducted guest lectures on career guidance in microbiology, applied life sciences, and biochemistry, providing students with valuable insights into these fields and the opportunities they offer. Additionally, we have organized workshops on topics such as future technologies, online courses, and competitive exam preparation, helping students stay updated with the latest trends and developments in their respective fields.

Digital Communication and Continuous Support:

We leverage the power of digital communication to provide continuous support and guidance to our students. Through dedicated WhatsApp group "Career Guidance for GCW (A) Women", we ensure that students stay updated with the latest job notifications, informative videos, and guidance related to competitive examinations.

During the year 2018 -2019 the college has conducted 7 programmes and 381 students are benefitted.

1.Career Opportunities in Government Sector:

2.Guest Lecture on "Career opportunities and Future Technologies

3.Part Time Employment Opportunity to Students by Star Health Insurance

4.Awareness Programme on Online Courses

5.Career guidance in applied life sciences

6.Guest lecture on future aspects of Biochemistry in career-oriented yway

7.Short term Course on TALLY

The year 2019-2020 has seen the conduct of 4 programmes and   292 are benefitted.

1.Guest Lecture on 'Career Guidance' was conducted by Jagruti Education and Welfare Society

2.Orientation Class on 'Work X – Work Integrated Diploma with Paid Apprenticeship'

3. An Orientation of Career Option 'Beyond Degree' was conducted by Mr. Ramana, Principal, Hindu College of Management, Guntur.

4.Orientation on Online Competitive Exams to get the awareness on Online Exams like IBPS, SSC, RRB etc.

Due to covid pandemic in the year 2020-21 and lack of student presence on campus, not many activities were conducted while the year 2021 and 2022 has offered 6 programmes covering the following areas benefitting 495 students.

1. Orientation for .M.Sc life sciences entrance preparation

2. Webinar on Career opportunities in Aqua culture

3.Awareness Programme on Higher Education in Physics

4.Webinar on Career Opportunities in Biological sciences

5.Career Opportunities Awareness Programme by EDU republic

6.Guest lecture on career orientation

In 2022 and 2023, 926 have benefitted from career counselling through the following activities

"1. Awareness Programme on opportunities in Career by Praveen, Manager, GUIDE SOFT SOL, GUNTUR

"2. Awareness Programme on opportunities in Higher Education- Dr Suneetha by Dept. of Electronics Acharya Nagarjuna University Guntur "

3. Guest Lecture on Career Opportunities

4. Career path in Mathematics-Own your future as software developer

5. National Workshop on "Exploring e-waste Management as a career option- for tech or Entrepreneurship" in Govt. Degree College for Women (A), Guntur.

6. Coaching for entrance examination in higher education

7. one-day workshop on "Placement Skills: Threshold to the World of Work"

8. Career opportunities in Biological sciences

Similarly, Departments offer coaching to interested students for PG entrance examinations

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

5.1.4

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

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

Response: B. Any 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee 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: 62.49

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
454	543	98	524	290

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: 1.41

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
13	11	7	10	2

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: 40

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
12	20	3	3	2

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:

Active Student Council

The Student Council by collaborating closely with the principal and staff, ensures that the voices of the students are heard, and their needs are met.

The elections of Student Union start at the commencement of the new academic year. The tenure of the elected members is for one academic year.

Eligibility criteria for seeking the position: -

Regular student, active member in a class, be able to maintain the communication bridge between class and Institution heads. Skills- expected are communication, teamwork, time management, conflict resolution, honesty.

The Class Representative elections are conducted for all three years of students. The election can be unanimous or candidate's interest.

Joint Secretary- The first-year class representatives are eligible for this role. The CRs will elect the Joint Secretary.

Secretary- The Second-year CRs and joint secretary will elect the Secretary

President- Third-year CRs and Secretary will elect the president

The student council monitors…

- Student attendance and regularity.

- Neatness and cleanliness of campus.
- Curbing the use of mobile phones during classwork and on campus.
- Discipline and organization of sports events.

- Gate passes for all day scholars who have to leave college during the college hours.
- No Entrance into classes after the commencement of classes at 10.
- Mandatory attendance at student assembly every Wednesday/Thursday.
- Student roaming in the college premises during college hours.
- Organization of sports events.

The council, with the help of faculty advisers, addressed issues such as

- Clashes in timetable allocation for second-language subjects,
- Maintenance of hygienic washrooms, any gaps between CRS and student members.

- Taking everyday issues like power supply, drinking water at RO plant, washrooms to the faculty advisers and get the issues solved.
- Monitoring cleanliness of classrooms every day.
- Seating facility for all students in every class.

Apart from the above the council members play key role in conducting events, and activities such as Teachers' Day, Independence Day, Republic Day, Women's Day, Science Day, Consumer Day, and AIDS Day and many more. Celebrations are meticulously planned and executed by the council, fostering a sense of community and pride among the students. In addition to these annual events, the council takes the initiative to organize significant discussions and activities, particularly on topics like Women's Day and the electoral process, thereby promoting awareness and engagement among the students.

Representation of students on academic & administrative bodies/committees: Students are members in the statutory and other college level committees. Students attend BOS academic meetings and share their contribution. Similarly, with their presence on the other committees like hostel, women empowerment cell and so on they take part in discussions and contribute to making decisions.

In essence, through its various activities and initiatives, the council helps students develop into responsible, engaged, and empowered individuals.

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: 2.22

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
0.33	0.40	0.50	0.82	0.17

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:

Our college alumni serve as esteemed ambassadors, by excelling in fields such as Politics, Education, Medicine, Law, and Mass Media. Lady Hope Alumni association nurtures loyalty and enhances the overall welfare of the organization. By strengthening ties between alumni and the college, it aligns with the institution's goals while providing a platform for alumni to share experiences and offer guidance to current students.

Alumni Contributions: The alumni association of the college through its members contributes to it alma mater in the form of donations, providing facilities to students, and by being expert members on the select committees of the college.

During the last five years the donations are 2,22, 000/- while 1,57,00/- was contributed for creating facilities apart from contributions in kind.

Likewise, the alumni share their expertise as well as feedback in the academic administrative aspects of the college. The BoS of each department has alumni members on its board and they take part in planning courses and assessment with their active participation. Departments like English and Home science have distinguished experts like Dr. B.Varalakshmi. Professor of English (Rtd.) and Dr. J. Lakshmi, ANGRAU, Guntur respectively on their Boards. Similarly, Dr Varalaskhmi guided the Academic Council too with her expertise by being a nominated subject expert.

Alumni engagement: 9 of alumni members have been the teaching faculty, while a few more are on the team as temporary teaching faculty.

Each year, the alumni association organizes several events aimed at engaging former students. Notable activities include guest lectures, workshops, and cultural programs. For example, in 2018-19 , an alumni get-together was held on March 16, 2019, where notable alumni, shared their experiences and insights with students. Guest lectures on topics like emotional well-being, and workshops on nursery and

gardening techniques by the alumni of college shows the sharing of human resources. These activities not only fostered a sense of community among alumni but also provided current students with valuable knowledge and skills. The alumni give feedback every year on programmes and curriculum offered by the college.

Following are some activities that have taken place during the last 5 years

- Faculty Development Programme on NAAC by Dr. T.Annie Sharon, Coordinator IQAC Begumpet Women College, Hyderabad. She is an alumnus of this college participated as the resource person.

- Health awareness programme by alumni Smt.J.Uma Devi Rotary club
- Guest lecture on "Emotional wellbeing" By alumni Mrs. Rajya Lakshmi Inspector central excise, Guntur
- Alumni Dr. V. Jaya, principal (Retd) Hindu College, Guntur.as Guest of honour -Exhibition on Nursery and Gardening techniques by Dept. of Botany.

- Youth Festival -Alumni as Jury University Professors Dr. D. Sumalatha & Dr. Y. Sunitha of Department of English,
- Guest lecture on Biotechnology and Participation in Vanam Manam programme by Dr. T. N. Mary, Rtd Principal of ANU, P.Parvathi Lecturer in English
- Alumni as Guest of Honour for CUBE Workshop Dr. B. Varalakshmi, Rtd. lecturer in English
- Guest lecture on Novel writing by alumni Dr.lalitha Shekhar Novel writer
- Guest Lecture by Phebe Suneela Moody Alumni IT Professional USA

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 governance of the college continuously strives implementing its vision *"To empower women students ... with 21st century skills as global citizens with values and a holistic personality"* in which imparting students with 21st century skill set is one of the key components of NEP 2020.

The efficiency of leadership of the college is reflected in one of its mission statements which is, *"Instilling the values of integrity, accountability, dedication and commitment ... through transparent and participative administration."*

The spirit of the Vision and Mission of the college is emphatically visible in the following aspects.

Implementation of NEP 2020:

The college has implemented the following aspects of NEP 2020.

- As per *11.3* and *11.9* of the *NEP 2020* the college offers 'multidisciplinary holistic education'; 'major and minors as per the choices of the student' from 23-24; and 3/4 year degree programmes with multiple entry and exit options from the year 2020-21.
- Following *11.8 of NEP 2020*, which says that "credit-based courses and projects in the areas of community engagement and service" and "students will be provided with opportunities for internships…"   the college has been offering CSP in summer after semester 2; short term internship in summer after semester 4; and long-term internship either in semester 5 or 6.
- Following *11.9* Academic Bank of Credit (ABC)- was implemented in 2023 with Id no. "NAD061907" and nearly 2200 students have created their accounts.
- Following *11.7* there are 5 departments (English, Telugu, Sanskrit, Hindi, Urdu) that handle language and literature programmes and courses.
- Following *12.1*. periodic review of curriculum for the global needs, pedagogy through student centric approach, and structured continuous formative assessment, is taken up.
- College has been regularly revising its POs, COs, and has been implementing Outcome based education from 2021 onwards.
- Following *12.3* Institutional Development Plan is prepared.

Sustained institutional Growth:.

- From 2018-19 to 22-23 there has been a steady increase in the number of programmes from 29 to 38. A total of 13 new programmes were introduced this period.

- 4 new classrooms worth of 70 lakhs, a new hostel block with 14 rooms worth Rs.1,40,00,000 are added to the infrastructure of the college.
- 205 computers and other lab equipment worth 1,05,92,360 are added in 23-24.
- A total of 2,03,52,474/- was spent on augmentation and maintenance of academic and physical facilities, books and journals in this period.

Decentralization & Participation in the Institutional Governance:

- Academic matters are monitored by BoS, Academic Council, CoE, and Governing Body.
- Financial matters are monitored by Finance committee, Purchases monitoring committee, Restructured fees committee, Special fees committee, UGC, RUSA, CPDC committees.
- Many College level committees including CPDC monitor academic and non-academic administration.

The non-teaching staff act as members on certain committees to make well-informed decisions.

Short term and long-term Institutional Perspective Plan.

Involving the stakeholders, considering the feedback obtained at various levels and agencies IPP containing strategic goals in measurable terms covering academic, infrastructural, financial and administrative aspects is prepared.

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:

Institutional Perspective Plan and its deployment :

GCW(A), Guntur has a well-articulated **Perspective Plan** which is aligned to the Vision and Mission and Core values; and SWOC analysis of the institution. The perspective plan is guided by the various policies adopted by the institution for an 'accountable, progressive, responsive, transparent and sensitive' leadership and governance. The plan is composed of the short term and long-term goals for institutional

development.

Its deployment is carefully monitored by the IQAC, various statutory bodies, and college level non statutory committees.

Effective & Efficient functioning of the institutional bodies is visible…

Policies: Various institutional bodies like IQAC, Academic Council, CoE, and various other student support committees are directed by several policies that incorporate the guiding principles for the college administration in their effective functioning. For instance, IQAC follows Quality assurance policy, while Academic Council always makes sure that it is guide by Academic Quality Aassurance Policy. The placement cell of the college is guided by Placement Policy whereas examination cell puts Assessment and Evaluation policy in use. Similarly, E-governance policy lays down the procedure for using ICT in college administration. The policies reflect the institution's commitment to provide quality education to students.

Administrative Set up:

At the college level, the Governing Body (GB) being the apex body makes decisions regarding all the academic and non-academic administrative matters such as introduction of new UG or PG programs, assessment and evaluation and finances. Academic Council, IQAC, Examination Cell, Finance Committee etc. assist the principal in the smooth and effective functioning of the college.

The principal is the head of the college and responsible for all academic and non-academic matters of the college such as academic standards, administrative transparency, student and staff welfare, providing academic and physical amenities, maintaining infrastructure and so on. The college administrative office is headed by Administrative Officer. He is assisted by superintendent, senior assistants, junior assistants and record assistants.

Appointment and Service rules:

The teaching staff are 1 regular full time, 2. Temporary (contract and guest full time). Most of the non-teaching staff are regular full-time staff.

The teaching faculty are appointed either i.) by direct recruitment or ii) or on promotion from the position of Junior Lecturer of department of Intermediate Education. Andhra Pradesh State Public Service Commission (APPSC) recruits personnel following the latest UGC guidelines. The non-teaching staff are also appointed through direct recruitment or by transfer.

The teaching and non-teaching staff of the college are governed by Andhra Pradesh Collegiate Education service rules.

Procedures: All academic, administrative and financial matters are approved and sanctioned by the principal through following due procedures which involve the staff council and various committees, and through discussions and collective decisions in these bodies. Decisions thus taken are recorded in minutes of the committee concerned.

The policies designed set up the procedures and systems in place and these policies along with the

government guidelines and the norms laid down in principal's handbook guide the administration's effective functioning.

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](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
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:

Performance appraisal system: The performance of the faculty including principal and non-teaching staff is appraised annually.

Teaching faculty are appraised using Annual Performance Indicator/ Annual Self Appraisal Reports as per the UGC guidelines, and Academic Administrative Audit as well as annual Confidential Reports of the department of Collegiate education. Self-appraisal is authenticated with evidence as sought in the appraisal form. The same are verified by IQAC and are approved by the principal on the recommendations of IQAC.

Similarly, principal is appraised using AADPI- Academic, Administrative and Development Performance Indicators along with Confidential Reports. Principal's self-scores are verified and approved by the Regional Joint Director.

Academic and administrative audit of the APCCE appraises the performance of individual teachers using fixed parameters along the 7 criteria of NAAC and scores are given based on the performance.

Teaching and non-teaching staff are appraised using Confidential Reports and as per the title they are not revealed among staff.

The scores of ASARs and AADPIs are submitted to the CCE, and they are published on the CCE website.

Welfare measures for teaching and non-teaching staff

There are different employee welfare schemes that address wellbeing and provide financial security during service and after retirement from service and provide low cost/no cost health service. The various welfare measures for the employees are:

a) Andhra Pradesh Government Life Insurance Fund (APGLI)

b) Medical Reimbursement scheme/Employees Health Scheme (EHS)

c) General provident Fund (GPF)

d) Group Insurance Scheme (GIS)

Employees are provided with the following kinds of leave

- Casual Leave:15 days per calendar year
- Special Casual Leave: 5 days per calendar year
- Women Special Casual leave – 5 days a calendar year
- Earned Leave: 6 days for every one year of service
- Half Pay Leave: 20 days of leave on personal grounds or medical grounds. Half-leaves can be commutated to full pay on medical grounds.
- Extraordinary Leave: The employee is paid no salary
- Special Disability Leave

- Study Leave
- Maternity Leave: 6 months
- Miscarriage/Abortion Leave etc.
- Child Care leave

Avenues for career development/progression

The latest UGC regulations for career advancement are followed. Upon the acquisition of required period of service and qualifications faculty are advanced to Associate Professor and Professor levels. On the notification from the Dept. of collegiate education eligible faculty apply and after due procedure they are conferred with CAS levels.

The faculty are provided with On Duty absence from college to get the necessary qualifications like OC, RC or FDPs either in online or offline mode.

The faculty of the college can avail the UGC faculty development programme for acquiring a Ph.D on sabbatical leave.

Apart from the annual periodical increments every teacher who completes15 years of service and possesses a Ph.D becomes eligible for promotion as principal of a degree college. Similarly, every principal is eligible for promotion to the post of the Regional Joint Director (RJD) and the Joint Director (JD)

Non-teaching employees are eligible for promotion to the next level if they possess the necessary qualifications and put up the required years of service.

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: 14.7

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
22	18	2	8	11

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: 52.29

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
69	68	56	12	12

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

Government College for Women(A), Guntur is a government institution. It is a non-profit organization. The salaries of all the regular employees of the college are paid by the Government of AP.

The college has short term and long-term financial needs. They include operational expenses, maintenance and infrastructure development. To meet all these needs the college endeavors to mobilize funds from different sources for the maintenance and development of the college.

The principal assigns the responsibility of approaching corporations and philanthropic organizations to a group of senior lecturers. They approach the corporations and organizations, on behalf of the principal, to explain the needs of the college. On getting their willingness to donate funds for the development of the college, the principal formally sends an official letter to the organization. Then, the organization concerned has to give a letter of consent. If the funding is for repair works or new constructions, then the principal will send the willingness letter along with a request letter to the Commissioner of collegiate education to get permission to take up the works. After getting the required permission from the Commissioner, the works are started. The donation can be in cash or kind like furniture, scholarships to poor students in the form of cheques.

 The institution mobilizes funds for the development and maintenance of the infrastructure from business houses, philanthropists and alumni. The college has **secured funding of nearly 2 Crore. 10 Lakhs for**

the construction of additional classrooms and a hostel block of 14 rooms. Similarly, **42,28,402/-** worth scholarships from NGOs and corporate houses are procured for needy students during the assessment period**.**

The college canteen has been rented out in an open bid. Space for building a steel structure to display billboards has also been rented out.

For example, the college has been able to get funds by **renting out space in the college campus for erecting a hoarding by Prakash Arts, Vijayawada,** and by **selling the solid waste generated .in the college campus to Suraj Krishna Greeneries, an ITC Authorized Agency**. A few departments like Botany, Zoology, and Chemistry took the initial steps for generating income through entrepreneurial initiatives.

The possible sources for raising funds and funds raised are:

1.Alumni donations. -**2,22,00/-**

2.Corporate sponsorships and partnerships. **42,28,402/-**

3.Endowment funds. - 3,22,506

4..Philanthropic organizations. -Rs 4.50,000 worth constructions

5.Revenue-generating activities like renting out facilities, offering consultation services :   **Rs.3539531/-**

The committees concerned meet and discuss the needs and make appropriate resolutions to spend funds on different activities. The funds are utilized in a transparent manner.

Optimal Utilization of Funds:

The college utilizes funds for:

1.New Infrastructure Development and Infrastructure Maintenance

3.Procurement and maintenance of equipment for different purposes.

5.Student Support like Scholarships, Fee Concessions and Free ships

6.Conducting Extension Activities.

7.Sports Promotion Activities.

8.Cultural and Academic Activities.

9.Conducting certificate courses to prepare students for competitive examinations on a minimal fee.

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: 130.68

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
0.0134	0.16553	0.04415	0.07807	130.38141

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 college receives funds under various heads like UGC grants, Autonomy grants, CPE funds, RUSA Funds, CPDC funds, Alumni contributions, Exam cell generated income, Scholarships, Special Fee, UG Restructured Courses Fees, PG Courses fees etc.

External Audit:

There are two types of external audits - one by AP State A.G audit team (Auditor General) and another one by APCCE (Commissionerate of Collegiate Education, AP) team or RJDCE (Regional Joint Director of Collegiate Education) team.

(i) External audit by Account General (AG) is conducted periodically. The team of auditors from the AG office verify the utilization of funds received from the Central and State government agencies like grants from the UGC (Minor/Major Research Projects, National Seminars etc.), and RUSA, CPE, and Autonomy grants and from the Department.of Higher Education They verify utilization certificates. They check the entries in cash books and ledgers, cheques issued, and entries in bank passbooks. They also verify the GOs, sanction orders, proceedings, circulars connected with the utilization of funds and resolutions made by the committees or department concerned.

(ii) Another external audit is conducted by team of auditors from the Commissionerate of Collegiate Education, AP or the Regional Joint Director Higher Education, Guntur every year. They analyse all the registers and accounts of the college. They scrutinize and verify Cash Book, acquittance of teaching and non-teaching staff, SC/ST/OBC acquittance, grants Account, Caution Deposit and Fee receipts.

The budget allocations and expenditures will be audited by both the teams every year. If there is any deviation in utilization or misappropriation of funds, they bring it to the notice of the principal as Audit objections.

Internal Audit:

There are college level committees constituted by the principal to monitor, regulate and check the utilization of funds under different heads for the intended purposes. The committees meet with the principal as the chairperson, discuss the need and make resolutions based on which funds are drawn to meet the expenditure on procuring equipment, getting services of workmen or paying remuneration.

At the end of the financial year, the principal seeks the services of a qualified auditor to conduct internal audit of all the accounts. He verifies bills, vouchers, receipts, cash books, asset registers etc. He also verifies if the expenditure is supported by appropriate resolutions made by the committees concerned.

Audit Objections and Rectifications:

The audit objections raised by the audit teams are rectified by the administrative office through a due procedure. Audit queries are communicated to the individuals and departments concerned and a response is sought within a time frame. A report with explanation is submitted to the audit authority. The Action Taken Report is submitted to the audit authority, for final approval.

Result of Financial Audits:

The Internal and External audits at regular intervals help in fixing gaps in the financial management. With the help of the audit reports, the college regulates and improves its policies and procedures in respect of utilization of funds. Effective measures are taken to improvise the existing system.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

IQAC of the college is constituted with the principal as Chairperson. 8 faculty members functioning as additional coordinators and as in-charges of 7 criteria support in planning and implementing quality assurance activities. Other members are nominated as per regulations of NAAC.

IQAC has institutionalized quality assurance strategies and processes by developing and implementing policies like *Quality Assurance Policy, Academic Quality Assurance Policy,* and so on that guide the stakeholders in implementing qualitative measures in designated areas. These steps have helped in the following **incremental improvement** made in teaching learning quality indicators.

- Total number of programmes increased from 29-38.
- 13 new programmes including two B.Voc. programmes were introduced.
- A total 187 courses addressed employability and skill development aspects in curriculum
- 209 new courses, 58 value added certificate courses were offered during these 5 years.
- All the students of 2021-2024 and 2020-2023 batches have completed 10-month internships with 92.68 programmes offering internships over 5 years.
- 83 teachers out of 93 faculty employed are fulltime while 70 of the fulltime teachers are regular faculty.
- 66 of full time teachers have Ph.D in the last 5 years.
- 1556 students were placed and 353 students progressed to higher education.

Reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes is taken up regularly.

IQAC has devised effective on-line feedback mechanism to review teaching learning scenario in the college. Feedback is taken on courses, teachers and programs. Collected feedback, is analysed and reviewed by IQAC and observations in the form of recommendations are conveyed to the departments and faculty. It helps in making the necessary changes in teaching learning activities, teaching methods and approaches, course structures and programs.

Two practices institutionalized as a result of IQAC initiatives.:

1. Institutionalization of objective and reliable assessment and evaluation process:

The assessment consists of **formative and summative in 30: 70 ratio**. To make assessment reliable and qualitative a **structured assessment pattern was introduced across the college in 21-22.**

The **formative assessment is chunked into 2 paper-based tests, 5 assignments one each after every unit, seminar/project/ field work/ etc.(one of them in online e- format assessment type using e tools like Testmoz).** Even paper-based test has 3 sections which address the different type of exam questions that they face during competitive exams.

Summative exam question paper contains both LOT and HOT questions. The question paper has 3 sections. It follows the UGC norm that student must be assessed across all units mandatorily. This has assured uniformity in assessment tool across programmes leading to equality.

2. To ensure uniformity in the methods of curriculum transaction across all departments, IQAC conducts **annual internal academic audit**. It ascertains that all the faculty follow the student centric methods and maintain the records in proper form. Audit teams verify academic records of individual faculty and of the department -teaching diaries, lesson plans, curricular and co-curricular activities etc. IQAC conducts the performance appraisal of the teachers in maintaining the standards of quality in teaching, evaluation, co-curricular and extra-curricular activities, research and publications etc.

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:

IQAC of the college periodically reviews teaching learning process, its structures and methodologies of operations and learning outcomes.

IQAC has developed effective mechanism to review different aspects of academic administration such as planning of Institutional Academic Calendar, Semester Academic Plans, Teaching Diaries, Teaching Plans, Bridge Courses, Remedial Programs, implementation of ICT based student centric pedagogical methods, and assessment.

1. **Operational Procedures for Curricular Transaction.**

Annual/ Semester wise Curricular Plans: At the beginning of each semester teacher wise curricular plans are prepared and submitted to IQAC. The plans include topics of syllabus to be taught, number of hours allocated for curricular transaction of the topic including *curricular and co-curricular activities, additional inputs*, bridge course and remedial classes to be offered as well. This top-down planning gives a global view to the teacher in planning activities to be incorporated.

Teaching notes/ Plan: Lesson plan, incorporating student centric activities, prepared for the classroom transaction of the syllabus evidences the execution of teaching learning process.

Teaching Diary: The realisation of this curricular plan and teaching plan gets projected in the day wise teaching diary which records the topic taught, methodology used, ICT employed, and student centric activities carried out

Monthly review by IQAC: At the end of each month Principal and IQAC review the progress by verifying the teaching Diary and Teaching plans and ensuring that the curricular transaction has been carried out as per the Semester Curricular plan. If there are gaps in reaching set targets due to unavoidable circumstances contingent arrangements are included to complete syllabus within time.

IQAC monitors the documentation of all the teaching learning process which includes preparation of teaching resources such as worksheets, handouts, learning materials, quizzes, ICT based resources. Reports on Bridge courses conducted, remedial teaching, activities conducted for slow, average and advanced learners, student centric methods are submitted to IQAC.

2. Outcome Based Education: Learning outcomes have been periodically revised by IQAC for Programme Outcomes and by Departments for PSOs and COs. BoS meetings are the platforms that ensure revision of course learning outcomes as and when the course is revised, or a new course is introduced.

Outcome-based education model was implemented from the academic year 2021-22 onwards and IQAC has institutionalised the processes of attainment of outcomes. The faculty are trained in 3-4 phases through workshops on framing Course outcomes and assessment items using Blooms taxonomy of action verbs addressing 6 levels. The importance of mapping each assessment item to a CO is driven in.

IQAC played a pivotal role in standardising the process by setting targets and benchmarks and operational procedures by fixing weightage of all assessments at each level and for exit surveys in deciding the attainment levels. It is ensured that the process is standard and qualitative as OBE process of

established institutions are studied in the process. A manual covering all the process steps of attainment is devised. 21-24 batch of students across all programmes are monitored and their attainment levels are documented and is shared in the additional information provided.

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: B. Any 4 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Government College for Women (A), Guntur, is dedicated to promoting gender equity and sensitization, alongside providing adequate facilities for women on campus.

Gender audit on campus is confined to the faculty, non-teaching and support staff, since this is an all-women student's college. The ratio of women and men is 2:1. While 66.7% of women and 33.3 of men lead many of the committees, statutory bodies are led by both more or less equally.

Gender Equity and Sensitization in Curricular Activities:

The College integrates gender-related topics into its curriculum. Courses such as "Fundamentals of Family Nutrition," "Community Nutrition," and "Extension Education for Rural Development" emphasize the importance of women's health, nutrition, and empowerment. Other subjects like "Development Economics" and "Indian and Andhra Pradesh Economy" include modules on gender development and women's economic contributions. Political science courses cover topics such as social security and welfare schemes, local administration, and fundamental rights from a gender perspective. Literature and sociology courses also explore gender issues, analyzing sociological theories and perspectives through a gender lens to understand social structures and interactions.

Gender Equity and Sensitization in Co-Curricular and Extra-Curricular Activities:

Co-curricular and extra-curricular activities that promote gender equity and sensitization include group discussions, seminars, quizzes, panel discussions, and workshops on gender equity and women's rights. For instance, National Nutrition Week, Virtual Quiz on Breast Cancer Awareness, and National Cancer Awareness Day presentations aim at raising awareness about women's health issues. College also celebrates significant events such as Women's Day and Savitribai Phule Birth Anniversary to highlight women's achievements and contributions to society. Extension activities, such as webinars on diabetes education and awareness programs on Disha app, further promote gender sensitization, involving WEC, NSS Units, Home Science, and Biochemistry Departments, etc.

Facilities for Women on Campus:

The institute provides various facilities to ensure safety, well-being, and development of students and staff.

Safety and Security: The campus has a surveillance system with strategically placed cameras. A Grievance and Redressal Cell addresses issues promptly. Well-lit pathways and secure entry and exit points, managed by trained personnel, facilitate safe movement. Information about government safety measures and apps is displayed on campus.

Counseling Services: A dedicated Counseling Center, staffed by professionals, assists with stress, anxiety, relationship challenges, and career planning. Regular workshops on mental health, self-care, and resilience are also conducted.

Waiting and Dining Hall: A comfortable hall with essential amenities provides a secure space for relaxation and social interaction.

Sports and Recreation: The women-exclusive gymnasium features modern equipment, fitness classes, and personal training services. Organized sports and recreational activities support physical health and teamwork.

Sanitary Facilities: Clean washrooms equipped with sanitary napkin dispensers and disposal units are available to meet the sanitary needs of students.

In summary, the institute is committed to fostering gender equity and sensitization through its curricular, co-curricular, and extra-curricular activities while providing a wide range of facilities to support the safety, health, and development of its students and staff. These efforts contribute to creating a conducive environment where women can thrive academically, professionally, and personally.

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: A. Any 4 or more 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:

Institution has taken initiatives towards waste management. The Institute follows the principle of 3R (Reduce, Reuse and Recycle) to meet its objective of sustainable development by bringing ecological balance.

Solid Waste Management:

Government College for Women(A), Guntur is committed to segregating solid waste into degradable and non-degradable categories. To reduce the waste generated on campus, students and staff are frequently educated on the practices to be followed for the management of solid waste on the campus through circulars, slogans, and announcements on the public address system. The waste is segregated at the source by using colour-coded dustbins. The fallen dry leaves collected from old trees and various gardens are used to produce organic compost and is used as manure for the botanical garden.

Liquid waste management

For liquid waste management, the water transport system is inspected for leaks in pipes, taps, valves and other components on a regular basis and promptly repaired. To ensure a clean and safe potable water supply, a two reverse osmosis plants with a capacity of 5000 liters of water is in operation in the main block and in the Hostel. The wastewater produced from the reverse osmosis (RO) plants has been utilized for plantation near the botany department and also for recharging an open well located at the JKC block.

Biomedical waste management

Since this college is a nonprofessional college question of bio medical waste does not arise.

E-Waste Management:

The E- waste like CPU, Monitors, LCD Screens, are stored in a storeroom and disposed on buyback policy with the permission of the Commissioner of Collegiate Education, AP.

E-waste generated from various departments which cannot be reused or recycled is disposed of centrally through certified eco-friendly vendors. Instead of buying a new machine, a buyback option is taken for technology upgrade. Any damages or reductions in capacity are set right by repairs. In addition, the college has emphasis on minimum paper usage to save carbon emission in printers. Electronic machines and goods are put to optimum use. The institute takes efforts to minimize e-waste by repairing the computer peripheral and electronic components.

Waste Recycling System

All the paper waste is collected and sent for recycling through an MOU with ITC authorised agency Suraj Krishan Greeneries limited. Natural waste like dry leaves is recycled into compost. Waste water from RO plant is channelled to fill the ground water replenishing percolation pits. Food waste like vegetable peels and remnants from meals of the college hostel mess is recycled into compost.

Hazardous chemicals and radioactive waste management

In the laboratories, hazardous chemicals and dyes are not used. Diluted acids are used in chemistry laboratories and are discharged directly. When it is necessary to use a strong acid or base, it is neutralized before discharge. In the laboratory, no radioactive elements of any kind or form are used.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[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](#)

7.1.5

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:

Government college for women (A) Guntur, emphasizes green initiatives as integral part of sustainable campus development.

Implementation of policies on restricted entry of automobiles- The institute encourages staff and students to use public transport and only 50% of the staff use personal vehicles. Visitors using automobiles are asked to park their vehicles in the entrance. The students who are approximately 2000 and plus use public transport while nearly 150 students use bicycles.

Constructing and maintaining pedestrian friendly pathways and ensuring the greenery within the campus. Since vehicle parking space is provided at the main entrance of the college campus, and the campus is vehicle free, students and staff experience comfort walking through pedestrian-friendly pathways which are lit with bulbs using green energy i.e. solar power during nights. The 342 mtrs. of pathway runs from the main gate to library, canteen, commerce block and hostel.

The college has a beautiful landscape with mix of very old trees, middle aged trees, young trees or saplings and herbs and shrubs. The landscape includes the plants, greenery adding to the sustainable structure of the rock-built buildings of the campus conforming to green standards. This also helps in ensuring that the environmental policy is enforced, and the institution maintains an eco-friendly

ambience through green practices.

A lawn measuring 0.5 acres adds beauty and aesthetic appearance to landscape. The Land scape of our college is dotted with as many as 140 trees including *Pongamia*, Ficus and *Albezzia* trees. The campus have trees, shrubs and herbs of therapeutic importance like *Rowoulfia tetraphylla,,Clerodendrum inerme, Tribulus terrestris, Phyllanthus niruri, Centella asiatica, Tinospora cordifolia, Boerhaavia diffusa, Vernonia cineraria,* etc.

Department of Botany maintains 40% greenery and landscape of the campus. Over 200 different types of saplings have been planted in and around the campus area. Department of Botany also maintains medicinal garden, in which Azadiraktha indika, Cassia fistula, Albezia lebbeck, Terminalia arjuna etc. A tree releases approximately 117.9 kg of oxygen per year. Our green campus with more than 140 trees approximately produces 17000 kg of oxygen per year.

Raising consciousness about our responsibility towards environment single-use plastic items such as plastic bottles, bags, spoons, straws and cups are banned completely, and awareness is created among staff and students through orientation. To restrict the use of plastic, measures have been taken to replace plastic teacups and glasses with plastic free glasses in the canteen. The staff and students are encouraged to use steel or copper water bottles instead of plastic bottles.

Internal communication on the campus is carried out through e-mail or e-messages, and thus leading towards paperless office.

Department of chemistry organizes World ozone day every year on September 16th with distribution of eco -friendly Ganapathi idols , patri, and workshops on environmental audit.

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:

Our campus is dedicated to ensuring accessibility and inclusivity for all students, regardless of their physical abilities. We have implemented various measures to facilitate ease of movement and support for individuals with disabilities.

Ramps and accessible pathways are strategically placed throughout the campus to accommodate students with mobility impairments. These features are designed to make navigation easier, allowing students to

move freely between classes and facilities without obstacles. Our ramps are constructed with smooth surfaces, ensuring effortless movement for those using wheelchairs or other mobility aids.

To further enhance accessibility, we provide wheelchairs at the college entrance for individuals with mobility impairments. These wheelchairs are available to assist students in reaching their classes and other campus locations comfortably and safely.

Creating tactile pathways for individuals with disabilities significantly improves accessibility and inclusivity on campus. We have such name boards placed at vantage points so that people with visual impairment can be autonomous in accessing the campus facilities. These pathways are designed to guide individuals with visual impairments, helping them navigate the campus independently and confidently.

In addition to physical accommodation, we offer scribe assistance to students with physical disabilities or medical conditions that affect their ability to write the exams. Scribes provide invaluable support during lectures, exams, and other academic activities, ensuring that students can fully participate in their coursework.

Accessible classrooms located on the ground floor ensure ease of access for students with mobility impairments, promoting inclusivity and allowing all students to participate fully in academic activities. There are disability friendly amenities like washrooms too with adequate support provided.

Students with documented disabilities are given extended time or other accommodations during exams. Our student Support services work closely with faculty to implement these accommodations while maintaining the integrity of assessments. This ensures that all students have an equal opportunity to demonstrate their knowledge and abilities.

Another initiative to support accessibility is the recording of classes. Around 200 episodes of learning content were recorded by the language staff and some students which provide accessible learning options for individuals with visual or hearing impairments, allowing them to review course materials at their own pace and in their preferred format.

Our college, in partnership with Samardhanam Trust, organized an inclusive job fair for young and differently abled students, offering equal opportunities for employment and career advancement.

Overall, our campus is committed to providing a supportive and inclusive environment for all students. Through our comprehensive accessibility measures, we aim to remove barriers to learning and empower individuals with disabilities to succeed academically and socially. By prioritizing inclusivity, we create a campus community where everyone feels valued and supported.

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:

GCW (A), Guntur provides an inclusive environment for staff and students. The college aims to impart a holistic personality to the students, who come from diverse socioeconomic communities with the help of co-curricular and extracurricular activities.

The college conducts 6-days student induction programme for freshers (SIP). Semester-wise bridge courses and orientation courses are conducted for Telugu and English-medium students to reduce their cultural, and linguistic differences. Social and cultural awareness is created through the celebration of traditional festivals like Sankranti, Christmas and Bakrid. Sanskrit, Telugu, Urdu and Hindi are offered as Part I languages to make all the students communicatively competent in the vernacular Indian languages as well. The institute has a code of ethics for students, teachers and other employees.

Every Wednesday assembly becomes a weekly platform to present to the college the past week's performance of students, their achievements, get to know important up and coming events, share important national and international news and so on. The platform thus provides an opportunity for all the students on campus to be together and celebrate achievements and share oneness. Recitation of scriptures of all religions that emphasize humanity, commitment to work, fraternity etc. on the days of national festivals like Independence Day and Republic Day reflects the attempts of college in inculcating the value of harmony and coexistence. The language departments conduct World Language Day and Hindi Diwas day, Kargil day to promote linguistic and cultural diversity.

The committees like Grievance Redressal Cell, Anti Sexual Harassment Cell, Internal Complaints Committee, Minority Cell, SC/ST Cell, Anti-ragging Cell, Discipline Committee and Student Welfare Committee ensure justice, equality and inclusiveness to all on the campus.

The college celebrates cultural and regional festivals like Youth Festival, Constitution Day, Voters Day, celebration of cultural day, World Poetry day, Republic Day, Independence Day, Armed flag day more over field trips to historical places etc. to teach tolerance and harmony to the students.

The College is proactively taking efforts towards recognizing and championing communal and socioeconomic diversities by conducting International Women's Day, National Unity Day, Azadi ka Amrutha Mahotsav, Diksharamb, students on social media platforms, role of women in freedom struggle and so on.

Students from low-income groups, who are deprived of government scholarships are provided with academic scholarships from the NGOs. By implementing scholarship initiatives, institutions bridge the financial gap for students from lower socioeconomic backgrounds, it promotes greater diversity, inclusion, and equity within the academic community.

A uniform dress code ensures socioeconomic inclusiveness which inculcates a sense of togetherness and a feeling the pride in our college.

The college use the provision of autonomy to provide courses on English language writing, speaking

skills by department of English. A study project on the language and culture of Sugali ethnic community which forms a big chunk of students on the campus. The project gave an opportunity to the students from this ethnic community to share their ethnic identity with peers and be proud of their diversity. This stands an example of extending the importance of social inclusiveness.

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:

Government College for Women (A) utilizes every opportunity to sensitize both students and employees of the institution to the constitutional obligations, values, rights, duties and responsibilities of citizens of India.

This responsibility is shouldered by the NSS, NCC and most of the time by the department of Political Science.

The department of Political Science invites guests from distinguished fields like law and academics to educate students and staff about the importance of the constitution, democratic processes, and fundamental rights. A pledge is taken by staff and students on the Constitution Day reading the 'Preamble' that enshrines the core values of the Indian Constitution.

The college uses the occasions of Celebration of Independence Day, Constitution Day, Human Rights, Republic Day and National Voters' Day to impart constitutional values. Competitions are conducted to create interest among students on the importance of these days that are a beacon of Constitutional values.

Events like poster presentation on "A glimpse of the Indian Constitution" - Poster presentation & demonstration on "enrolment of new voters and voting process" are organized to sensitize students and staff on constitutional obligations: values, rights, duties and responsibilities of citizens.

The year 2022-23 was an eventful year especially due to the celebrations of 75 years of Independence Day commemorating it as 'Azadi ka Amrith Mahotsav' with a series of programmes like 'Har Ghar Tiranga'.

The Inclusive Centre of the College conducted a programme on 'Legal Awareness' with the then Deputy Commissioner of Guntur Peddi Roja as guest on 09-11-2022. The speakers the programme highlighted on the responsibility of voting by the citizens. The programme emphasized on sensitizing newly enrolled voters about the importance of voting and obligation of citizens to vote and appraised these values and duties to the students. On 24-11-2022 SVEEP activities were initiated to sensitize students on the right to vote, enrolment, and awareness.

Workshops on human values and professional ethics encouraged students to reflect on their priorities, engaged them in self-introspection, and   recognize the importance of ethical behavior in both personal and professional life. The course on 'Human Values and Professional Ethics' was taught to all the Semester 1 students thus emphasizing the importance of ethics and values.

Our NCC unit also actively contributes to promoting values of citizenship through various activities. Parades on Independence Day and Republic Day serve as reminders of our nation's pride and sacrifice, while participation in events like Armed Forces Flag Day and Voter's Day underscores the importance of civic responsibility. The classes taught to NCC cadets are mostly aimed at instilling our Constitution Values, sense of national Pride, appreciation of Indian Culture and will to sacrifice lives for the nation when called upon to do so.

The NSS units of the college take up the responsibility to sensitize on Constitutional Values through participation in rallies to sensitize people at community level and organizing programmes on occasions like Independence Day and Republic Day.

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](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)
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:

Title of practice: Culture Sustentation: Loom, Craft and Performing Arts

2.   **Objectives:**

- Educating students and staff about cultural, economic, and environmental implications of reviving handloom products for communities.
- Raising awareness on promotion of indigenous art forms unique to our region revival and Indian Knowledge Systems.
- Opportunities for skill development beyond academic pursuits.

3.   **Context:**

Cultural preservation, reflected in various types of craft such as weaving, artefacts, pottery and arts not only gives sustainable livelihood to communities but holds them emotionally to roots and identity of

one's culture. This practice is responsibility of HEIs as future citizens are molded and they would be guardians of such heritage of our culture. Practice

The staff council of college has resolved in 2021 that the college would take initiatives in adopting handloom, to get to know various weaving units that abound in Guntur district and to encourage students to know and practice art form of our region. In this direction following activities have been taken up for the last 3 years.

"Looms in Bloom" -- observance of 'Handloom Day' every Friday/ Saturday. Teaching and non-teaching staff adopted handloom for one day a week. Moreover, during significant events like Graduation Day, College Annual Day and on National festivals staff members voluntarily don handloom. In this pursuit we hosted 3 handloom exhibitions by KSR handlooms, Chirala, Managalagiri Weavers and Bhattiprolu Weavers and helped generate approximate revenue of 4 lakhs 16 thousand and promoted local entrepreneurship.

To make students study dynamics of such entrepreneurship departments of Economics and Home Science have involved students in field trips to Pedana where Kalamkari hand paint is used on fabrics, to Chirala weavers; or training them in Indian Dyeing and Hand Block printing for 15 days in February 2023 or even in short term internships for 8 weeks in Dyeing and Printing at AP Weavers Service Centre, Vijayawada in 2023 and in Surface Enrichment Techniques in Textiles at Harika Printers Guntur in 2022. In addition, students are trained in glass and fabric painting and bangle making.

The traditional ethnic and folk-art form of Andhra Pradesh, Kolatam, is not much patronized except in temple festivals. Initially interested students are trained in this vibrant dance form for a week in 2023. Observing enthusiastic participation of students, department of Telugu offered a 3-credit certificate course in this folk-art form. The students could see aesthetics and body dynamics that would lead to physical wellness.

Recognizing role of yoga in India's cultural heritage and its global influence on well-being, NCC and NSS units organized a five-day training program and a certificate course in yoga.

4.   **Evidence of success:**

- Consistent and enthusiastic participation in wearing handloom during designated   events and Fridays.
- Collaboration with local artisans or handloom industries, contributing to their economic sustenance, visibility, support.
- Certification in folk art and yoga

5.   **Problems encountered and resources required:**

- Balancing academic schedules
- Need for additional financial resources to arrange some art forms and to invite external cultural groups.
- Lack of educational materials on the significance of handloom traditions.

Title: 3 Ls- Learning, Literacy and Life Skills-Boulevard for Learner Autonomy.

Objectives

- enhancing students' abilities by integrating 4Cs into the curriculum.
- Preparing students for diverse environments through cultivation of life skills.
- Promoting a culture of lifelong learning and meaningful contribution to society.

Context

Undergraduate programmes with their focus on employment or higher education emphasise on core subject knowledge and skills often ignoring the essential 3 Ls - which prepare the students to face real-world challenges. Recognizing this gap, 3Ls framework is integrated into our curriculum. This practice aims to bridge theory-practice divide and equip graduates with necessary skills.

Practice

I. Learning skills: 4Cs: are the universal requirements of any career.

1.Critical thinking: college planned and implemented a periodical programme where students of all semesters and streams take an online exam, using Testmoz platform, every 15 days with questions from reasoning, arithmetic, general English and general knowledge.

2.Creativity & Innovation: Scavenger hunt, creation of modular designs, CO-PO computation by maths students, "Prerana" by Home Science, Android mobile app for maintaining student data base, and profiles by computer science, are some examples of creative innovation nurtured in students.

3.Collaboration: college encourages group projects, collaborative Community Service Projects and presentations, as part of formative assessment.

4.Communication: Apart from regular viva voce in all the papers of CE course, communication of project findings through viva voce in CSP, short- and long-term internships, Studio Talk titled "embracing Equity" Literary Forum are some instances of additional opportunities to hone students' communication.

II. Literacy skills:

Information Literacy: "Digital Herbarium Depository, QR codes for plants" of Dept. of Botany are an example that aid in this skill.

Media Literacy: A seminar presentation like "Women leaders make world better" needed students to seek information and authenticate.

Technology Literacy: e- Assignments, Podcast assignments, workshop on R Studio & Excel, use of Chat Gpt, preparation of ppts using Gamma App, projects using online datasets, workshop on, numerical methods using Scilab & Excel VBI, computational mathematics using Scilab, projects using MATLAB, teaching with Chemdraw are examples.

III. Life Skills: FLIPS

Flexibility and Adaptability: Periodical workshops on coping mechanism for stress, wellbeing

Leadership and Responsibility: college student union, NCC, nurture it on regular basis while activities like "Preparation of Constitution of GCW" give an added opportunity.

Initiative and Self-Direction: Inculcated through students' own selection of area of study for projects, assignments and seminars and in student union activities.

Social and Cross-Cultural Interaction: Opportunities to participate in National Integration camps, project studies like 'Access People with Disabilities (PWD) Vote: Bridging Gaps, Building Voices'; 'Ballot Brilliance: A Comprehensive Election Awareness Initiative' provide interaction with even vulnerable sections of society.

Evidence of Success

1. First prizes in district level competitions like quiz, elocution, essay writing and youth festival

2. Representation in National Youth Parliament

3. Two Best state level Community service projects

4. 10 students qualified in Group 2 preliminary examination

Problems Encountered Resources needed.

- Lack of awareness and need for training on part of faculty about these skills
- Diffidence and inhibition on students' part.

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:

Inclusive Environment for Holistic Education

Empowerment with Curricular Diversity, Additional Credits, Financial Aid, and 21st Century Themes

At the forefront of women's education in Andhra Pradesh, our college is a unique institution through its unparalleled commitment to academic diversity, additional credits, financial support, and the inculcation of 21st-century themes. As the only women's college in the state offering the highest number of programs across various streams, we provide our students with a comprehensive curriculum that caters to diverse interests and career aspirations. The only Women's college in the state where majority of

students are graduating with Additional Credits in addition to core credits to enhance their prospects. Experiencing the financial challenges faced by many of our students, we extend robust financial assistance through scholarships, free ships, and fee waivers. Moreover, we are dedicated to incorporating essential 21st-century themes like "Global awareness Financial Entrepreneurial, Health, Environmental and Civic literacy," in co-curricular activity ensuring students' thriving in the 21st century.

Fostering Academic Heterogeneity:

The college can proudly claim its being the only women's college in the state of Andhra Pradesh and the only college in Guntur district which offers the highest number of programmes i.e., 38 programmes in 3 major system and 28 in single major system. There are 22 women's colleges in the government and private aided sector in AP and only two colleges come somewhat close to this institution in the number of programmes offered. Academic heterogeneity and multitude of programmes at undergraduate level is the strength of the college. The diversity of programmes can be perceived as in 5 different programmes in Commerce stream, 7 in Arts stream, 10 in Physical sciences including B.Voc. programmes and 12 in Life sciences.

Boon to Bonus Credits: The college can assert that more than 80% of the students are annually graduating with Additional Credits apart from the assigned core credits. Students benefit from these meticulously planned valuable short duration courses that blend essential skills to additional skills. The goal is that every student should graduate with extra credits beyond their regular coursework, giving them an edge and a sense of pride in their achievements.

Students select Ability Enhancement short duration course of their choice and pursue to widen their learning perspective. Courses on Yoga, Organic Waste Management, Telugu Basha – Sankethikatha, Yoga & Health, Kolatam, Karra Samu, Art of Indian Dyeing and Hand Block Printing, Urban Farming, Bio Fertilizers & Organic Farming were too preferred.

2161 out of 2699 students have been benefitted through Additional Credits in the last 4 years

Sustaining Merit with Financial Assistance: The college can contend that more than 80% of the students secure some form of financial support. Majority of our college students hail from poor socio-economic backgrounds. Hence college Scholarship Committee plays a vital role in securing funds from philanthropists, NGOs and encourage students to apply for scholarships & free ships offered by Santoor, Mahindra, and Hero Honda etc.

To alleviate financial hardships of students who do not receive scholarships, the college waives examination fees to reduce their financial burden. Further, the neediest hostel students receive support in the form of hostel mess charges waiver.

These financial aids, celebrating and encouraging excellence, ensure that deserving students can pursue their academic dreams without economic constraints. The active involvement of the college in these initiatives underscores a strong sense of community and a commitment to continuous support. These contributions not only provide financial relief but also inspire current students to strive for excellence and give back to their alma mater.

Incorporating 21st Century Themes:

Our college can affirm that we incorporate themes aligned with 21st-century learning like financial& entrepreneurial literacy, health awareness, and environmental literacy. Recognizing that many of our students lack exposure to these crucial themes at their +2 level, our college has proactively addressed this gap.

- **Financial & Entrepreneurial Literacy**: Students learn to make appropriate economic choices, understand the role of the economy, and use entrepreneurial skills to generate income. Ability Enhancement courses like Organic Waste Management, Aquarium Management, Cinema Script Writing, Small Business Establishment, Art of Indian Dyeing and Hand Block Printing, Food Expo, Electrical Home Appliances, Urban Farming, Bio Fertilizers, Detection of Adulterants in Edibles, Nutritional Assessment Techniques, Soaps and Detergents, Ornamental Fishes, Nursery and Gardening enriched students' expertise in specialized domains, complementing their core academic pursuits and empower with financial and entrepreneurial literacy.
- **Health Literacy**: The college cares for student health through different camps and awareness programs, making students understand basic health information, suitable diet, and process information and instructions on seasonal ailments. Along with breast & cervical cancers, awareness on Anaemia and hormonal imbalances that are common in adolescents are addressed
- **Global Awareness**: Despite their rural background, students are introduced to global trends, by preparing them for placements in universities worldwide. College has taken care of imparting the needed global awareness in understanding lifestyle, culture, study & work environment of those countries thereby enhancing their global perspective.
- **Civic Literacy**: College organized awareness programmes on working of the Government, Laws, Rights to protect, duties to follow and various schemes and opportunities provided by the Government for students, especially for women's education to induce civic sense.
- **Environmental Literacy**: Members of Eco club of the college as well as other departments regularly conduct and participate in activities such as Clay Ganesha making, preparation of seed balls, biodiversity preservation activities and sharing innovative environmental conservation practices.

By achieving these objectives, our students graduate with a rich blend of academic knowledge, practical skills, and financial support, to pursue their dreams. The diverse curriculum fosters a broad intellectual foundation, while additional credits and specialized courses provide a competitive edge. Financial assistance ensures that every deserving student can focus on their studies, and the integration of 21st-century themes prepares them for global citizenship and leadership roles. Our holistic approach to education contributes to the broader goal of societal advancement, reinforcing our commitment to nurturing the next generation of empowered, enlightened, and socially responsible women leaders.

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

5. CONCLUSION

Additional Information :

The college brings out a quarterly e-magazine LaLit (Language & Literature). Language and other subject teachers and students contribute their writings. 5 issues have been published and are placed in the college website while the sixth one is under way.

https://www.gcwguntur.ac.in/magazines.php

The faculty of the college are state level resource persons in training faculty on Student centric methods, ICT tools and in domain subjects as well. Nearly 13 of them are also course and content designers which are used across the colleges in the state of AP.

The 10-month internship programme is closely monitored and offered in a structured way. All the full-time teachers function as faculty guides and monitor the work of students through an APP called iMap App. Two of our students got state level best Community Service Project award in 2022 and 2023 in Humanities and Commerce respectively.

Following the UGC guidelines the college has prepared the Institutional Development Plan.

Concluding Remarks :

Despite being a very old institution, the college can work on some inherent strengths and achieve measurable outcomes in terms of strengthening admissions, providing adequate academic facilities such as more number of classrooms, research centre, and incubation centre for startups. A visionary plan must be laid out for diversifying the college in to Post graduate centre as well by offering a greater number of PG programmes. Though OBE is implemented, a need for an intense training for the faculty in curriculum design and assessment planning following OBE is need of the hour. Similarly updating with relevant and current subject knowledge and skills by faculty must be the priority for the college and the institution must plan for tangible incentives for the faculty in motivating them towards upgrading, research and innovation. Being an autonomous institution, the college should exploit the optimal opportunities of autonomy by including even PG programmes under autonomy.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years** 2.1.2.1. **Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19	 	301	472	408	403	368	 Answer After DVV Verification : 	2022-23	2021-22	2020-21	2019-20	2018-19	 	293	469	408	403	366	 2.1.2.2. **Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19	 	399	580	535	473	422	 Answer After DVV Verification : 	2022-23	2021-22	2020-21	2019-20	2018-19	 	399	580	535	473	422	 Remark : DVV has made changes as per report shared by HEI
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** Answer before DVV Verification : Answer After DVV Verification :24 Remark : DVV has made changes considering only functional MOUs
4.4.1	**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years** 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)*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49.69	40.57	31.51	58.37	59.62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10.81	6.90	4.82	16.97	8.13

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

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

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

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

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
35	37	5	4	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	20	3	3	2

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

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**

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: B. Any 4 of the above
Remark : DVV made the changes as the images for conferences and orientation program were similar

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations