

REACCREDITATION REPORT



SUBMITTED TO

NATIONAL ASSESSMENT & ACCREDITATION COUNCIL

BY

THE PRINCIPAL

**SMT. N.P.SAVITHRAMMA GOVERNMENT COLLEGE FOR WOMEN
CHITTOOR- 517 002. A.P., INDIA.**

Website: www.npsgcwctr.in

AUGUST – 2014

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A
Preface
&
Acknowledgements

PREFACE

Smt. N.P. Savithramma Government College for Women is the premier higher learning institution catering to the educational needs of Chittoor district in the Government sector. The institution has been established in 1982-83 with the sole aim of empowering women in all fields of national development. The college was accredited at B⁺ by the National Assessment and Accreditation Council (NAAC) in 2006. The college attaches much importance to the quality maintenance in its day to day work and strives for realizing and sustaining the five cardinal principles of the (NAAC), i.e., contribution to national development, fostering global competencies, inculcating value systems, promoting the use of technology and the quest for excellence. Today's students are tomorrow's citizens and prospective nation builders. The institution seeks to establish this feeling among students through its programmes and policies. It shouldered the responsibility of educating the rural masses. In consonance with the Government policies of social and economic justice, the institution has formulated its vision and mission and extended equal higher educational opportunities for all. It attempts to strengthen the feelings of patriotism and nationalism through its socially relevant academic programmes, extension works, study projects and expert lectures. The NSS unit of the college in collaboration with the neighbouring NCC unit attempts to inculcate the sense of discipline, best citizenry, team spirit and dedication among students.

The advent of information technology has revolutionized the communication systems all over the world. The emerging technology has created new needs for the development of new skills and competencies of global magnitude. This became much more pronounced in the context of the triple policy of liberalization, privatization and globalization. The courses and the curriculum are designed according to the market needs. The computer based programmes in commerce, arts and science streams are intended to achieve this objective. The JKC and the language laboratory of the college provide an effective platform for competence building in students. Apart from introducing value education as a separate course from the current academic year, the college attaches much importance to adopt value-based teaching in all subjects on day-to-day basis. Special focus on character building and personality development will go a long way in institutionalizing the value system in the college.

The institution takes into cognizance, the advances in modern science and technology on one hand and the modern learner on the other. The teaching-learning process is reinforced by the application of modern instructional technologies. A separate ICET room is provided for the purpose. Electronic classrooms have been created in some departments. Establishment of two computer laboratories, language laboratory and the supply of computers to all departments are intended to promote the use of technology. Further, steps were taken to harness the technology through office automation and introduction of an effective management information system. Yet another approach of the institution is to integrate MANA TV educational programmes with regular classroom teaching. Effective library services are offered through technologically advanced services like INFLIBNET, N-LIST and Wi-Fi internet connectivity.

Excellence and professionalism are two important parameters of quality management system. This is much more essential for women educational institutions. As a first step towards this objective, taking a cue from the NAAC guidelines, the college initiated the quality management aspects on scientific lines by establishing its own Quality Assurance Cell (IQAC) in 2006. The IQAC is made accountable for quality acquisition and sustenance in all the seven criteria identified by the NAAC. The need-based academic programmes, innovative teaching, learning and research activities and continuous concern for students' support and welfare, the college is looking forward for the grant of CPE status by the University Grants Commission. Further, its leadership traits in curriculum planning and development, quality research and efficient management of all financial resources has been recognized by the CCE, A.P., Hyderabad, as a potential centre for conferring autonomy status. Against this backdrop, the college is looking forward for another great event of academic assessment and reaccreditation by the renowned National Assessment and Accreditation Council.


 (Dr. R. Bhanumathi)
 Principal 25/8/2014
 Smt. N.P.S.Govt. College for Women
 CHITTOOR-517002.(A.P.).

Place: Chittoor
 Date: 25th August, 2014

**SMT. N.P. SAVITHRAMMA GOVERNMENT COLLEGE FOR WOMEN,
CHITTOOR, ANDHRA PRADESH**

Dr. R. Bhanumathi, M.Sc., Ph. D.
Principal

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CERTIFICATE

Certified that;

- ❖ *The data included in the Re-accreditation Report (RAR) is true to the best of knowledge.*
- ❖ *The RAR is prepared by the institution after internal discussions and no part thereof has been reproduced.*
- ❖ *I am aware that the peer team will validate the information provided in this report during its visit to the institution.*


(Dr. R. Bhanumathi)
Principal
25/8/2014
Smt. N.P.S.Govt. College for Women
CHITTOOR-517002.(A.P.)

Place: Chittoor
Date: 25th August, 2014

**SMT. N.P. SAVITHRAMMA GOVERNMENT COLLEGE FOR WOMEN,
CHITTOOR, ANDHRA PRADESH**

Dr. S. SIVA PRASAD

M.A., M.Sc., Ph. D., M.A.D.E., FANSE

Associate Professor of Zoology &
Vice Principal.

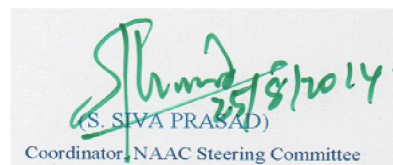
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ACKNOWLEDGEMENTS

The preparation of self-study report of an educational institution is a challenging and a rewarding exercise. At outset, I am greatly privileged to be the Coordinator of the Steering Committee of the NAAC. I humbly acknowledge the confidence reposed in me by our former Principal, Late Smt. K. Anjani Kumari and continuation of the same by our previous Principal, Dr. P. Srinivasa Naidu and the present Principal, Dr. R. Bhanumathi. The preparation of self-study report is a painstaking and time consuming process and involves all the skills expected of a researcher. Obviously, the task involves skills of data collection, data analysis and data interpretation and presentation. Gathering data from different units and individuals is not possible without the cooperation and commitment of all concerned. The data analysis requires a series of brainstorming sessions with the members of the steering committee, wherein the modalities for data interpretation and presentation are worked out.

I am thankful to the CCE, A.P. Hyderabad and the Principal of the college for setting the ball in motion. I also thank my colleague teachers, students and non-academics for their cooperation, consultation and commitment during the preparation of this report. I also extend my thanks to Academic Officers of the CCE, A.P. Hyderabad for their enlightened training modules and Dr. D. Venkataramana Reddy, Coordinator Steering Committee, GDC, Piler for his valuable suggestions and comments.



Place: Chittoor
Date: 25th August, 2014.

B

Executive Summary & SWOC Analysis

Executive Summary

Criterion 1: Curricular Aspects

1.1. Curriculum Planning and Implementation

- ❖ The college aims at achieving women empowerment by producing knowledgeable, competent, skilled, technical and resourceful women graduates and postgraduates in science, commerce, business and humanities streams.
- ❖ Accordingly, the college offers a wide variety of general (B.A., B.Com), restructured (B.A, Computers, B.Com, Computers, B.B.M., B.Sc., Computers and B.Sc., Microbiology) undergraduate courses and two postgraduate courses (M.Sc. Microbiology and M.Sc., Zoology), together with Ph. D and M. Phil programmes in Zoology. Additionally, the college offers some skill-based certificate programme in Garment Making and diploma programmes in Financial Management, Translation and Sericulture.
- ❖ In doing so, the college adopts the curriculum designed and developed by the affiliated university. However, it plays its due role in modification, enrichment and organization of curriculum at college level. More importantly, the college adopts its own curriculum in respect of career oriented certificate and diploma programmes.
- ❖ Reputed faculty of the college play an active role in the curriculum development of various institutions including the affiliated University and the A.P. State Council of Higher Education.
- ❖ The social and economic relevance of the courses are enhanced through appropriate training programmes, field trips, industrial visits, collaborative projects and career oriented add-on courses.

1.2. Academic Flexibility

- ❖ Despite the availability of a wide variety of subject combinations, the academic programmes do not give any scope for credit transfer and modular approach. However, students have a chance to select any one of the job-oriented diploma programmes offered in humanities, sciences and commerce. Similarly, in research programmes (M. Phil and Ph. D), students are given opportunities to select the subject of their choice.
- ❖ The affiliated university provides opportunities for combining conventional face-to-face education with distance mode stream, in respect of the students who have dropped out from the conventional stream. This facility is limited to B.A and B.Com programmes only.

1.3. Curriculum enrichment

- ❖ The curriculum transaction in the classroom is reinforced by the use of a variety of modern learning resources, guest lectures and hands-on practical training. The curricular programmes are supported by the job-oriented academic programmes offered by IGNOU on the college campus.
- ❖ The IQAC of the institution evaluates the quality of enrichment programmes through a systematic process called curriculum evaluation. This process entails the judgment of the proficiency level of the curriculum, i.e., the learning experiences designed and transacted in the programmes.

1.4. Feedback system

- ❖ The institution has a built-in feedback mechanism for eliciting the response of students and teachers. The feedback so obtained is used for making necessary changes at appropriate levels by bringing it to the notice of the members of the Board of Studies of the affiliated university.

Criterion 2: Teaching, Learning and Evaluation

2.1. Student Enrolment and Profile

- ❖ The admission policy of the college is governed by the rules of the affiliated university and the Government policy of reservations. In respect of all UG courses, viz., B.A., B.Com and B. Sc, the admissions are done by the college on the basis of merit in the qualifying examination. In respect of postgraduate courses and Research Programmes, the admissions are made by the affiliating university on the basis of the performance in the common entrance tests (SVUCET / RECET) conducted by it.
- ❖ The student enrolments recorded a declining trend during the last six years and it is more evident in B.A and B.Com general courses. The same trend continued in PG courses, culminating in zero enrolment in M.Sc., Microbiology course during the last two years.

2.2. Catering to diverse needs of students

- ❖ Based on the analysis of entry behaviour of diverse groups of students, the college makes arrangements for motivational sessions, bridge courses, enrichment programmes and the skill-based programmes
- ❖ The college accords prominence to holistic education and all round development of students by sensitizing its staff and students on vital issues of inclusion, environment, gender discrimination etc on priority basis. Academic, psycho-social and guidance services are provided to students for this purpose.
- ❖ The institution collects and analyzes the data on the academic performance of students and takes appropriate measures to minimize dropout rate among the

disadvantaged sections, physically challenged students and economically weaker sections of the society. At the same time, the institution identifies the advanced learners on the basis merit and takes steps to cater to their learning needs by providing opportunities for creative assignments, study projects and seminars etc.

2.3. Teaching, Learning Process

- ❖ Student-centered learning is encouraged through study in the library, e-learning facilities, MANA TV programmes, handouts, educational CDs, Smart TV, group discussions, seminars, buzz sessions, role plays, assignments, student study projects, teach your lessons, discussions on old question papers, expert lectures, academic competitions etc
- ❖ The teaching, learning and evaluation schedules of the institution are based on the academic calendar released annually by the affiliating university and the academic guidelines issued from time to time by the Commissioner of Collegiate Education (CCE), Government of A.P. Hyderabad.
- ❖ The college nurtures teaching through innovations and creativity. The traditional lecture method is improved by adopting innovative teaching strategies.
- ❖ Students and teachers of the college are exposed to advanced level of knowledge and skills through a variety of means such as expert lectures and talks by distinguished academicians and educationists, regular seminars by advanced students, field trips, industrial visits and excursions to historical places, study projects, participation in national and international seminars / workshops / conferences in their relevant subjects.
- ❖ The quality of teaching and learning is monitored internally through the activities of IQAC and externally through the Academic Advisors of the SQAC, CCE, A. P.

2.4. Teacher Quality

- ❖ Teachers with Ph. D and M. Phil qualifications are available in both permanent and temporary streams. About 40% of permanent teachers and 14% of temporary teachers are doctorates in their respective subjects. Similarly, about 27% of permanent faculty and 29% of temporary faculty possesses M. Phil degrees in their subjects. Thus, 67% of regular staff and 43% of part-time staff possess higher degrees.
- ❖ The college adopts appropriate staff development and staff retention strategies and regular training programmes.
- ❖ Four teachers of the college reached excellence in their fields and received awards / distinctions / recognitions from the state Government and other state level organizations.

- ❖ The performance of the staff is assessed annually through API score, on the basis of students' feedback, examination results, verification of academic records and contributions to teaching, research and extension.

2.5. Evaluation Process and Reforms

- ❖ The college adopts the examination reforms of the affiliating university with regard to semester system, internal assessment, introduction of OMR sheets and the practicals. On its own, it conducts unit tests, assignments and term examinations.
- ❖ The institution adopts both the formative and summative evaluation approaches to measure the achievement of students. While the formative evaluation is used as a parameter for improvements in teaching-learning strategies, the summative evaluation aims at certifying and grading the attainment of students at the end of a given course.
- ❖ Students' grievances with regard to examination and evaluation are resolved by the Grievances Redressal Cell and the Examination Committee of the college.

2.6. Students' Performance and Learning outcomes

- ❖ The college strives to produce graduates in the fields of arts, humanities, commerce and science streams with the attributes of knowledge, skills, patriotism, humanism, secularism, empathy, discipline, employability, self-confidence, analytical ability, scientific temper and problem solving abilities.
- ❖ The expected learning outcomes of the curriculum are achieved by adopting appropriate teaching and learning strategies and tools of evaluation. The entire curriculum implementation process is sequenced and structured in such a way as to realize the cherished objective. All subject teachers, HODs and the Principal of the college play pivotal role in the whole process.
- ❖ The institution monitors and communicates the progress and performance of students throughout the duration of the course through staff council meetings, departmental review meetings, parents meetings, DRC meetings and by other informal methods.

Criterion 3: Research, Consultancy and Extension

3.1 Promotion of Research

- ❖ The college has created strong base for research. The Department of Zoology has been recognized by Sri Venkateswara University, Tirupati, as the research centre for the work leading to the award of M. Phil and Ph. D programmes. Dr. S. Siva Prasad and Dr. S.R. Sudhakar were recognized as Research Guides to supervise the research work leading to M. Phil and Ph. D degrees in Zoology.

So far one Ph. D and one M. Phil are awarded and four more Ph. Ds are in the pipeline.

- ❖ The college has 7 Ph. D teachers and 6 M. Phil teachers. Three more teachers are expected to get their Ph. D degree shortly.
- ❖ The college has organized three national seminars and five regional seminars and invited researchers/scientists of eminence and provided opportunities for the students and the staff to interact with them with a view to create interest in research.

3.2 Resource mobilization for Research

- ❖ The college has excellent research laboratories and facilities comparable to those of a university. To its credit, the college has bagged 5 minor research projects from UGC and two major projects, one each from UGC and DST. In total, the college has mobilized research grants to the tune of Rs. 33, 44, 865 /- from the funding agencies.
- ❖ Though, there is no provision for seed money in the college budget for faculty research, the college has spent an amount of Rs. 24, 37, 800/- on research and research-related activities during the last three years, which amounts to **11.2 %** of the annual budget of the college during 2011-12.
- ❖ Student study projects are funded through 'Departmental Development Fund'. Under the scheme, an amount of Rs. 1.5 lakh has been allocated to each department for undertaking academic activities of its choice.

3.3 Research Facilities

- ❖ The college has excellent research facilities. These include recognized research lab and guides, well-equipped science laboratories, Internet facility with e-books and e-journals, print journals, dissertations, publications etc. Significantly, high quality research equipment is made available to students and teachers.

3.4 Research Publications and Awards

- ❖ The college has the credit of over 100 publications in the form of research papers, books, conference/seminar papers, project reports and education articles etc. In addition students are encouraged to undertake socially-relevant study projects.
- ❖ Dr. S. Siva Prasad, Associate Professor of Zoology has been recognized as the Best Teacher by the Government of Andhra Pradesh and as the Fellow of the Applied and Natural Science Foundation for his outstanding contribution to his subject.

3.5 Consultancy

- ❖ The Jawahar Knowledge Centre (JKC) and Career and Counseling Cell (CCC) of the college maintains effective industry-institute linkage for improving communication skills, soft skills and entrepreneur skills of students and for sponsoring them to job fairs and campus placements.
- ❖ Several staff members provide free consultancy service to various Government organizations and individuals in the society.

3.6 Extension Activities and Institutional Social Responsibility

- ❖ The institution is aware of its social responsibility. It promotes institution-neighbourhood-community network through its students, policies and programmes. The major service programmes include blood donation camps, fund raising programmes at time of natural calamities, social forestry and tree plantation programmes, AIDS, environmental, health and consumer awareness programmes, special NSS camps in villages etc. The participation of students and staff in extension activities is coordinated by various functional units of the college, namely, NSS, Career and Counseling cell, Eco-club, Women Empowerment Cell, Faculty forum and Consumer Club.
- ❖ The college maintains symbiotic relationship with the public through its linkages and MOUs. Its social reconstruction activities are reciprocated by huge public donations to the tune of over Rs. 35 lakh, which is used for the development of the college.

3.7 Collaboration

- ❖ The Department of Zoology maintains research collaborations with IGNOU, S.V. University and Thiruvalluvar University for the benefit of research scholars to pursue their Ph. D degrees. So far, two scholars are benefited and two more proposed.

Criterion 4: Infrastructure and Learning Resources

4.1. Physical Facilities

The College created three types of physical facilities; curricular, co-curricular and common facilities.

- ❖ The curricular physical facilities include 20 classrooms, seminar hall, ICET classroom, 14 well-equipped laboratories, animal house, Zoology museum, library block, on-campus hostel etc.
- ❖ The co-curricular/extra-curricular facilities include gymnasium, auditorium, indoor and outdoor games, NSS/NCC units, Red ribbon club, eco-club, consumer club.
- ❖ The common facilities such as the Internal Quality Assurance Cell (IQAC), Grievance Redressal Cell, Women Empowerment Cell, Career and Counseling Cell, Jawahar Knowledge Centre (Placement Unit), First Aid, Canteen, Xerox Centre, Safe Drinking Water Facility (RO Unit)

- ❖ The college made all arrangements for optimal utilization of existing facilities by converting some laboratories into Lab-cum-classrooms, bifurcation of some rooms, locating eco-club, cultural club, consumer club, red ribbon club in some departments.

4.2. Library as a Learning Resource

- ❖ The college has a well-stacked library with a collection of over 13000 books supported by e-learning and INFLIBNET facilities. The developmental activities of the library are monitored by the Library Advisory Committee, headed by the Principal and coordinated by the Librarian.
- ❖ The working hours of the library are adjusted to students' needs. It works from 9.00 a. m to 4.00 pm on working days, 9.00 a. m to 1.00 p. m on holidays and 12.30 p. m to 5.00 p. m on examination days.
- ❖ The library provides additional supports such as Xerox machine, Internet, Inter-library loan facility, orientation, bibliographical and quick reference services.

4.3. I.T. Infrastructure

- ❖ The college has over 100 working computers with licensed software. LAN and Internet facilities are provided to computer laboratories. The college spent considerable amounts on their acquisition, upgradation and maintenance. For instance it spent an amount of Rs. 4.2 lakh in 2009-10, 12.8 lakh in 2010-11, 4 lakh in 2011-12 and Rs. 7.5 lakh in 2012-13.
- ❖ The college promotes extensive use of ICT based resources such as the MANA TV, Smart TV, LCD projectors, OHPs and computers in day-to-day teaching and learning.
- ❖ The college made arrangements for utilizing the services of the National Knowledge Network by deputing its NAAC coordinator for a workshop at I. I. Sc, Bangalore from 17-19th October 2013.

4.4. Maintenance of Campus Facilities

- ❖ During the last four years, the college spent an estimated amount of Rs. 2, 00, 59, 233 /- on maintenance and upkeep its resources such as the building, computers, equipment etc. The funds required for this purpose were mobilized from the UGC, public and State Government, apart from using its own funds.
- ❖ The institution undertakes annual calibration and precision measures for its equipment and instruments and appropriate measures for the up-keep and maintenance of sensitive instruments.

Criterion 5: Student Support and Progression

5.1. Student mentoring and support

- ❖ The college provides a variety of support services for diverse groups of students. Prominent among them are post-matric scholarships, fee-reimbursements & UGC scholarships, private scholarships, on-campus hostel facility, Book bank facility for SC, ST, OBC, Minority and physically disabled students. In addition, the college extends some special facilities (tri-cycles, toilets, scribes etc) for physically and visual disabled students and skill-oriented training, career guidance and placement services for all students.
- ❖ About 70-89% S. C students, 61-78% of STs and OBCs, 38-74% of minorities and 36 to 74% of economically backward students receive post-matric scholarships and fee-reimbursement from the Government of Andhra Pradesh. Under this head, the Government spent an amount of Rs. 38, 33, 456/- in 2009-10, Rs. 37, 16, 307/- in 2010-11, Rs. 41, 94, 780/- in 2011-12 and Rs. 29, 09, 070/- in 2012-13.
- ❖ The much needed entrepreneurial skills are provided to students through JKC, Career and counseling cell and women empowerment cell. So far the JKC trained 464 students in 12 batches of which 38 students gained employment in the corporate sector. In addition special industrial training facilities are arranged through **Sri Lakshmi Narayana Infotech**, Chittoor and **Amma Skill Centre**, a Vocational Skill Training Centre, Tirupati. These two centres trained over 200 students.
- ❖ The college arranges special coaching classes for preparing students to various competitive examinations including Recruitment Tests, NET/SLET, ICET, and S.V.U CET, S.V.U. RESET etc. The library provides a variety of source materials (competition books and periodicals) for this purpose. The campus placement drive launched in May 2013, yielded positive signals. About 160 students were selected for different positions in companies like Genesis Group, Eureka Forbes, First Source Solutions and Digicall BPO.
- ❖ The college has a Grievance Redressal Cell, which documents student's grievances and takes steps to redress them by taking into notice of the Principal / Staff Council / CPDC/IQAC. The Alumni Association has played a key role in college development by mobilizing funds from the public.
- ❖ The college implements various welfare schemes for students. Among other things, these include post-matric scholarships, fee reimbursement, hostel accommodation, subsidized canteen and earn-while-learn scheme for research scholars.

5.2. Student progression

- ❖ The average passes percentage ranges from 40 to 100% in different courses. The analysis of results during the last four years indicate that, the pass percentage is low in B.A (~42%), moderate in B. Sc (~56%) and B.Com (~61%) and high B.B.M (~92%) and M. Sc (100%) courses.
- ❖ A rough estimate of students' progression shows that 20 to 25% of successful UG students go for higher education leading to award of degrees in M.A/M.Sc., M.Com./MBA, while another 25 to 30% opt for teacher training programmes like B. Ed and M. Ed programmes and only about 5% of UG students and 75-80% of PG students take-up employment in the Private and Government Sectors.
- ❖ The institution takes special steps to reduce the students' dropout rate. These include free scholarships, free accommodation, financial support in deserving cases, individualized counseling services to students and parents, remedial coaching, supply of study materials and notes and the conduct of model tests and examinations.

5.3. Student participation and activities

- ❖ The college provides to its students, a broad range of extracurricular activities including sports (100 m sprint, 100, 200 m race, 400 m race, Discuss throw, Shot-put, Javelin throw, High Jump), games (Volley Ball, Shuttle, Tenni-koit, Badminton, Table tennis, Kabbadi, kho-kho, Caroms and Chess) cultural (Rangoli, Folk songs, Classical dance, Painting, Light music) and other (Elocution, Essay writing, Quizzes and Debates).
- ❖ Significant achievements were recorded by the students at District, Regional and State level competitions. For instance, Ms. A. Bhavana, a B. Sc student of the college bagged first place at zonal level and third place at state level in classical music. Students like Ms. T. Aivelu, III B.Sc., Ms. G. Prasanna, I B.B.M and Ms. N. Padma Sri II B.Sc., have excelled in sports and games. Three students, namely, Ms.G.kusuma,II B.Sc., Ms. T. Shanmukha Priya, III B.Sc and Ms. Taslim, II B.Com have participated in International Telugu Conference at Tirupati in 2012 and won first places in poetry recitation, story narration and second place in spot painting.
- ❖ Students actively participate in the decision making process of the college. They are given representations in CPDC, IQAC, JKC and other developmental committees of the college. The feedback given by them is viewed as a valuable tool for the evaluation of teachers and the curriculum.

Criterion 6: Governance, Leadership and Management

6.1. Institutional Vision and Leadership

- ❖ The vision and mission statements of the college emphasize equal higher educational opportunities to students of all communities at affordable cost. Further, it intends to provide unparalleled learning experiences to students in arts, commerce and science streams and ensure their active participation in social reconstruction and community service. The curricular and co-curricular activities are designed to imbibe basic learning skills, abilities and core values of humanism, commitment, dedication, devotion and discipline.
- ❖ The administrative plans and policies of the college are framed, controlled and coordinated by the Government of Andhra Pradesh through its two wings, namely, the Andhra Pradesh State Council of Higher Education (APSCHE) and the Commissionerate of Collegiate Education (CCE). The academic policies of the college are largely governed by the rules of affiliated university. At the institutional level, the policies are monitored, evaluated and improved by two major committees, viz., Staff Council/CPDC and IQAC.
- ❖ The college stands out as a typical symbol of decentralized management and internal autonomy. Within the college, the operational autonomy manifests in its structural (departments) and functional (individual teachers) units. Both the academicians and departments enjoy academic freedom. The college works on the principle of 'autonomy, accountability and participative management'. However, 'the autonomy doesn't mean anarchy and the accountability doesn't signify oppression and tyranny'.

6.2. Strategy Development and Deployment

- ❖ The quality policy of the college underlines the need for evolving teaching, learning strategies that promote self-learning, timely conduct of tests, assignments and examinations, provision of all possible support services to students in a friendly and caring environment.
- ❖ At the institutional level, the Principal is the academic and administrative head. The administrative decisions are taken at the level of CPDC or the Staff Council, while the academic decisions are taken at the level of IQAC. The Principal guides the process of implementation of the academic and administrative decisions through specially constituted committees involving teachers and students. Obviously, the decision making process reflects internal democracy and participative management.
- ❖ During the last four years, the Management Council (CPDC/Staff Council) has taken several administrative decisions regarding the development of the college. They pertain to NAAC reaccreditation, acquisition of furniture and equipment, establishment of ICET classroom, JKC laboratory, Language Laboratory, completion of UGC hostel building, reconstitution of CPDC, IQAC and other committees and the introduction of career oriented courses.

- ❖ Under the aegis of the IQAC, the college has initiated several quality sustenance strategies in terms of teaching and learning, research and development, community development and social reconstruction, academic linkages and industrial collaborations etc.
- ❖ The college has an internal mechanism for feedback analysis. On this basis, the college has initiated developmental activities in the college amounting to Rs. 30 to 35 lakh.

6.3.Faculty Empowerment Strategies

- ❖ In order to ensure professional development of its faculty, the college has made some sincere efforts such as the sponsoring teachers for orientation and refresher programmes, need-based training programmes, conferences, seminars, workshops etc. In addition the non-doctorate teachers are encouraged to pursue Ph. D / M. Phil programmes on part-time basis.
- ❖ A comprehensive teachers' performance appraisal system is in place. On the basis of UGC guidelines-2009, teachers' performance is assessed and annual API scores are prepared. In addition, the performance of teachers is also assessed on the basis of the Principal's confidential reports and Academic Audit Reports of the Academic Advisors of the CCE, A. P. The performance appraisal reports so obtained become the basis for reward management and promotions.
- ❖ The college implements the Government-sponsored welfare schemes to its employees. These include earned leave encashment scheme, maternity leave for women teachers and paternity leave for male teachers, medical reimbursement scheme, festival advance for non-teaching staff, home loan scheme, faculty improvement scheme, leave travel concession etc. In order to attract and retain talented staff, the college extends the benefits of advance increments for higher qualifications, sabbatical leave, duty leave, half-pay medical leave, faculty improvement programmes and the like.

6.4.Financial Management and Resource Mobilization

- ❖ The chief sources of finances of the college are Students' admission fee and grants from the Government of Andhra Pradesh and the University Grants Commission. In addition, the college mobilizes research grants from national agencies and donations from the public. Under these two heads the college mobilized a sum of Rs. 3.19 crore during the last four years.
- ❖ The institution has its own mechanism for financial management. Under the system, the Principal is the chief custodian of all financial resources and the funds are maintained in Bank accounts. The building construction works are entrusted to Government Agencies and the material purchases are made through duly constituted purchase committees as per the directions of the Staff Council and CPDC.
- ❖ The institutional accounts are audited by internal (CCE, A.P & RJDCE) and external (Account General, GOI) mechanisms.

6.5. Internal Quality Assurance System

- ❖ The institution has established an Internal Quality Assurance Cell (IQAC) of its own in 2006. The present Committee comprises a 9-member squad, headed by the Principal. It is represented by former teachers, educationists, industrialists, social activists, students and parents. While students play a proactive role in its decision making process, the alumni helps in fund mobilization for college development.
- ❖ The IQAC works on the principle of collective responsibility and participative management. The mechanism involves an integrated framework of academic and administrative activities shared among the teachers and students.
- ❖ The IQAC plays an active role in the quality maintenance of teaching and learning as per the directives of the A.P. State Council of Higher Education, UGC. Affiliated University and the SQAC of CCE, A.P.

Criterion 7: Innovations and Best Practices

- 7.1. **Environment Consciousness:** The College has no need for conducting Green audit. However, it takes all precautionary measures of environmental cleanliness. The college campus is made eco-friendly by initiating appropriate measures of energy conservation, waste management and carbon neutrality.
- 7.2. **Innovations:** The institution has limited powers with regard to adoption and implementation of innovations. However, it successfully implemented the innovations such as the introduction of restructured courses, examination reforms (eg. semester system, internal valuation, practical examination in non-science subjects etc). Apart from this, the college has introduced its own reforms with regard to assessment of non-cognitive domains, extension of distance education facility and appropriate student support systems.
- 7.3. **Best Practices:** Within its limits, the college has adopted two best practices of its own; the reward management system for meritorious students and the introduction of campus recruitment training-cum- placement service for the benefit of students.

NAAC Core Values & Institutional Functioning

The institutional policies and functions reflect the core values prescribed by the NAAC as detailed below.

1. Contribution to National Development: The institution offers a variety of academic programmes that cater to the educational needs of the disadvantaged sections of the society. The learning outcomes and attributes and the teaching learning strategies are designed to produce socially useful citizenry.

2. Fostering Global Competencies: The curriculum of the restructured courses, viz., B.A (Computers), B.Com (Computers), B.B.M and B. Sc (Computers) foster global competencies among students. The curricula of B. Sc. Microbiology, M. Sc. Microbiology and M.Sc. Zoology courses have been designed to expose students to emerging fields of biology such as Biotechnology, Molecular Biology and Bioinformatics. Through the activities of JKC and Career and Counseling Cell and the skill-based programmes, the college inculcates the communication and entrepreneur skills in students and prepares them for the challenges of the global market. The research work in sericulture, undertaken by Department of Zoology and the research papers published by the staff and research scholars in international journals have exposed the college to the global research platform.

3. Inculcating value system among students: The institution undertakes steps to imbibe human values and professional ethics among students. The regular activities of JKC, NSS, Career and Counseling Cell, the Women Empowerment Cell foster the values of personality development, self-less service, cooperation, consultation, discipline, equality, liberty and fraternity. The same is supplemented by value-based teaching in the classrooms. More importantly, the CCE, A.P has introduced value education in the curriculum of UG courses from 2013-14, to be taught by the trained teachers during the first and second years of the study period.

4. Promoting the use of technology: Regular classroom teaching is reinforced with advances in technology. The use of OHPs, LCDs, Internet, Smart TV and computer-based power point presentations, with an opportunity for viewing MANA TV educational programmes have been encouraged. Two computer laboratories, one language laboratory, ICET / E-classroom, two well-equipped science laboratories in the departments of Zoology and Microbiology provide the advanced technological base expected of a higher learning institution. The institutional initiative in introducing the automation of office work is another step forward in this direction.

5. Quest for excellence: The institution strives to reach excellence by designing the need-based academic programmes, by having continuous concern for quality maintenance in teaching, learning and research, by designing and updating the curriculum at all levels and by providing adequate support systems that caters to the diverse needs of students including the most disadvantaged sections of the society. The establishment IQAC in 2006 and bringing all quality initiatives under its ambit is a right step in this direction.

S.W.O.C. ANALYSIS

STRENGTHS

1. Participation of the college staff in the curriculum development, both at university and state levels.
2. Availability of two postgraduate courses, viz., M.Sc., Microbiology and M.Sc., Zoology with 100% employment/research potential.
3. Skill-based restructured courses (B.A Computers, B.Com Computers and B. Sc Computers) and job-oriented diploma programmes in Translation, Financial Management and Sericulture.
4. Recognized Research Laboratory and Research Guides in the Department of Zoology, with facilities for pursuing M. Phil and Ph. D degrees.
5. Strong research base with five Minor and two Major Research Projects of UGC and DST.
6. Publication of over 100 research /conference / seminar papers and articles in highly rated National and International Journals by the faculty of Science Departments.
7. Staff participation in academic consultancy with greater role in the preparation of Government-prescribed textbooks.
8. Well-equipped science laboratories and facilities for e-learning.
9. Curriculum transaction through ICT enabled devices.
10. Excellent opportunities for career guidance and employment through Jawahar Knowledge Centre, Career & Counseling Cell and Women Empowerment Cell.
11. Hostel facility for women students of all colleges in the town.
12. Active role of students and teachers in social reconstruction through NSS, Eco-Club, Consumer Club and NCC.
13. Internal democracy and participative management in governance.
14. Regular academic audit by the Academic Advisors of the CCE, A.P.

WEAKNESSES

1. Declining trends in student enrolments for over 5 years.
2. Enrolment of average and low-performing students in various courses.
3. Poor results in some undergraduate courses like B.A and B.Sc.
4. Shortage of regular faculty and lack of professionalism among teachers.
5. Limited accommodation facilities for students and staff.
6. Limited autonomy for reforms in examinations.
7. Lack of recognizable research activity in arts and commerce subjects.

OPPORTUNITIES

1. Availability of UGC funds under various developmental schemes.
2. Excellent public support for college development.
3. Availability of reputed teachers in some departments.
4. Fee re-imbursement facility by the Government of Andhra Pradesh.

CHALLENGES

1. Improving the pass percentage of average rural students who do not have adequate reading and study skills.
2. Providing employment opportunities for overwhelming number of students belonging to the most disadvantaged sections of the society.
3. Imparting communication and soft skills of the first generation students who enroll in large numbers.
4. Minimizing the dropout rate among the downtrodden women students.
5. Smooth conduct of university examination to large number of students of various colleges under jumbling system.
6. Providing adequate security arrangements for women students commuting from nearby villages.
7. Proper maintenance of computers and other electronic devices.
8. Motivating teachers to adopt modern technologies in teaching-learning activity.
9. Streamlining the publication of college magazine and students' handbook on regular basis.
10. Overcoming the deficiencies in the physical education department.
11. Maintenance of campus cleanliness and garden development.
12. Strengthening Alumni Association activities.
13. Streamlining office administration.
14. Rapid institutionalization of IQAC activities.
15. Promoting effective leadership role for social reconstruction.

C Profile of the College

1. Name and address of the College

Name : SMT. N.P. SAVITHRAMMA GOVERNMENT COLLEGE FOR WOMEN, CHITTOOR.

Address : GREAMPET, VELLORE ROAD, CHITTOOR.

City : CHITTOOR **District :** CHITTOOR

State : ANDHRA PRADESH **Pin Code :** 517 002

Website : www.npsgcwctr.in

e-mail ID: npsgc@rediffmail.com

2. Address for Communication

	Name	Telephone with STD Code	Mobile No.	Fax	e-mail
Principal	Dr. R.BHANUMATHI M.Sc., Ph. D.	(O) 08572-241091 (R) 08572-241314	9441040327	08572-241091	npsgc@rediffmail.com
Steering Committee Coordinator	Dr. S. SIVA PRASAD, M.A., M.Sc., Ph.D., M.A.D.E., PGDHE., PGDBI., FANSE. Associate Professor of Zoology	(O) 08572-241091 (R) 08572-222219	9441117259	08572-241091	sivaprasadzoology@yahoo.co.in

3. Status of the Institution:

- i. Affiliated College
- ii. Constituent College
- iii. Any other (specify)

✓

4. Type of the Institution:

a. By Gender	i. For Men	☐
	ii. For Women	☒
	iii. Co-education	☐
b. By Shift	i. Regular	☒
	ii. Day	☐
	iii. Evening	☐

5. Is it a recognized minority institution?

Yes	☐	No	☒
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If yes specify the minority status (Religious / Linguistic / any other) and provide documentary evidence)

Not Applicable

6. Sources of Funding

Government	✓
Grant-in-aid	
Self-financing	✓
UGC	✓
Any other	✓

7. a. Date of establishment of the College:

18 / 11 / 1982

b. University to which the college is affiliated (If is an Affiliated College)

Sri Venkateswara University,
Tirupati, A.P.

c. Details of UGC recognition

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If, any)
i.2(f)	27 – 06 - 1998	UGC recognized the college again on 11 – 04 – 2007, acknowledging the change in the name of the college as Smt. N.P.S. Government College for Women, Chittoor.
ii. 12 (B)	27 – 06 - 1998	

(Copies of the certificate of recognition u/s 2 (f) and 12(B) of the UGC Act are attached)

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

Under section/clause	Recognition/Approval details Institution/Department/ Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	NOT APPLICABLE			
ii.				
iii.				
iv.				

8. Does the affiliating University Act provide for conferment of autonomy (as recognized by the UGC) on its affiliated colleges?

Yes ☐

No ☒

If yes, has the college applied for autonomy?

Yes ☐

No ☒

9. Is the college recognized?

a. By UGC as a College with potential for Excellence (CPE)?

Yes ☐

No ☒

b. For its performance by any other Governmental Agency?

Yes ☒

o

No ☐

If Yes, Name of the Agency: The Commissioner of Collegiate Education,
Government of Andhra Pradesh. Hyderabad.

Date of recognition: 28.02.2000, vide Procs. Rc.No.17/A.C.-/99-2, Dt.28.2.2000.

10. Location of the campus and area in square meters:

Location	Urban
Campus area in Acres	23.02
Built-up area in Sq. Mts.	62000

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities, provide information on the facilities covered under the agreement.

❖ AUDITORIUM ➤ 1000 capacity ➤ In-built sound system	√	College Auditorium  2004.08.14
❖ SPORTS FACILITIES ➤ Play ground ➤ Swimming pool ➤ Gymnasium	√	Gymnasium in Physical Education department 
	-	
	√	
❖ HOSTEL ❖ Women's Hostel ❖ Number of inmates: 370 ❖ Facilities: ➤ Toilets ➤ Drinking water ➤ Tailoring centre. ➤ Internet centre ➤ Reading room	√	UGC Women's Hostel Complex 
❖ Working Women's Hostel	-	Not available

❖ Residential facilities for teaching and non-teaching staff	-										
❖ Cafeteria	√										
											
❖ Health centre	-										
❖ First-aid, inpatient, outpatient, Emergency care facility.	√										
❖ Ambulance	-										
❖ Health centre staff	-										
<table border="1"> <tr> <td>Qualified Doctor</td> <td>Full time</td> <td>-</td> <td>Part-time</td> <td>√</td> </tr> <tr> <td>Qualified Nurse</td> <td>Full time</td> <td>-</td> <td>Part-time</td> <td>-</td> </tr> </table>	Qualified Doctor	Full time	-	Part-time	√	Qualified Nurse	Full time	-	Part-time	-	
Qualified Doctor	Full time	-	Part-time	√							
Qualified Nurse	Full time	-	Part-time	-							
❖ Facilities like banking, post office, book shops	-										
❖ Transport facilities to cater to the needs of students and staff	√										
❖ Animal House	√										
❖ Biological waste disposal*	√										
❖ Generator or other facility for management/regulation of electricity and voltage	√										
❖ Solid waste management facility*	√										
❖ Waste water management*	√										
❖ Water harvesting	√										

*Services of Municipal Corporation, Chittoor are made available.

12. Details of Programmes offered by the Institution: 2012-13.

S. No.	Programme Level	Name of the Programme / Course	Duration	Entry qualification	Medium of Instruction	Sanctioned Student Strength	Number of students admitted
1.	UG	BA (HEP)	3 years	Intermediate	Telugu	80	37
2.	UG	BA (ESCs)	3 years	Intermediate	English	60	23
3.	UG	B.Sc.(MSCs)	3 years	Intermediate	English	60	25
4.	UG	B.Sc.(MZC)	3 years	Intermediate	English	50	22
5.	UG	B.Com. General	3 years	Intermediate	Telugu	80	36
6.	UG	B.Com. Computer Applications	3 years	Intermediate	English	80	69
7.	UG	7. B.B.M	3 years	Intermediate	English	50	33
8.	PG	M.Sc., Microbiology	2 years	B. Sc., with Microbiology	English	30	00
9.	PG	M.Sc., Zoology	2 years	B. Sc with Zoology	English	30	12
10	Ph. D	Ph. D in Zoology	3 years (Min)	M.Sc., Zoology	English	02	03
11	M. Phil.	M. Phil. in Zoology	1 year (Min)	M.Sc., Zoology	English	01	
12	Certificate Courses	Tailoring	3 months	No formal qualification	English & Telugu	50	50
13	UG Diploma	Diploma in Translational Management (Hindi, English & Telugu)	1 year	All the three Career Oriented Courses were sanctioned by the UGC, w.e.f. 2013-14			
14	UG Diploma	Diploma in Financial Management	1 year				
15	UG Diploma	Diploma in Sericulture Management	1 year				

As a partner institution of IGNOU, the college conducts the following courses.

16. Bachelor of Arts (B.A)
17. M.A. (English: MEG)
18. Certificate Programmes Business Skills (CBS)
19. Certificate in Teaching English (CTE)
20. Certificate in Teaching Primary English (CTPE).

13. Does the college offer self-financed programmes?

Yes	√	No	
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If yes, how many	07 (Full: 2+ Partial: 5)
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14. New programmes introduced in the college during the last five years.

Yes	√	No		Number	05
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15. List of Departments (Excluding Library, Physical Education, Hindi, English and Telugu)

Particulars	UG	PG	Research
Science	❖ Chemistry ❖ Computer Science ❖ Mathematics ❖ Microbiology ❖ Statistics ❖ Zoology	❖ Microbiology ❖ Zoology	❖ Zoology
Arts	❖ History ❖ Economics ❖ Political Science	Nil	Nil
Commerce	❖ Commerce ❖ Business Management	Nil	Nil

16. Number of programmes offered under;

a	Annual System	07 (UG)
b	Semester System	02 (PG)
c	Trimester System	00

17. Number of programmes with;

a	Choice Based Credit System	00
b	Inter/Multidisciplinary Approach	7+2+3
c	Any other	00

18. Does the college offer UG and /or PG programmes in Teacher Education?

Yes	-	No	√
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19. Does the College offer UG and /or PG Programmes in Physical Education?

Yes	-	No	√
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20. Number of Teaching and Non-teaching Positions in the Institution.

	Teaching Faculty						Non-teaching Staff		Technical Staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the State Government Recruited Yet to recruit	00	01	00	00	00	29	00	07	00	01
	00	01	01	00	04	09	05	02	01	00
	00	00	00	00	00	15	00	00	00	00
Appointed by the Management on temporary basis Recruited Yet to recruit	00	00	00	00	02	20	5	5	02	01
	00	00	00	00	02	20	04	10	02	01
	-	-	-	-	-	-	-	-	-	-

*M: Male; *F : Female.

21. Qualifications of the Teaching Staff

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
PERMANENT TEACHERS							
D.Sc./D.Litt.	-	-	-	-	-	-	
Ph. D	-	-	01	01	01	03	06
M. Phil.	-	-	-	-	02	02	04
P.G.	-	-	-	-	01	04	05
TEMPORARY TEACHERS							
Ph. D	-	-	-	-	02	-	02
M. Phil.	-	-	-	-	01	01	02
P.G.	-	-	-	-	02	02	04
PART-TIME TEACHERS							
Ph. D	-	-	-	-	-	-	-
M. Phil.	-	-	-	-	-	-	-
P.G.	-	-	-	-	02	20	22
GRAND TOTAL	-	-	01	01	11	32	45

22. Number of Visiting Faculty/Guest Faculty engaged with the College.

10

23. Furnish the number of Students Admitted to the College during the last Seven Academic Years, i.e., since NAAC accreditation.

Category	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
	M	*F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
S.C	-	426	-	503	-	567	-	568	-	539	-	566	-	578	-	514
S.T	-	09	-	18	-	22	-	28	-	23	-	27	-	18	-	13
O.B.C	-	204	-	248	-	267	-	273	-	272	-	241	-	231	-	183
General	-	442	-	298	-	203	-	172	-	228	-	147	-	83	-	50
Minorities	-	33	-	41	-	35	-	32	-	10	-	10	-	19	-	18
P.W.D	-	08	-	12	-	11	-	11	-	03	-	02	-	03	-	01
Total	-	1122	-	1120	-	1105	-	1084	-	1075	-	993	-	932	-	779

*M: Male; *F: Female; PWD: Persons with disability.

Includes enrolment in Ph. D and M. Phil., courses in Zoology, since 2008-09.

24. Details of Student Enrolment in the College during the Current Academic Year (2013-14)

Type of Students	UG	PG	M. Phil	Ph. D	Total
Students from the same state, where the college is located	751	25	00	03	779
Students from the other states		00	00	00	
NRI Students	00	00	00	00	00
Foreign Students	00	00	00	00	00

25. Dropout rate in UG and PG (Average of the last two batches, i.e., 2011-12 & 2012-13)

U. G Courses	14.6%	PG Courses	9.1%
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The dropout rate was computed on the basis of last two years students' data as shown below.

Level	Total enrolment in the 2012 Batch			Total enrolment in the 2013 Batch			Dropout rate (%)		Average Dropout Rate (%)
	Admitted	Final exam attended	No. of dropouts	Admitted	Final exam attended	No. of dropouts	2012 Batch	2013 Batch	
UG	305	247	58	370	332	38	19.02	10.27	14.6
PG	11	09	02	10	10	00	18.18	00	9.1

26. Unit cost of Education: 2012-13

Item	Annual Recurring Expenditure (Rs.)	Total Number of Students	<u>Unit cost (Rs.)</u> (Total annual expenditure / Total number of students)
a) Including Salary Component	2, 14, 76, 056	932	23043
b) Excluding Salary Component	49, 08, 617	932	5267

27. Does the college offer any programme(s) in distance education mode (DEP)?

YES	√	No	
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If yes,

- a) Is it a registered centre for offering distance education programmes of another University.

YES	√	No	
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- b) Name of the University, which has granted such registration.

Indira Gandhi National Open University, New Delhi

- c) Number of programmes offered

05

- d) Do the programmes carry the recognition of Distance Education Council?

YES	√	No	
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28. Provide Teacher-Student Ratio for each of the Programme offered during 2012-13.

Name of the Programme	No. of teachers engaging classes in a given period	Sanctioned strength	Average Teacher – Student Ratio.
1. B. A	06	240	1:40
2. B.Sc.,	06	330	1:55
3. B.Com	06	480	1:80
4. B.B.M.	03	150	1:50
5. M.Sc., Zoology	02	60	1:30
6. M.Sc., Microbiology	02	24	1:12
7. Ph. D / M. Phil in Zoology	01	03	1:3

29. Is the college applying for;

Accreditation	Cycle 1		Cycle 2	√	Cycle 3		Cycle 4	
Reassessment	-							

30. Date of accreditation*

Cycle	Date (dd / mm / yyyy)	Outcome of Accreditation	
		Institutional Score	Grade awarded
Cycle 1	02 / 02 / 2006	77.55	B ⁺

* Copies of accreditation certificate and Peer Team Report attached (vide Annexures 1 & 2).

31. Number of working days during the last academic year, i.e., 2012-13.

231 Days

32. Number of teaching days during the last academic year, i.e., 2012-13.
(No. of working days – No. of examination days)

209 Days

33. Date of establishment of Annual Quality Assurance Cell (IQAC).

31 / 03 / 2006

34. Details regarding the submission of Annual Quality Assurance Reports (AQARs) to NAAC.

Report	Year	Date of submission	Remarks
AQAR-1	2006-07	15 / 12 / 2010	Though, the IQAC was established in 2006, the submission of AQARs was taken-up in December 2010.
AQAR-2	2007-08	15 / 12 / 2010	
AQAR-3	2008-09	15 / 12 / 2010	
AQAR-4	2009-10	29 / 12 / 2010	
AQAR-5	2010-11	26 / 08 / 2011	
AQAR-6	2011-12	23 / 05 / 2012	
AQAR-7	2012-13	29 / 03 / 2014	

35. Any other relevant data (not covered above), the college would like to include.

NIL

D Criteria-wise Analytical Report

- 1. Curricular Aspects**
- 2. Teaching, Learning & Evaluation**
- 3. Research, Consultancy & Extension**
- 4. Infrastructure & Learning Resources**
- 5. Student Support & Progression**
- 6. Governance, Leadership & Management**
- 7. Innovations & Best Practices**

CRITERION-1

CURRICULAR ASPECTS

The term curriculum includes all the planned experiences provided by an educational institution to assist the students in attaining the expected learning outcomes to the best of their abilities. In a broad sense, the curriculum is conceptualized as the '*plan for action*' in which, the 'plan' refers to the course content, teaching materials and learning experiences, and 'action' refers to actual teaching-learning behaviour that includes all teaching-learning activities, teaching-learning tools and intended learning outcomes. Though, the curriculum at school level is intended for all students, at college and university levels, its concept is limited to 'total planned learning experiences provided to one or small groups of students, because students as they have an option to chose a subject / a combination of two or three subjects of their choice as per their needs and interests.

In essence, the curriculum in higher education provides individualized learning experiences that intend to achieve self-actualization and problem solving abilities. The success of an academic institution depends largely on how it plans, develops and implements the curriculum for the benefit of its students. Obviously, a higher learning institution owns the responsibility at three levels; the rationale of curriculum, its implementation and its effects. This section attempts to judge these aspects with specific reference Smt. N.P.S. Government College for women, Chittoor.

1.1. Curriculum Planning and Implementation

1.1.1. State the vision, mission and objectives of the institution and describe how these are communicated to the students, teachers, staff and other stakeholders.

❖ Institutional Vision

“To produce educated, intellectually-enlightened, scientifically-advanced, technologically-equipped and functionally-disciplined citizens capable of carrying out the most vital, practical and intellectual tasks of the society with courage, confidence, self-reliance and self-actualization”.

❖ Institutional Mission

“ To produce an academic pool of patriotic, secular, knowledgeable, competent, skilled, technical and resourceful women graduates and postgraduates in Science, Commerce, Business and Humanities streams by inculcating in them the qualities of self-learning, self-reliance, self-dependence with a view to empower them with all virtues and enlist their participation in national development”

❖ Institutional Objectives

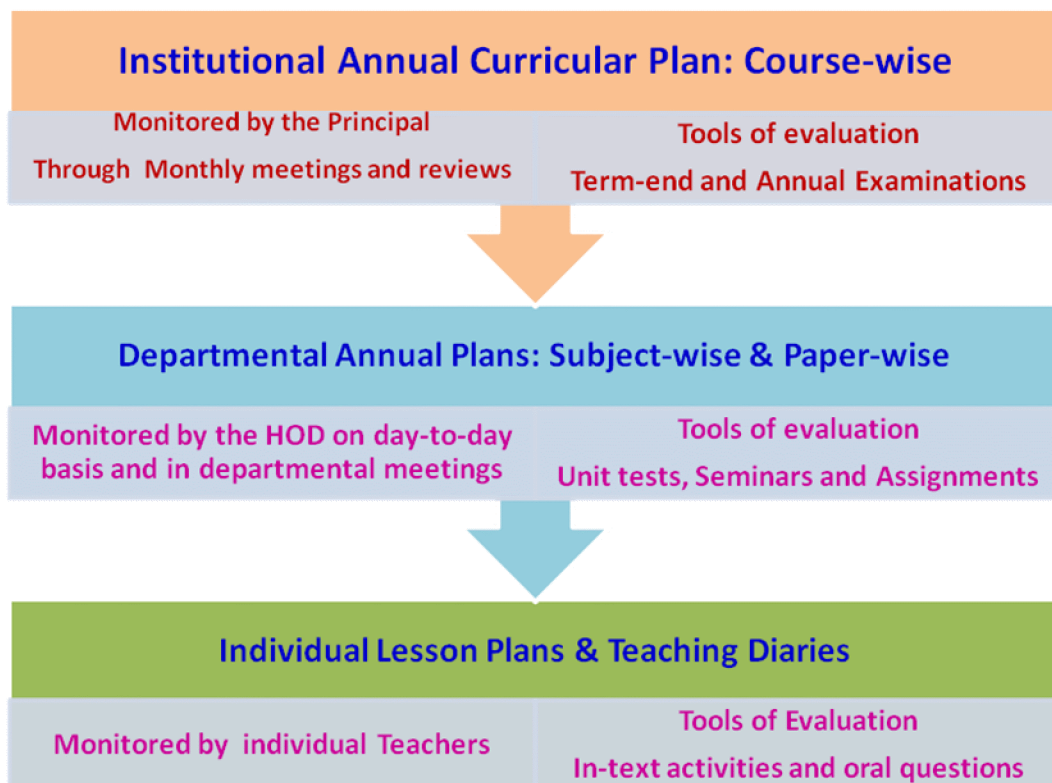
- 1) To ensure women empowerment through higher education.
 - 2) To offer socially relevant and academically vibrant programmes in Science, Arts and Commerce streams.
 - 3) To provide computer-based training for all women students with a view to develop in them the market-expected soft skills.
 - 4) To extend employment opportunities to the disadvantaged sections of the society by offering socially relevant, job-oriented and skill-oriented academic programmes.
 - 5) To inculcate in students the sense of social responsibility through value-based education.
 - 6) To foster scientific temper in students by designing appropriate study projects and research programmes.
-

❖ Means of Communication

1. College web site.
 2. Notice Boards
 3. Press and Media
 4. Circulars and classroom instructions
 5. Pamphlets / handbooks.
-

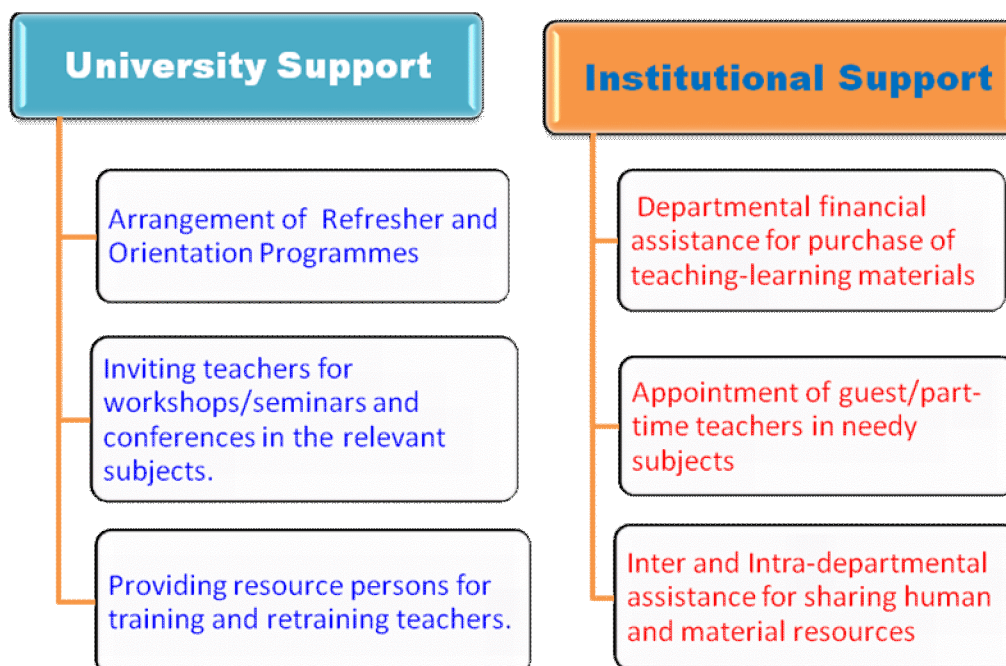
1.1.2. How does the institution develop and deploy the action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

The institution adopts a 3-level hierarchical model for effective implementation of the curriculum, i.e., at institutional level, department level and individual level as detailed below.



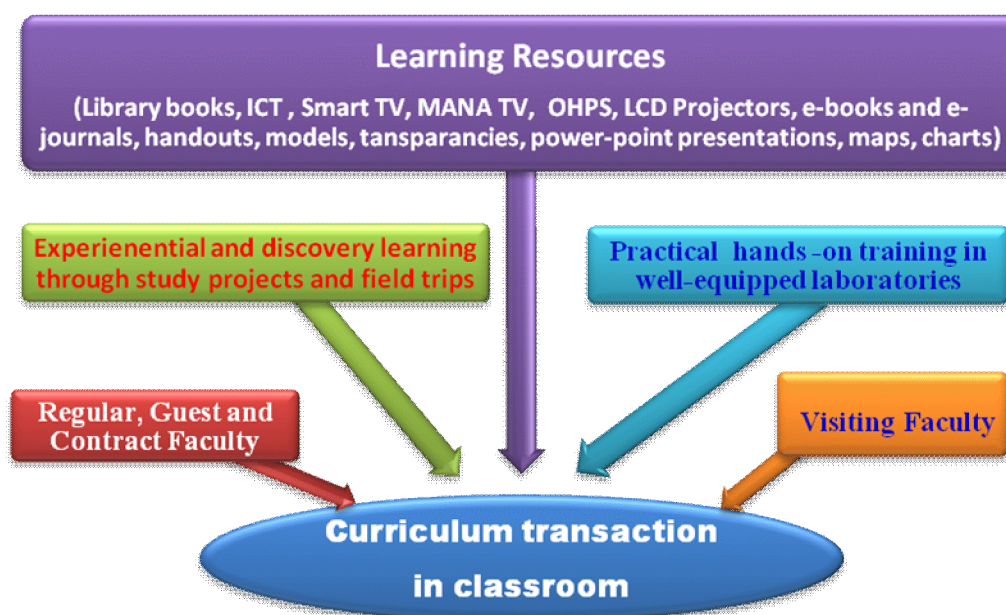
1.1.3. What type of support (procedural and practical) do the teachers receive from the University and / or Institution for effectively translating the curriculum and improving teaching practices?

The university provides the stipulated curriculum and plays major role in its design and development. Though, the university is not directly involved in curriculum transaction per se, nevertheless, it provides broad guidelines for granting affiliation in terms of staff requirements, physical facilities, learning resources, furniture and laboratory equipment. Further, it provides the annual academic schedule for successful implementation and completion of the syllabus. The staff receives the following support from the university and institution for effective implementation of the curriculum.



1.1.4. Specify the initiatives taken-up or contribution made by the institution for effective curriculum delivery and transaction on the curriculum provided by the affiliating University or other statutory agency.

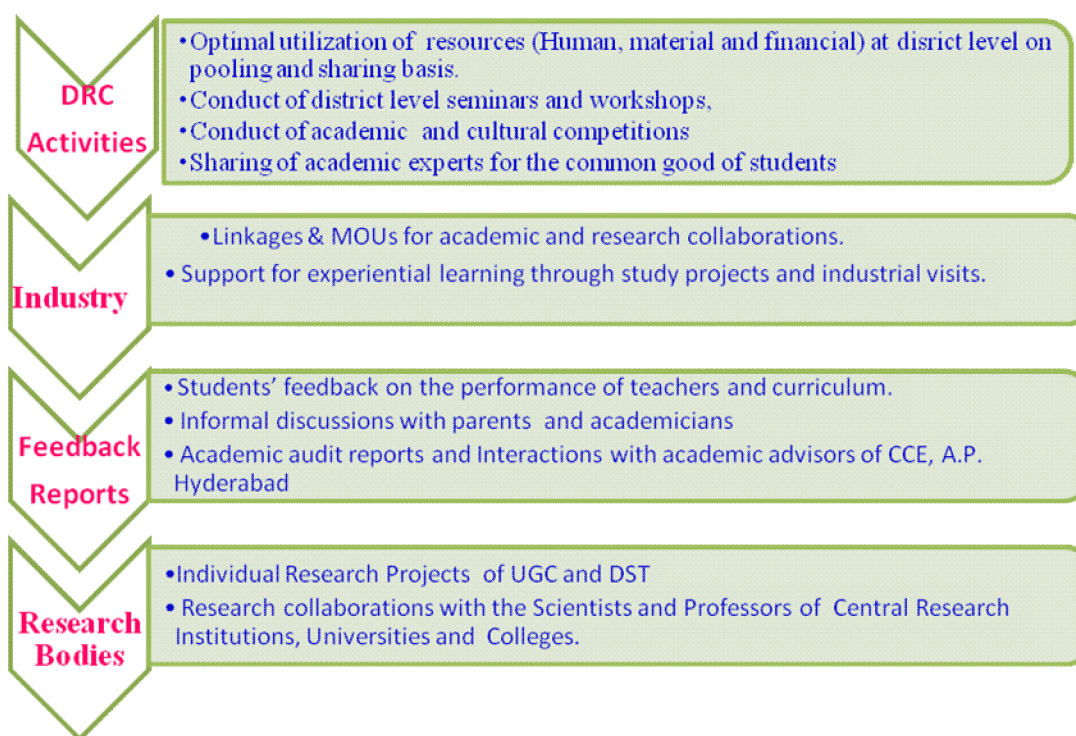
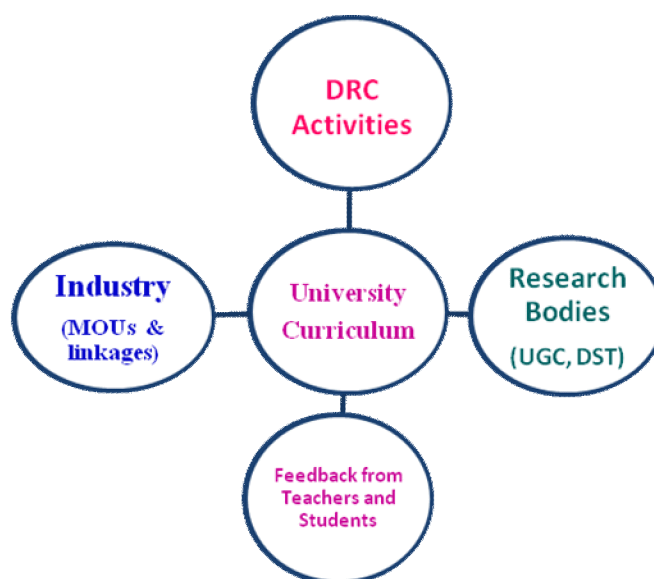
The college initiated or provided the following facilities for effective curriculum delivery and transaction in the classroom.





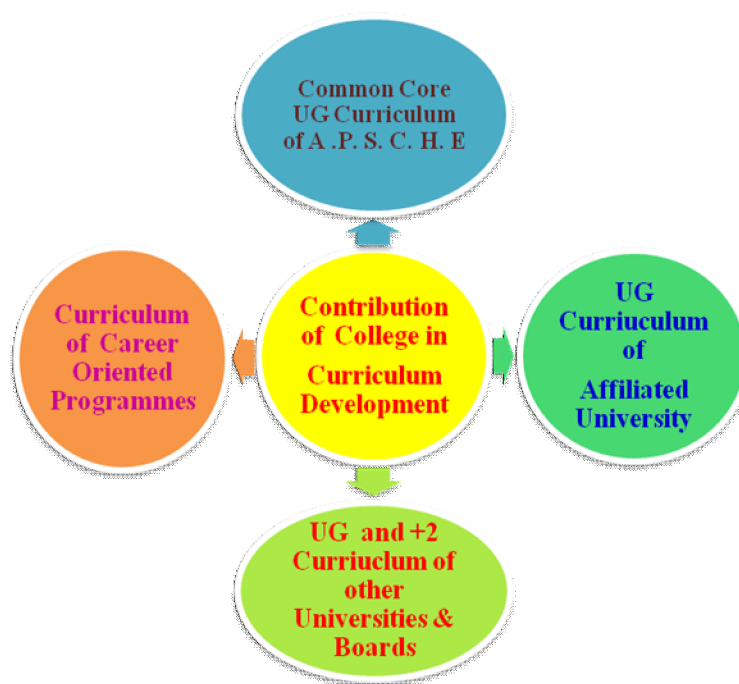
1.1.5. How does the institution network and interact with beneficiaries such as the industry, research bodies and university in the effective operationalisation of the curriculum?

In order to operationalise the curriculum to the satisfaction of all stakeholders, the institution maintains an academic interaction with DRC, industry, UGC, DST, Parents and students as shown below.



1.1.6. What are the contributions of the institution and /or its staff members to the development of the curriculum by the University? (Number of staff members / departments represented on the Board of Studies, students' feedback, teachers' feedback, stakeholders' feedback provided, specific suggestions etc.).

The staff members of the college have the privilege of being involved in curriculum development of its own and that of other academic institutions as detailed below.



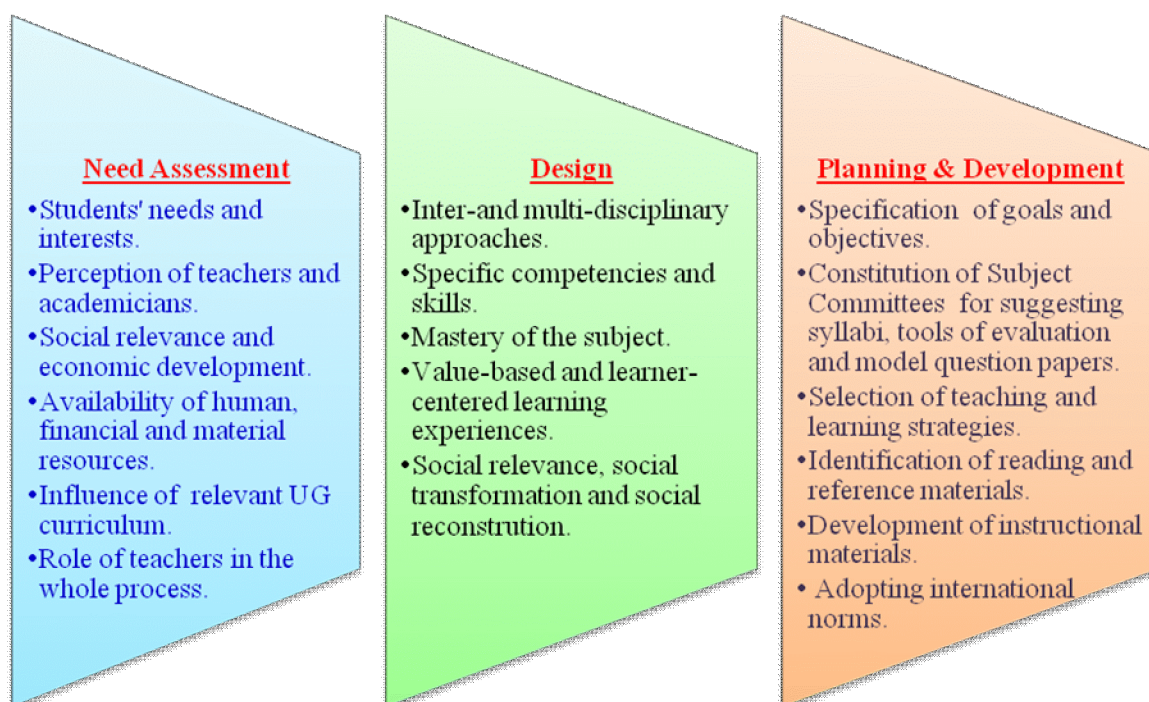
- 1) **Dr. R. Bhanumathi**, Principal has been nominated as the **Senate Member** of S.V. University. Formerly, she worked as the Member of Subject Committee in Chemistry in the Board of Intermediate Education (BIE, A.P.) In both these capacities she participated in curriculum development at UG and +2 levels.
- 2) **Dr. S. Siva Prasad**, Associate Professor of Zoology has been included as the member of subject by the Andhra Pradesh state Council of Higher Education (APSCHE) for curriculum development at state level. Earlier, he also played active role in curriculum development at +2 level as the Member of Subject Committee in Zoology of the Board of Intermediate Education, A.P., Hyderabad.
- 3) **Dr. G. Usha Rani**, Associate professor of Telugu, **Smt. T. Jaya Kumari**, Assistant Professor of Political Science (both former teachers) and **Dr. S. Shamsakthar**, Assistant Professor of Hindi have been represented in the respective Boards of Studies of the Affiliated University for design and development of curriculum at UG level.
- 4) **Dr. P. Varalakshmi**, Assistant Professor of Telugu was involved in the framing of syllabus for adult education offered by the Central Institute of Indian Languages, Mysore.
- 5) **Dr. S. Siva Prasad**, Associate Professor of Zoology, **Dr. S. Shamshakthar**, Lecturer in Hindi, **Smt. Yasmin Beebi**, Lecturer in English **Sri A.M. Narendra Kumar** and **T.Vineela**, both Lecturers in Commerce are involved in the curriculum development of UGC-sponsored Career Oriented Courses, viz., Diploma Programmes in Languages, Sericulture and Financial Management.
- 6) **Smt. V. Nalini**, Physical Director has been nominated as a 'Member of S.V. University Sports Board Sub-committee during 2013-14.

1.1.7. Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If yes, give details on the process (need assessment, design, development and planning) and the courses for which the curriculum has been developed.

Yes, the college is involved in the design and development of the curriculum for three career-oriented diploma programmes sanctioned by the University Grants Commission.

The courses for which, the institution has developed its own curriculum and under the process of implementation from 2013 - 14		
DTM: Diploma in Translation Management (English, Hindi and Telugu) (Arts Stream)	DSM: Diploma in Sericulture Management (Science Stream)	DFM: Diploma in Financial Management (Commerce Stream)

Additionally, the institution plays a significant role in the design of curriculum in respect of two certificate programmes; Garment Making (Tailoring) and Computer Applications it offers. The college adopted systems approach for the design and development of the curriculum. The details are presented in the flowchart below.



Curriculum Development for UGC-Sponsored Diploma Programmes
Subject Committee Meeting of DTM: 20.07.2013



Subject Committee Meeting of DSM: 08.01.2014.



Subject Committee Meeting of DFM: 26.01.2014.



1.1.8. How does the institution analyze / ensure that the stated objectives of the curriculum are achieved in the course of implementation?

As a part of curriculum evaluation, the institution accords prominence to achieve the stated objectives of the curricula at various levels by adopting appropriate teaching-learning strategies and support activities as detailed below.

Curriculum	Stated Objectives	Measures adopted by the college to realize the cherished objectives
❖ Foundation Courses	❖ Greater self-awareness ❖ Core values- social, cultural, ethical, philosophical and environmental.	❖ Providing qualified and trained faculty for teaching subjects like Indian Heritage and Culture, Environmental Studies and Value Education. ❖ Arrangement of talks by philosophers / Doctors / Environmentalists / Social Scientists under equal opportunity scheme of the UGC. ❖ Conducting cultural competitions at local level and sponsoring students for regional and state level competitions. ❖ Ensuring students' participation in sports and games.
❖ Language subjects, English, Hindi and Telugu.	❖ Communication skills- reading, writing and speaking. ❖ Translation from one language to another two languages.	❖ Regular teaching by the qualified teachers. ❖ Conducting literary competitions such as elocution and essay writing competitions, debates, discussions in respective languages. ❖ Providing a language laboratory for language learning, vocabulary and phonetics. ❖ Launching a diploma programme in translational studies on the basis of three language formula of the nation.
❖ Arts, Science and Commerce subjects	❖ Subject knowledge ❖ Economic development ❖ Political awareness ❖ Scientific temper. ❖ Soft skills and clinical skills. ❖ Social reconstruction. ❖ Social transformation.	❖ Teaching relevant subjects by the qualified staff by modern and innovative methods. ❖ Experiential learning through project studies and field works. ❖ Regular seminars, group discussions, assignments. ❖ Use of modern ICT for effective teaching and learning. ❖ Involvement of students in NSS activities with a view to develop in them the ideals of rural reconstruction and social transformation. ❖ Appropriate formative and summative evaluation tools

1.2. Academic Flexibility

1.2.1. Specify the goals and objectives and give details of the Certificate / Diploma / Skill development courses etc., offered by the institution.

Name of the Certificate / Diploma / Skill development Course	Goals	Objectives
		At the end of the course students must be able to;
1) Certificate in Garment Making (Tailoring)	To provide vocational training to youth in tailoring and garment making.	➤ Make garments for day-to-day use, ➤ Repair damaged garments for re-use, ➤ Make innovations in tailoring.
2) Certificate in Computer Applications	To develop day-to-day required soft skills in students	➤ Use computer in their academic works. ➤ Explore Internet for their studies. ➤ Prepare documents/ presentations / data bases using MS Office tools.
3) Diploma in Functional English, Hindi and Telugu Translation.	To cherish and popularize the 'Three Language Formula' of the nation.	➤ Communicate in international, national and regional languages, i.e., English, Hindi and Telugu, ➤ Translate the given text from one language to other two languages.
4) Diploma in Sericulture	To develop a pool of biologists who could take-up sericulture as their profession.	➤ explain the functional anatomy of silkworm, ➤ rear silkworms on scientific lines, develop cocoons and market them. ➤ to appreciate the process of silk reeling and gain the technical know-how thereof.
5) Diploma in Financial Management	To develop a pool of self-employed financial managers.	➤ explain the concept of capital and financial structures, ➤ prepare annual balance sheet of a firm, ➤ workout profit and loss statements ➤ design appropriate financial plan of a firm, keeping in view the emerging market trends.

1.2.2. Does the institution offer programmes that facilitate twinning / dual degree? If yes, give details.

So far, the institution did not get any opportunity to initiate dual academic programmes. However, as partner centre of IGNOU, it could muster some Certificate / Diploma / UG /PG programmes for the benefit of both college students and outsiders, under convergence scheme

CFE: Certificate in Functional English
•Target group: B.A., B. Com. and B.Sc., Students
CBS: Certificate in Business skills
• Target Group: B. Com Students
CTE: Certificate in Teaching English
•Target group: B.A., B. Com. and B.Sc., Students
CPLT: Certificate Programme in Laboratory Techniques
•Target Group: B. Sc, Biology Students
B.A: Bachelor of Arts
• Taget Group: +2 students & those qualified in Bachelor Preparatory Programme
MEG: Mater of Arts in English
•Target Group: All UG students

1.2.3. Give details on various instructional provisions with reference to the academic flexibility. How it is helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability?

The college offers three degree programmes (B.A., B.Sc., and B.Com) under six different combinations, two postgraduate programmes (M.Sc. Microbiology and Zoology) two research degree programmes (M. Phil and Ph. D) in Zoology and three career oriented diploma programmes in languages, financial management and sericulture, with wide choice of elective subject combinations. Though, there is no scope for credit transfer and modular approach, students have a chance to select any one of the job-oriented diploma programmes offered in humanities, sciences and commerce. Similarly, at M. Phil and Ph. D levels, students are given opportunities to select the subject of their choice. The details in terms of skill development, academic flexibility, academic mobility, progression to higher studies, and potential for employability of courses are furnished below.

Instructional provisions with reference to academic flexibility	Benefits to Students			
	Skill development	Academic mobility	Progression to higher studies	Potential for employability
➤ Teaching in language subjects, viz., English, Telugu / Hindi / Sanskrit in all UG programmes and translation studies in the Diploma programme in English, Hindi and Telugu.	Skills of reading, writing and speaking with mastery over the language subjects and ability to translate from one language to the other.	Students have limited inter-group mobility. However, those who have passed in the language subjects could pursue privately either, B.A., or B. Com., or B.Sc., course of their choice and can get dual UG degrees.	Equal provision for pursuing PG studies in all subjects	Students can get employment as language teachers in schools and colleges and as script writers, translators and language experts in national and state level institutions.
➤ Inclusion of foundation courses such as Indian Heritage and Culture (IHC), Environmental Science in all UG programmes.	Greater self-awareness and national and local values- social, cultural, ethical, philosophical and environmental	Limited mobility within the group Subjects.	Students can pursue PG courses in respective streams.	Gainful employment in State and Central Pollution Control units, cultural, educational, social and institutions,
➤ Computer-based instruction in B.A, B.Com and B.Sc., courses	Soft skills and skills of using computers in office administration	Limited mobility within the group Subjects.	Equal opportunity for all UG students to pursue master degrees like M.C.A., M.Sc. and MBA.	Potential to get employment as Data entry operators in offices, hospitals, hotels, as Software Engineers and IT professionals in the industry and as Computer Teachers in schools and colleges.
➤ Commerce and Business and financial subjects in B.Com and B.B.M and Diploma programmes	Business skills and entrepreneurship	Limited mobility within the commerce Subjects.	Equal opportunity to study M.B.A.	Gainful employment in the industry, banks and all business establishments.
➤ Microbiology as optional subject at B.Sc., level.	Skills of microbial testing and clinical assays	Limited mobility within the group Subjects, viz., Zoology and Chemistry.	Equal opportunity to study PG degrees in Chemistry, Zoology and Microbiology	Gainful employment as Microbiologists in hospitals and as Food Analysts in reputed organizations.
➤ Sericulture as an optional choice at research level and at diploma level	Skills of silkworm rearing and silk production	Limited mobility among biology subjects.	Diploma holders are eligible to pursue M.Sc., Sericulture.	Ph. D holders as Scientists in Sericulture Institutions , Diploma holders as sericulturists in Government and Private organizations and or gainful self-employment as sericulturists.

1.2.4. Does the institution offer self-financed programmes? If yes, list them and indicate how they differ from other programmes with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

Yes, the institution offers 4 partially self-financed courses at UG level and 2 fully self-financed courses at PG level as detailed below.

S. No.	Course	Medium of instruction	Subject combinations
1.	B. A (Computers)	English	Economics, Statistics & Computer Applications
2.	B. Com (Computers)	English	Commerce & Computer Applications
3.	B. Sc (Computers)	English	Mathematics, Statistics & Computer Science
4.	B. B. M.	English	Business Management
5.	M. Sc.	English	Microbiology
6.	M. Sc.	English	Zoology

Differences between Self-financed and General Programmes.

Self-finance Courses	General Courses
<u>Admission</u> ➤ Merit-based with strict adherence to reservation policy of State Government.	Same
<u>Curriculum</u> ➤ Vocational or applied programmes are integrated with general and foundation courses. ➤ Need-based inter-disciplinary and dynamic curriculum with practical / application orientation. ➤ Principle and methodology-based student-centered learning experiences that upgrade vocational skills, critical thinking and problem solving abilities with greater employment skills.	➤ No vocational mix-up. ➤ Compartmentalized static curriculum with limited practical base. ➤ Content-based, teacher-centered learning experiences that imbibes social, economical and scientific values with limited employment skills.
<u>Fee Structure</u> ➤ Higher tuition fees that commensurate with the provision better lab facilities and know-how.	➤ Low fee structure that is not linked to other facilities.
<u>Teacher Qualification</u> ➤ Master degree holder with NET / Ph. D qualification in a related subject, preferably trained in the relevant vocational subject.	➤ Master degree holder in the relevant subject with NET / Ph. D qualification.
<u>Salary</u> ➤ A.P. State Revised Pay Scales, 2010 or UGC Revised Pay Scales of 2006, whichever is applicable.	➤ Same.

1.2.5. Does the college provide additional skill-oriented programmes, relevant to regional and global employment markets? If yes, provide details of such programmes and beneficiaries.

Yes, the college provides some skill-oriented programmes that that enhances the employment potential of students for regional and global markets. The details are presented below.

Name of the programme	Expected skills to be developed in students	Beneficiaries
❖ Tailoring	❖ Garment making. ❖ Stitching and re-stitching.	❖ 100 B.Sc. students. ❖ 25 B.Com students ❖ 50 B.A. students
❖ Paper cutting and design	❖ Skills of paper design	❖ All UG students
❖ Employment skills through JKC and UGC Services Coaching Scheme.	❖ Communication skills, ❖ Computer skills. ❖ Competitive skills. ❖ Soft skills. ❖ Analytical skills ❖ Reasoning skills ❖ Quantitative aptitude	❖ Non-computer UG students. ❖ SC, ST, OBC and Minority students.

1.2.6. Does the University provide for flexibility of combining the conventional face-to-face and distance mode of educations for students to choose the course combination/combinations of their choice? If yes, how does the institution take advantage of such provision for the benefit of students?

- ❖ Yes, but such flexibility is limited to students of B.A and B.Com programmes. Dropouts and those found it difficult to pursue their studies in face-to-face mode can switch over to distance mode or private study offered by the affiliated University.
- ❖ Similarly, such of the students pursuing B.A., B.Sc. and B.Com programmes of conventional mode and who have cleared language subjects (eg. English and Telugu / Hindi / Sanskrit) are allowed to take-up either B.A or B.Com programme offered through distance mode / private study. Under this provision, B.Sc., graduates can study B.A or B.Com courses in future, without taking examination in language subjects. Most of the science teachers working in schools are availing this benefit for purpose of promotion.

1.3. Curriculum Enrichment

1.3.1. Describe the efforts made by the institution to supplement the University's curriculum to ensure that the academic programmes and institution's goals and objectives are integrated?

The college is not vested with any power to amend the curriculum given by the affiliated university. However, it spared no efforts to make it more contextual and relevance to the institutional goals and objectives. The following are the some efforts made by the institution in this direction

- One of the staff members, namely Dr. S. Siva Prasad, who represented the college on the Subject Committee in Zoology at state level, has taken steps to include relevant curricular inputs at UG level. With his efforts, two chapters, namely Aquaculture and Biotechnology have been added to the IV paper in Zoology and it was renamed as 'Applied Zoology'. Similarly, Cell Biology was supplemented with Biomolecules in Paper-I.
- The college has a practice of reviewing the syllabus of each subject at departmental level and supplementing it with appropriate curricular inputs that suit institutional goals and objects. For instance, the curriculum in Genetics is supplemented with Mendel's Principles and Blood Group Compatibility Tests.
- From time to time all the class teachers provide additional instructional inputs in their respective subjects that are necessary for effective curriculum transaction.

1.3.2. What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to the needs of the dynamic employment market?

- Restructured courses in B.Sc., B.Com and B.A., were introduced with a view to provide vocation-based and job oriented programmes that suit the needs of industrial and service sectors.
- Ph. D and M. Phil programmes were introduced in Zoology in order to meet the demands of shortage of qualified teachers in colleges and universities.
- In all subjects, the staff members organize, structure and sequence the curriculum systematically (for eg., from simple to complex, concrete to abstract, known to unknown, easy to difficult) with appropriate illustrations, concepts and advance organizers based on the learning experiences and intellectual abilities of students.

- Teachers and students are encouraged to use advanced technologies (ICT) in their teaching and learning activities with a view to equip them to face the challenges of emerging curricular demands at national and international levels.
- Further, with a view to achieve holistic development of students, the regular curriculum is re-enforced by socially relevant and need-based extra-curricular activities through appropriate NSS programmes, national integration camps and NCC activities
- A language laboratory is being established during the current academic year with a view to develop communication skills of students in three languages namely, English (International language), Hindi (National language) and Telugu (Regional language).

1.3.3. Enumerate the efforts made by the institution to integrate the cross cutting issues such as gender, climate change, environmental education, human rights, ICT etc., into the curriculum?

➤ With effect from the current academic year, i.e., 2013-14, the curriculum is being enriched with value-based education, with a view to inculcate in students, the much needed human, social, ethical and cultural values. Selected teachers are trained through District Resource Centre (DRC), who are expected to imbibe value education to all students that constitute an integral part of their curriculum.
➤ Environmental awareness is created through the activities of ECO-CLUB and regular classroom seminars on Climate change and environmental pollution. Further, the final year UG curriculum is reinforced with Environmental Studies which provides the much needed environmental education to students at large.
➤ An exclusive ICT classroom and e-library is being established with a view to expose students to latest education technology and to make them learn through electronic media in addition to the print medium.
➤ The classroom teaching in all departments is being reinforced by the use of LCD projectors, OHPs and Computers.

1.3.4. What are the various value-added courses / enrichment programmes offered to ensure holistic development of students?

The college offers the following value-added courses for the holistic development of students

Value / enrichment item	Course offered by the institution	Remarks
Moral and ethical values	1. Value Education	As a separate paper in the I & II year UG courses, to be commenced from 2013-14 as a state-wide programme.
Employable and life skills	2. Certificate in Tailoring	Offered from 2011-12, in collaboration with Amma Skill Center, Chittoor.
	3. Diploma in Translation Management (English, Hindi and Telugu).	UGC Sponsored career and job oriented courses to be commenced from 2013-14
	4. Diploma in Financial Management.	
Better Career options	5. Diploma in Sericulture Management.	
	6. B.A (Eco, Stats, Comp)	Offered as Restructured UG level programmes.
	7. B.Com (Computer Applications)	
	8. B.Sc., (Maths, Stats, Comp)	
	9. B.Sc., (Microbiology)	
Community orientation	NIL	-

1.3.5. Citing a few examples, enumerate the extent of the use of the feedback from the stakeholders in enriching the curriculum?

- The students felt that the Environmental Studies and Ecology papers should be taught in the same year so that it would become easier for them to comprehend the concepts of both the subjects and transfer knowledge of one subject to the other and pass out successfully. The feedback collected by Dr. S. Siva Prasad, who represented the college on the Subject Committee in Zoology at state level, has taken steps to shift ecology from III Paper of final B. Sc., course to II paper of II year as desired by the students.
- The college has a practice of reviewing the syllabus of each subject at departmental level and supplementing it with appropriate curricular inputs that suit institutional goals and objects. For instance, the curriculum in Genetics is supplemented with Mendel's Principles and Blood Group Compatibility Tests.
- As a part of state-wide curricular reformation, the UG curriculum at college level was enriched by including Indian Heritage and Culture in the first year, Computer Applications in the second year and Environmental Studies in the final year and Human Values in the first and second years of all UG programmes.

1.3.6. How does the institution monitor and evaluate the quality of its enrichment programmes?

The institution evaluates the quality of enrichment programmes through a systematic process called curriculum evaluation. This process entails the judgment of the proficiency level of the curriculum, i.e., the learning experiences designed and transacted in the programmes. The internal quality assurance cell (IQAC) of the college monitors the quality of these programmes at various stages detailed below.

Stage	Evaluation process
❖ Goal specification	❖ By systematically determining and appraising the appropriateness and effectiveness of expected learning outcomes in terms of behavioural changes, core values and expected skills.
❖ Planning and regular monitoring	❖ By the examination of the adequacy of objectives, contents, teaching-learning strategies, reading and reference materials, techniques involved and the data available on the cognitive, affective and psycho-motor characteristics of both students and teachers. ❖ By assessment of the efficiency of management of resources- human, time, material and financial and by finding out the reasons for inefficiency and suggesting remedial measures if needed.
❖ Validation	❖ By the assessment of the evidence collected through observations, judgments and through ascertaining the views of fellow teachers and students through appropriate feedback methods and informally through discussions and interactive methods.
❖ Field Trial	❖ Though clear-cut field trial is not undertaken, efforts are being made to elicit the views of outside experts and academicians.

1.4. Feedback System

1.4.1. What are the contributions of the institution in the design and development of the curriculum prepared by the University?

The existing pattern of curriculum development is that the A. P. State Council for Higher Education (APSCHE) reviews and modifies the curriculum at UG level, once in five years. The university adopts and implements the revised curriculum with some modifications. The process has begun in 2008-09 and completed in 2010-1. One of our staff members, Dr. S. Siva Prasad, Associate Professor of Zoology has been nominated by APSCHE as Member of Subject Committee in Zoology. He played major role in the revision of Zoology curriculum at state level, while a few others have participated in the curriculum at university level. In all, the college has played its assigned role and made some significant contributions as detailed below.

S. No.	Subject	Contribution of the Institution in curriculum design and development
1	Mathematics	❖ Introduction of practical component.
2	Statistics	❖ Introduction of computer-based practicals
3	Zoology	➤ Introduction of Applied Zoology as IV paper in Final B. Sc, with application-based curricular inputs like Immunology, Hematology, Aquaculture and Biotechnology. ➤ Substitution of Animal Behaviour by Genetics in paper- III. ➤ Inclusion of Ecology in Paper- II and Biomolecules in paper-I.
4	English	❖ Introduction of practicals, viva-voce and computer based testing programmes.
5	Commerce	❖ Introduction of practicals.
6	Telugu	❖ Participatory revision of syllabus by Smt. G. Usha Rani, former staff member of the college.

1.4.2. Is there a formal mechanism to obtain feedback from students and stakeholders on the curriculum? If yes, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes / new programmes?

Yes, the institution has a built-in feedback mechanism for eliciting the response of students and teachers.

- ❖ Firstly, the college obtains annual feedback from the final year students through a structured questionnaire and analyzes the data. If, any suggestion comes from the students for modification of syllabus or for introducing new programmes, the same will be discussed in IQAC / Staff Council meetings and the main recommendations, if any, will be communicated to the University through respective departments. Since, some staff members of the college are represented in the Boards of Studies of the University, the suggested changes in the curriculum will be brought to their notice, which will be taken-up for discussion in the meetings of the respective Boards of Studies in the University.
- ❖ Secondly, a delegation of academic experts from the university visits the college annually and obtains feedback from the students and the staff through informal meetings and recommends appropriate measures for the enrichment of curriculum.
- ❖ Thirdly, the curricular issues will be discussed in the meetings of Parents, Alumni, College Planning and Development Committee (CPDC) and appropriate remedial measures are initiated.
- ❖ Fourthly, appropriate feedback is obtained from the academic peers, who visit the college at regular intervals for delivering guest lectures and the same will be communicated to the university through appropriate channels.

Generally, the feedback obtained from various quarters is shared with the members of the Board of Studies of the affiliating university or members of the subject committee of APSCHE either formally, through letters / proposals or informally through e-mails / SMS/ phone contacts.

1.4.3. How many new programmes / courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/ programmes?

Due to paucity of infrastructural facilities and qualified teachers, the institution could not make any proposal for launching of new academic programmes on regular basis. However, it made its best to launch some relevant programmes within the limits of available resources, as detailed below.

Name of the programme	Year	Rationale
1. Ph. D in Zoology	2008-09	The college has launched M.Sc., Zoology programme in 2004-05 and established research laboratory in the Department of Zoology in 2006-07. Keeping in view the needs of M.Sc., pass outs on one hand and the availability of well-equipped laboratories and qualified staff on the other, the college has taken steps to launch these two programmes.
2. M. Phil in Zoology		
3. Diploma in Translation Management (English, Hindi and Telugu).	2013-14	The NAAC Peer team, which visited the college in January, 2006 made a recommendation for launching career oriented programmes for the benefit of UG students. Since then the college made sincere efforts to launch such programmes which became fruitful during the current academic year.
4. Diploma in Financial Management.		
5. Diploma in Sericulture Management		

Any other relevant information regarding the curricular aspects, which the college would like to include:

To the extent possible, Smt. N. P. S. Government College for women, Chittoor is not only responsive to the emerging needs, but also played a responsible role in meeting the curricular requirements. Nevertheless, it has its own strengths and weaknesses with regard to curriculum.

Strengths

- Wide range of restructured courses in B.A (Economics, Statistics and Computer Applications), B.Com (Computers Applications), B. Sc (Computer Applications and B. Sc (Microbiology) have been started keeping in view the students needs and aspirations. Students have reasonable choice to choose from a variety of course combinations as per their requirements. Most of these programmes are of interdisciplinary in nature and provides learning experiences in varied subjects, which hitherto were not available to the rural students. For instance, a student from B.A /

B.Com / B.Sc., can study computer applications and move to higher postgraduate studies in this field or secure gainful employment at the end of the degree.

- In addition regular degree programmes like BA and B.Com are offered in the local vernacular medium (Telugu) for the benefit of rural and most disadvantaged sections of the society.
- Though, the institution is primarily an undergraduate college, it has taken steps to launch postgraduate courses in two science subjects, viz., Microbiology and Zoology and thus provided the facilities for postgraduate education, at least, in two subjects.
- Research programmes (M. Phil and Ph. D) in Zoology have become much useful to women students and working women in and around Chittoor town. For example, Ms. A. Hemalatha and Ms. Lakshmi Devi, Lecturers working in local junior colleges, but registered for their research degrees in S.V. University, have completed their laboratory works in the Laboratories of the Department of Zoology of this college under the guidance of Dr. S. Siva Prasad. Similarly, Ms. S. Kavitha, who registered for her Ph. D in IGNOU, New Delhi has completed her lab work in the department of Zoology of this college as an external candidate. Apart from them four women students (B. Sailaja, Y. Hemachandrika, Ms. E.Bhuvanewari, Ms. N.Thulasi) of Chittoor area have registered for their Ph. D / M. Phil degrees in the Department of Zoology of this institution, under the research guidance of Dr. S. Siva Prasad.
- Within the constraints of financial resources, the college initiated some short duration skill development programmes such as Glass Painting, Pot Painting, Mehanti Design, Garment Making (Tailoring) and Paper Cutting for the benefit of rural women students.

Limitations

- The college has no autonomy in curriculum design and development. Hence, an imitative approach, rather than an innovative approach has been imposed on it. Nevertheless, the college made its contribution in the curriculum development of certain skill-oriented and career oriented programmes.
- The college has limited accommodation and staff facility and hence it could not introduce new academic programmes at UG and PG levels.

Future Plans

- If the benevolence of the Government is showered on the college, steps will be taken for widening the course-base at UG level, by incorporating some more science subjects like Botany, Biotechnology, Biochemistry and Physics.

CRITERION-2

TEACHING, LEARNING AND EVALUATION

The academic strength of a higher educational institution depends on the effectiveness of three measurable parameters of curriculum management, namely the teaching, learning and evaluation. According to UGC Policy Frame 1977, teaching is the first order function of college and university teachers, while the other two functions are research and extension. Through the noble profession of teaching, teachers transmit to their students, the knowledge and methods of acquiring and assessing knowledge, which is valuable to them in their real life. Further, as emphasized by the Education Commission (1964-66), the teaching in general and professional courses enables them to understand and appreciate the nature of forces-social, political, economic, religious and technological, that transform the Indian Society by promoting national consciousness and democratic values. Obviously, teaching role demands qualities of dedication and abilities over and above the formal requirement of classroom teaching. Similarly, the quality of learning depends not only on the interests and needs of students, but also on the 'guided didactic conversation, initiated by the teachers. As the society is moving fast from the age of **'industrial revolution'** to **'information revolution'**, the traditional tools of guided didactic conversation such as the **'word of mouth'** and **'chalk of hand'** lost their relevance. The learners look towards the emerging media and technology in their learning pursuits. The teacher in higher education should not only adopt the latest technologies in his/her profession but must become adept in their use. The goals of teaching and the outcomes of learning are evaluated through a systematic evaluation process for improving the teaching learning strategies as well as for certification of students' achievement at the end of the study. Needless to say, the institution and the stakeholders of education need to rise to the occasion in order to reap the benefits of education. This section ascertains the parameters of teaching, learning and evaluation as practiced in our college.

2.1. Student Enrolment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

The college follows a systematic admission policy. It is made transparent and public through the following methods.

1. Admission notification in the press,
2. Notice board exhibits,
3. Classroom circulars,
4. Open announcements by the public address system.
5. Informal meetings with parents and students.
6. Local T.V. networks.
7. College website (www.npsgcwctr.in).

2.1.2 Explain in detail the criterion adopted and process of admissions (Eg. (i) merit (ii) common admission test conducted by state and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

Since, the college is a Government institution, its admission policy is governed by the rules of the affiliated university and the Government policy of reservations. Accordingly, the college adopts four approaches with regard to admissions.

❖ **Admission without entrance test:** In respect of all UG courses, viz., B.A., B.Com and B. Sc, the admissions are done by the college on the basis of merit in the qualifying examination (i.e., Intermediate Public Examination) with due weightage to reserved categories such as Scheduled Castes, Scheduled Tribes, Other Backward Classes, Minorities, Physically Handicapped candidates, etc. The process is accomplished in the following stages.

- i. Invitation of applications through admission notifications.
- ii. Preparation of merit lists and waiting lists course-wise, group-wise, by the designated committees of the college on the basis of Government's reservation policy.
- iii. Sending call letters to the selected candidates for personal appearance before the admission committee for verification of certificates.
- iv. Final admission of genuine candidates by the Principal.

❖ **Admission with entrance test:** In respect of postgraduate courses (M.Sc., Zoology & Microbiology) and Research Programmes (Ph. D / M. Phil in Zoology), the admissions are made by the affiliating university on the basis of the performance in the common entrance tests (SVUCET / RECET). Under this process, the university calls students for counseling and admits them on merit-cum-reservation basis and finally allocates them to the affiliating colleges as per their preferences.

- ❖ **Admissions under management quota:** In respect of PG courses, the college is permitted to admit students @ 20 % of sanctioned strength. Under this process, the college directly admits eligible graduates, giving first preference to SVUCET-qualified candidates and second preference to merit in the qualifying examination.
- ❖ **Admissions to Career Oriented Diploma Programmes:** In respect of UGC-sponsored career oriented programmes, viz., Diploma in Translation Management, Diploma in Financial Management and Diploma in Sericulture Management, admissions are given to all final year students on the basis of their needs and interests. The salient features of admission are tabulated below for quick reference.

Admission policy		
UG courses	Diploma courses	PG courses/ (Ph. D / M. Phil)
➤ Merit-based admission without entrance test.	➤ Students' - interest-based admission without entrance test	➤ Performance-based admission with Common Entrance Tests conducted by the university.
➤ Admissions are made by the college.	➤ Admissions are made by the college.	➤ Admissions are made by the university and allocated to colleges.
➤ Reservation policy applicable.	➤ Reservation policy is optional.	➤ Reservation policy applicable.

Note: The admissions in respect of UGC- Career Oriented Diploma Programmes was commenced in 2013-14.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city / district.

The institution offers 7 UG programmes, 2 PG Programmes and 2 Research Programmes and adopts a transparent admission policy as stated in the section, 2.1.2 above. The minimum eligibility conditions differ from course to course. It is a pass in +2 stage (Intermediate) for UG courses and rank in SVUCET / RECET conducted by the affiliated university in respect of PG and Research programmes. The minimum and maximum percentage marks for admission at entry level for the programmes offered by the college are compared with those of three other colleges in the district for the year 2012-13 and presented below.

Course	Our College (NPSGC (W))		PVKN Govt. College, Chittoor		S.G. G.D.C, Piler Chittoor District		G. D.C, Puttur Chittoor District	
	Min (%)	Max (%)	Min (%)	Max (%)	Min (%)	Max (%)	Min (%)	Max (%)
B.A (General)	37.0	77.8	38.7	82.8	38.0	81.0	39.5	80.6
B.A. (C.A)	40.0	69.6	41.8	72.5	-	-	41.4	72.5
B.Com (Gen.)	38.6	78.9	35.6	62.5	43.0	75.0	41.0	83.9
B.Com (C.A.)	38.9	86.6	39.7	92.1	45.0	89.0	46.2	90.8
B.Sc. (M.S.Cs/ M.P.Cs.)	45.4	90.3	49.5	84.3	49.0	89.0	44.9	87.5
B.Sc. (MZC/ BZC)	53.1	81.9	43.5	67.6	51.0	83.0	39.9	71.6
B.B.M	37.2	83.6	-	-	-	-	-	-
M.Sc. (Zoo)	53.0	74.9	-	-	-	-	-	-
M.Sc. (Micro)	-	-	-	-	-	-	-	-
Ph. D /M. Phil. in Zoology	78.0	85.2	-	-	-	-	-	-

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

Yes, the institution has an inbuilt mechanism to review the admission process and students profiles annually. The college Admission Committee takes care of all procedural changes in the process of admissions. For instance, the admission policy of the college has been changed during the last four years, keeping in view decline in enrolments vis-à-vis demand ratio (See section 2.16). Due to mushrooming of colleges in the private sector and extension of higher education facilities to hitherto uncovered rural areas, there has been a significant decline in enrolments in all courses offered in Government institutions. Since the number of applications received is less than the number of actual seats available, the college slightly altered its admission policy, keeping in view the interests and needs of students. Under the new policy, the students are directly admitted to the courses by counseling method with single application, after due verification of their original certificates.

Outcome: The new policy has become beneficial to students in three ways.

- Firstly, it assured them a seat in the college without any waiting time and tension.
- Secondly, it reduced the cost of admission as students could gain entry into the course of her choice with single application as against the need for submission of multiple applications earlier. Previously, students had to submit separate applications for each group, because seat was not guaranteed for them in any one course due to heavy competition.
- Thirdly, students need not seek group change as they are directly admitted to the courses of their choice at the time of admissions. Previously, some students used to gain entry into the college, by accepting admission into a course in which seats are available and later seek change of group/course, on mutual transfer basis, which may or may not be accepted. This problem is completely eliminated in the new policy, without detrimental to the reservation policy of the Government.

2.1.5 Reflecting on the strategies adopted to increase / improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate / reflect the National commitment to diversity and inclusion.

- i) S.C. / ST / O.B.C categories,
- ii) Women,
- iii) Differentially abled and economically weaker sections and
- iv) Minority Community and any other categories.

Strategies

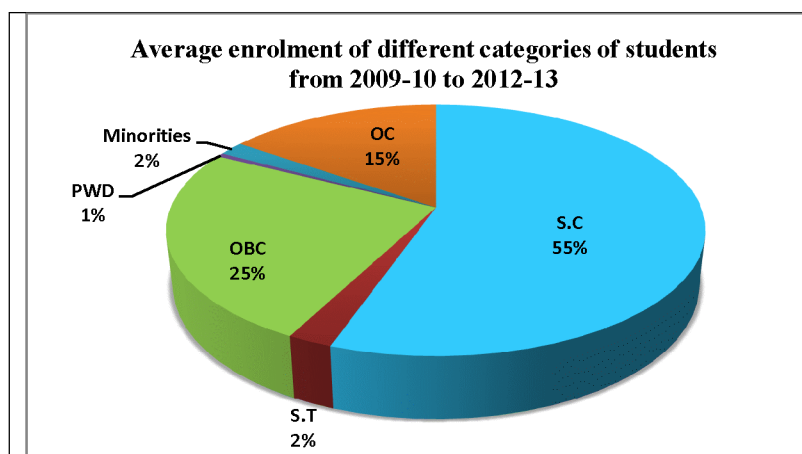
The admission policy of the institution is basically designed for extending equal educational opportunities for students. Accordingly, the college has adopted the following strategies with a view to enhance the accessibility of higher education to the diversified sections of the society and thus upholds the cardinal principle of national commitment to diversity and inclusion.

1. The college adopts the reservation policy of the Government in its admissions. Accordingly, it reserves 15% of seats for Scheduled Castes (SCs), 6% for Scheduled Tribes (STs), 25% for Other Backward Classes (OBCs), 3% for persons with disability (PWD) and 4% for minorities (MIN).
2. Extension of the facility of Post-Matric scholarships and fee-reimbursements for all down-trodden sections, including SC, ST, OBC, MIN, PWD and economically weaker sections.
3. Construction of UGC Women's Hostel building on the college campus and letting-out to the Social-Welfare Department with a view to attract students belonging to SC and ST category.
4. Launching of remedial coaching classes for the benefit of the weaker sections of the society.
5. Establishment of a special UGC-sponsored Centre for Higher Education for Persons with Special Needs (HEPSN) to cater to the needs of physically challenged students during the XII Plan period.

The strategies adopted by the college yielded positive results during the last 4 years, especially with regard to the enrolment of S.C, S.T. O.B.C and Minority communities as shown in the following table.

Year	Total Number of students	Proportion of students enrolled					
		S.C.	S.T.	O.B.C.	P.W.D	MIN.	E.B.C + others
2009-10	1084 (100)	568 (52.4)	28 (2.6)	273 (25.2)	11 (1.0)	32 (3.0)	172 (15.8)
2010-11	1075 (100)	539 (50.1)	23 (2.1)	272 (25.3)	03 (0.3)	10 (1.0)	228 (21.2)
2011-12	993 (100)	566 (57.0)	27 (2.7)	241 (24.3)	02 (0.2)	10 (1.0)	147 (14.8)
2012-13	932 (100)	578 (62.0)	18 (1.9)	231 (24.8)	03 (0.3)	19 (2.0)	83 (9.0)
Four years' average enrolment		55.4%	2.3%	24.9%	0.5%	1.8%	15.2%

Figures in parentheses represent percentages: E.B.C: Economically back-ward classes; MIN: Minorities; OBC: Other backward classes; PWD: Persons with disability.



❖ **S.C. / ST / O.B.C categories:**

Despite being the maximum limit of 15% for S.C students, their proportion remained higher throughout and it ranged from ~52% in 2009-10 to 62% in 2012-13, with four years' average of ~55%. At the same time, the proportion of scheduled tribes (ST), remained low and varied around 2%, probably due to their poor representation in the population in the local feeder communities. However, the students belonging to other backward classes (OBC) maintained their allocated proportion of ~25% during the last 4 years.

❖ **Women**

Since the college is a women's college, it admits women students only. Though, the Government's reservation policy emphasizes 33% reservation for women, the college admits 100% women into its academic programmes.

❖ **Differently-abled sections: and economically weaker sections**

Due to lack of adequate number of applications from both these sections, the proportion of persons with disability (PWD) / disabled persons and those belonging to economically weaker sections remained low during the study period. Though, the Government's policy specifies 3% quota for PWD, their proportion has not crossed 1% mark during the period. At the same time, the enrolment of students belonging to economically weaker sections has declined from 15.8% in 2009-10 to 9.0% in 2012-13, a point that highlights the fact that the elite section opted out of the Government sector, while those belonging to the weaker sections preferred it due to the availability of scholarship facility.

❖ **Minority Community**

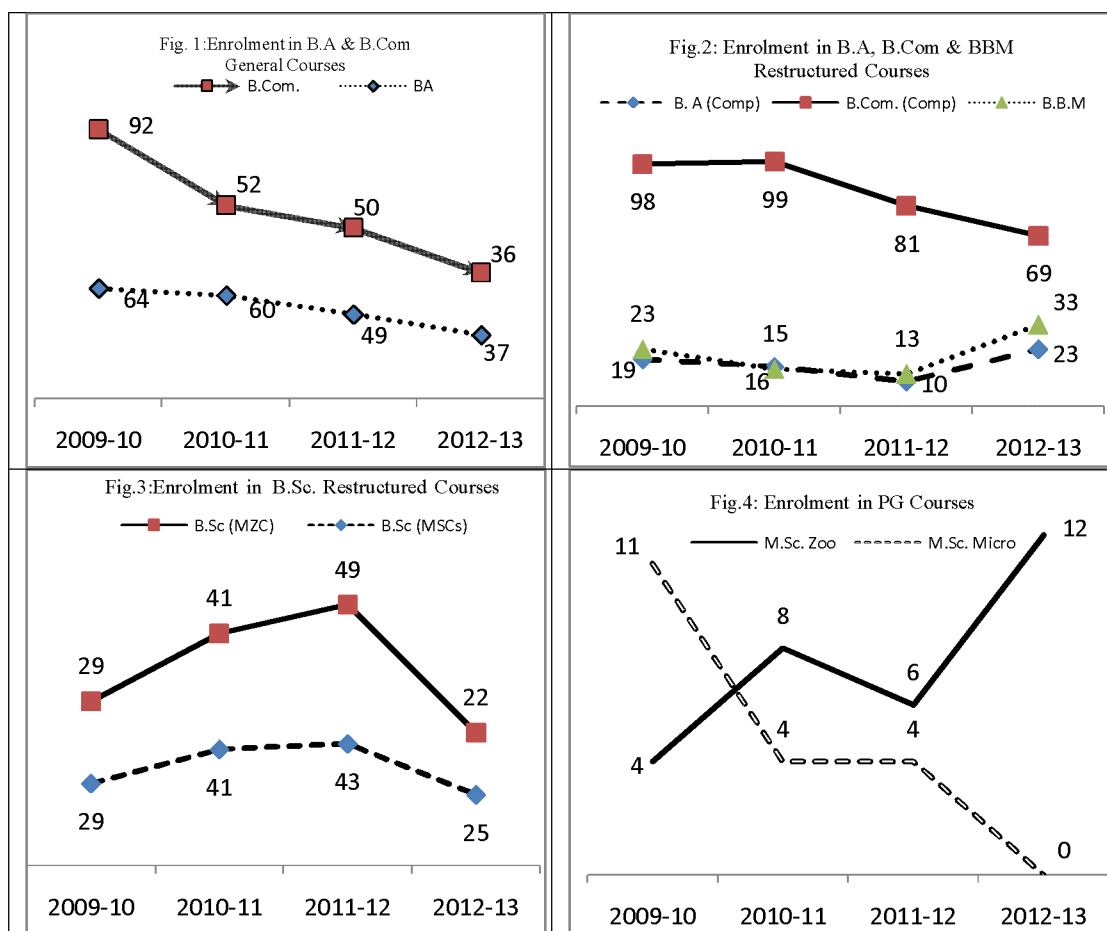
Despite the availability of 4% reservation for minorities, scholarship facility from the Government and Minority Welfare Societies, the minority section is poorly represented in different courses offered by the institution. The proportion of their enrolment ranged from 1 to 3% during the last four years.

❖ **Other categories**

In addition to normal pattern of reservations, the college accommodates students belonging to certain sections like sports, NSS, NCC, Ex-service men to the extent of 3% of sanctioned seats in various courses, though their representation is minimal.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends, i.e. reasons for increase / decrease and action initiated for the improvement.

Programme	Year	Number of Applications	Number of students admitted	Demand Ratio	
UNDERGRADUATE COURSES					
1. B.A (HEP)	2009-10	64	64	1:1	
	2010-11	60	60	1:1	
	2011-12	49	49	1:1	
	2012-13	37	37	1:1	
2. B.A (Computers)	2009-10	19	19	1:1	
	2010-11	16	16	1:1	
	2011-12	10	10	1:1	
	2012-13	23	23	1:1	
3. B.Sc. (MZC)	2009-10	29	29	1:1	
	2010-11	41	41	1:1	
	2011-12	49	49	1:1	
	2012-13	22	22	1:1	
4. B.Sc., (M.S.Cs.)	2009-10	29	29	1:1	
	2010-11	41	41	1:1	
	2011-12	43	43	1:1	
	2012-13	25	25	1:1	
5. B.Com (General)	2009-10	92	92	1:1	
	2010-11	52	52	1:1	
	2011-12	50	50	1:1	
	2012-13	36	36	1:1	
6. B.Com (Computers)	2009-10	98	98	1:1	
	2010-11	99	99	1:1	
	2011-12	81	81	1:1	
	2012-13	69	69	1:1	
7. B.B.M	2009-10	23	23	1:1	
	2010-11	15	15	1:1	
	2011-12	13	13	1:1	
	2012-13	33	33	1:1	
POSTGRADUATE COURSES					
8. M.Sc., Microbiology	2009-10	Admissions for PG and research programmes are made by the University through a common entrance test.	11	-	
	2010-11		04	-	
	2011-12		04	-	
	2012-13		00	-	
9. M.Sc., Zoology	2009-10		04	-	
	2010-11		08	-	
	2011-12		06	-	
	2012-13		12	-	
RESEARCH PROGRAMMES					-
10. Ph. D / M. Phil in Zoology	2008-09			03	1:1
	2010-11			03	1:1
CERTIFICATE PROGRAMMES					
11. Certificate in Tailoring	2012-13 (3 Batches)	20+20+20	20+20+20	1:1	



Comments on Enrolment Trends

The student enrolment over the last four years, projected in the above table and figures 1 to 4, has declined significantly in most of the academic programmes, reflecting the nation-wide slump in enrolments in higher education (Eenadu, 24.8.2013). The degree of difference varies from course to course, as detailed below.

Enrolment in UG Courses

- ❖ In B.A and B.Com general courses, the decline in enrolment was more pronounced than that in the corresponding restructured courses. For example, the enrolment in B.Com (Comp) was declined by ~30% in four years, while it recorded a decrease of 60% in B. Com (General) during the same period. In respect of B. A, (Gen), the enrolment declined by ~42 % while it is increased by 21% in B.A (Computers).
- ❖ In respect of B. Sc (MZO) and B.Sc., (M.S.Cs.), the two restructured science courses, the enrolment recorded an increase of ~69% and ~48% respectively by 2011-12, but recorded an overall decrease of ~24% and 14% respectively by 2012-13. On the other hand, in another restructured course, namely B.B.M, the enrolment recorded a decline of ~ 44% in 2011-12, but grew by the same rate in the next academic year, i. e 2012-13.

The enrolment trends in UG courses of this institution indicate that students showed strong preference for restructured courses having computer combinations and it falls in line with the state-wide enrolment trends as reported in the section of the press (Andhra Jyothi: July 21, 2013). Obviously, students' preference for computer-related programmes is due to their job potential in the global market. Further, the decreasing trend in all UG courses, is attributable to starting of as many as 10 private degree colleges in and around Chittoor during the last five years, which brought higher education to the doorsteps of the rural students. Further, the private college managements started admitting students from their homes and feeder junior colleges making all false promises, which a Government College cannot make. The net result is short fall in student enrolment in Government colleges and its shift towards the private sector.

Enrolment in PG Courses

Despite having well-equipped laboratories that are comparable to those in a University, the enrolment in two postgraduate courses, namely M.Sc. Microbiology and M.Sc. Zoology have not projected promising growth trends. More significantly, M.Sc. Microbiology course is the worst affected. The student enrolment in this course started declining from 11 in 2009-10 to zero in 2012-13. But surprisingly, the enrolment in M.Sc., Zoology has rose from a mere 4 in 2009-10 to 12 in 2012-13. The decline of enrolment in PG courses is attributable to two reasons. Firstly, the Government of Andhra Pradesh has established universities in all the district headquarters of Rayalaseema region during the last 5 or 6 years, which brought closer the postgraduate education to hitherto unreached areas. Secondly, the science students have also developed a tendency towards joining Management courses such as MBA in preference to traditional science courses for obvious reasons.

Action initiated for improvement: In order to improve enrolments in its courses, the college initiated the following steps with considerable success.

- Establishment of a women's hostel with the financial assistance of UGC and letting it to the Social Welfare Department. It attracted students from all over the district and accommodated nearly 370 SC and ST students and thus **helped to sustain many academic programmes, not only in this college, but also in other Government colleges in the town.**
- Establishment of well-equipped Science and Computer laboratories with all infrastructural facilities at par with those in university departments. This measure was acknowledged by all students of the college, with the result, the college could enroll considerable number of students amidst stiff competition from the private sector.
- Establishment of a recognized research laboratory in the Department of Zoology with facility for pursuing M. Phil and Ph. D programmes. This measure has gone a long way in sustaining at least moderate enrolments in the traditional course of M.Sc., Zoology amidst stiff competition from technology-based postgraduate courses offered by universities and private colleges.

2.2. Catering to Diverse Needs of Students

2.2.1 How does the institution cater to the needs of the differentially abled students and ensure adherence to Government policies in this regard?

The institution addresses to the needs of differentially abled students on a priority basis and strictly adheres to the Government Policies in vogue. The following are some of the measures initiated by the college for their welfare.

- Provision of 3% reservations in admissions.
- Extension of post-matric scholarship facility and fee-reimbursement.
- Provision of tricycles for physically handicapped students.
- Provision of scribes for blind students.
- Creating facilities for writing examination on the ground floor.
- Establishment of UGC-sponsored cell for persons with special needs (HEPSN), during the XI Plan period.
- Provision of on-campus hostel and toilet facilities.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before commencement of the programme? If yes, give details on the process.

Yes, the institution takes all possible steps to assess the needs of students in terms of knowledge and skills before the commencement of the programme. The following are some of the measures initiated by the college in this regard.

- ❖ Analysis of interests and aspirations of students through oral interviews by the admission committees at the time of admissions and allocation of seats on the basis of their needs through counseling method.
- ❖ Need analysis through discussions with parents and elders.
- ❖ Analysis of entry behaviour by all teachers before the commencement of the class by question and answer methods and including appropriate curricular inputs that meet their requirements.
- ❖ Teaching and explanation of technical terms in the medium of mother tongue during the first quarter of the year for the benefit of rural students, who have passed their qualifying examination in the medium of their local language.
- ❖ Provision of institutional support in the form of teaching in Sanskrit for the benefit of students, who have taken that subject as second language at +2 level.
- ❖ Provision of special orientation classes on the knowledge and skills expected of a particular programme.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge / Remedial / Add-on / Enrichment Courses etc.).

Though, the institution is located in an urban area, it largely caters to the educational needs of rural women. Due to pecuniary reasons and educational backwardness, they lack motivation, confidence, subject knowledge and communication skills. The college addresses their needs by evolving appropriate strategies from time to time. Some of them are mentioned hereunder.

- ❖ **Motivational sessions:** At the beginning of the academic year (for a month or two), the newly admitted students the problem of isolation and home sickness. If not motivated and properly counseled they loose interest in the studies and dropout. All the staff members initiate formal and informal dialogue with the students and their parents and allay their fears and persuade them to complete the course.
- ❖ **Bridge courses:** Such of the students, who have completed intermediate (+2) education from the vocational stream (eg. Nursing, Garment Making, Office Assistantship etc) are weak in basic subjects like Chemistry, Botany, Zoology, Commerce, History, Political Science etc. In the same way, rural students with Telugu medium background also face the problem of teaching in English. Their learning problems are addressed by designing appropriate bridge courses / language learning programmes by the respective subject teachers.
- ❖ **Communication skills and soft skills:** The much needed communication skills in English and computer-based soft skills are imparted regularly to the select group of students through the activities of JKC by specially trained Mentors.
- ❖ **UGC-sponsored remedial and NET coaching classes:** Regular classroom instruction is supplemented by two types of UGC-funded coaching classes namely, remedial coaching classes for slow-learners and failed students of UG stream and NET coaching classes for the benefit of PG students with a view to update their subject knowledge and to prepare them for both term-end examinations and NET / SLET respectively.
- ❖ **Enrichment programmes:** With a view to inculcate moral values and to ensure personality development among students, the college arranges special reinforcing lectures on value education, gender discrimination, environmental awareness, AIDS awareness etc.
- ❖ **MANA TV Educational programmes:** The traditional face-to-face classroom teaching in all subjects is supplemented with MANA TV educational programmes (both live and recorded) sponsored by the Commissioner of Collegiate Education, Government of Andhra Pradesh.
- ❖ **Add-on courses:** With the financial assistance provided by the University Grants Commission, the college introduced three career oriented add-on programmes, namely

Diploma in Translation Management (DTM), Diploma in Sericulture Management (DSM) and Diploma in Financial Management (DFM) from the current academic year, i.e., 2013-14. Students are given an option to choose the course of their choice that suits their interests and needs.

2.2.4 How does the college sensitizes its staff and students on issues such as gender, inclusion, environment etc.?

The college accords prominence to holistic education and all round development of students. Accordingly, it sensitizes its staff and students on vital issues of inclusion, environment, gender discrimination etc on priority basis. The following are the some of the measures initiated by the college in this regard.

- ❖ Establishment of women empowerment cell that seeks to prepare women teachers and students to face the challenges of life.
- ❖ Conduct of seminars, special talks and invited lectures on communal harmony and other sensitive topics, under the aegis of the UGC-sponsored Equal Opportunity Cell and District Resource Centre and Eco-club.
- ❖ Celebration of women's day on the college campus by teachers and students.
- ❖ Including women representatives and students from all castes, creeds and religions in all developmental committees, with a view to ensure participative culture and to create the feeling of oneness among them.

Some specific illustrations

(A) Some special lectures / seminars arranged on sensitization issues

S. No.	Date	Activity conducted	Resource Person (s)
1.	05.8.2010	Importance of Breast Milk: Child and Women Health.	Dr. R.V. Jagannadha Reddy, Civil Surgeon, Govt. Hospital, Chittoor.
2.	17.8.2010	Bhakti cult and its relevance for equality and fraternity.	Dr. C. H.Nagabhushana Sharma, Bhagavathar, Teachers' Colony, Nellore. A.P.
3.	20.9.2010	Women Empowerment	Dr. S. Padmanabha Reddy Cultural State Convener, Academic Guidance Cell CCE, A.P., Hyderabad.
4.	01.11.2010	Equality & Importance of Regional Languages	Sri B. Munaswamy, Retd. Lecturer, PCR Govt. College, Chittoor.

(B) Some developmental committees of the college, where women teachers and students play an active role

Name of the Course /Committee / Cell	Women and student representatives	
	Teachers	Students
1. UGC Career & Counseling Cell	Dr. Shamshakthar	N. Lakshmi, II B.Sc.
2. Women Empowerment Cell		C. Komala, II B.Com.
3. District Resource Centre	Dr. P. Varalakshmi	S. Divya, I B.Com.
4. Subject Committees in Languages, Sericulture and Financial Management.	Dr. S.Shamshakthar, Dr.G.Usha Rani, Dr.P. Varalakshmi Smt. Vineela	E. Bhuvanewari, Res. Sch. G. Usha, II M.Sc. Zoology
5. Eco-club	Dr. Lavanya Ms.Anusha.	R.Manju Divya, II B.Sc.
6. Anti-Ragging Committee	Dr. R. Bhanumathi, Smt. V. Nalini, Smt. R. Jagadeeswari.	K. Jyothi II B.Sc.
7. N.S.S.	Dr. S. Shamshakthar	P. Aruna, III B.Sc.
8. College Planning & Development Committee	Dr. R. Bhanumathi Dr.G.Usha Rani	Ms. B. Swetha, II M.Sc.
9. Internal Quality Assurance Cell	Dr. R. Bhanumathi Dr.G. Usha Rani Smt. V. Nalini.	E. Bhuvanewari, Research Scholar
10. J.K.C	Ms. Yasmin Beebi.	L. Vooha, II B.B.M.

2.2.5 How does the institution identify and respond to special educational / learning needs of advanced learners?

The institution identifies the advanced learners on the basis of their performance in the academic competitions, seminars, assignments, group discussions and interactive sessions. Respective subject teachers respond to learning needs of talented students by designing and assigning appropriate teaching-learning strategies as shown below.

- Library-based assignments that ensure discovery learning.
- Study projects, surveys and experiments that provide experiential learning.
- Classroom seminars that dispel their stage fear and enhance their teaching abilities.
- Practical demonstrations and group discussions that facilitate learning from peers.
- Academic, literary and cultural competitions that unearth their potentials.
- Charts, models, handouts, study materials etc that enhance their competencies and skills.
- Reward management in the form of gold medals and certificates that reinforces their motivation in studies.
- Additional coaching for preparing them to competitive examinations such as NET/SLET/TET/ ICET, Banking Service Recruitment Tests and the examinations conducted by the UPSC and APPSC.

2.2.6 How does the institution collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at the risk of dropout (students from the disadvantaged sections of the society, physically challenged, slow learners, economically weaker sections etc.)?

The institution collects and analyzes the data on the academic performance of students and takes appropriate measures to minimize dropout rate among the disadvantaged sections (S.C, S.T and OBC), physically challenged students and economically weaker sections of the society, as shown below.

- ❖ **Analysis of learning problems:** The marks /grades obtained by students in tests, assignments, classroom seminars and term-end examinations is used as a major parameter of performance evaluation by the respective class teachers. Based on this, students are identified as slow learners, average learners and advanced learners. The class teachers ascertain the learning problems of the first two categories of students and initiate appropriate teaching learning strategies. Accordingly, such students are supplied with additional study materials, handouts, textbooks and reference books apart from providing remedial coaching in the needy subjects. In order to enhance their learning abilities, they are given assignments on the pattern of university examination and involved in peer learning activities such as group discussions and debates by combining them with advanced learners. Further, the teachers identify their strengths and weaknesses and provide necessary counseling service that boost their morale and retain them in the college.
- ❖ **Analysis of economic problems:** The financial problems of students are ascertained by the ward teachers and appropriate remedial measures are taken. For instance, the students belonging to the poor and down-trodden sections are given financial assistance in the form of post-matric scholarships and fee-reimbursement. Students belonging to economically weaker sections are helped by the college through poor students fund or through the funds provided by the philanthropists. For instance, the Chengalraya Naidu Trust of Chittoor provides Rs, 1, 00, 000/- annually to the college, which is distributed among 20 poor students on merit-cum-means basis. The physically challenged students are encouraged by annual cash prizes instituted by the former teacher Sri P. Narasimha Rao. Similarly, some class teachers provide financial assistance to poor students.
- ❖ **Analysis of personal problems:** Personal problems, which the students cannot share with any one, will adversely affect their studies leading to their final withdrawal from the course. Such problems are attended by the Grievances Redressal Cell of the college in consultation with the respective class teachers.

2.3. Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print etc.).

The teaching, learning and evaluation schedules of the institution are based on the academic calendar released annually by the affiliating university and the academic guidelines issued from time to time by the Commissioner of Collegiate Education (CCE), Government of A.P. Hyderabad. These three schedules are organized as follows.

- ❖ At the beginning of the academic session, the academic calendar of university and the academic guidelines given by the CCE, A.P are circulated among all departments and staff members for strict adherence. Additionally, the Principal convenes a staff meeting and provides broad guidelines for their effective implementation throughout the academic year.
- ❖ In the next step, the Heads of the Departments convene departmental meetings and assign the syllabus and workload to each of the staff member. Based on the workload allocated, the HODs of all the faculties will draw-up a time table for curriculum transaction and the same will be informed to students along with the prescribed syllabi well before the commencement of teaching.
- ❖ On the basis of the syllabus assigned, the individual teachers prepare annual curricular plans in the proforma prescribed by the CCE, A.P. The curricular plan highlights the list of topics to be covered by the teacher in a week / month, the workload allocated, additional inputs / value additions to be provided, curricular and co-curricular activities to be conducted.
- ❖ The actual teaching and learning in the classroom is based on the monthly lesson / topic plans prepared by the individual teachers in the proforma given by the CCE, A.P. The lesson plan includes aspects like the name of the topic, time required, entry behaviour of learners, instructional objectives, synopsis of the topic, illustrations / examples, additional inputs, teaching aids used, references cited, students activities planned for effective teaching and learning. The plans, so prepared by the teachers, together with a teaching diary, will be submitted to the Principal, once in a month for perusal and necessary instructions.
- ❖ The evaluation schedule includes means for both formative and summative evaluations. The former includes periodical unit tests, assignments, classroom seminars, term examinations (quarterly, half-yearly and pre-final) and the latter includes the term-end examination conducted by the university. The question paper pattern given by the university will be followed in all tests/examinations, with due communication to students.

2.3.2 How does, the IQAC contributes to improve the teaching-learning process?

The college has an Internal Quality Assurance Cell, established in the year 2006. It functions through a 9-member committee, headed by the Principal and includes representatives such as teachers, students, educationists, industrialists, social activists and parents. The committee contributes to teaching-learning process by performing following functions.

- ❖ Development of quality parameters of all academic and administrative activities.
- ❖ Creation of a learner-centric environment for an effective participatory teaching and learning process.
- ❖ Arrangement of feedback responses on quality parameters from all stakeholders.
- ❖ Dissemination of quality related information.
- ❖ Organization of institutional seminars and workshops.
- ❖ Promotion of experiential learning experiences through research and study projects.
- ❖ Development, adoption, documentation and dissemination of best practices of teaching and learning.
- ❖ Preparation of annual quality assurance reports and determination of quality radars.
- ❖ Constant interaction with State Quality Assurance Cell of the CCE, A.P.

2.3.3 How learning is made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

The college has an inbuilt mechanism for making the learning process more student-centric one. This is achieved by encouraging them to learn from the books, media, peers and teachers. This in fact starts and ends in the library and passes through the classroom in its course. The institution makes available all such support structures, systems and processes that are essential for achieving meaningful learning among students. Some of them are listed below.

- A well-stocked library with over 10, 000 volumes of textbooks, reference books, journals and magazines, supported by departmental libraries that provide individualized learning facility both in the college and at home.
- A well-equipped e-library with Internet facility that provides access for large number of electronic books and journals that provides opportunities for new explorations through discovery learning.
- ICET classroom that provides facilities for interactive learning.
- The MANA TV educational programmes, educational CDs, cassettes etc that extend the facilities for learning from the media.
- Regular group discussions, seminars, buzz sessions, role plays, assignments, student study projects, teach your lessons, discussions on old question papers, laboratory practicals that provide excellent opportunities for peer learning, discovery learning and experiential learning.
- Expert lectures, academic competitions, regional seminars and workshops organized through the District Resource Centre (DRC) that provides a wide platform for collaborative and interactive learning among the students of all colleges in the district.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

The college believes that the concept oriented teaching is central to imbibing the qualities of critical thinking, creativity and scientific temper among students. This is because students ought to know 'what, why and how of the subject'. The 'what' and 'why' questions contribute to critical thinking and scientific temper among students, while, the 'how' question kindles the light of creativity in their minds. Obviously, the institutional teaching-learning strategies are designed to achieve these objectives, as detailed below.

- ❖ The college advocates teaching methodology based on Bloom's classification which recommends teaching and learning at 7 levels; knowledge, comprehension, understanding, analysis, synthesis, application and evaluation. Learning in the first three levels is imbibed by adopting M.S.C (Must, Should and could) approach by teachers in the classroom. In this technique, the teachers will identify 'what must be', 'what should be' and 'what could be' taught in the classroom, on the basis of entry behaviour of students. The 'must' aspect encompasses the basic concept of the subject which is taught by the teachers. This obviously is done by the practice of a variety of teaching-learning strategies such as lecture method, demonstration interactive sessions and assignments. The other two aspects of learning, viz., 'should' and 'could' are covered in student-centered learning activities like group discussions, student seminars, buzz sessions, quizzes, debates, tutorials, computer-assisted learning through Internet and other innovative teaching-learning practices.
- ❖ The qualities of creativity and scientific temper are imbibed by involving students in experiential and discovery learning techniques such as the group projects, surveys, industrial and field visits, workshops, seminars, academic competitions, both at the college and district levels through DRC activities.
- ❖ The exemplary teachers are encouraged to pursue higher studies and undertake research projects and involve students in experiments, data collection and analysis. Such an approach will go a long way in motivating students to be innovators in their profession apart from transforming them as life-long learners. The importance of life-long education is practically demonstrated to students through the academic programmes of IGNOU, sponsored by the college.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg. Virtual laboratories, e-learning resources from the National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), Open Educational Resources and Mobile Education etc.

Though, the college is a Government institution, it took all steps to make available to its Teachers, the following modern technologies and facilities for effective teaching.

- ❖ Common ICET room with a smart TV, built-in projector and a white board that facilitate guest lectures, student seminars, e-learning and teaching in all subjects.
- ❖ LCD and Overhead Projectors that supplement blackboard teaching.
- ❖ Internet facility to all departments through UGC NRC that optimizes the benefits of online teaching and learning.
- ❖ Computers with installed software for data analysis and interpretation.
- ❖ E-Books, e-journals, educational CDs, tape recorders that provide additional reading and reference material.
- ❖ Bio-visual charts, handouts, models and specimens for hands-on teaching and demonstration in science subjects.
- ❖ A central college library and departmental libraries with reference and textbooks.
- ❖ MANA TV educational programmes that enrich classroom teaching.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

The students and teachers of the college are exposed to advanced level of knowledge and skills through a variety of means as detailed below.

- Expert lectures and talks by distinguished academicians and educationists.
- Regular seminars by advanced students.
- Collection of paper clippings with relevant articles, themes, write-ups and career options etc.
- Field trips, industrial visits and excursions to historical places.
- Encouraging students and teachers to participate and present papers in national and international seminars/workshops/conferences in their relevant subjects.
- Institutional-sponsoring of teachers for orientation programmes refresher courses and training programmes organized by the UGC Academic Staff Colleges, Institutions and the Commissionerate of Collegiate Education, A.P., Hyderabad.
- Library-based study projects to postgraduate students and development of study materials.
- Special lectures through faculty forum that facilitate peer -learning among teachers.

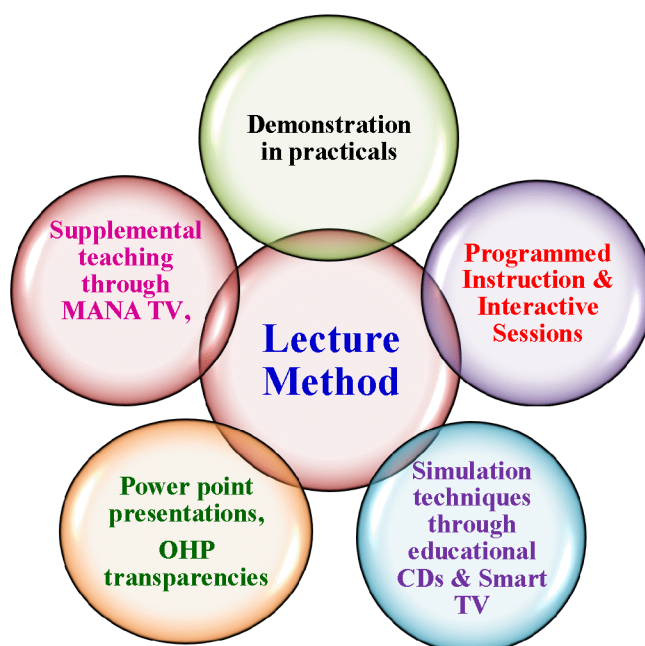
2.3.7 Detail (process and the number of students benefited) on the academic personal and psycho-social support and guidance services (professional counseling/mentoring/academic advice) provided to students?

The institution takes all steps to ensure all-round development of its wards by initiating appropriate activities from time to time as detailed below.

Nature of Service & Process adopted	Number of students benefited
<u>Academic Services</u> ➤ Regular teaching service in all the sanctioned subjects like English, Telugu, Hindi, Mathematics, History, Political Science, Economics, Statistics, Mathematics, Computer Science, Commerce, Chemistry, Microbiology and Zoology. ➤ Institutional teaching facility in the following subjects, where regular posts are not sanctioned by the Government. 1. Sanskrit / Tamil language 2. Computer Science 3. Indian Heritage and Culture 4. Environmental Studies.	❖ All 932 students of UG and PG courses during 2012-13. ❖ I & II Year UG students who opted for Tamil / Sanskrit as second language. ❖ I year UG students of non-computer based programmes such as B.A (HEP), B.Com (General) and B. Sc (MZC) ❖ II year B.A / B. Sc / B.Com students. ❖ III Year B.A / B.Com / B. Sc students.
<u>Psycho-social support</u> ➤ Mentorship service through respective class teachers, who regularly attend to social, economical and personal problems of students. Such problems are either solved by mentors themselves or by the grievances redressal cell of the college. ➤ The equal opportunity cell of the college organizes programmes that provide the much needed social support.	❖ All 932 students of UG and PG courses during 2012-13.
<u>Guidance Services</u> ➤ Career guidance service is provided through the UGC-sponsored career and counseling cell, which undertakes academic counseling, career counseling and campus placement drives. ➤ The JKC, with its mentors imbibe communication and soft skills in students. ➤ Coaching for NET / SLET, ICET and other competitive examinations are provided under UGC-sponsored coaching schemes.	❖ 161 students of this college and those other colleges in the region obtained placements through this cell. ❖ 346 students are trained through JKC, till June 2013. ❖ 849 students, belonging to SC, ST, OBC, MIN communities (2012-13).

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

Teaching is central to all higher learning institutions, more particularly to colleges wherein there is limited scope for research. The college nurtures teaching through innovations and creativity and encourages its staff to fall in line with this basic tenet. Accordingly, the faculty integrated the traditional lecture method with the following innovative approaches with a view to raise the impact of teaching and learning.



Efforts made by the college to encourage the staff to adopt innovative approaches

- Provision of computers, LCD projectors, OHPs and Internet facility to all departments
- Establishment of e-library and an ICET classroom with smart TV and modern facilities.
- Encouragement through IQAC activities
- Persuading the staff for self-introspection through SWOC analysis.
- Sponsoring the staff to refresher and orientation programmes.
- Conducting a regional seminar exclusively on teaching methods through DRC.
- Departmental assistance for adopting new technologies.
- Arranging expert lectures by well-known academicians.

Impact of innovative approach on students' learning.

- Meaningful learning in cognitive, psychomotor and affective domains,
- Improvements in concept formation and analytical skills.
- Students learnt to use technology for self study.

2.3.9 How are library resources used to augment the teaching-learning process?

Library is the ‘**temple of knowledge**’. In an academic institution teaching, learning and research begin and end in the library. Though not directly involved in teaching and learning, its potential role in dissemination of knowledge is immense. Accordingly, the institute facilitates optimal utilization of library resources for effective teaching and learning as detailed below.

- ❖ As a repository of reading materials that facilitate the development of appropriate reading and study habits among students.
- ❖ As a source of reference material that helps students and teachers to look beyond the minimum levels of learning expected to be achieved in a subject.
- ❖ Library journals and periodicals that are used as a source of literature collection for research works and study project.
- ❖ As a resource centre for fiction materials that helps in the development of linguistic skills pertaining to reading, writing and speaking.
- ❖ Reference books as a source material for library based study projects and preparation of study materials.
- ❖ Prescribed textbooks available in the library are used by teachers and students in their day-to-day teaching-learning activity.
- ❖ News papers and magazines as source of acquisition and improvements in general knowledge apart from keeping them abreast in current affairs.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If ‘yes’, elaborate on the challenges encountered and the institutional approaches to overcome them.

Yes, like any other higher learning institution, the academic work in the college is disturbed time and again, posing great challenges to the completion of syllabi as per the annual academic plan. The following are some of the threats that disturb the academic schedules of the college.

- Recurring examinations such as university supplementary examinations, APPSC Departmental Tests, Law examinations, ITI examinations and other Government examinations announced from time to time.
- Unexpected rains and natural calamities and associated inclement weather.
- Frequent bandh calls and political agitations such as that of United Andhra Movement during the current academic year.
- Additional responsibilities assigned to teachers such as elections, office work and unexpected academic works.
- Drafting of teachers for trainings, orientation programmes and refresher courses.
- Holidays given due to local festivals and availing of all casual and other leaves by some staff members.

Institutional approaches to overcome challenges

The afore mentioned challenges are overcome by;

- ❖ Conducting extra classes during holidays and zero hours. For instance, the loss of 66 instructional days during the current academic year due to the United Andhra Movement was compensated by taking extra classes on all working days and by converting all holidays and Sundays into working days from 01.12.2013 to 31.3.2014.
- ❖ Adjusting the workload during leisure periods course-wise and department-wise.
- ❖ Restricting the number of examination rooms and rescheduling the instructional hours on the days of examination.

2.3.11 How does the institution monitor and evaluate the quality of teaching and learning?

The institution adopts two approaches, namely internal and external, for monitoring and evaluating the quality of teaching and learning, as detailed below.

i) Internal monitoring and evaluation: Internally, the quality of teaching and learning is monitored by the Principal at college level and HODs at the departmental level, both under the aegis of the Internal Quality Assurance Cell (IQAC) of the college. This is done by the analysis of the following parameters.

- ❖ Observation of instructional operation in progress by the Principal through regular rounds and surprise visits.
- ❖ By regular scrutiny of teachers' diaries and lesson plans.
- ❖ Results from student assessment – unit tests, assignments, seminars and term examinations.
- ❖ Feedback from teachers directly involved in instructional operation.
- ❖ Feedback from students on teachers' performance.

ii) External monitoring and evaluation: Externally, the teaching-learning processes of the college are monitored and evaluated by a process called academic audit under the aegis of the State Quality Assurance Cell (SQAC) of the Commissionerate of Collegiate Education, A.P., Hyderabad. This mechanism is a novel concept of peer control and evaluation, initiated by the CCE, A.P in 2012 and involves a kind of peer-evaluation. Under the system, the SQAC deposes a team of two academic advisors to all Government colleges in the state once / twice in a year, who will visit the college on specified dates and conducts academic audit in the college by directly interacting with teachers, students and the Principal. The team members suggest ways and means for further quality improvements in the teaching-learning process which the institution takes into cognizance for future guidance.

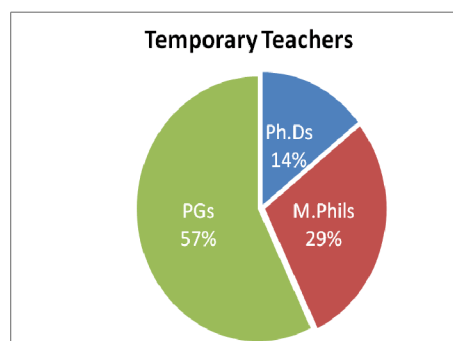
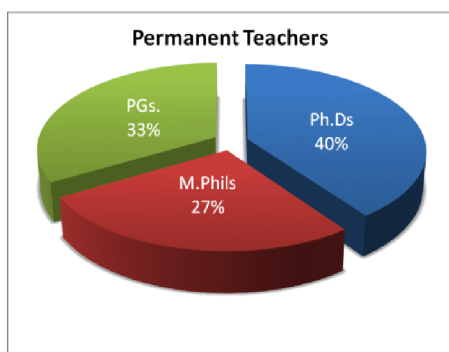
Academic advisors of CCE, A.P., Hyderabad conducting academic audit in the College, during the last two years, 2012-13 & 2013-14.	
2012-13	2013-14
Interaction with the staff in the Departments of Telugu and Zoology	
	
Interaction with Students	Interaction with staff in the Computer Department
	
Concluding Meeting of the Academic Audit Teams	
	

2.4. Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resources (qualified and competent teachers) to meet the changing requirements of the curriculum.

Staff Details

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
PERMANENT TEACHERS							
D.Sc. / D. Litt.	-	-	-	-	-	-	00
Ph. D	-	-	01	01	01	03	06
M. Phil.	-	-	-	-	01	03	04
PG	-	-	-	-	02	03	05
TEMPORARY TEACHERS							
Ph. D	-	-	-	-	01	-	01
M. Phil.	-	-	-	-	01	01	02
PG	-	-	-	-	01	03	04
PART-TIME TEACHERS							
Ph. D	-	-	-	-	-	-	00
M. Phil.	-	-	-	-	-	-	00
PG	-	-	-	-	02	22	24



Staff recruitment strategies of the college

Since, the college is a Government institution, the power of planning and management of the human resources vest with the Government of Andhra Pradesh, barring a few exceptions. The teaching faculty includes 3 categories, viz., the regular, contract and guest lecturers. They are recruited as detailed below.

❖ **Recruitment of Regular Faculty:** The regular faculty of the college is appointed by the Commissioner of Collegiate Education by two methods, viz., direct recruitment and transfer posting from the Junior Lecturer cadre. In the first type, the Government of A.P entrusts the responsibility of recruitment of college teachers to the Andhra Pradesh Public Service Commission, which notifies the vacancies, invites applications from eligible candidates (Ph. D holders and NET qualified candidates), conducts written and oral tests and finally selects the meritorious candidates by adopting the Government's policy of reservation and roaster system. The lists of selected candidates, zone-wise and subject-wise are sent to the CCE, A.P., which in turn issues appointment and posting orders for selected candidates. Under this method, 25% of total posts are recruited.

In the second type, i.e., transfer appointment, the Government constitutes a Departmental Promotion Committee under the chairmanship of the Secretary to Higher Education, Government of A.P, which recommends the names of eligible Junior Lecturers working in the Government Junior Colleges for appointment as Lecturers in Government Degree Colleges in the state. The CCE, A.P., issues appointment and posting orders for the recommended candidates. Under this method, 75% of the quota is filled.

❖ **Recruitment of Contract Faculty:** The existing vacancies in Government Colleges are filled with the contract faculty. The Regional Joint Director of Collegiate Education (RJDCCE) is vested with the powers of recruitment. The RJDCCE invites applications from eligible candidates and constitutes a selection committee, which scrutinizes and prepares the merit lists and finally appoints candidates and posts them to various colleges in the zone, without detrimental to Government's reservation policy.

❖ **Appointment of Guest Faculty:** The Principal of the college is permitted to appoint guest lecturers in the selected subjects depending on the availability of vacant positions and workload. The Principal notifies the vacancies in the local news papers and invites applications from the eligible candidates. With the help of a selection committee, comprising the senior faculty of the college, the principal appoints them in the existing vacancies on the basis of merit in the qualifying examination.

Staff retention Strategies of the college

The retention of qualified and competent teachers in the college is governed by the UGC guidelines as defined in the G. O. Ms. No. 14 HE (UE-II) DEPT, DT. 20. 02. 2010. The college implements the following guidelines for this purpose.

- ❖ Sanction of advance increments for additional qualifications like M. Phil, Ph. D and M. Tech etc.
- ❖ Sanction of sabbatical leave for a maximum period of two years to undertake study or research or other academic pursuit solely for the object of increasing their proficiency and usefulness to the university and higher education system.
- ❖ Duty leaves for attending conferences, seminars, workshops and symposia, for delivering guest lectures and for participating in committee meetings of the Government.
- ❖ Half-pay medical leave for 240 days, maternity and paternity leaves etc.
- ❖ Extraordinary leave for pursuing higher studies, take-up new jobs for specified periods.
- ❖ Study leave for 3 years under Faculty Improvement Programme for pursuing Ph. D degrees.

2.4.2 How does the institution cope with the growing demand / scarcity of qualified senior faculty to teach new programmes/modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details of the efforts made by the institution in this direction and the outcome during the last three years.

The college introduced 4 restructured and job-oriented courses in 1998-99, viz., B.A (C. A) B.Com (C.A), B. Sc (M.S.Cs.), B. Sc (M.Z.C) and B.B.M by integrating traditional subjects with newly emerging subjects like Computer Applications, Computer Science, Microbiology and Business Management. This apparently caused great vacuum in teaching due to non-availability / shortage of qualified teachers. This situation was however overcome in two ways.

- ❖ Firstly, the CCE, A.P. Hyderabad has permitted such of the teachers, who have Masters Degree in a related subject to teach the new subjects. For instance, Commerce Lecturers were permitted to teach Business Management subject in the B.B.M course. Similarly, Botany and Zoology Lecturers were permitted to teach Microbiology, Biochemistry and Biotechnology subjects in restructured B. Sc courses. Such teachers were later deputed for refresher courses in different universities to acquire new skills and knowledge. For example, in this institution, Dr. S. Siva Prasad and Dr. Sudhakar, Lecturer, both Lecturers in Zoology were permitted to teach Biotechnology and Microbiology subjects at UG and PG levels, who later acquired the skills and competencies required of a professionals in the subjects. Similarly, Dr. Narasimha Rao and Sri Prakasam, both Commerce Lecturers were entrusted with the responsibility of teaching Business Management after exposing them to training and retraining.
- ❖ Secondly, in Computer related subjects, wherein the qualified staff is not available, the college was permitted to appoint either the Guest or Contract faculty from the locally available qualified persons. Accordingly, in respect of Computer Science and Computer Applications, the Principal of the college made these appointments and teaching in these two subjects is carried through on part-time basis.

❖ **Outcome during the last three years**

The outcome of the measure, as reflected in the results of the term-end examinations for the last three years (2010-11 to 2012-13), is positive and encouraging as detailed below.

S. No.	Name of the course and subject	Pass % in university examination			
		2010-11	2011-12	2012-13	2013-14
1.	B.B.M: Business Management	88.0	91.0	100	100
2.	B.B.M: Computer Applications	100	90.0	100	100
3.	B.A : Computer Applications	64.3	63.6	61.5	25.0
4.	B.Com., Computer Applications	65.2	82.3	72.6	69.0
5.	B.Sc., Computer Science	82.6	76.0	81.0	91.0
6.	B.Sc., Microbiology	50.0	47.0	61.5	93.0
7.	M.Sc., Microbiology	100	100	100	NA*

*course not offered during 2013-14, due to zero enrolment.

2.4.3 Provide details on the staff development programmes during the last four years and elaborate on the strategies adopted by the institution in enhancing the teacher quality.

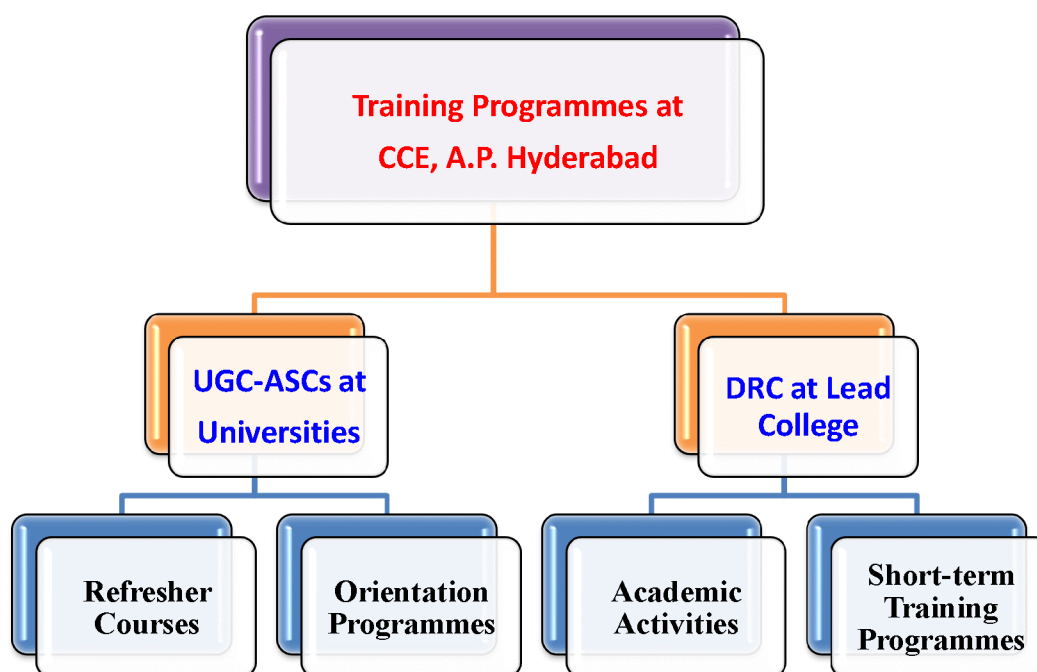
a) Nomination to staff development programmes

Faculty development programmes are undertaken on continuous basis and they are aimed at improving the knowledge, skills and job efficiency. Following are some staff development programmes arranged by the institution during the last 4 years.

Academic Staff Development Programmes	Number of Faculty Nominated
Refresher Courses	20
HRD Programmes	-
Orientation Programmes	10
Staff Training Conducted by the University	05
Staff Training Conducted by other institutions (CCE, A.P., / MCRHRDI of A.P/DRC)	16
Summer / Winter Schools, Workshops, etc.	NA

b) Faculty Training Programmes organized by the institution to empower and enable the use of tools and technology for improved teaching-learning.

The faculty development programmes of the institution are generally done at three levels as shown in the following flow chart. The Commissioner of Collegiate Education (CCE), Government of Andhra Pradesh is the Apex Body for all staff developmental activities of the college. It imparts training in a multitude of activities including administration, academic activities, JKC management, NAAC assessment, Autonomy of Colleges etc. Additionally, it sponsors teachers for refresher and orientation programmes organized by the Academic Staff Colleges of various universities in the state. The CCE also directs the DRC to organize short-term training programmes at district level. As a constituent of DRC, the college participates in its academic and staff development programmes.



Teaching-learning methods / approaches

- College teachers are sponsored for orientation programmes conducted by the UGC Academic Staff Colleges, located at Universities in the state, where they are exposed to vigorous training in teaching-learning methods and strategies. All staff members of the college received this training.
- English language teachers are trained by the CCE, A.P in special programmes called ELF training. Sri V. Narasimha Reddy, Dr. Akthar Banu, Smt. S. Yasmin Beebi, all English Lecturers of this college were trained under the scheme.

- At college level, the staff members of the Computer Science Department organize need-based training programmes on how to use computers for effective teaching and learning.
- The college organized a seminar on Role and Responsibilities of College Teachers on 10th March 2008 through DRC in which teachers in the district were exposed to different teaching and learning strategies.

Dr. S. Siva Prasad delivering a talk on 'Instructional Systems Design' at the Regional Seminar on the 'Role and Responsibilities of College Teachers' held at the college on 10.3.2008.



- ❖ **Handling new curriculum:** The problem of handling new curriculum arises when the syllabus is changed or new curriculum is introduced. The institution has inbuilt mechanism to tackle this problem and the following strategies are adopted from time to time.
- The college has well experienced and qualified teachers in some departments, who actually involved in curriculum development at state and university levels and who could rise to the occasion and guide juniors in handling the curriculum on day-to-day basis.
 - Some staff members were deputed to Refresher courses and workshops at University Academic Staff Colleges and University Departments. For instance, Dr.S.R. Sudhakar, Lecturer in Microbiology and Dr. S. Siva Prasad, Lecturer in Zoology have participated in Refresher Courses in Microbiology and Biotechnology respectively, when new courses were introduced in the college. Similarly, when the curriculum at UG level was changed Smt. Anusha, Assistant Professor of Chemistry and Dr. T. Lavanya, Asst. Professor of Zoology were sent for short-term training programmes at DRC located at PVKN Government College, Chittoor. Recently, the Government of Andhra Pradesh has introduced Value education in all Government Colleges in the state. Six staff members of the

college are exposed to new curriculum at short-term training programmes organized at the DRC.

- **Content / Knowledge Management:** It relates to actual treatment given to the subject in the classroom for effective teaching and learning. Though, no formal training module is in place at the college level, it is carried through the orientation and refresher programmes organized at the UGC Academic Staff Colleges. Further, the Academic Advisors of the CCE, A.P give tips to teachers on the content management during academic audit of the college.
- **Selection, development and use of enrichment materials:** Though, the college has no formal mechanism with regard to selection, development and use of enrichment material, the staff members are exposed to these techniques in the orientation and refresher programmes from time to time. However, some staff members of the college who are involved in the curriculum development process at state and university levels provide proper guidance to the newly recruited teachers in these aspects. Further, the college teachers are provided with facilities like Internet with e-books and journals and library with adequate source of reading and reference material, through which they can collect teaching and learning materials and use in the classroom.
- **Assessment:** The performance of teachers on the job is assessed by the IQAC of the college by analyzing the following parameters.
 - Feedback reports from the students,
 - Results in the subject taught.
 - Verification of academic records
 - Initiative and interest shown in students' welfare and progression.
 - Contribution to institution building activities.
 - Research papers published and books written/edited.
 - Annual confidential reports of the Principal.
- **Cross cutting issues:** The college accords top priority to certain cross-cutting issues such as the gender discrimination, climate change, environmental education, human rights, women empowerment etc, as detailed below.
 - Arrangement of special programmes / talks/workshops through the UGC-sponsored equal opportunity cell of the college.
 - Organizing of a regional seminar on women empowerment.
 - Environmental awareness through Eco-club activities.

- Providing arrangements for teaching of environmental studies to students.
 - Special talks through Faculty Forum.
 - In-class debates and discussions on sensitive topics.
- **Audio-visual Aids/Multi-media:** The regular teaching and learning activities of the college are reinforced and supplemented by creating adequate audio-visual aids and multi-media facilities as listed below.
- Two well-equipped computer laboratories.
 - Language laboratory for English, Hindi and Telugu with installed software in the respective languages, tape recorders, CDs, cassettes etc.
 - Regular Educational programmes telecast through MANA TV.
 - ICET classroom with a smart TV and with inbuilt Projector systems.
 - E-learning facility through Internet browsing.
 - Availability of LCD projectors and OHPs.
- **Open Educational Resources (OERs):** The College provides the following OFRs for the benefit of both students and teachers.
- Bio-visual and chemical charts and handouts.
 - Study materials prepared by students and teachers.
 - News papers, magazines, periodicals, journals, books in the library.
 - Models, portraits and designs prepared by students.

c) Percentage of faculty



2.4.4 What policies / systems are in place to recharge teachers? (eg. Providing research grants, study leave, support for research and academic publications, teaching experience in other national institutions and specialized programmes, industrial engagements etc.).

National & State Level Institutions like UGC, DST, CCE, APSCHE.	• Research grant in the form of minor and major research projects and FIP facility for pursuing Ph.D. • Arrangement of and sponsoring teachers for training programmes/seminars/conferences/workshops/
Regional and local level institutions like Universities, DRC	• ASCs of universities for arranging refresher and orientation programmes for college teachers. • University grants for publication of Ph.D thesis. • Short-term training programmes / workshops/guest lecture facilities through DRC.
College level	• Departmental financial assistance for seminars/workshops • On duty facility for attending RCs, OCs, Conferences/ seminars / meetings /workshops / field trips/ industrial visits etc. • Providing physical and infrastructural facilities for research, consultancy and collaboration

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international levels for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance / achievement of the faculty.

With the moral and material support provided by the institution, the following four staff members reached excellence in their fields and received awards / distinctions / recognitions from the state level organizations as detailed below.

Name and designation	Year	Award / Recognition	Awarding Agency
Dr. S. Siva Prasad Associate Professor of Zoology	2012	State Best Teacher in Zoology,	The CCE, A.P., Govt. of A.P.
	2010	Fellow of Applied and Natural Science Foundation.	Applied and Natural Science Foundation, Haridwar, Uttarakhand,
	1997	State Best Teacher Award	Government of Andhra Pradesh
Dr. G. Usha Rani Associate professor of Telugu (Transferred)	2013	Kuppam Reddemma Sahitheer Award	Kuppam Reddemma Sahitheer Samstha, Chittoor.
	2012	Ugadi Puraskar	District Collectorate, Chittoor.
Dr. E. Balakrishna Reddy, Lecturer in Telugu (Retd.)	2006	Sahitheer Kireeti	Palakollu Samskruthika Samstha, W.G.District. A.P.
	2002	Kuppam Reddemma Sahitheer Award	Kuppam Reddemma Sahitheer Samstha, Chittoor.
	1998	State Best Teacher Award	Government of Andhra Pradesh
Dr. S. Syed Saheb Lecturer in Hindi (Retd.)	1999	State Best Teacher Award	Government of Andhra Pradesh

The institutional culture and environment nurture excellence in all fields. The following factors contributed for the achievement.

- Excellent infrastructural facilities for good teaching and learning.
- Well-equipped laboratories that provide all facilities for the execution of research and study projects.
- The Government's liberal policy that provides safe guards against transfer policy in respect of teachers working on research projects and guiding students for M. Phil and Ph. D.
- On duty facility for teachers participating in seminars / conferences / symposia, training programmes / workshops and other academic activities.

2.4.6 Has the institution introduced evaluation of teachers by the students and external peers? If yes, how is the evaluation used for improving the quality of the teaching learning process?

Yes, the institution gets the evaluation of the teachers done by students and external peers as detailed below.

- **Students' evaluation:** It is done through annual feedback reports on teachers' performance, obtained from the outgoing students. In this format, teacher's performance in terms of their teaching skills and competencies, style of presentation, subject knowledge, communication skills, innovative practices etc are assessed. The Principal will analyze the report and initiate appropriate performance improvement measures.
- **External Peer evaluation:** As per the process initiated by the State Quality Assurance Cell in 2012, the CCE, A.P., Hyderabad, has selected a pool of Academic Advisors from the staff working in different Government Colleges in the State and entrusted them with the responsibility of academic auditing of the colleges in the state. Two Academic Advisors, nominated by the CCE, A.P., will visit the college on specified dates and verify the academic records of the individual teachers and interact with them and ascertain their performance and submit Audit Report to the Principal. The Principal in turn, studies the report and initiates appropriate remedial measures in consultation with the staff council and sends the Action Taken Report (ATR) to the CCE, A.P., within 10 days. From the current academic year, i.e., 2013-14, the academic audit of the college will be done twice, first one at the beginning and the second one at the ending of the academic year.

2.5. Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of evaluation process?

The college implements the evaluation process designed and developed by the affiliating University. The stakeholders of the institution i.e. students and faculty members are informed about evaluation process at the beginning of the academic year, through;

- University communications.
- College website.
- Admission prospectus of the college.
- Notice board exhibits, staff circulars and Public Address System of the college.
- Informal announcements by teachers in the classroom from time to time.
- Model and previous question papers.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

The college adopts the evaluation reforms suggested by the affiliating university, while following its own strategies from time to time as detailed below.

Evaluation Reforms of Affiliating University

- Annual examination system for UG courses.
- Semester system, with internal assessment for PG courses.
- Introduction of OMR sheets for transparency in examination.
- Introduction of practical examination in subjects like English, Commerce, Mathematics and Statistics.
- Double evaluation of answer scripts in respect of PG courses.
- Introduction of Instant examination in two papers in order to avoid the loss of one academic year for the benefit of failed students.
- Verification of valued answer script of UG courses by a select Moderation Board, before the declaration of results.
- Constitution of Malpractice scrutinizing committees.
- Provision for revaluation and personal verification of valued answer scripts.

Evaluation Reforms of the College

- Own pattern of unit tests, assignments, practical records, projects and practical sessions.
- Introduction of term examinations; quarterly, half-yearly and pre-final.
- Weightage to non-cognitive aspects in internal assessment in M.Sc., Zoology.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

The institution ensures the effective implementation of evaluation reforms as shown below.

Implementation of the Evaluation Reforms of Affiliating University

- Adoption of annual examination system at UG level and semester system at PG level.
- Conducting all university examinations, viz., regular, instant, supplementary and practical examinations on specified pattern and on specified dates.
- Adoption of the examination application formats, question paper pattern and fee structures, answer books and OMR sheets prescribed by the university.
- Following the scheme of valuation given by the university.
- Accepting the examination and evaluation duties assigned by the university.

Implementation of the Evaluation Reforms of the College.

- ❖ Unit tests, academic competitions, term examinations (quarterly, half-yearly and pre-final).
- ❖ Internal assessment in respect of PG and career oriented courses.
- ❖ Evaluation of non-cognitive aspects like discipline, regularity, punctuality, attendance and initiative shown in classroom seminars etc at PG level.
- ❖ Adoption of the practical requirements that suit the college, without detrimental to the expected learning outcomes. For instance in B.Sc., Zoology the dissection of *Chick* was introduced in place of *Calotes*, due to ethical reasons and easy procurement.

2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

The institution adopts both the formative and summative evaluation approaches to measure the achievement of students. The formative evaluation involves process evaluation. It is concerned with identification of learners' weaknesses in attainment of expected learning outcomes and the teacher's efforts to overcome them through remedial teaching. Obviously, it is used as a parameter for improvements in teaching-learning strategies. The summative evaluation encompasses product evaluation and terminal assessment of students' performance. It aims at certifying and grading the attainment of students at the end of the study. The institution implements these two approaches as detailed below.

- ❖ **Formative evaluation:** It is based on the assessment of students' performance in unit tests, assignments, classroom seminars, assessment of practical skills and term examinations. In order to ensure objectivity, credibility and relevance, the institution follows a set of standardized norms / procedures of test construction, administration and interpretation. The achievement of the students in this approach is used as

diagnostic tools for making improvements in day-to-day teaching and learning process. If the students' performance in one test is poor, the teacher understands that that particular part of curriculum was not properly taught/ understood and initiates corrective steps such as remedial coaching and additional assignments etc. Thus, the formative evaluation reflects the success of parts of a course as well as the ongoing teaching-learning practices adopted in curriculum transaction.

- ❖ **Summative evaluation:** The affiliating University undertakes the responsibility of summative evaluation. It is based on the assessment of students' performance in the term-end examinations (Annual, supplementary and Instant) conducted by the University. However, the institute also conducts a summative test in the name of pre-final examination before the commencement of University examination with a view to prepare students for the forthcoming term-end examination. Though, the University conducts the term-end examination, the actual evaluation is done confidentially, by the staff members working in the affiliated colleges in designated spot-valuation camps. Thus, the summative evaluation involves a type of peer evaluation, done anonymously, in which learner and teacher do not know each other. Under this system the University follows marks system for assessing and certifying students' achievement as shown below.

S. No.	Marks range	Results interpretation
1.	75 to 100 %	Pass in Distinction
2.	60 to 74.9%	Pass in First class
3.	50 to 59.9%	Pass in Second class
4.	35 to 49.9%	Pass in Third class
5.	< 35%	Fail

The college maintains the record of both the evaluations. While the record of formative evaluation is maintained in the form of 'Departmental Marks Registers' subject-wise in all the departments, the record of summative evaluation is maintained by the office in the form of 'Consolidated Marks Register'.

Evaluation approach that positively impacted the system: It is difficult to assess the impact of formative and summative evaluations on the students' achievement. However, it can be stated that the parameters adopted in the former will have positive impact on the latter as shown below.

- The achievement of students in unit test reflects the level of understanding the subject knowledge and the adequacy / efficacy of teaching and learning methods adopted. The remedial teaching methods adopted by the teacher will go a long way in sustaining students' interests in the subject and motivate them for success in the final examination.
- The take-home assignments and classroom seminars help students to learn by discovery method and results in better performance in the term-end examination.

- The debates, group discussions, quiz programmes and other academic competitions held under formative evaluation imbibe the skills of oration / vocabulary and presentation apart from reinforcing students' learning and raising their confidence level.

2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students throughout the duration of the course / programme? Provide an analysis of the student's results / achievements (programme / course-wise for the last four years) and explain the difference if any and patterns of achievements across the programmes / courses offered.

The institution monitors and communicates the progress and performance of students throughout the duration of the course as detailed below.

- ❖ The achievements of students in the formative evaluation is monitored through the staff council meetings, departmental review meetings and parents meeting at college level and communicated to students through notice boards, circulars and oral announcements in the classroom.
- ❖ The achievements of students in the summative evaluation i.e. in the term-end university examination is monitored through DRC meetings at District level and in the online teleconference with the officials of CCE, A.P at state level. The results in the final examination are communicated through college notice boards, and through the marks statements issued by the university.

The course-wise results for the last five years are given below

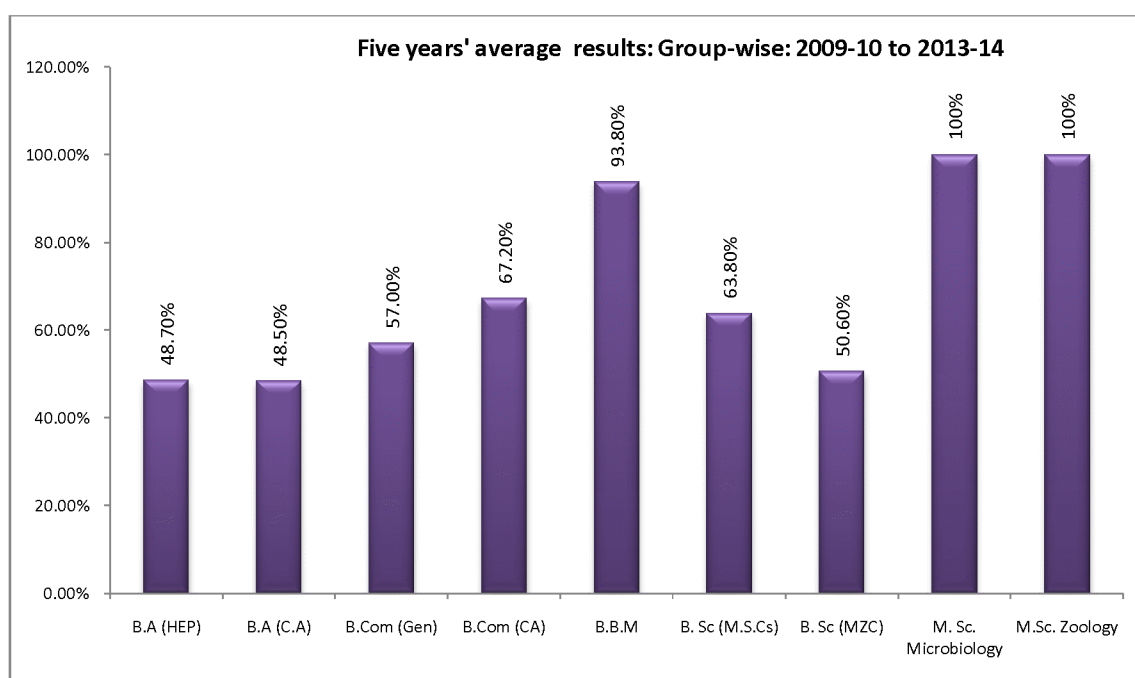
S. No.	Course	Pass percentage in the university examination					5 years' average
		2009-10	2010-11	2011-12	2012-13	2013-14	
1.	B.A (HEP)	35.0	39.3	22.0	57.0	90.0	48.7%
2.	B.A (C.A)	69.2	50.0	36.4	62.0	25.0	48.5%
3.	B.Com (General)	32.0	80.2	40.0	79.0	54.0	57.0%
4.	B.Com (CA)	50.0	62.0	69.0	68.0	77.0	65.2%
5.	B.B.M	90.0	88.0	91.0	100	100	93.8%
6.	B. Sc (M.S.Cs)	75.0	60.0	50.0	81.0	53.0	63.8%
7.	B. Sc (MZC)	67.0	30.0	42.1	48.0	66.0	50.6%
8.	M. Sc. Microbiology	100	100	100	100	**	100%
9.	M.Sc. Zoology	100	100	100	100	100	100%

***Students are not enrolled in M.Sc., Microbiology.*

Results Analysis

As shown in the Table (above) and Figure (Below), during the last four years, the college recorded excellent results in respect of two P.G. courses, viz., M. Sc, Zoology and M.Sc., Microbiology (100%) and one UG course, namely, the Bachelor of Business Management (~92%). However, it showed mixed trends in respect of B. A. General (22-57%), B.A. Computers (36-69%), B.Com General (~32 to 80%), B.Com, Computers (50 to 69%), B.Sc., Computers (50–81%), B.Sc., Microbiology (30-67%) during the same

period. Significantly, the two postgraduate courses consistently recorded 100% results, which are partly attributed to the commitment of the staff on one hand and to the semester system of examinations with internal assessment system on the other. Despite having qualified and committed staff and excellent infrastructural facilities, the college could not make any headway in improving the results at UG level, obviously due to enrolment of first generation students (Students are the first educated members in the family) in various course without adequate study and reading skills. Further, most of them belonging to the disadvantaged sections of the society and depend on scholarships for their livelihood. This situation is unique to all public-funded institutions and rarely seen in any corporate college. Nevertheless, the college is taking all possible steps to maximize the achievement of students in the term-end examination. The average pass percentage of students in different courses for the last four years is presented graphically for quick reference.



2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightages for behavioural aspects, independent learning, communication skills etc.

- ❖ **U.G level:** There is no provision for internal assessment at undergraduate level, wherein annual examination system is in vogue. The assessment is done by external examiners, who are themselves, are teachers working different affiliated colleges of

the university. However, in consultation with the external practical examiners, the institution takes an opportunity to evaluate students' performance in practical examination in Science subjects, English and Commerce by according a weightage of 20 to 30% to their behavioural aspects, independent learning, communication skills, regularity, punctuality and discipline etc. This objective measure, which is appreciated by all students, helps sincere and hardworking students to score more marks, even if they could not perform better on the day of practical examination.

❖ **P.G level & Career oriented courses:** Internal assessment system is followed in all postgraduate courses (M.Sc., Zoology and M.Sc., Microbiology) and UGC-sponsored career oriented courses (DTM, DSM and DFM) offered by the institution. Under the system, 20% weightage is given to internal assessment and 80% weightage to the external assessment. While the internal assessment is done by the teachers of the college, the external valuation is done by outside experts appointed by the university. The internal assessment is made transparent by allocating weightage as detailed below.

- Written examination conducted by the college, i.e., the evaluation of cognitive aspect of learning carries 75 % weightage.
- Assessment of behavioural and other non-cognitive aspects carries 25% weightage, in which 5 observable traits such as discipline, punctuality, regularity, attendance and interest academic works (i.e., accepting tests, assignments and seminars) are given 5% weightage each.

Additionally, in postgraduate courses also, the institution ensures 20 to 30% weightage for non-cognitive aspects in the practical examination, as done in UG courses. Both these measures not only improved students' performance in the term-end examination but also enforced the much needed academic discipline in the college.

2.5.7 Does the institution and individual teachers use assessment / evaluation as an indicator for evaluating students' performance, achievement of learning objectives and planning? If yes, provide details on the process and cite a few examples.

Yes, the institution and individual teachers use the assessment process as an indicator for evaluating students' performance and achievement of learning objectives. This is because; the entire process of curriculum management is based on **input-process-output** model. Individual teachers identify and select relevant curricular inputs (content selection) designed and developed by the curriculum planners and teach them in the classroom by evolving a suitable instructional systems design (ISD) that reflects learning objectives, learning outcomes, teaching-learning strategies and tools of evaluation. Thus, while teaching, the teacher processes the curricular inputs in such a way as to achieve the expected learning outcomes. The achievement of students in the formative and summative evaluations represents the learning output. Obviously, the performance of students in the final examination indicates the level of achievement of learning objectives and the expected learning outcomes. The following examples reflect this fact.

- ❖ In the curriculum of Organic Evolution, a chapter entitled the 'Genetic Basis of Evolution' expects students to explain the concept of changes in the gene (allelic) frequency, with reference to destabilizing forces of Hardey-Weinberg Equilibrium. In his / her ISD, the teacher incorporates all curricular inputs like, gene pool, gene frequency, Hardy-Weinberg law, natural selection, genetic drift, mutation, migration, genetic recombination etc and teaches them to students in the classroom. At the end of the study he/she designs appropriate formative and summative evaluation tools for measuring the achievement. Hence, the student's performance, as reflected in the results of term-end examination is viewed as achievement of learning objectives.
- ❖ Similarly, in English subject the chapter on Communication Skill expects students to demonstrate their skills through their behavioural responses such as writing, reading and speaking. These outwardly expressed actions are tested through appropriate tools of evaluation and hence the performance of students in the final examination reflects their learning achievements in the subject.

2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation, both at college and University levels?

The institution has the following mechanisms for the redressal of students' grievances with reference to evaluation, both at college and university levels.

- **Grievances redressal cell** that receives complaints from students through a suggestion box, e-mails, phone calls and SMS service and forward them to the examination cell or the departments concerned for necessary action.
- **Examination Committee** that exclusively deals with the issues/grievances pertaining to university examination such as non-allocation of Registered numbers, non-receipt of hall-tickets, non-declaration of results, recounting, re-totaling and the like. The committee will take-up the issues with the concerned authorities of the university and solves them to the satisfaction of students.
- **Departmental Mechanism** in which either the HOD or the ward teacher will attend to students' queries and problems from time to time. The grievances relate to examination schedules, centers allocated, question paper patterns, changes in syllabus etc and they are resolved there and then.

2.6. Student's Performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If yes, give details on how students and the staff are made aware of these?

Yes, the college has clearly stated learning outcomes at subject level and course level, to be achieved by the students at the end of the course / programmes, as detailed below.

Subject-wise Learning Outcomes

S. No.	Subject / Faculty	Expected Learning Outcome
1.	Languages (Hindi, English and Telugu)	❖ Students must be able to demonstrate communication skills- reading, writing and speaking, in all the three languages.
2.	Arts subjects (History, Economics, Political Science)	❖ Students must be able to use their subject knowledge for social reconstruction and transformation and actively participate in cultural, social and economic development of the country.
3.	Commerce & Business Management	❖ Students must be able to demonstrate managerial skills in the field of trade and business.
4.	Computer Science	❖ Students must be able to demonstrate computer and soft skills and use computers in their day-to-day work and in the office management.
5.	Science Subjects (Mathematics, Statistics, Chemistry, Zoology and Microbiology).	❖ Students must be able to demonstrate subject knowledge in their respective fields and use it for solving the social problems with the spirit of inquiry scientific temper.

Course-wise Learning Outcomes

S. No.	Course	Expected Learning Outcomes
1.	B. A. (HEP)	❖ To develop an enlightened section of graduates that could play substantial role in the political, cultural, social and economic development of the country. ❖ To develop skilled graduates who could take-up managerial professions in the business and financial sectors.
2.	B.A. (C.A)	
3.	B.Com (General)	
4.	B.Com (C.A)	
5.	B.B.M	
6.	B.Sc. (M.S.Cs.)	❖ To develop a pool of science graduates in biological and mathematical sciences that could play a vital role in scientific development of the country as science teachers and scientists.
7.	B. Sc (MZC)	
8.	M.Sc., Zoology	❖ To produce skilled, competent and highly qualified Biologists, who could practice, teach and generate knowledge in the emerging areas of biology.
9.	M.Sc. Microbiology	
10.	Dip. in Financial Management.	❖ To develop a knowledgeable and skilled, competent and employable pool of graduates who could work as financial managers in banks, offices and other organizations.
11.	Dip. in Translation Management.	❖ To develop a knowledgeable and skilled, competent and employable pool of graduates who could work as translators in in any language institutions and publication units.
12.	Dip. in Sericulture Management.	❖ To develop a knowledgeable and skilled, competent and employable pool of science graduates who could practice sericulture as a profession with gainful employment in any sericultural institution at state and national levels.

The learning outcomes, specified above are communicated to students and teachers through;

- Departmental Notice Boards
- College website,
- Students' Handbook.
- Oral announcements in the classroom.

2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The learning outcomes, as defined in the curriculum are achieved by designing appropriate teaching and learning strategies and tools of evaluation. The entire curriculum implementation process is sequenced and structured in such a way as to realize the cherished objective. All subject teachers, HODs and the Principal of the college play pivotal role in this sequential mechanism as listed below.

- ❖ In the first stage, the subject teachers prepare **annual curricular plans** at the beginning of the academic year and submit them for approval by the HODs and the Principal. In these plans, the individual teachers specify clearly the curricular, extracurricular and additional inputs to be integrated with the instructional systems design.
- ❖ In the second stage the individual teachers prepare **lesson plans / topic plans**, on the basis of the approved annual curricular plans. The lesson plan includes **instructional objectives** identified on the basis of entry behaviour of students on one hand and the expected learning outcomes on the other.
- ❖ In the third stage, which actually involves, the curriculum transaction, the teacher selects appropriate contents based on the instructional objectives and present them to students in a logical order by adopting **innovative teaching methods** by using teaching aids like the board and chalk, LCD power point presentations and OHP transparencies, practical demonstrations, handouts, charts, audio cassettes and other available technologies. The technologies are used in such a way as to facilitate learning in **cognitive, affective** and **psycho-motor** domains. The learning process is further reinforced by encouraging student-centric techniques like group discussions, debates, buzz sessions, role plays, simulation techniques and interactive sessions.
- ❖ In the fourth stage the classroom learning is supplemented by **expert / guest lecturers, MANA TV educational programmes**, field trips, industrial visits and classroom seminars.
- ❖ In the fifth stage, advanced learners are identified and they are encouraged to undertake **socially relevant study projects** in groups under the guidance of their teachers. This measure provides opportunities for experiential learning and helps them in developing the problem solving abilities. In the same way, library-based study projects are assigned to some students, which help them learn by discovery.

- ❖ Appropriate formative and summative evaluation tools are adopted from time to time to improve the teaching-learning process through remedial instruction and to acquire the expected learning outcomes.

2.6.3 What are the measures / initiatives taken-up by the institution to enhance the social and economic relevance (quality jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

The institution has initiated the following measures with a view to enhance the social and economic relevance of the courses offered.

- The employment opportunities for students are enhanced by developing in them the much needed communication and soft skills through JKC and campus placement opportunities through UGC sponsored services coaching scheme.
- The entrepreneurship qualities are enhanced through industrial visits, trainings and collaborative projects.
- The curricular base of the traditional courses is strengthened by integrating it with socially relevant skill development programmes like tailoring, paper designing, computer learning and career oriented add-on courses like Diplomas in Translation Management, Sericulture Management and Financial Management.
- The qualities of innovation, creativity, research aptitude and scientific temper among students are imbibed by encouraging them to take-up socially relevant study projects and surveys.

2.6.4 How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning?

Generally, some students fail to realize the expected learning outcomes due to a variety of reasons; financial, personal, social etc, which the institution collects and analyzes systematically and initiates appropriate corrective measures as detailed below.

Collection of data: The institution collects the data on students' learning outcome through;

- ❖ Structured feedback reports.
- ❖ Performance as reflected in results.
- ❖ Parent-teacher interaction.
- ❖ Grievance redressal cell.
- ❖ Student's oral complaints.

Analysis of data: The data so collected are analyzed in terms of study problems, economic problems, personal problems and accommodation problems etc and appropriate measures are initiated to overcome them as detailed below.

- ❖ The economic problems of students are solved by financial assistance through scholarships, donations from philanthropists or in the form of textbooks / notebooks through departmental assistance.
- ❖ The personal problems if any are resolved through appropriate counseling in consultation with their parents.
- ❖ The study related problems are solved by appropriate remedial coaching, assignments and by discussing the model questions and answers.
- ❖ The accommodation / hostel problems are resolved through discussions with the Director of Social Welfare Department, Government of A.P., Chittoor.

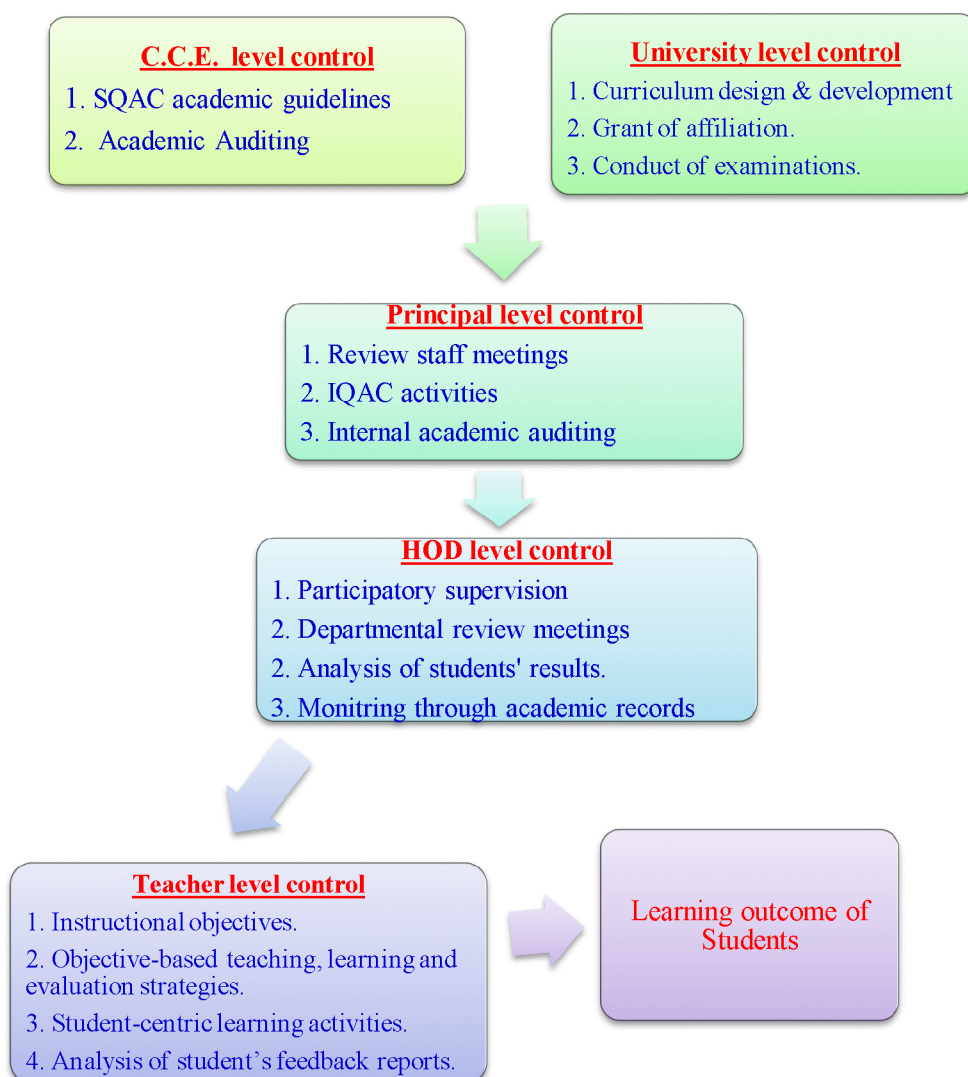
The college thus, resolves the students' problems and put them back on the learning track, so as to realize the expected learning outcomes successfully.

2.6.5 How does the institution monitor and ensure the achievement of learning outcomes?

The institution has an in-built mechanism to plan, control and coordinate the achievement of learning outcomes specified above in 2.6.1.

- ❖ The top level control comes from the Commissioner of Collegiate Education (CCE), A.P. Hyderabad, in the form of administrative and academic guidelines from time to time.
- ❖ The second level control comes from the affiliating University, which plays a pivotal role in curriculum management process.
- ❖ The third level control emanates from the Principal of the college, in the form of review meetings and day-to-day academic directives.
- ❖ The fourth and final level control comes from the Head of the Department / Class teacher and represents the actual control mechanism at classroom level. Both HOD and class teacher are responsible for designing appropriate teaching learning strategies, tools of evaluation and conduct of unit tests, assignments, seminars etc and to analyze the achievement of students.

Since, the main stakeholders in this process are teachers and students; actual control starts from the classroom in which the subject teacher teaches the subject by adopting innovative teaching learning strategies that suit the learners' interests and needs. Subsequently, the control is transferred to the respective Heads of the Departments or in-charges, who monitors the completion of the syllabus and learning activities through departmental review meetings. The Principal coordinates all teaching learning activities in the college in consultation with the HODs. The detailed mechanism is illustrated below.



**2.6.6 What are the graduate-attributes specified by the college / affiliating university?
How does the college ensure the attainment of these by the students?**

The college strives to produce graduates in the fields of arts, humanities, and commerce and science streams with the following attributes.

- ❖ Knowledgeable and academically sound.
- ❖ Skilled, competent and analytical.
- ❖ Patriotic and secular.
- ❖ Employable.
- ❖ Self-confident and self-realizable.
- ❖ Socially acceptable, culturally adaptable and economically viable.
- ❖ Disciplined and cultured.
- ❖ Empathic and helpful.
- ❖ Scientific and non-superstitious.

The college ensures the attainment of these attributes by a variety of means as detailed below.

- ❖ By teachers being role models to students.
- ❖ Through value-based instruction and education.
- ❖ Through appropriate teaching-learning strategies.
- ❖ By providing opportunities for self-learning, experiential learning and discovery learning.
- ❖ By recalling the moral values and teachings of eminent personalities, social workers, freedom fighters and scientists on special occasions.
- ❖ By blending subject teaching with moral education.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

The expected learning outcome of various courses cannot be realized unless all stakeholders of education, viz., students, teachers, parents and administrators work in unison and appropriate teaching, learning and evaluation strategies are adopted. The college strives to achieve this objective through its programmes and policies. It is imperative to record its strengths and weaknesses in its onward journey towards excellence in the field.

Strengths

- ❖ Achievement of consistently 100% results with all first classes, in both the postgraduate courses, viz., M.Sc., Zoology and M.Sc., Microbiology.
- ❖ Acquisition of University First Rank and Gold Medal in M.Sc., Zoology in 2006 by Ms. B. Sailaja of this institution.
- ❖ Availability of excellent facilities for innovations in teaching, learning and evaluation, a situation, not commonly found even in some corporate colleges in the district.

Limitations

- Lack of autonomy to college.
- Annual examination system with no scope for internal assessment at UG level.
- Average performance of undergraduate students in the university examination.

Future Plans

- Optimal utilization of technology for innovations in teaching and learning.
- To go for autonomous status with a view to involve itself in the curriculum management process in a big way.

CRITERION - 3

RESEARCH, CONSULTANCY AND EXTENSION

The UGC Policy Frame 1977, has specified teaching, research and extension as three functions for teachers in higher education. Teaching is the first order function through which teachers are involved in transaction and evaluation of curriculum. The teaching itself becomes an act of social change as it prepares the enlightened citizenry to carry out responsibilities in different sectors of national development. Research is the second order function through which teachers generate knowledge and extend its frontiers beyond textbooks. Teaching and research are complementary to each other with overlapping activities and one derives strength from the other. The knowledge generated from research strengthens the curricular base and teaching in turn provides clues for further research. Thus, in higher learning institutions, teaching and research become two inseparable components of the professional role of teachers. Obviously, the teachers, with or without student participation, should undertake small research projects to build-up a corpus of knowledge that offer solutions for diagnosing and solving emerging social problems. A teacher who performs functions of teaching and research are destined to produce educated, intellectually disciplined and technologically equipped young citizens capable of performing a variety of tasks in the society’.

Extension is the third order function. It is a kind of service to the society and a learning devise for teachers and students. The University Education Commission (1948-49) suggested that the teachers in higher education must devote their moral energies and intellectual powers for solving contemporary social problems. It adds a new dimension to teaching and learning based on observation and experience of social responsibilities and exposes them to realities of life beyond the narrow classroom situation. It is important to establish a symbiotic relationship between the community and college. In this mutually beneficial relationship, the former is benefited from the expertise of the latter, the students and teachers of which in turn become better educated by coming in close contact with social circumstances and the practical world. This section examines to what extent these functions are performed by our college during the last four years.

3.1. PROMOTION OF RESEARCH

3.1.1. Does the institution have recognized research centre/s of the affiliating University or any other agency / organization?

Yes.

- The Department of Zoology has been recognized by Sri Venkateswara University, Tirupati, as the research centre for the work leading to the award of M. Phil and Ph. D programmes in Zoology and Dr. S. Siva Prasad, Associate Professor of Zoology has been recognized as the Research Guide to supervise the research work of candidates registered for the M. Phil and Ph. D programmes in the Department of Zoology of the affiliating University, vide the letter No. C1 (6) / Recog. Guide / 2007, Dt. 27.07.2007 of the Registrar, S.V. University, Tirupati.
- Subsequently, Dr. S.R. Sudhakar, Lecturer in Microbiology was also recognized as Research Guide to supervise the research work leading to M.Phil and Ph. D degrees in Zoology.

3.1.2. Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes, the institution has a research committee to monitor and address the issues of research at the institution level.

Composition of the Research Committee			
S. No.	Name	Designation	Status
1.	Dr. S. Siva Prasad	Associate Professor of Zoology	Convener
2.	Dr. S. R. Sudhakar	Lecturer in Microbiology	Member
3.	Dr. Varalakshmi	Assistant Professor of Telugu	Member
4.	Dr. T. Lavanya	Assistant Professor of Zoology	Member
5.	Ms. E.Bhuvanewari	Ph. D Scholar, Dept. of Zoology	Member

Main Recommendations of the Research Committee	
*	To strengthen the research base in the college.
*	To establish recognized research laboratories and to start M. Phil and Ph. D programmes.
*	To provide information regarding the sources of funding for research projects

and to encourage the teaching faculty to apply for research projects

- * To motivate all the faculty members to publish papers in national and international journals.
- * To encourage staff to organize and participate in national level seminars, workshops and conferences.
- * To inculcate research culture among students and staff by way of lab-based and survey-based study projects.
- * To encourage staff to register for Ph. D. programmes under the UGC-sponsored Faculty Improvement Programme (FIP).
- * To provide financial assistance to the staff and the library to subscribe for the reputed Research Journals.

Impact of the Recommendations of the Research Committee

- * well-equipped research laboratory was established in the Departments of Zoology and Microbiology and obtained recognition for the award of M. Phil and Ph. D programmes in Zoology.
- * M. Phil and Ph. D courses were introduced in the Department of Zoology, w.e. f. 2008-09.
- * Two staff members, namely, Dr. S. Siva Prasad and Dr. S. R. Sudhakar were recognized by the affiliating university as the Research Guides.
- * Four staff members, namely Dr. R. Bhanumathi, Dr. S. Siva Prasad, Dr. G. Usha Rani, Dr. E. Balakrishna Reddy and Dr. S. R. Sudhakar have obtained Minor Research Projects from the UGC. ,
- * Dr. S. Siva Prasad, Associate Professor of Zoology obtained two Major Research Projects, one from UGC, worth Rs. 8, 07, 800/- as the Co-investigator and one from DST worth Rs. 16.89, 000/- as Principal Investigator.
- * The Department of Zoology has subscribed for six journals and so also the library.
- * Four pre-submission seminars on Ph. D theses were conducted by the Department of Zoology.

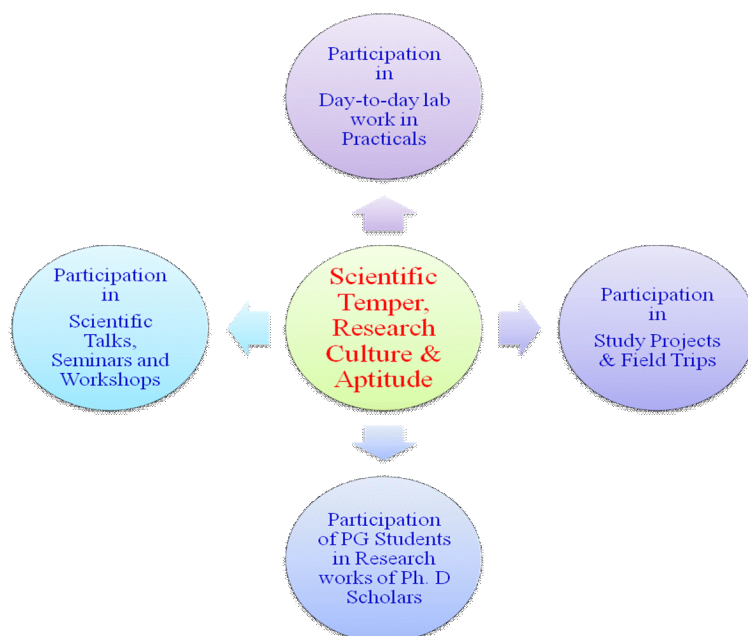
3.1.3. What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes / projects?

The institution facilitates the smooth progress of research and implementation of research projects as detailed below.

Issue	Institutional Support
➤ Autonomy to the Principal Investigator.	➤ 100% autonomy accorded
➤ Timely availability or release of resources.	➤ Funds are released on time as requisitioned by the PIs.
➤ Adequate infrastructure and human resources.	➤ Provided according to the needs of PIs.
➤ Time-off, reduced teaching load, special leave etc. to teachers.	➤ PIs are permitted to adjust classes as per their research requirements. ➤ Guest faculty is arranged in case of exigency. ➤ On duty facility to PIs and Research Scholar to visit research institutions.
➤ Support in terms of technology and information needs.	➤ Departmental Internet facility is provided. ➤ Facility of e-journals and e- books extended through IMFLIBNET.
➤ Facilitate timely auditing and submission of utilization certificate to the funding authorities.	➤ The college has appointed an Institutional Auditor, namely Mr. C. Ashok Kumar, Chartered Accountant for the purpose.
➤ Any other.	➤ Moral and material support from time to time.

3.1.4. What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

The institution adopts participative culture among students in order to inculcate scientific temper among them and to develop in them the research culture and right attitude for research. As shown below, the students are encouraged to participate in a multitude of activities such as lab work, study projects, field trips, industrial visits, scientific talks, seminars, workshops and research works of senior scholars.



A Talk on 'Research in Sericulture' by Scientists, Dr. G.V. Prasad & Dr. V. Venkata Reddy, CSRTI, Mysore. 24.1.2013



Students participating in the Pre-submission Seminar of E.Bhuvanewari, Research Scholar in Zoology on 24.1.2013.



Our student, E.Bhuvanewari, presenting her Ph.D work in the Department of Zoology, S.V.University on 24.3.2013.



B.Sc students of 2012-13, batch in a field trips to make a scientific study of genetically disordered children at Chittoor, on 29.1.2013.



Students exposed to a talk on AIDS on 07.12.2005



B.Sc., Students exposed to Vermiculture by the Resource Person



PG Students participating in the Ph.D work of B.Sailaja and E.Bhuvanewari in the Department of Zoology.



3.1.5. Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual / collaborative research activity, etc).

The institution has achieved landmark in research by establishing a recognized research laboratory in the Department and by launching M. Phil and Ph. D programmes in Zoology of Sri Venkateswara University, Tirupati, which is a rare feature in Government Colleges. The details of faculty involved are furnished hereunder.

(A) Details of Research Guidance

Name & designation of the Research Guide	Year	Number Registered		Number Awarded		Remarks
		Ph. D	M. Phil	Ph. D	M. Phil	
Dr. S. Siva Prasad, Associate Professor of Zoology	2008-09	02	01	01	01	One Ph. D scholar discontinued
	2010-11	04	-	02 (Submitted)	-	02 Ph. D theses under preparation

(B) Details of Leading Research Projects of the Faculty

Name & Designation	Period	Funding Agency	Title of the Project	Amount Sanctioned (Rs.)	Reference No. and Remarks
Dr. S. Siva Prasad, Associate Professor of Zoology	2012-15 (ongoing)	DST	‘Neuromuscular Systems in the silkworm, <i>Bombyx mori</i> during pupal-adult metamorphosis’	16,89,000/-	SR/SO/AS-76/2010, Dt. 01.02.2012. Individual project won amidst stiff competition.
	2008-11 (Complete)	UGC	‘Modulation of silk production by zinc in the silkworm, <i>Bombyx mori</i> ’	8,07, 800/-	F.No.34-464/2008 (SR), Dt. 30.12.2008. Collaborative project with Dept. of Zoology, S.V. University.

(C). Details of Minor Research Projects of the Faculty

S. No.	Name & Designation	Period	Title of the Project	Amount Sanctioned (Rs.)	UGC Reference No.
1.	Dr. R. Bhanumathi Principal	2006-09	‘Water analysis for potability in and around Chittoor.	55, 000/-	MRP-/06 (UGC-ERO), Dt.30.3.2006
2.	Dr. S. Siva Prasad Associate Professor of Zoology	2006-09	Neuromuscular studies on the silkworm, <i>Bombyx mori</i> during metamorphosis’	90, 000	MRP-2060/06 (UGC-ERO), Dt.30.3.2006.
3.	Dr. G. Usha Rani Asso. Professor of Telugu (Transferred)	2006-13	‘Compilation of women’s writings in Chittoor District’	90,000/-	MRP-2081/06 (MRP/ UGC-ERO), Dt.13.3.2008.
4.	Dr. E. Balakrishna Reddy Lecturer in Telugu (Retd.)	2006-13	A critical study of life and works of Mahakavi Andhra Kambar, Putalapattu Sri Ramulu Reddy	1,00,000/-	MRP-2082/06 (MRP/ UGC-ERO), Dt.13.3.2008.
5.	Dr. S. R. Sudhakar, Lecturer in Microbiology.	2010-13	‘Survey and identification of breeding sites of mosquito larvae and to study the effect of industrial effluents on them’	85, 000/-	MRP-3381/10 UGC-ERO), Dt.06.8.2010.
6.	Dr. S. Shamshakthar Assistant Professor of Hindi.	Jan, 2013	‘Hindi kahani me chithrith Hindu-Muslim sambhandhomka samaja sasthanya adhyayan.	MRP Proposals submitted to UGC for approval- awaiting positive response.	
7.	Dr. P. Varalakshmi Assistant Professor of Telugu	Mar, 2013	Labour women in the stories of Telugu literature.	MRP Proposals submitted to UGC for approval- awaiting positive response.	

(D). Details of Individual Ph. D works of the Faculty.

S. No.	Name & Designation	Year	Title of Research Work	Degree	University
1.	Dr. R. Bhanumathi Principal	1986	'Physical studies on aqueous solutions of mono-substituted ammonium compounds'	Ph. D	Indian Institute of Science, Bangalore
2.	Dr. S. Siva Prasad Associate Professor of Zoology	1988	Neurobiological Studies on the silkworm, <i>Bombyx mori</i>	Ph. D	S.V. University
3.	Dr. S. R. Sudhakar, Lecturer in Microbiology.	1992	'Evaluation of anticoagulant rodenticide Bromadiolone and its impact on haematology and histology of field rat <i>Tatera indica</i> , Hardwicke'.	Ph. D & M. Phil.	S.V. University
4.	Dr. S. Shamshakthar Assistant Professor of Hindi.	2012	'Raj Seth Ke Sahithyame naarika chethana'	Ph. D & M. Phil.	Gandhi Gram Rural University, Dindigal, T.N.
5.	Dr. P. Varalakshmi Assistant Professor of Telugu	2012	Kinnera pathrika sahithya seva-oka pariseelana.	Ph. D	S.V. University
6.	Dr. T. Lavanya, Assistant Professor of Zoology	2009	Exploration studies on ant-oxidant and anti-diabetic properties of <i>Pimpenella tirupathiensis</i> in STZ induced diabetic rat kidney'.	Ph. D	S.V. University
7.	Dr. S. Chandra Babu Contract Lecturer in Statistics.	2008	'Efficiency estimation of Indian Commercial Banks- A Graph Approach'	Ph. D	S.V. University
8.	A.V. Ramana Reddy, Asst. Professor of Maths.	1986	Fixed point theorems (Functional analysis)	M. Phil.	S.K. University
9.	Smt. R. Jagadeeswari, Lecturer in Economics	2009	Financing of small scale industries with reference to Chittoor district.	M. Phil.	Dravidian University, Kuppam
10.	Ms. S.Yasmin Beebi Lecturer in English	2009	'A study of short stories on Kushwanth Singh'.	M. Phil.	Dravidian University, Kuppam
11.	Smt. T. Vinila Asst. Prof. of Commerce	2007	Role of SHGs and NGOs with reference to Visakhapatnam District.	M. Phil.	Andhra University.
12.	Smt. B. Anusha Asst. Professor of Chemistry	2013	'Synthesis of lannequinol, 2-(R) Hydroxylane quinol,(+) - pseudohydroline and development of novel methodologies via prins cyclization.	(Ph. D)	S.V. University
13.	Smt. P. Siva Ragini Contract Lecturer in Microbiology.	2013	'Impact of Bt Toxin on rhizosporic nitrifying bacteria in cotton plants'	M. Phil. (Ph. D)	S.P. M. Viswavidyalayam, Tirupati.
14.	Smt. K. Srilatha Contract Lecturer in Computer Science.	2014	Software reliability in software engineering.	(Ph. D)	Acharya Nagarjuna . University
15.	Smt. N. Uma Devi, Contract Lecturer in Political Science.	2013	A Hospital administration in A.P with reference to Ramnarayan Ruia Hospital, Tirupati.	(M. Phil.)	S.V. University

3.1.6. Give details of workshops/ training programmes/ sensitization programmes conducted/ organized by the institution with focus on capacity building in terms of research and imbining research culture among the staff and students.

The institution conducted the following programmes with focus on capacity building in research and to inculcate research culture among the staff and students.

Programme	Dept.	Date (s)	Invited Dignitaries
1. UGC National Seminar on 'Vaishava Bhakthi Cult- A Comparative Analysis'	Telugu	27 th & 28 th Aug, 2008.	➤ Prof. Ramanaiah, Vice Chancellor, Dravidian University, Kuppam ➤ Prof.RVS Sundaram, Mysore University. ➤ Prof. V.Damodara Naidu, S.V.University.
2. Pre-submission Seminar on Ph. D topic of B. Sailaja	Zoology	4.10. 2010	➤ Dr. Ernest David, Dept. of Zoology, Oorees College, Vellore. ➤ Dr. M. Ananda Rao, Associate Professor of Zoology, GDC, Puttur.
3. National Seminar on 'Sathothar Hindi Kahani sahithya me naari paksha dhartha	Hindi	25.02.2013	➤ Prof. Dastha Giri, S.V.U. ➤ Prof. I.N.Chandrasekhar, S.V.U. ➤ Dr.Biresh Kumar, CIIL, Mysore.
4. National Seminar on 'Thallapaka Poets and their personality'	Telugu	1 st & 2 nd March, 2013.	➤ Dr. M. Mohan, Director, Annamacharya Project, TTD, Tirupati. ➤ K.J.Krishna Murthy, Director. T.Vengamamba Project, TTD, Tirupati. ➤ Prof. V.Damodara Naidu, S.V.University.
5. Pre-submission Seminar on Ph. D topic of E. Bhuvanewari.	Zoology	22.3. 2013	➤ Prof. K.Jayantha Rao, Dean, S.V.U. ➤ Prof.M. Bhaskar, HOD, ➤ Prof. T.Neeraja.
6. An Interactive session on Research in Sericulture followed by Pre-Ph. D Seminar	Zoology	24.1.2013.	➤ Dr. G.V. Prasad, Scientist, CSRTI, Mysore. ➤ Dr. V. Venkata Reddy, Scientist, CSRTI, Mysore. ➤ Prof. Ernest David, Dept. of Biotechnology, Thiruvalluvar University, Vellore.
7. Pre-submission Seminar on Ph. D topic of A. Hemalatha.	Zoology	02.2. 2014	➤ Prof. K.Jayantha Rao, Dean, ➤ Prof. K.Yellamma, B.O.S. ➤ Prof. Srinivasulu Reddy.
8. Pre-submission Seminar on Ph. D topic of N.Thulasi.	Zoology	30.5. 2014	➤ Prof.M. Bhaskar, HOD, ➤ Prof. T. Neeraja ➤ Smt. Chengamma, Asso.Professor.

3.1.7. Provide details of prioritized research areas and the expertise available with the institution.

Three departments of the college, namely, Zoology, Telugu and Hindi have established credence with regard to research and reached expertise in their respective fields as detailed below.

Name	Department	Prioritized area of research and expertise available
Dr. S. Siva Prasad,	Zoology	➤ Silkworm – Neuromuscular Systems. ➤ Silkworm – Chronobiology & Sericulture.
G. Usha Rani Dr. P. Varalakshmi Dr. S. Shamshakthar	Telugu & Hindi	➤ Women statues in literature

3.1.8. Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

From time to time, the institution invites researchers/scientists of eminence and provides opportunities for the students and the staff to interact with them with a view to create interest in research.

S. No.	Researchers/Scientists invited	Topic of discussion	Date	Beneficiaries
1.	➤ Prof. Ramanaiah, V.C., Dravidian Univ., Kuppam ➤ Prof. RVS Sundaram, Mysore University. ➤ Prof. V.Damodara Naidu S.V.University. Tirupati.	Vaishava Bhakthi Cult- A Comparative Analysis'	27 th /28 th Aug, 2008	All students and teachers
2.	➤ Prof. Ernest David, Dept. of Biotechnology, Thiruvalluvar University.	Goal setting in Research- an interactive session.	20.12.2012	Students and Scholars of Zoology dept.
3.	➤ Dr. G.V. Prasad, Scientist, CSRTI, ➤ Dr. V. Venkata Reddy, Scientist, CSRTI,	Research in Sericulture: Potentials and problems - an interactive session.	24.1.2013	M.Sc. Zoology students and Research Scholars.
4.	➤ Prof. Dastha Giri, S.V.U. ➤ Prof. I.N.Chandrasekhar, Dr.Biresh Kumar, CIIL,	Women in Hindi literature	25.2.2013	All students and teachers.
5.	➤ Dr. M. Mohan, Director, Annamacharya Project, TD, ➤ K.J.Krishna Murthy, Director. T.Vengamamba Project, TTD, Tirupati. ➤ Prof. V.Damodara Naidu S.V.University. Tirupati.	Thallapaka Poets	1 st / 2 nd March, 2013	All students and teachers.
6.	➤ Prof. M.Bhaskar, S.V.U.	Physiology	08.01.2014	M.Sc. & DSM students and Research Scholars
7.	➤ Prof. Bharathi, SPMVV	Silkworm Biology	08.01.2014	
8.	➤ Prof. B.Senthil kumar, Thiruvalluvar Univ, Vellore	Intermediary Metabolism	25.03.2014	

- 3.1.9. What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

As of now, no one has availed the sabbatical leave from this institution. The provision is extended to the faculty as per the G.O.Ms. No. 14 HIGHER EDUCATION (UE.II) DEPARTMENT, Dt. 20.02. 2010 of the Government of Andhra Pradesh, according to which only permanent, whole-time teachers of the college who have completed seven years of service as Selection Grade Lecturer / Reader or Professor, may be granted sabbatical leave to undertake study or research or other academic pursuit solely for the object of increasing their proficiency and usefulness to the college and higher education system. Though, the facility is not availed by the staff members, some newly recruited staff members, who are not eligible for sabbatical leave, are pursuing Ph. D and M. Phil degrees from the affiliating University on part-time basis without detrimental to teaching work in the college.

- 3.1.10. Provide details of the initiatives taken up by the institution in creating awareness/ advocating / transfer of relative findings of research of the institution and elsewhere to students and community (lab to land).

The college has initiated active research in 2006-07 and since then it took pains to institutionalize research activity by introducing M. Phil and Ph. D programmes in Zoology. The research work undertaken by the institution is principally basic with applied orientation. The institution is making all out efforts to disseminate the findings related to nutritional role of zinc, honey, nutriline, alfa-alfa, ascorbic acid and other nutrients on sericulture to the field. It creates awareness and propagates its research work through its publications in national and international journals / books/ project reports/ seminar papers etc. Though, it could not transfer the findings of research from the lab to the land, it received recognition from the intellectual communities as listed below.

Name and designation	Research contribution	Recognition from the intellectual community.
1. Dr. S. Siva Prasad Asso. Professor of Zoology	❖ Silkworm Neuromuscular systems. ❖ Role of nutrition and environment in sericulture.	❖ Fellow of Applied and Natural Science Foundation, Haridwar, Uttarakhand, ❖ Best teacher award from the Govt. of Andhra Pradesh.
2. Dr. G. Usha Rani, Associate professor	❖ Women Writers of Chittoor district	❖ Kuppam Reddemma Sahithe Award. Chittoor.
3. Dr. E. Balakrishna Reddy, Lecturer in Telugu (Retd.)	❖ Studies on the writings of Mahakavi Andhra Kambar, Putalapattu Sri Ramulu Reddy	❖ Kuppam Reddemma Sahithe Award, Chittoor.

3.2. RESOURCE MOBILISATION FOR RESEARCH**3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.**

During last three years, the college spent an amount of Rs. 24, 37, 800/- on research and research-related activities, which amounts to **11.2 %** of Rs. 2, 17, 71, 500 /-the annual budget of the college during 2011-12. The details are furnished hereunder.

S. No.	Major Head	Amount Allocated (₹)	Amount utilized (₹)
1.	Minor Research Project of Dr. S. R. Sudhakar, Lecturer in Microbiology. (2010-2013)	85, 000	60, 000
2.	DST Project of Dr. S. Siva Prasad, Associate Professor of Zoology. (2012-2015)	16, 89, 000	11, 00, 000
3.	UGC Major Project of Dr. S. Siva Prasad, as co-investigator (2008-2011)	8, 07, 800	8, 07, 800
4.	National Seminar on 'Thallapaka Poets and their personality' (Annamacharya Project, TTD, Tirupati & NPSGC, CTR)	1, 80, 000	1, 80, 000
5.	National Seminar on ' Sathothar Hindi Kahani sahithya me naari paksha dhartha. (College funds)	75, 000	75, 000
6.	Pre-submission seminars on Ph. D theses in Zoology (College funds)	20, 000	20, 000
7.	Day-to-day miscellaneous expenditure on research and study projects. (College funds)	2, 00, 000	2, 00, 000
TOTAL		30, 56, 800	24, 42, 800

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

Much like any Government institution, there is no provision for seed money in the college budget for the faculty research. However, it encourages its faculty to apply for financial assistance from external agencies like UGC, DST, CSIR, ICMR etc. The college provides infrastructural facilities for implementation of approved research projects. Nevertheless, during the last four years, this college set an example by allocating funds from time to time for routine research works and students' study projects as detailed below.

Amount spent during the last 4 years	Purpose	Percentage of staff, which availed the facility.
Rs. 4, 70, 000	Seminars, study projects, research publications etc.	~ 10%

3.2.3 What are the financial provisions made available to support Student Research Projects by students?

There is no specific provision for funding the study projects of students. However, the institution has made a new beginning in the year 2012-13, by creating a fund called '**Departmental Development Fund**', under which an amount of Rs. 1, 50, 000/- has been allocated to each department. The HODs are permitted to meet all expenses related to socially relevant social projects undertaken by the students from this fund in the respective departments. However, only 10% of allocated amount has been transferred to departments due to paucity of funds.

3.2.4 How does the various departments/ units/ staff of the institute interact in undertaking inter- disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

So far, the college has not initiated any inter-disciplinary research work. However, the staff members of various departments coordinate with each other in an informal way in the research works related to students' study projects and seminars. For example, Dr. S. Siva Prasad, Associate Professor of Zoology played active role in the preparation of the proposals for UGC-sponsored National Seminar on 'Vaishava Bhakthi Cult- A Comparative Analysis' in 2008. Further, all staff members assist the Organizing Secretaries in organizing seminars in the college.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

All science departments are provided with well-equipped laboratories, reference books and journals, online internet facility with e-books and journals and other facilities for research. The Central Library reinforces the research at Departmental level by extending similar facilities to all staff members and students. These facilities are optimally utilized by the staff and students as detailed below.

- ❖ Computer laboratories and language laboratory are shared by all UG and PG students on day-to-day basis by having staggered time tables.
- ❖ All UG students are permitted to use the equipment and other facilities available in any department of the college in their study projects.
- ❖ The research scholars of Zoology department have freedom to use the chemicals and equipment available in Microbiology and Chemistry departments depending on exigency.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

Yes, the college received grants from the philanthropists, UGC, DST for creating research facilities in the college, as detailed below.

S. No.	Funding agency	Nature of grant	Grant amount (₹)	Research facility created
1.	Dr. V. Sundar Naidu, Chairman, Balaji & VSN Hatcheries, CTR.	Developmental	2, 00, 000/-	Microbiology lab equipment
2.	Sri N. P.Chengalraya Naidu, Ex. M.P.		6, 00, 000/-	Computer lab equipment
3.	Sri N.P. Venkatewara Choudary, Ex. MLA,		1, 00, 000	Zoology Lab equipment
4.	Sri O. Gopalakrishna Chamber of Commerce		1, 00, 000	Chemistry lab equipment
5.	UGC	Research Projects	3, 00, 000/-	Scientific equipment and research facility
6.	DST		16, 89, 000/-	
7.	D.K. Adikeasavulu, Former M.P & TTD Chairman	Developmental	15, 00, 000/-	New Library Block
TOTAL			~44, 89, 000 /-	

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

The college stands on the top of all Government Colleges in the district in mobilization of funds for research in the form of minor and major research projects. **Dr. S. Siva Prasad** has bagged one minor and one major project from UGC and one Major project from the Department of Science and Technology, while four other staff members of the college, namely, **Dr. R. Bhanumathi, Dr. G. Usha Rani, Dr. E. Balakrishna Reddy, Dr. S. R. Sudhakar** have obtained minor research projects from the UGC. The details are presented below.

Nature of the Project	Duration From - To	Title of the Project	Funding agency	Total grant (Rs.)		Total Grant received till date
				Sanctioned	Received	
Minor Projects (5 Nos)	2006-09 (Complete)	‘Water analysis for potability in and around Chittoor.	UGC	55, 000/-	55, 000/-	55, 000/-
	2006-09 (Complete)	Neuromuscular studies on the silkworm, <i>Bombyx mori</i> during metamorphosis’	UGC	90, 000/-	90, 000/-	90, 000/-
	2006-13 (Complete)	‘Compilation of women’s writings in Chittoor District’	UGC	90,000/-	87, 500/-	87, 500/-
	2006-13 (Complete)	A critical study of life and works of Mahakavi Andhra Kambar, Putalapattu Sri Ramulu Reddy	UGC	1,00,000/-	80,000/-	80,000/-
	2010-13 (Ongoing)	‘Survey and identification of breeding sites of mosquito larvae and to study the effect of industrial effluents on them’	UGC	85, 000/-	60, 000/-	60, 000/-
Major Projects (2 Nos.)	2008-11 (Complete)	‘Modulation of silk production by zinc in the silkworm, <i>Bombyx mori</i> ’	UGC	8,07, 800/-	8,07, 800/-	8,07, 800/-
	2012-15 (Ongoing)	‘Neuromuscular Systems in the silkworm, <i>Bombyx mori</i> during pupal-adult metamorphosis’	DST	16, 89, 000/-	13, 98, 000/-	13,98,000/-
Interdisciplinary projects	-	-	-	-	-	-
GRAND TOTAL				29, 16, 800	25, 78, 300	25, 78, 300

Nature of the Project	Duration From -To	Title of the Project	Funding agency	Total grant		Total Grant received till date
				Sanctioned	Received	
Industry sponsored	-	-	-	-	-	NIL
Students’ Research projects	2010-13 (RGNF)	Modulation of silk production by selected nutrients and exogenous products in the silkworm, <i>Bombyx mori</i> .	UGC	4, 28,065	2, 50, 000	2, 50, 000
Any other (specify)	-	-	-	-	-	NIL

3.3. RESEARCH FACILITIES

3.3.1 What are the research facilities available to the Students and Research

Scholars within the campus?

The following research facilities are available to the students and research scholars within the college campus.

- Recognized research laboratory in the Department of Zoology.
- Recognized research guides.
- Well-equipped science laboratories (List of equipment given below)
- Central Library and Departmental Libraries with journals & reference books.
- UGC Network Resource Centre with internet facility.
- E-Journals, E-Books, dissertations, research publications and project reports.

MAJOR LIST OF EQUIPMENT AVAILABLE IN SCIENCE LABORATORIES

U.V Visible Spectrophotometers	Digital balances	Refrigerators
Spectrophotometer	Research Microscopes.	Desiccators
Laminar Flows	Distillation units	VDRL Rotator
U.V. Transilluminators	Electrophoresis units	Variable Micropipettes
Microtomes	Chromatographic units	Animal Cages
B.O.D Incubators	Hot water Baths	Glassware driers
Deep Freezers	Auto Clave	Computers
Micro-Centrifuges (Cooling)	L.C.D Projectors	Printers
Lab Centrifuges	Orbital Shaking Incubator	Micro-syringes
Hot Air Ovens	Egg Incubator	Electrode.etc
Incubators	Nephelometer	Electric stoves
TDS Meter	Serological Water Bath	Gas stoves
Turbidity Meter	Shaking Machine wrist action	Hot Plates
P ^H Meters	Magnetic Stirrer	Conductivity Meters
Aerosol disinfectant	Tissue Homogenizers	Setz filters
Anaerobic Culture Jars	Suction Pump	Colony Counters
Aqua Softner	Stop Watches	Cyclomixer
Quartz distillation	Electronic timers	Pressure Coolers

Recognized Research Laboratory in the Department of Zoology



3.3.2 What re the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The institution intends to augment the existing research facilities by;

- * Planning through Research Committee & IQAC.
- * Subscribing for more journals.
- * Organizing more seminars/conferences/workshops.
- * Arranging more expert lectures with distinguished Scientists and Professors.
- * Strengthening infrastructural and laboratory facilities.
- * Providing more e-journals and e-books by installing N-LIST services in the Central Library.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If 'yes', what are the instruments/ facilities created during the last four years.

Yes, during the last four years, the college received special grants to the extent of Rs. 28, 00, 000/- from Philanthropists, UGC and DST for creating research facilities as detailed under 3.2.6 above.

3.3.4 What are the research facilities made available to the students and research Scholars outside the campus/ other research laboratories?

The college is well-equipped to carryout basic research in various academic disciplines. Nevertheless, it attempts to extend outside facilities by establishing contacts with people / organizations/ Units / Departments in special cases. The facilities available in the following centres were explored for use by our students and research scholars.

- ❖ Department of Zoology, S.V. University, Tirupati, wherein our research scholar Ms. S. Kavitha has carried out part of the UGC-MRP work and Ph. D work. Similarly, another scholar, Ms. A. Hemalatha was deputed to the department for her Ph. D work on the Silkworm Biochemistry and for consultations with peers and specialist Professors in the field.
- ❖ Department of Biotechnology, Thiruvalluvar University, Vellore from where professors are invited for expert lectures and for consultations in research works. Mr. S. Mohan and Ms. R. Madhavi , who registered for Ph.D in Thiruvalluvar University carryout their research works in the Dept. of Zoology of this college.
- ❖ School of Life Sciences, IGNOU, New Delhi, where one of our scholars, Ms. S. Kavitha was allowed to register for Ph. D in Life Sciences.
- ❖ Department of Chemistry, S. V. University, where one our faculty members, Ms. B. Anusha, Asst. Professor of Chemistry is carrying out her Ph. D.
- ❖ Dept. of Microbiology, S. P. Mahila Viswavidyalayam, Tirupati, where one of our contract teacher, Ms. P. Siva Ragini is working for her Ph. D in Microbiology.

- ❖ Department of Computer Science, Dravidian University, Kuppam, where our Computer teacher, Mr. Chandra Sekhar is working for his Ph. D.
- ❖ District Cooperative Sugar Factory, Chittoor, wherein our students were allowed to execute study projects in Business Management.

In addition, the following institutes / organizations were identified as potential areas for research by our scholars and students.

- ❖ Nutrine Confectionary, Chittoor .
- ❖ Galla Foods & Srinu Foods, Chittoor.
- ❖ Heritage Dairy, Nendragunta, Tirupati.
- ❖ Bio Trim Centre, Tirupati.
- ❖ Regional Science Centre, Tirupati.

3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

The following research facilities are available to the students and research scholars within the college campus.

- The Central Library with Reference Books, Subscribed Journals, Magazines, Periodicals, INFLIB NET facility.
- Departmental Libraries with Reference Books & Journals like *Journal of Applied and Natural Science*, *The Bioscan*, *Current Science*, *Resonance*, *Indian Journal of Sericulture*, *Bulletin of Indian Academy of Sericulture*.
- Recognized Research Laboratory in the Department of Zoology.
- Recognized Research Guides.
- Well-equipped Science Laboratories (List of equipment given below).
- UGC Network Resource Centre with internet facility.
- E-journals, E-books, dissertations, research publications, project reports.

3.3.6 What are the collaborative research facilities developed/ created by the research institutes in the college. For eg. Laboratories, library, instruments, computers, new technology etc.

The department of Zoology of the college has established research collaboration with the Department of Zoology, S. V. University, Tirupati. Under the agreement, Dr. S. Siva Prasad, Associate Professor of Zoology of this college and Prof. K. Yellamma of S.V. University have jointly worked on a UGC-sponsored Research Project entitled, Modulation of silk production by zinc in the silkworm, *Bombyx mori* during 2008-2011. Under the project, the investigators purchased common equipment for use in both the laboratories. These include Digital balance, Animal Activity Meter, Silk Reeling Unit and Spectrophotometer. While the Digital Balance is installed in the college, the other items have been installed in the University Department. However, the scholars of both the departments use these facilities for in their research works. For example, three scholars, namely A. Hemalatha, S. Kavitha and Ms. Lakshmi Devi have completed their Ph. D works, using these facilities. In the same manner, the chemicals purchased under the project are shared by both the departments.

3.4. RESEARCH PUBLICATIONS AND AWARDS

3.4.1 Highlight the major research achievements of the staff and students in terms of the following items.

Patents obtained and filed (process and product).	NIL
Original research contributing to product improvement.	❖ Studies on Silkworm Neuromuscular systems carried out by Dr. S. Siva Prasad help in its inclusion in the curriculum in Sericulture. ❖ Ph. D Studies on the Role of zinc, honey, vitamin-C and other exogenous factors in sericulture, carried out by the scholars in the Department of Zoology help in improving the silk output in the sericulture industry.
Research studies or surveys benefiting the community or improving the services.	❖ M.Sc., Zoology students' study project on the 'Effect of Betel-nut chewing on Human Health- a Survey in Chittoor District' gives a message that chewing betel leaf once/twice in a day is good for health and keep people away from many routine ailments, while tobacco chewing is harmful. ❖ Another study project of M.Sc., Zoology students on the 'Distribution of Age Groups in Selected Families of Chittoor District' help the Government to evolve a suitable family planning policy. ❖ Study projects of M.Sc., Zoology students on Tongue rolling ability, colour blind test and haematological tests help in understanding the basic tenets of Genetics. ❖ A series of study projects on Microbial Contamination, carried out by B.Sc., students help people take pre-cautionary measures while using different food items, fruits, vegetables, water samples etc.
Research inputs contributing to new initiatives and social development.	❖ A research paper entitled 'A simple method for the calculation of compound periodical growth rates in animals and plants' published in <i>Journal of Bioinnovation</i> (1 (5). 114-119: 2012) by Dr. S. Siva Prasad becomes a new and effective statistical tool in future research works involving growth studies in plants and animals. ❖ Another research paper of Dr. S. Sivaprasad, entitled 'A practical approach to study circadian biochemical rhythms in animals' to be published in the Indian Journal of Applied Biology and the Ph. D works of Dr. B. Sailaja and E. Bhuvanewari, both the scholars of the Department of Zoology on circadian biochemical rhythms will become trend setter for research in circadian biochemical and physiological studies in animals.

3.4.2 Does the Institute publish or partner in publication of research journal (s)?

If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

As of now, NO. However, Dr. S. Siva Prasad, Associate Professor of Zoology has rendered his services as Reviewer for 2 international journals, namely, African Journal of Biotechnology and International Journal of Biochemistry and Biotechnology.

3.4.3 Give details of publications by the faculty and students:

* Publication per faculty	4. 4 papers (66/15)
* Number of papers published by faculty and students in peer reviewed journals (national/ international).	66 papers (List given below)
* Number of publications listed in International Database (for EG: Web of Science, Scopus, Humanities International Complete, Dare Database International Social Sciences Directory, EBSCO etc.).	66 papers
* Monographs	NIL
* Chapter in Books	24 (Dr.S.Sivaprasad)
* Books with ISBN/ ISSN Numbers / Government Books with details of publishers.	09 (Dr.S. Sivaprasad)
* Citation Index	***
* SNIP	0.564 to 0.68
* SJR	***
* Impact factor	0.9089 to 2.780
* H-index	***

List of Publications

Publications of Dr. S. Siva Prasad, Associate Professor of Zoology and his team

Research Papers

1. **Sivaprasad, S.** (2014). A practical approach to study circadian biochemical rhythms in animals. *Ind. J. Appl. Res.* 4 (7): 552-554. IF: 2.1652.
2. **Sivaprasad, S.** (2014). Proteolysis-Triggered Muscular Atrophy in The Abdominal Segments of The Silkworm, *Bombyx Mori* during pupal-adult metamorphosis. *Ind. J. Appl. Res.*4(3): 504 – 508. IF: 2.1652.
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4. Thulasi, N. & **Sivaprasad, S.** (2014). Impact of feeding lemon juice-enriched mulberry leaves on the larval growth, protein profiles and economic traits in the silkworm, *Bombyx mori*. *Ind. J. Appl. Res.*4(2): 36-44. IF: 2.1652.

5. Murali Mohan, P and **Siva Prasad, S.** (2013). Improvement in economic traits of the silkworm, *Bombyx mori* L. by exposure to ultrasound. *International Journal of Biotechnology Research*. 1(7); 103-110.
6. Thulasi, N and **Sivaprasad, S.** (2013). Synergetic effect of ascorbic acid and lemon juice on the growth and protein synthesis of the silkworm, *Bombyx mori* and its influence on the economic traits of sericulture. *J. Bio Inn.*, 2(4): 168-183.
7. Bhuvaneswari, E. Madhavi, R. Thulasi, N. **Sivaprasad, S** (2013). Impact of photoperiod on the circadian cellulose and cellulase rhythms in the digestive system of silkworm, *Bombyx mori*. *Biolife*, 1(2):-17-29.
8. Bhuvaneswari, E. Sailaja, B. and **Sivaprasad, S.** 2013. Impact of photoperiod on circadian Sucrose and sucrase rhythms in the digestive system of Silkworm, *Bombyx mori*. *J. Appl & Nat. Science*. 5 (1): 230-241.
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10. Hemalatha, A., **S. Sivaprasad** and K.Yellamma (2013). Metamorphic changes in protein profiles and protease activity in the silkworm, *Bombyx mori* during pupal - adult transformation. *J. Bio. Inn.* 2(3),80.
11. **Sivaprasad, S.** (2012). A simple method for the calculation of compound periodical growth rates in animals and plants. *J. Bioinnovation*.1 (5).114-119.
12. **Sivaprasad, S.** (2012). Sixth mass extinction and biotic crisis of insects. Proceedings of the International Seminar on Emerging threats and challenges to biodiversity: Policy framework for sustainable development. S.V. University, Tirupati, A.P. India. March 2nd – 4th.
13. Bhuvaneswari, E. and **Sivaprasad, S.** (2012). Impact of photoperiod on circadian carbohydrate and amylase rhythms in the digestive system of *Bombyx mori*. *The Bioscan*, 7 (4): 579-588.
14. Bhuvaneswari, E. and **Sivaprasad, S.** (2012). Impact of photoperiod on circadian protein and protease rhythms in the digestive system of *Bombyx mori*. *The Bioscan*, 7(1): 175-183.
15. Kavitha, S. **Sivaprasad, S.** Bano Saidulla and Yellamma, K.(2012). Effect of zinc chloride and zinc sulphate on the silkworm, *Bombyx mori* growth, tissue proteins and economic parameters of sericulture. *The Bioscan* 7(4): 189-195.
16. **Sivaprasad, S** and Sailaja, B. (2011). Photoperiod-modulated instar-specific clock-shifting in the circadian protein and amino acid rhythms in the larval segmental muscle of *Bombyx mori*. *J. Appl. & Nat. Sci.*, 3 (2):176-188.
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18. Sailaja, B. Bhuvaneswari, E. Kavitha, S. and **Siva Prasad, S.** (2011). Photoperiod-induced instar-specific clock-shifting in the circadian protein and amino acid rhythms in the larval haemolymph of the silkworm, *Bombyx mori*. *The Bioscan*. 6 (3): 355-363.
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23. Sailaja, B. and **Siva Prasad, S.** (2010). Photoperiodic modulation of circadian protein rhythm in the silk gland of *Bombyx mori* during fourth instar development. *The Bioscan*, 5 (2): 177-183.
24. **P Naga Jyothi, Y Suneetha, K Nagalakshamma and S Siva Prasad** (2010). Studies on economic parameters of the cocoon of silkworm *Bombyx mori* under the influence of ultrasound treatment. *J. Exp. Biol. India*, 13 (2): 383 – 387.
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I- Cephalothoracic musculature and its innervation. *J. Appl. & Nat. Sci.* 1(2):201-209.
29. **Siva Prasad, S** and Murali Mohan, P (2009). Neuromuscular systems in the fifth instar larva of the silkworm, *Bombyx mori*. (Lepidoptera: Bombycidae):
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- 3) Intermediate Zoology Practical Manual, Telugu medium. Published by the Telugu Akademi, Government of A.P., Hyderabad. 2013.
- 4) Intermediate Zoology II Year Text Book, Telugu medium, published by the Telugu Akademi, Hyderabad. 2013.
- 5) Intermediate Zoology I Year Text Book, Telugu medium, published by the Telugu Akademi, Hyderabad. 2011.
- 6) B.Sc., Textbook of Animal Physiology, English medium, published by the Telugu Akademi, Hyderabad. 2011.
- 7) B.Sc., Textbook of Animal Physiology, Telugu medium, published by the Telugu Akademi, Hyderabad. 2011.
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- 9) Intermediate Zoology I year textbook, Telugu Medium, Published by the Telugu Academy, Government of A.P. Hyderabad, 1999.

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- 10) A Comparative Analysis of the Financial Performance of TSL and TML from 1996-97 to 2010-11. (2013).
- 11) UGC Major Research Project (2009-2012). Modulation of Silk production by zinc in the silkworm, *Bombyx mori* (As Co-investigator) – Report under preparation.
- 12) Neuromuscular Studies on silkworm, *Bombyx mori* during metamorphosis (2009). UGC Minor Project – Submitted.
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3. **Varalakshmi, P.** (2013). Kalahastheeswara sathakam-mukthiki margam. *Srikalahastheeswara kshethra sahithya anuseelana*. 30-32.
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5. **Varalakshmi, P.** (2011). Srekrishnadevarayalu- Adhyathmikatha. *Punnami*. 8-16.
6. **Varalakshmi, P.** (2011). Bhagavathagnanam- mokshaniki margam. *Bhagavatha anuseelana*; 457-464.

Publications of Ms. B. Anusha, Assistant Professor of Chemistry.

1. **B. Anusha**, U. V. Subba Reddy, B. V. Subba Reddy, C. Suresh Reddy (2014). Diastereoselective synthesis of (+)-pseudohygroline via proline catalyzed α -hydroxylation. *Natural products communication*. In press.
2. Basireddy V. Subba Reddy, **Bheemreddy Anusha**, Ummareddy V. Subba Reddy, Jhillu S. Yadav and Cirandur Suresh Reddy (2013). A Concise and Convergent Total Synthesis of Two Novel Cytotoxic Hydroquinones, Lanneaquinol and 2'-(R)-Hydroxylanneaquinol. *Helvetica Chimica Acta*. 96: 1983-1990.
3. J. S. Yadav *, U. V. Subba Reddy, B. Anusha, B. V. Subba Reddy (2010). The stereoselective total synthesis of (+)-garvensintriol, *Tetrahedron Letters* 51; 5529–5531.
4. J. S. Yadav *, B. V. Subba Reddy, B. Anusha, U. V. Subba Reddy, V. V. Bhadra Reddy (2010). HBF₄·OEt₂ as a versatile reagent for the Hosomi–Sakurai allylation and Prinseyclization: one-pot synthesis of symmetrical 4-fluorotetrahydropyrans, *Tetrahedron Letters* 51; 2872–2874

Publications of Ms. P. Siva Ragini, Contract Lecturer in Microbiology,

1. **Siva Ragini, P, Ushasri, K, Vijayalakshmi, K.** (2013). Isolation and characterization of nitrifying bacteria *Bacillus Anthracis* MTCC No. 2104 from long standing cultivation of Bt. Cotton Rhizosphere soil, *The Bioscan*, 3: 456 – 462.
2. **Siva Ragini, P, Ushasri, K, Vijayalakshmi, K.** (2013). Isolation and characterization of phytase producing *Bacillus* species in non-B.T. Rhizosphere soil. *Int. J.Curr. Microbiol & Appl.Sci.*, 2: 142-149.

3.4.4 Provide details (if any) of;

* Research awards received by the faculty.	Dr. S. Siva Prasad, Associate Professor of Zoology	* Best Teacher Award, 1997 & * Best Lecturer in Zoology Award, 2012 from Govt. of A.P.
* Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally.	Dr. S. Siva Prasad, Associate Professor of Zoology	* Fellow of Applied and Natural Science Foundation, Haridwar, Uttarakhand. India. * Reviewer for African Journal of Biotechnology. * Reviewer for International Journal of Biochemistry and Biotechnology.
* Incentives given to faculty for receiving state, national and international recognitions for research contributions.	Dr. R. Bhanumathi, Dr. S. Siva Prasad. Dr. S.R.Sudhakar Dr. S.Shamshakthar Dr. P.Varalakshmi Dr. T.lavanya	* Two / three / two advance increments for possessing Ph. D degree in the relevant subjects.

3.5. CONSULTANCY

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

The college has established two units for establishing linkages with the industry. It achieves this objective by adopting the following strategies.

Unit / Cell	Strategies adopted for establishing institute-industry interface.
1. Jawahar Knowledge Centre	* Improving the communication and soft skills through trained Mentors. * Liaising with the industry and sponsoring students to job fairs of different companies. * Providing opportunities for industrial visits.
2. Career and Counseling Cell of UGC.	* Arranging short-term skill oriented training programmes. * Giving coaching for entry into services. * Informing students about the job opportunities in various sectors. * Organizing Placement drives. * Facilitating students to apply for jobs of their choice. * Creating awareness on the potential career options.
3. College Planning and Development Committee (CPDC)	* Inviting industries to college for placements. * Planning and coordinating placement activities. * Providing necessary administrative support

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

The institutional policy advocates “fruitful contact with society, industry, banks, social organizations, NGOs, alumni, parents, higher learning institutions and with any other agency that provides all possible services in the fields of education, employment, culture, research that lead to overall development of students through self-study, self-employment and self-actualization”.

The college advocates and publicizes its expertise through;

- Jawahar Knowledge Centre,
- Career and Counseling Cell,
- College website,
- Students' handbook,
- Parents' meetings, both formal and informal.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The institution encourages its staff to share their expertise and utilize the available facilities for consultancy service as detailed below.

- ❖ The services of outstanding teachers are made available to other institutions in the form of expert lectures, guest lectures, writing, editing and reviewing of textbooks, conduct of interviews, peer reviewing of research papers, research guidance etc.
- ❖ The existing laboratory facilities in the college are extended to students and scholars of other institutions for completing their study projects and research works.
- ❖ The hostel facility is extended to women students studying in different colleges in the town. At present ~370 women students are accommodated in the college hostel.
- ❖ The microbiology and Chemistry departments are allowed to share their expertise and facilities for soil testing and for determining the microbial contamination of foods, vegetables, drinking waters, soft drinks, fruits etc.
- ❖ The commerce and business management students are encouraged to take of projects in banks and local industries.
- ❖ The students of humanities departments are allowed to interact with NGOs, social activists and philanthropists for undertaking social reconstruction activities.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

S. No.	Department / Wing / Staff	Consultancy service provided	Revenue generated (Rs.)
1.	Zoology Microbiology Chemistry	Consultancy with the officials of Municipality, Chittoor for analysis of drinking water samples, fruits, vegetables, milk samples, mineral water samples etc.	Free
2.	Dr. S. Siva Prasad, Dept. of Zoology	Consultancy with the Telugu Akademi, Govt. of A.P for writing, reviewing and editing Zoology textbooks at Intermediate and Degree levels.	Individual remuneration
		Consultancy with colleges in the District as resource person for training and orientation programmes in Junior Colleges and expert lectures in Degree colleges.	Free
		Consultancy with A.P. State Council of Higher Education as Subject Committee member in Zoology for curriculum development at Degree level.	Free
		As Reviewer for African Journal of Biotechnology and International Journal of Biochemistry and Biotechnology.	Free
3.	Women's Hostel	Let out to the Social Welfare Department, Government of Andhra Pradesh on rental basis, accommodating students of all women Government colleges in the town.	~ 7, 20, 000/- (Per annum)
4.	Dr. G. Usha Rani,	Chittoor District Writers' Association & Janavignana Vedika, Chittoor.	Free
5.	Dr. G. Usha Rani, Dept. Telugu & Sri V. Nagaraja, Librarian.	Consultancy with District Central Library, Chittoor in procurement of Books and in appointment of personnel.	Free

3.5.5. What is the policy of the institution in sharing the income generated through Consultancy (staff involved: Institution) and its use for institutional development?

Most of the consultancy services are offered free of cost. However, the colleges rental funds from the Department of Social Welfare since 2010. So far, the college received an amount of Rs. 5, 50, 000/- from the Social Welfare Department, Government of Andhra Pradesh. The same has been utilized for improvements in the women's hostel, such as campus development, digging of bore well, providing water connectivity to the hostel building and improvements of toilets. With the future income, it is proposed to establish a reading room in the hostel with internet facility and a TV room for students' education and entertainment.

4. **EXTENSION ACTIVITIES AND INSTITUTIONAL**

SOCIAL RESPONSIBILITY (ISR)

3.6.1 How does the institution promote institution-neighborhood-community network work and student, engagement, contributing to good citizenship, service orientation and holistic development of students?

The institution is aware of its social responsibility. It promotes institution-neighborhood-community network through its students, policies and programmes as detailed below.

- * Arrangement of blood donation camps through which the qualities of selfless service could be inculcated among students.
- * Involvement of students in disaster management and fund raising programmes at time of natural calamities that help in developing the spirit of live and let-live in their tender minds.
- * Participation of students in social forestry and tree plantation programmes and celebration of World's Environment Day that creates in them the greater awareness of environmental protection.
- * Organizing Special NSS Camps in villages, wherein students have to participate in activities like rural development activities like maintenance of personal hygiene and health, road laying and eradication of illiteracy etc, which promote in them the traits of oneness, equality, liberty, fraternity and dignity of labour.
- * Celebration of Independence Day, Republic Day, National Voters' day, Gandhi Jayanthi with the participation of students that provide them an opportunity to appreciate the spirit of National Movement, citizen rights and inculcate in them the spirit of patriotism.
- * Permitting the people of neighbourhood communities to use the physical facilities of the college such as auditorium, seminar hall, play grounds, library, gymnasium etc go a long way in creating confidence on the style of functioning of the social sub-system.
- * Organizing mass rallies on AIDS and consumer awareness that creates in students and community, the feelings of unity, liberty and citizenry.
- * Active participation of students in community development activities that develop in them problem solving abilities by transferring their subject knowledge from class to mass.
- * Involving students in energy conservations and water harvesting programmes that help them acquire the abilities for optimal utilization of natural resources.
- * Entrusting students in socio-economic surveys will help them understand the social and economic problems of the society and contribute their might for national development.

3.6.2 What is the Institutional mechanism to track students involvement in various social movements/ activities which promote citizenship roles?

The students are involved in social reconstruction activities through a variety of means as detailed below.

- ❖ NSS and NCC programmes and activities.
- ❖ Eco-club, Red Ribbon club and consumer club activities.
- ❖ Mass rallies and movements.
- ❖ Seminars and motivational talks.
- ❖ Literary competitions and cultural programmes.
- ❖ Social and economic surveys.
- ❖ Meetings of women empowerment cell, Alumni and parents.
- ❖ Celebration of national festivals and award of prizes for distinguished service.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The institution elicits the perception of its stake holders (students, teachers, parents and authorities) by means of formal and informal contacts as detailed below.

- Feedback reports
- Direct interaction with parents and students.
- CPDC, IQAC and Staff council meetings
- Suggestion and complaint box.
- Informal consultations with students' representatives and teachers.
- Phone calls and letters.
- Alumni meetings, both formal and informal.
- Recordings in Visitors' books.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The institution plans and organizes extension and outreach programmes by;

- ❖ Discussions with the Coordinators of NSS, NCC, Eco-club, Red Ribbon Club, Women empowerment cell.
- ❖ Constituting Implementation and Monitoring Committees involving teachers and students.
- ❖ Supervision by the Principal and Vice-Principal.
- ❖ Involving NGOs, Red Cross Society and Social activists.

Budgetary details for the last four years

Year	Budget allocated (Rs.)			
	NSS	Social Surveys	Blood donation camps	Total
2009-10	44, 500	5, 000	-	49, 500
2010-11	44, 500	5, 000	-	49, 500
2011-12	44, 500	5, 000	-	49, 500
2012-13	44, 500	5, 000	-	49, 500

Major extension and outreach programmes conducted

1. Blood donation camps with the participation of Red Cross Society and Government Hospital, Chittoor.
2. Social forestry and tree plantation programmes on the college campus
3. Rallies on Consumer awareness.
4. Road laying, Clean and Green programmes through NSS activities.
5. Pulse polio immunization programmes in January and December every year.
6. AIDS awareness rallies on December 1, every year.
7. Demographic and health surveys at district level by M.Sc., Zoology students.

Blood donation programme organized by the Red Ribbon Club in November, 2012



NSS volunteers at a special camp at Agarampalle village from 12.9.2012 to 18.9.2012.



NSS Volunteers participating in tree plantation & environmental awareness programmes at Z.P.High School, Agaram Palle during their special camp.



Impact of extension and outreach programmes on students

The extension and outreach programmes organized by the college showed positive impact on the holistic development of students by inculcating in them the following traits qualities and skills.

- ❖ Appreciation of cultures and traditions of rural people and understanding their problems.
- ❖ Integrating classroom teaching with social issues.
- ❖ Awareness of environmental problems, AIDS and consumer rights.
- ❖ Development of the qualities of patriotism, live and let live, citizenship, fraternity, equality and secularism.
- ❖ Problem solving abilities.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National / International agencies?

The participation of students and staff in extension activities is coordinated by various functional units of the college, namely, NSS, Career and Counseling cell, Eco-club, Women Empowerment Cell, Faculty forum and Consumer Club. Each of these units is headed by a Coordinator, who draws plans of action in consultation with the Principal and Staff Council and implements them in their respective fields as detailed below.

- The NSS Unit sensitizes students and staff on the extension activities and conducts special camps in consultation with the NSS Program Officer of S.V. University. It takes-up a wide variety of social reconstruction works such as road laying in rural areas, clearing irrigation canals, tree plantation, health checks, programmes on literacy, women education, water conservation, power saving and awareness campaigns on epidemics, sanitation and personal hygiene.
- The Eco-club coordinates the activities of NSS in respect of issues related to environmental awareness, such as energy conservation, tree plantation etc.
- The Red ribbon club facilitates the conduct of programmes related to AIDS awareness, health checks and blood donation camps.
- The consumer club involves students in consumer awareness programme.
- The Women empowerment cell and career and counseling cell, though not directly related to extension activities, play the role of facilitators for organizing all extension programmes.
- Rewarding exceptional students in community service.

Our NSS volunteers in an adventure camp at Narkanda, Simla Dt. H.P.



Our student receiving memento from the Chairman of PRASAD (Poverty in Rural Area Solution and Development) Society at Agaram Palle village.



Students participation in an orientation programme organized by the Youth Red Cross on 22.09.2012 in the college auditorium.



3.6.6 Give details on social surveys, research or extension work (if any)

undertaken by the college to ensure social justice and empower students from underprivileged and vulnerable sections of society?

Though, the college does not have a full-fledged extension wing, it carried out some extension activities with the involvement of NSS volunteers and social surveys and research work by involving UG and PG students. The details are given below.

S. No.	Unit / Class	Year	Extension /Survey/Research work carried out
1.	NSS	2009-10	Jettigundla Palle, Penumur Mandal, Chittoor Dt. NSS-Special extension camp for 10 days Internal roads, clean and green at school campus, literacy campaigns.
2.		2010-11	Aragonda village, Chittoor Dt.- Healthy youth for healthy India campaign.
3.		2011-12	Prasanth Nagar, Chittoor- Public health and sanitation works and personality development.
4.		2012-13	Agaram Palle Village- Public health and sanitation works and personality development.
5.	M. Sc., Zoology	2008-10	‘The impact of deprivation of parental care on children’.
6.			Studies on infant mortality and sex ratio in Chittoor district.
7.		2011-13	‘Distribution of age groups in selected families of Chittoor district’
8.			Health implications of betel quid and tobacco chewing - a survey in Chittoor district of Andhra Pradesh.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students academic learning experience and specify the values and skills inculcated.

The college considers extension as the third function of a college teacher. Its extension activities are designed with the following objectives and outcomes.

Objectives and expected outcomes of extension activities

- 1) To involve students in social and economic reconstruction of the country.
- 2) To inculcate in them the spirit of oneness and patriotism and ethical, cultural, moral qualities
- 3) To develop qualities of best citizenry, scientific inquisitiveness, creativity.
- 4) To develop in them the problem solving abilities for crisis management, event management.
- 5) To develop in them the skills of leadership and team building.

Values and skills inculcated by extension activities

Extension activity	Skill / Value inculcated
❖ Blood donation camps	➤ Self-less service to the society with the spirit of live and let live
❖ Social forestry and tree planting	➤ Environmental awareness
❖ Community reconstruction activities like road laying, canal digging, watershed management	➤ Patriotism, good citizenship, oneness, equality, liberty and fraternity, dignity of labour.
❖ AIDS and Health awareness programmes	➤ Commitment for public health.
❖ Energy and water conservation programmes	➤ Skills of optimal utilization of natural resources.
❖ Socio-economic surveys	➤ Leadership qualities and problem solving abilities through critical and creative approaches.

3.6.8 How does the institution ensure the involvement of the community in its out-reach activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities.

The college treats itself as the part and parcel of the community. Accordingly it makes the community its partner in all its outreach activities for social reconstruction. It does so, by;

- ❖ Adopting a local village annually through its NSS unit and initiate developmental activities in the village in consultation with the people.

- ❖ Motivating the village youth through youth festivals and involving it in reconstruction works.
- ❖ Conducting AIDS and consumer awareness campaigns, literacy programmes and health checkups during their sojourn in villages.
- ❖ Motivating SHGs and NGOs in the region to involve in rural development works.
- ❖ Letting out the college premises for all community developmental activities such as blood donation camps, training programmes, NCC camps etc.

3.6.9. Give details on the constructive relationship forged (if any) with other institutions of the locality for working on outreach and extension activities.

The college forges constructive relationships with local institutions, NGOs, SHGs and organizations in the region in its extension activities. Accordingly, it,

- ❖ Provides accommodation for girl NCC cadets during their annual camps in Chittoor.
- ❖ Organizes blood donation camps with the collaboration of YRC and the Blood Bank of the local Government Hospital, Chittoor.
- ❖ Conducts National Integration Camps in collaboration with Nehru Yuva Kendra, Chittoor.
- ❖ Spares the services of its senior teachers for organizing training and refresher programmes for teachers in local schools and to act as resource persons thereof.
- ❖ Conducts awareness campaigns on AIDS, environment and consumer rights in consultation with the local educational institutions in the town.
- ❖ Allows its NSS unit to forge alliance with local rural developmental agencies and NGOS. For instance, the NSS unit of the college and the **PRASAD** (Poverty in Rural Area Solution and Development) Society have jointly organized a rural reconstruction programme at Agaram Palle village in Irala Mandal, Chittoor district from 12.9.2012 to 18.9.2012.

3.6.10. Give details of awards received by the institution for extension activities

and / contributions to the social/ community development during the last four years.

- ❖ Our NSS volunteers received best volunteer medals from the PRASAD Society in 2012.
- ❖ Sri Kesava Reddy, former Teacher of this institution has been conferred with a meritorious award for his outstanding contribution to Red Cross Society, Chittoor.
- ❖ Dr. S. Shamshakthar, Assistant Professor of Hindi and NSS Coordinator has submitted proposals for two prestigious awards, namely 'Indira Gandhi Award' at national level and 'Best NSS Programme Officer Award' at state level.

3.7. COLLABORATION

3.7.1. How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives- collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

The college maintains collaboration with some prestigious research laboratories, institutions and departments in its research works. The details are given below.

Unit/ Department	Collaborative Institution/ Lab / Department	Nature of Collaboration	Benefits accrued
Zoology	Dept. of Zoology, S.V. University	Implementation of UGC Major Research Project, with Prof. K.Yellamma as the Principal Investigator and Dr. S. Siva Prasad as Co-investigator	Research work shared on 50:50 basis
		Joint guidance of the Ph. D work of A. Hemalatha, Research Scholar of the Dept. of Zoology, S.V.University.	Sharing of services, equipment, chemicals and other research facilities.
		Ms.Lakshmi Devi, a Ph.D scholar in the University and a local candidate of the town, was permitted to carry out her research works in the Dept. of Zoology.	
	School of Life Sciences, IGNOU, New Delhi	Ms.S. Kavitha of Dept. of Zoology allowed to Register for her Ph. D degree with IGNOU and carry out her Ph. D work in the Department under the supervision of Dr.S.Siva Prasad, as External Guide.	
	Dept. of Biotechnology, Thiruvalluvar University, Vellore	Prof. Ernest David has been appointed as Visiting Professor of the Department to share his experience and expertise in teaching and research.	Research consultation and exchange of research materials.
	Central Sericultural Research and Training Institute of Mysore.	Consultancy services in UGC and DST research projects undertaken by the Department.	Research advice to scholars and teachers.
Microbiology	Departments of Microbiology at S. V. Univ. & SPMVV Central Cotton Research Center, Nagapur.	Students' study projects and faculty registration for M. Phil.	Sharing of expertise and research facilities.
Chemistry	Det. of Chemistry, S.V. University.	Ph. D registration of Ms. Anusha, Asst. Professor of the department	Sharing of research facilities.
Computer Science	Departments of Computer Science at Dravidian Univ. Kuppam & S.V.Univ.	Ph. D registration for teachers and Research consultancy	Sharing of research facilities and lab equipment.
Business Management	The Cooperative Sugar Factory, Chittoor.	Students' study projects	Administrative support.
Commerce Economics, Statistics, Mathematics	Respective Departments at PVKN, College, CTR.	Students' study projects	Exchange of teachers and consultancy.

3.7.2. Provide details on the MoUs /collaborative arrangements (if any) with Institutions of national importance/ other universities/ industries/ Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

Since, the college is a Government Institution; it has limited options of signing MoUs with the industry. The CCE, A.P., maintains linkages with some Corporate Companies like DELL, HCL, Infosys, Sathyam Mahendra and Wipro for sponsoring candidates for employment through JKC's of different Government Colleges in the state. Nevertheless, it made all out efforts to forge some linkages and collaborative arrangements at micro level as detailed below.

Agency	Title of MOUs/Linkages/ Collaborative arrangements	Contribution to College development
Universities	➤ MOU between Department of Zoology of the college and Department of Biotechnology, Thiruvalluvar University, Vellore.	➤ Sharing of research materials and services. ➤ Expert lectures through visiting Professors.
Corporate Entities	➤ Collaborative arrangement between the Career Counseling Cell & Sri Lakshmi Narayan Infotech, Chittoor.	➤ Organization of job-oriented training programmes and arrangement of Campus placement opportunity for students.
	➤ Collaborative arrangement between the Career Counseling Cell & Amma Skill Centre, Tirupati.	➤ Conduct of Skill oriented Tailoring Programme for college students.
Organizations	➤ Collaborative arrangement between NSS Unit & the Red Cross Society, YRC.	➤ Students are exposed to social service schemes.
Social Welfare. Government Degree College for Women, Kalikiri, Chittoor District	➤ Sharing of physical and infrastructural facilities (classrooms, laboratories and hostel) from the current academic year, i.e., 2013-14 and help the newly established college to grow.	➤ Service to the sister institution

3.7.3. Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation /up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories/ library/new technology/ placement services etc.

The college maintains viable interaction with the community, NGOs, Industrialists for their continuous support to the development of the college. The following are some notable achievements in this regard.

S. No.	Name	Contribution to College Development.	
		Amount (Rs.)	Facility created
1.	Sri N.P.Chengalraya Naidu, Ex. M.P.	5, 00, 000/-	Computer Laboratory
2.	Sri N.P. Venkateswara Choudary, Ex-MLA & CPDC Member	1, 00, 000/-	Zoology Laboratory
3.	Smt. V. Sujeevana & Dr. V. Sundar Naidu, Chairman, Balaji & VSN Hatcheries, Chittoor	1, 00, 000/-	Microbiology Laboratory
4.	D.K. Adikeasavulu, Former M.P & TTD Chairman	15, 00, 000/-	New Library Block
5.	Sri Rajanna Trust,	15, 00, 000/-	Amaravathi Hostel Block
6.	Sri N.P. Chengalrya Naidu Trust, Chaired by Sri N. P. Venkatewara Choudary, Former MLA.	9 Gold Medals in the name of Smt. N.P. Savithramma, given annually to 9 top rankers of 7 UG and 2 PG courses.	
7.	Mrs. B. Swarnalatha and Sri B. Rajasekhara Naidu	1, 00, 000/- (Recurring)	Sri N. P. Chengalraya Naidu Scholarships for 20 students
8.	Ms. Sruthi Sreerama, USA (Great granddaughter of Smt. N.P. Savithramma).	15, 00, 000	Construction of women's waiting room.
9.	Sri. P. Narasimha Rao, Former Lecturer in Zoology	10, 000/-	The interest accrued on the principal amount is given as two cash prizes annually to Physically challenged students.
10.	Dr. M. Narasimha Reddy, former Principal	One annual Gold Medal to topper in B.Sc., Zoology.	
11.	LARSCO Entertainment Pvt. Ltd, promoted by Sri Lagadapati Sridhar & Smt. Lagadapati Sirisha.	15, 000/- (Recurring)	Grant for celebration of Annual Sports Day
12.	Sri M.Madhava Naidu, Mandi Merchant, CTR.	1, 00, 000/-	Installation of AQUA GUARD, R.O. Unit
13.	Sri Lakshmi Narayan Infotech, Chittoor.	Job training and campus placement service	

3.7.4. Highlighting the names of eminent scientists/ participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

During the last four years, the college organized three national seminars and five regional seminars and invited distinguished dignitaries in the field as detailed below.

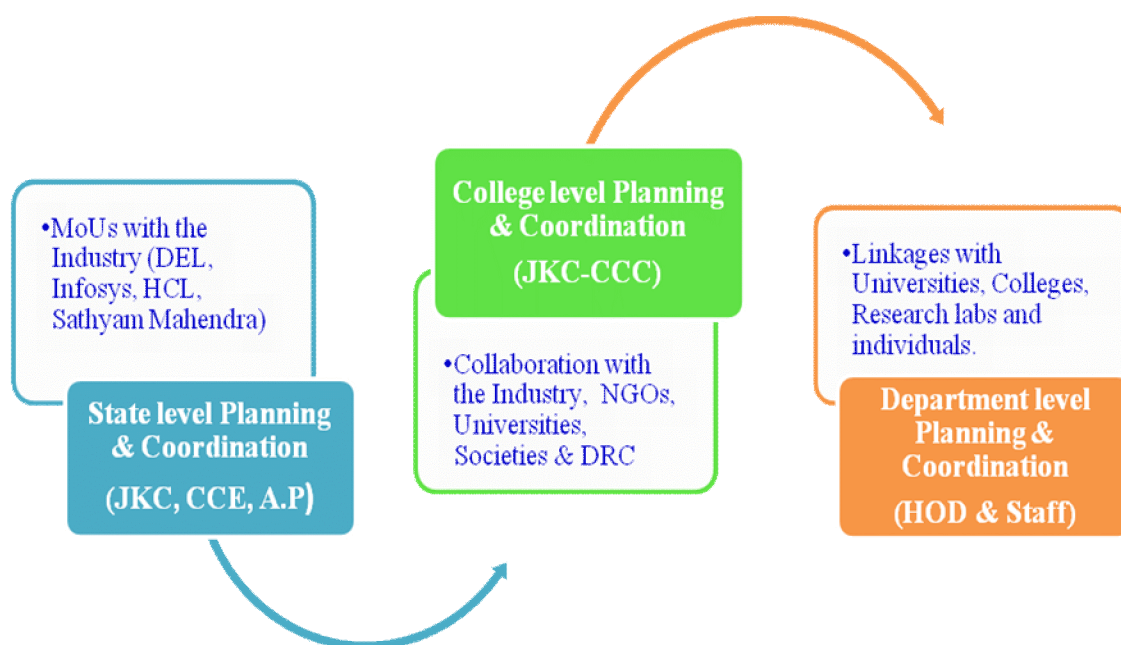
S. No.	Names of eminent Scientists / Participants.	Date of visit	Title of the event
1.	Prof. Ramanaiah, Vice Chancellor, Dravidian University, Kuppam .	27 th /28 th Aug, 2008	UGC-Sponsored National Seminar on ‘Vaishava Bhakthi Cult- A Comparative Analysis’
2.	Prof.RVS Sundaram, Mysore University. Mysore.		
3.	Prof. V. Damodara Naidu S. V. University. Tirupati.		
4.	Dr. M. Ananda Rao, Associate Professor of Zoology, Government College, Puttur.	4.10. 2010	Pre-submission Seminar on Ph. D topic of B. Sailaja entitled ‘Circadian rhythms in the silkworm, <i>Bombyx mori</i> , with reference to proteins and amino acids’ -
5.	Dr. Ernest David, Dept. of Zoology, Oorees College, Vellore.		
6.	Prof. Dastha Giri, Department of Hindi, S.V.University. Tirupati.	25.02.2013	National Seminar on ‘ Sathothar Hindi Kahani sahithya me naari paksha dhartha
7.	Prof. I.N.Chandrasekhar, Department of Hindi, S.V.University.Tirupati.		
8.	Dr. Biresh Kumar, Central Institute of Indian Languages, Mysore.		
9.	Dr. M. Mohan, Director, Annamacharya Project, TTD, Tirupati.	1 st & 2 nd March, 2013	National Seminar on ‘Thallapaka Poets and their personality’
10.	K.J.Krishna Murthy, Director. T.Vengamamba Project, TTD, Tirupati.		
11.	Prof. V. Damodara Naidu S.V.University. Tirupati.		
12.	Dr. G.V. Prasad, Scientist, CSRTI, Mysore	24.1.2013 (At College)	Seminar on Circadian Biochemical Rhythms
13.	Dr. V. Venkata Reddy, Scientist, CSRTI, Mysore.		
14.	Prof. Ernest David, Department of Biotechnology, Thiruvalluvar University, Vellore, T.N.		
15.	Prof. K.Yellamma	22.3.2013 04.05.2014 30.05.2014 (At S.V.U. Tirupati)	3 Pre-submission Seminars on Ph. D topics of E. Bhuvanewari, A.Hemalatha and N.Thulasi
16.	Prof. K. Jayantha Rao, Dean, Faculty of Sciences,		
17.	Prof. M. Bhaskar, HOD,		
18.	Prof. Srinivasulu Reddy		
19.	Prof. T. Neeraja		

3.7.5. How many of the linkages/ collaborations have actually resulted in formal MOUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and / or facilitated the following aspects.

Activity	Linkage with	Contributions and beneficiaries
a) Curriculum development/enrichment	* Chairmen, BOS of S.V.U & SPMVV, Tirupati. * Scientist of CSRTI, Mysore. * Dept. of Sericulture, Govt. of A.P. * Local Banks + Industry	Curriculum development and model question paper for UGC Career oriented diploma courses, viz., DTM, DSM, DFM.
b) Internship/ On- the-job training	* District Collectorate, Chittoor * CCE, A.P., Hyderabad. * District Resource Centre, CTR	Computer , Academic & Administrative training programmes for the faculty and Principal.
c) Summer placement	* Sri Lakshminarayana Infotech, Chittoor	Job training and campus placement for students
d) Faculty exchange and professional development	* District Resource Centre, CTR * ASCs of local Universities. * CCE, A.P., Hyderabad	▪ Exchange of teachers ▪ RC & OC programmes ▪ Trainings/workshops for the staff.
e) Research	* Dept. of Zoology, S.V.U. * CSRTI, Mysore	Students and Research Scholars of Dept. of Zoology
f) Consultancy	* Local colleges & schools	-Expert lectures for students - Deputation of Resource persons.
g) Extension	* Local Hospitals, Red Cross Society & NGOs	Organization of Blood donation camps & social reconstruction works.
h) Publication	* Telugu Akademi, Hyderabad. * Dept. of Zoology, S.V.U.	- Publication Zoology Textbooks. - Research Publications
i) Student Placement	* Sri Lakshmi Narayana Infotech, Chittoor	~160 students selected for different positions in 3 Private Companies.
j) Twining programmes	* IGNOU, New Delhi.	Availability of additional job-oriented programmes for students.
k) Introduction of new courses	* Department of Zoology, S.V. University.	Introduction of M. Phil and Ph. D courses in Zoology for the benefit of M. Sc., Zoology students.
l) Student exchange		Exchange of Research scholars with the Dept. of Zoology.
m) Any other	-	-

3.7.6. Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.

In order to avoid duplication of efforts and wastage of resources, the works related to consultancy, linkages and collaborations are monitored and executed by the Coordination Bodies at three levels. At the top level, the JKC of CCE, A.P enters into MoUs with different industries and provides broad guidelines to the JKC units of the colleges from time to time in the form of circulars and e-mails. At the college level the JKC and Career and Counseling Cell (CCC) coordinate the initiatives of linkages in consultation with the Principal. Finally, these activities are coordinated at departmental levels by the respective HODs in consultation and the staff. At the lower level, the departments are permitted to establish linkages with local and national institutions in teaching, research and extension as per their requirements and priorities. The detailed plan is presented in the flow chart below.



Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

The college established its credence in research, consultancy and extension with appropriate policies and programmes and carved out a niche for itself in this area of development. The IQAC of the college identified the following strengths and weaknesses and suggested future action plans.

Strengths

- ❖ Availability of well-equipped recognized research laboratories and recognized research guides.
- ❖ Launching of M. Phil and Ph. D programmes in Zoology, much like those of university departments.
- ❖ Staff participation in academic consultancy with greater role in the preparation of Government-prescribed textbooks and in peer-reviewing of research papers at international level.
- ❖ Publication of large number of research papers in highly rated National and International Journals by the faculty of science departments.
- ❖ Award of the Fellow status to Dr. Dr. S. Siva Prasad, Associate Professor of Zoology by the prestigious Applied and Natural Science Foundation, Haridwar, , for his outstanding contribution to research in Zoology.

Limitations

- ❖ Lack of recognizable research activity in arts and commerce departments.
- ❖ Inadequacy in academic collaborations, especially in humanities, arts and commerce disciplines.

Future Plans

- ❖ To overcome the above limitations with concrete steps towards institutionalization of research and extension.

CRITERION – 4

INFRASTRUCTURE & LEARNING RESOURCES

Better management of higher learning institutions involves proper institutional planning. It is concerned with institutional management in terms of infrastructure, learning resources, finances and human resources. Infrastructural facilities of an educational institution include the creation of physical facilities essential to ensure teaching-learning process. These include classrooms, library, laboratory equipment, furniture etc. In case of a new institution it involves the creation of these facilities, while, in case of an institution which is in operation, the planning for infrastructure would mean better utilization of existing facilities and the expansion of some departments due to various developments such as increased enrolment, diversification of functions, assumption of new functions etc. In any case, long-term planning for optimal utilization of space, time and materials is essential. It is done through proper planning for instructional timings, i.e., by evolving suitable timetables with mutual consultations amongst different departments.

Similarly, the management of material resources is important in the overall planning and management of an educational institution. Material facilities such as teaching aids, laboratory equipment, library equipment, cultural aids, sports and games equipment, office equipment, furniture, energy etc properly utilized. Streamlining the utilization process will streamline the material resource management. Optimal utilization must be sequential, complementary and interdependent. Saving the material from damage due to mishandling and proper maintenance of the equipment is also necessary due to cost escalation. Let us examine these issues with reference to our college.

4.1. **PHYSICAL FACILITIES**

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The college strongly believes that it should have adequate infrastructural facilities in terms of classrooms, laboratories, electricity, drinking water, toilets, furniture, equipment etc that directly or indirectly support the teaching and learning processes. Accordingly, it prepares plans for the provision of these facilities in the college on priority basis. The creation and augmentation of infrastructural facilities requires huge financial commitments, which the college expects to meet from the following sources.

- * Mobilization of own funds from the special fee accumulations and restructured course fees of the college on priority basis.
- * Mobilization of Plan funds from the University Grants Commission under different schemes such as UG Development Scheme, Merged Schemes, Women's Hostel Scheme, Minor and Major Research Projects, Additional Assistance scheme etc.
- * Mobilization of research funds from the Central Agencies such as the Department of Science and Technology, Indian Council of Medical Research, Council of Scientific and Industrial Research, UGC etc.
- * Mobilization of developmental funds from the Industry and Society- NGOs, organizations, individuals and from the College Planning and Development Council (CPDC).

4.1.2 Detail the facilities available for

- a) Curricular and co- curricular activities- classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching. Learning and research etc.
- b) Extra –curricular activities- sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, public speaking, communication skills development, yoga, health and hygiene etc.

The college has its own building with all physical facilities for effective teaching and learning as detailed below.

a) Facilities for curricular co-curricular activities

S. No.	Facility	Description
1.	Classrooms	20 Classrooms- spacious ventilated and furnished.
2.	Technology enabled learning places	❖ ICET classroom with smart TV, Fixed projector, speakers and white board. ❖ Two Zoology labs and 2 Computer labs with roof-fixed projectors ❖ Additional LCD projectors and OHPs for use in any classroom. ❖ UGC-Network and Resource Centre.
3.	Seminar Places	❖ Microbiology seminar hall ❖ ICET Room (E-Classroom) ❖ Spacious Auditorium
4.	Tutorial Halls	❖ No separate tutorial halls- Regular classrooms are used for tutorials.
5.	Laboratories	❖ Zoology Research Laboratory (Recognized)-1 ❖ M.Sc. Zoology lab-cum-classrooms - 2 ❖ B.Sc., Zoology lab-cum-classroom -1 ❖ B.Sc., Zoology Museum-cum-laboratory-1 ❖ M.Sc., Microbiology lab-cum-classrooms- 2 ❖ B.Sc., Microbiology lab-cum-classroom-2 ❖ Microbiology Instrumentation centre -1 ❖ Microbiology Inoculation & Culture Lab-1 ❖ JKC Laboratory-1 ❖ Computer Laboratory-1 ❖ Language laboratory-1
6.	Botanical Garden	❖ Not maintained due to non-offering of any course with Botany combination.
7.	Animal House	❖ A small animal house is carved out in limited space in the Dept. of Zoology
8.	Equipment for teaching, learning and research	❖ All laboratories are well- equipped and adequate for teaching, learning and research as listed at 3.4.6 under Res & Consultancy.
9.	Eco-club & Faculty forum	❖ Maintained by the Department of Zoology
10.	Pond ecosystem and Vermi-compost units	



Learning Resources at Smt. N.P.S. Government College for women.

M.Sc. Zoology: Lab-cum-classroom



M.Sc. Microbiology: Lab-cum-classroom



M.Sc., Zoology students studying foraging behaviour in Chicks



B.Sc., Zoology students dissecting an animal



B.Com students at work in the Computer Lab



B.Sc students at work in the Chemistry Lab



b) Facilities for extra-curricular activities

S. No.	Facility	Description
1.	Sports	➤ ~10 acres of land is available for sports.
2.	Outdoor and indoor games	➤ Outdoor play courts are available for tennicoit , Badminton, throw ball, Athletics, Kabaddi, Kho-Kho etc. . ➤ Separate Indoor stadium is not available. However, facilities are provided for indoor games like Table Tennis, Chess, Caroms etc
3.	Gymnasium	➤ 8-stage gym with all equipment and machinery.
4.	Auditorium	➤ A well-lit and spacious auditorium is available for seminars/conferences/ other events.
5.	NSS	➤ One NSS Unit is available.
6.	NCC	➤ Not available- but students are enrolled in the NCC Unit of PVKN Govt. College, a neighbouring institution.
7.	Red Ribbon Club	➤ Maintained by the Department of Zoology.
8.	Cultural Club	➤ A cultural wing is maintained in the Department of Telugu. It conducts regular cultural activities at various levels-college, district, zone and state levels.
9.	Public Speaking	➤ A public address system is available
10.	Communication skills	➤ JKC laboratory is used for inculcating communication skills and soft skills. ➤ Additionally, a Language laboratory for English, Hindi and Telugu is being developed.
11.	Yoga, health and hygiene	➤ No separate yoga centre is available. ➤ Physical facilities for health and hygiene are provided within the college premises, either in the Physical education department or in the auditorium.

College Auditorium –Interior view



Cultural club activity-150 th Birthday of Gurujada Apparao	Our NSS volunteers in a Yoga camp at Simla
	
Dr.Rajendra Prasad, Govt. Hospital, CTR addressing students in a health check & awareness programme.	
	

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of years (Enclose the Master Plan of the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any).

Accommodation and space problems rock all Government Institution in the state. Our college is not an exception. Notwithstanding its limitations, the college has devised methods for optimal utilization of the existing facilities, while at the same time going ahead with creation of newer facilities to the extent possible.

Academic Growth and Creation of Infrastructural facilities

Though, the nation-wide slump in student enrolment is reflected in the college, it took steps towards academic growth during the last five years. These include, launching of Ph. D and M. Phil courses in Zoology, UGC-sponsored career oriented diploma programmes, establishment of JKC and arrangement of job-oriented training programmes for students. In line with academic growth, some physical and infrastructural facilities are created as detailed below.

S. No.	Infrastructure	Year	Amount (Rs.)	Source of funds
1.	College Main Building*	1992-93	33, 00, 000	Govt. of A.P.
2.	Classrooms (BV Reddy Block)	1998-99	5, 50, 000	Sri B.V. Charitable Trust, Nutrine Group of Company, CTR.
3.	Computer laboratory	1998-99	6, 00, 000	Sri N. P.Chengalraya Naidu, Ex. M.P.
4.	Microbiology Laboratory	1999-00	2, 00,000	Dr. V. Sundara Naidu, Chairman, Balaji & VSN Hatcheries, Chittoor.
5.	Zoology Laboratory	1999-00	1, 00, 000	Sri N.P. Venkatewara Choudary, Ex. MLA, CTR.
6.	Chemistry Laboratory	1999-00	1, 00, 000	Sri O. Gopalakrishna Chamber of Commerce
7.	Classrooms (Ramakrishna Reddy Block)	2000-01	5, 00, 000	Sri N. P. Ramakrishna Reddy, Ex. M.P.
8.	Furniture (Duel desks)	2000-01	3, 50, 000	Dr.M.Mohan Babu, Ex.MP.
9.	Laboratory equipment	2001-02	47, 99, 000	Govt. funds
10.	Auditorium	2002-03	40, 00, 000	
11.	Cycle shed	2004-05	80, 000	College funds
12.	Laboratory equipment	2004-05	14, 00, 000	
13.	Compound Wall	2005-06	9, 00, 000	Smt. Durga Ramakrishna, Ex.MP
14.	Additional classrooms-5	2006-07	13, 00, 000	College funds
		2009-10	2, 30, 000	
		2009-10	4, 85, 520	UGC funds
15.	ICET Classroom-equipment	2012-13	5, 00, 000	
16.	Language laboratory	2012-13	6, 00, 000	
17.	Women's Hostel (Amaravathi Block)	2007-08	15, 00, 000	Sri Rajanna Trust, Smt. Galla Aruna Kumari, Former Minister, Govt. of A.P.
18.	UGC Women's Hostel	2007-13	1,00,00,000	UGC funds
19.	Toilet block at Hostel	2012-13	5, 00, 000	
20.	Water facility, pipelines and improvements in the hostel.	2012-13	7, 00, 000	College funds
21.	New Library Block	2012-13	15, 00, 000	D.K. Adikesavulu, M.P.
22.	Library Passage Bridge	2012-13	7, 50, 000	College funds
23.	Bifurcation of classrooms & Minor works.	2012-13	11, 36, 000	College funds
24.	Green boards in classrooms	2012-13	3, 50, 000	
25.	Equipment and improvements in Research Laboratory (Zoology)	2012-14	9, 86, 680	DST Research fund
26.	Microbiology Seminar Hall	2013-14	5, 00, 000	College funds
27.	Canteen Hall	2013 - 14	4, 00, 000	Smt. Lagadapati Sireesha, W/o L. Sridhar (Grand daughter of Smt. N. P. Savithramma).
28.	Students' Waiting Room	2014-15	15,00,000	Ms. Sruthi Sreerama, USA (Great granddaughter of Smt. N. P. Savithramma).
TOTAL			3,98,17,200	

*The master plan of the college building will be submitted at the time of Peer team visit.

Optimal Utilization of available Infrastructural Facilities

The college is facing shortage of accommodation. While 25 classrooms and 15 laboratories are required, Only 20 classrooms and 11 laboratories are available. Further, one more computer laboratory is required for JKC. Thus, there is an overall shortage of 5 classrooms and 5 laboratories. The shortage is overcome by optimal utilization of existing facilities by adopting staggered time tables and conversion of laboratories into classrooms at times of need, as detailed below.

- The shortage of classrooms is overcome by converting the existing laboratories into lab-cum-classrooms in Chemistry, Microbiology and Zoology departments. Similarly, the museum in Zoology department is also used as a laboratory and departmental library.
- Recently 4 large rooms are bifurcated in order to create additional classrooms and staffrooms.
- One Computer laboratory was converted to JKC laboratory and used for its activities during zero hours.
- Two small rooms were carved out from the existing spaces under the staircases for accommodating NSS office and animal house. Likewise, four more small rooms were constructed at the rear ends of verandahs in order to meet the accommodation needs of the library, consumer cell, Zoology research scholars and chemistry storage.
- The activities of Women Empowerment Cell, Career and Counseling Cell and DRC are attached to English, Hindi and Telugu departments respectively.
- The space available in the auditorium is used for conducting various examinations (Eg. ITI, APPSC, LAW, Govt. Recruitment Tests etc), without detrimental to regular class works.
- The research laboratory of the Zoology department is also used for conducting practical classes for M.Sc., Zoology students.

Future plans for expansion

- * Construction of additional classrooms and laboratories.
- * Establishment of Independent JKC and Placement Unit.
- * Construction of an Administrative Block.
- * Installation of Electrical Transformer to avoid power fluctuations.
- * Construction of a Guest House for visiting dignitaries.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

The college has limited number of physically disabled students. Nevertheless, it takes all possible steps for meeting their infrastructural needs as shown below.

- * Distribution of tricycles through the Sri N.P. Chengalraya Naidu Trust.
- * Keeping in reserve one/two tricycles for movement of physically challenged students within the college premises.
- * Provision of attendant's support while climbing the staircase.

- * Permitting them to take examinations on the ground floor.
- * Provision of scribes for visually disabled students during examinations.
- * Construction of toilets for them on the ground floor adjacent to the hostel building with the financial assistance provided by the UGC under the scheme of Higher Education for Persons with Special Needs (HEPSN).

4.1.5 Give details on the residential facility and various provisions available within them:

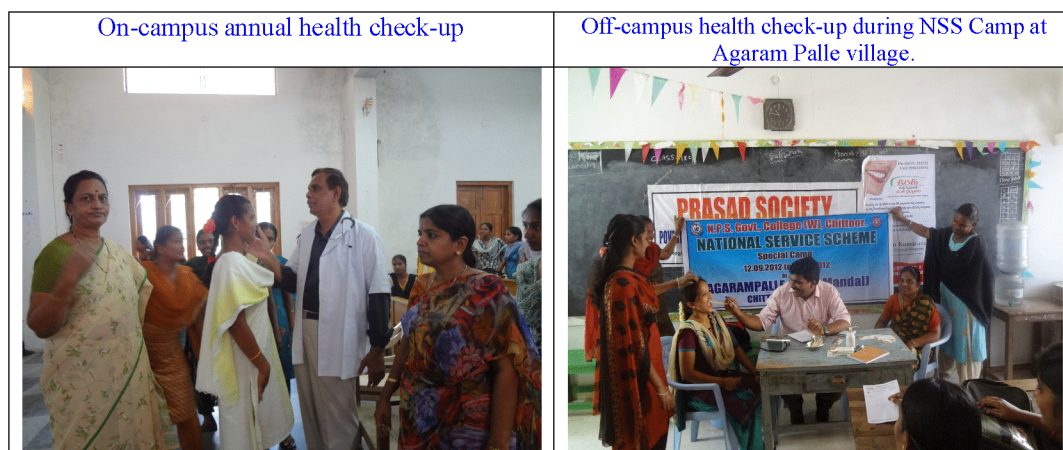
The following facilities and provisions are made available on the college campus.

1. Hostel Facility	A hostel building complex, comprising a UGC Block and Amaravathi Block is provided behind the main building. It accommodates about 370 students under the aegis of Social Welfare Department.
2. Recreational facilities, gymnasium, yoga center, etc.	Though the Yoga Centre is not available, the recreational facilities and gymnasium are provided in the Physical Education Department.
3. Computer with Internet facility and reading room in the hostel.	Planning to establish Wi-Fi connectivity and reading room in the hostel building.
4. Facilities for medical emergencies	No separate facility is available on the campus. However, the 104 and 108 Government Services are used in emergency cases.
5. Internet and Wi-Fi facility	UGC-NRC with Wi-Fi facility is made available to all departments. Some departments have additional NME Internet connectivity as well.
6. Recreational facility-common room with auto-visual equipment.	An ICET room with AV facility is provided on the first floor of the main building.
7. Residential facility for the staff.	Not available on the campus.
8. Constant supply of safe drinking water	Continuous drinking water supply is ensured through AQUA RO Unit
9. Security	The security in the college and hostel is monitored through the provision of Day and Night Watchmen services.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

The college does not have its own health centre. But it takes care of the health of students from time to time by the following provisions.

- Provision of first aid box in the premises.
- Utilization of Government-sponsored 104 and 108 services in case of emergency.
- Regular on-campus and off-campus health checks by the Civil Surgeons.
- Restroom provision for women students in the physical education department.



4.1.7 Give details of the Common Facilities available on the campus- spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Due to space constraints, the college could not establish independent units in respect of some common facilities. Keeping in view, the administrative convenience, the units like IQAC, Grievance Redressal Cell, Health Unit, Canteen, recreational facilities for staff, safe drinking water facility etc are attached to departments under the in-charge of a staff member. The details of such facilities are given below.

S. No.	Unit	Attached Department	Staff member in-charge
1.	Internal Quality Assurance Cell (IQAC)	Zoology	Dr. S. Siva Prasad
2.	Grievance Redressal Cell	Telugu	Dr. B.Anusha
3.	Women Empowerment Cell	Hindi	Dr. S. Shamshakthar
4.	Career and Counseling Cell	Hindi	Dr. S. Shamshakthar
5.	Placement Unit		
6.	Jawahar Knowledge Centre	English	Ms. S. Yasmin Beebi
7.	First Aid	Physical Education	Smt. V. Nalini
8.	Auditorium	Independent Building	Smt. V. Nalini
9.	Canteen	Independent Building	Mr. Dorai kann
10.	Xerox Centre	Office	
11.	Safe Drinking Water Facility (RO Unit)	First floor staircase	Mr. P. Madhu.

4.2. LIBRARY AS A LEARNING RESOURCE

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/ user friendly?

Yes, the college has an Advisory Committee. It includes the Principal, Librarian, all HODs and three student representatives as detailed below.

1.	Dr. R. Bhanumathi	Principal	Chairman
2.	Sri V. Nagaraja	Librarian	Secretary
3.	Dr. S. Siva Prasad	HOD: Zoology	Member
4.	Dr. S.R. Sudhakar	HOD: Microbiology	Member
5.	Ms. Anusha	HOD: Chemistry	Member
6.	Sri A.V.Ramana Reddy	HOD: Mathematics	Member
7.	Ms. Yasmin Beebi	HOD: English	Member
8.	Dr. Varalakshmi	HOD: Telugu	Member
9.	Sri A. M. Narendra Kumar	HOD: Commerce & B.M	Member
10.	Smt. R. Jagadeeswari	HOD: Economics	Member
11.	Dr. S. Shamshakthar	HOD: Hindi	Member
12.	Smt. V. Nalini	HOD: Physical Education	Member
13.	Ms. E. Bhuvaneswari	Ph. D Scholar: Zoology	Member
14.	Ms. D. Saritha	M.Sc., Zoology: Student	Member

Initiatives implemented by the Committee

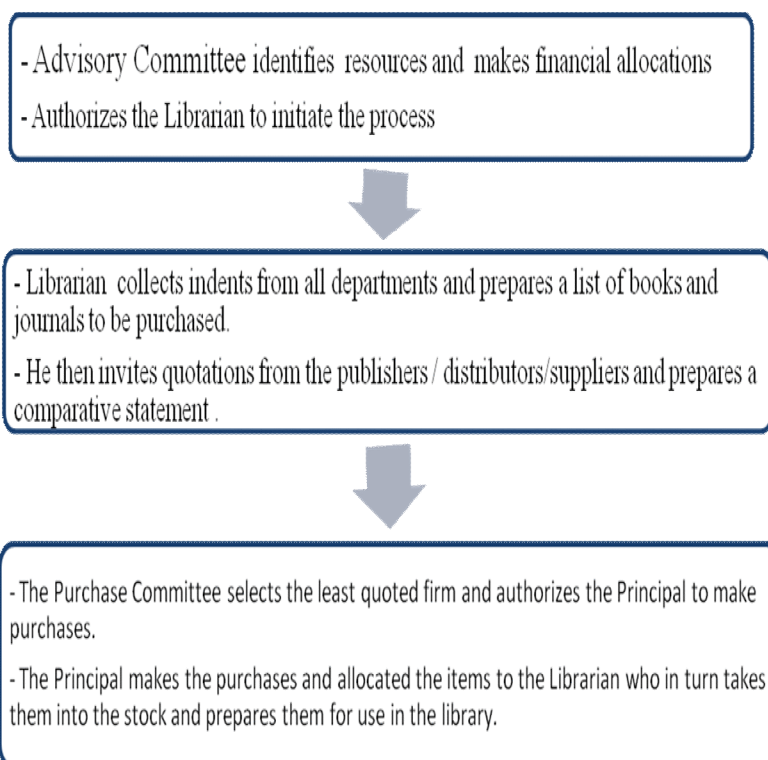
- ❖ Purchase of textbooks and reference books for improving subject knowledge.
- ❖ Acquisition of print journals for strengthening research work.
- ❖ Addition of magazines, news papers and periodicals for general awareness.
- ❖ Establishment of e-learning centre in the library with the facility of e-books and e-journals.
- ❖ Construction of a spacious library block on the auditorium.
- ❖ Library automation through INFLIBNET and N-LIST.
- ❖ Strengthening of Departmental libraries with the prescribed textbooks published by the Telugu Akademi, Government of A.P. Hyderabad.
- ❖ To acquire and install computers required for the e-library.

4.2.2 Provide details of the following:

❖ Total area of the library (in Sq. Mts.)	78 Sq. M	
❖ Total seating capacity	60	
❖ Working Hours of the Library		
a) On working days	9.00 am to 4.00 pm	
b) On holidays	9.00 am to 1.00 pm	
c) On examination days	12.30 to 5.00 pm	
❖ Layout of the Library (New Block)		
Reference Section	LIBRARIAN	Periodicals & Journals
Book Shelf	Reading carrels	E-Library (IT-Zone- lounge area for browsing)
Book Shelf		
Book Shelf		
Book Shelf		
Book Shelf		

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The acquisition of textbooks, print and e-journals, reading and reference materials and other learning resources of the library are coordinated by two committees, namely the **Advisory Committee** and **Purchase Committee**. The Principal of the college, in the capacity of the Chairman of the Advisory Committee convenes the meetings of the Advisory Committee, which identifies and finalizes the financial allocations for purchase of books and journals. The Purchase Committee, which is headed by the Librarian, does the rest of the work. The Librarian initiates the purchase process by inviting indents from all departments and identifies the learning items to be purchased. He then, invites quotations from the book sellers/publishers and prepares a comparative statement of all quotations. The Purchase Committee selects the least quoted ones and authorizes the Principal to make purchases thereof. Once, the purchases are made, the Librarian takes them into the Library stock, updates all the records and prepares them for use by the students and the staff as shown in the flowchart below.



Year	Text & Reference Books		Journals & Periodicals		e-resources		Total number of Books at the end of the year	
	No	Value (Rs.)	No	Value (Rs.)	No	Value (Rs.)	No	Value (Rs.)
Existing (as on 31.3.2010)	11054	2269732	32	1550	**	**	11054	2389732
2010-11	1028	120177	04	180	**	**	12092	2510086
2011-12	125	30600	02	100	**	**	12217	2540686
2012-13	**	**	01	70	5000	**	12217	2545686
2013-14	2706	362500	04	150	**	**	14923	2909186

Total No. of Books in the Library

General Books	SC-ST Book Bank	Donated Books	Total
14923	3297	682	18912

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

* OPAC (Online Public Access Catalogue)	Available
* Electronic Resource Management package for e-journals	INFLIBNET-NLIST
* Federated searching tools to search articles in multiple databases	Not available
* Library Website	No
* In-house/remote access to e-publications	In-house access provided
* Library automation	INFLIBNET- Soul software
* Total number of computers for public access	10
* Total numbers of printers for public access	05
* Internet band width/ speed 2mbps 10mbps 1gb (GB).	10 mbps
* Institutional Repository	Available
* Content management system for e-learning	Available
* Participation in Resource sharing networks/ consortia (like INFLIBNET)	YES, through INFLIBNET

4.2.5 Provide detail on the following items:

* Average number of walk-ins	145
* Average number of books issued / returned	50
* Ratio of library books to students enrolled	18:1
* Average number of books added during last three years	370
* Average number of login to OPAC	10-15
* Average number of login to e-resources	5-10
* Average number of e- resources downloaded/ printed	5-10
* Number of information literacy trainings organized	Regular informal awareness programmes for the needy.
* Details of “weeding out” of books and other materials.	NIL

4.2.6 Give details of the specialized services provided by the library

* Manuscripts	-
* Reference	Provided
* Reprography	Available
* ILL (Inter Library Loan Service)	Provided
* Information Deployment and Notification	Done
* Download	Available
* Printing	Available
* Reading list / Bibliography compilation	Online facility available
* In-house / remote access to e-resources	In-house access provided
* User Orientation and awareness	Regularly done
* Assistance in searching Databases	Provided
* INFLIBNET / IUC facilities	Available

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

- Guiding students to get his/her book.
- Providing education and employment information.
- Counseling services for fresher in library use
- Providing the catalogues of books to teachers and students.

4.2.8 What are the special facilities offered by the library to the visually/ physically challenged persons? Give details.

- Human support during their movements
- Home delivery of books
- Audio, video programmes through MANA TV & Smart TV.

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services.(What strategies are deployed by library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

Yes, the college gets regular feedback from its users.

- The feedback is obtained through complaint box.
- The grievances committee analyzes them into financial and non-financial and forwards them to the librarian.
- The non-financial and other minor grievances are redressed by the Librarian himself/herself on the spot.
- The major grievances involving financial commitment are placed before the Advisory Committee for consideration and redressal.

4.3. I.T. INFRASTRUCTURE

4.3.1. Give details in the computing facility available (hardware and software) at the institution.

* Number of computers with Configuration (provide actual number with exact configuration of each available system)

S. No.	Computer Model	Configuration	No. of systems	Software
1.	H.P Work Group	Intel ®, 2 GB, COU™ 2, DUO CPU, E 7500@2.93GHZ.	05	Licensed
2.	HCL (Old)	Intel, Pentium 319GH2, RAM-248GB, 74.52 GB.	03	
3.	HCL (New)	Intel Pentium Dual core /1GB RAM 64 MB / 320GB HDD	50	Licensed
		Infiniti AAIV734N (C13-2120/2/500 GB/DVD	04	
4.	ACER	Veriton DT (UD.VD9S1, 794)PDC-3 rd Gen/2GB/500 GB/DOS/DVD/ LED Monitor	04	Licensed
5.		Veriton DT Ci3-2 nd Gen/2GB/500 GB/DOS. LED monitor	02	
6.	COMPAQ	Intel- Pentium Dual-Core @ 2.6 GHz / 512 MB / 80GB / CRT	01	Licensed
		Intel-Pentium Dual-Core @ 3.19 GHz / 248 GB / 75.56 GB. Intel-Pentium Dual-Core @ 1.60 GHz / 504 MB / 232.88 GB.	08	
7.	DEL Work Group	24B, Pentium ®, Dual Core CPU, E5500@2.80 GHZ.	03	Licensed
8.	WIPRO	**	10	Licensed
9.	PCS	Prodi igy 915 GV, RAM 248MB, 0.99GB, 75.61 GB	10	Licensed

Computer-student ratio	1:9
Stand alone facility	50
LAN facility	Available for Computer Lab
Licensed software	Available
Number of nodes/ computers with Internet facility	15
Any other	NIL

4.3.2. Detail on the computer and internet facility made available to the faculty and students on the campus and off- campus?

The on-campus internet facility is made available to staff and students as detailed below.

- UGC-NRC has been established connecting all departments.
- NME Internet connectivity has been availed by departments of Chemistry, Microbiology and Zoology.
- Wi-Fi connectivity has been provided to all staff rooms, laboratories, Principal's chamber, administrative block, library, JKC.
- Students are allowed to browse internet in their respective departments, library and UGC NRC.

However, off-campus internet facility is not made available due to its possible misuse by some unscrupulous elements.

4.3.3. What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The IT policy of the institution emphasizes optimal utilization of the existing facilities with thrust on continuous up-gradation and quality maintenance. Accordingly;

- Plans are afoot for optimal utilization of existing IT facilities.
- Nearly 40 obsolete and outdated computers are recommended for condemnation.
- About 60 computers with advanced configuration were installed.
- A tie-up has been made with the 'WEB CORNER', Chittoor for maintenance of computers.
- All computers are insured with United Insurance Company.

4.3.4. Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years).

The college made substantial provisions for the procurement, up-gradation, deployment and maintenance of computers and their accessories during the last four years as detailed below.

Year	Annual Budgetary allocations on computers (Rs.)				Remarks
	Procurement	Up-gradation	Maintenance	Total	
2009-10	1, 80, 000	25, 000	2, 16, 000	4, 21, 000	Allotted to computer lab
2010-11	10, 33, 970	30, 250	2, 16, 000	12, 80, 220	Allotted to JKC
2011-12	1, 52, 730	35, 100	2, 16, 000	4, 03, 830	Allotted to departments
2012-13	2, 87, 060	2, 49, 964	2, 16, 000	7, 53, 024	Allocated for office automation
2013-14	2, 34, 350	16, 790	29, 115	2, 80, 255	Allocated to departments

4.3.5. How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching / learning material by its staff and students?

- * A common e-classroom (ICET classroom), with fixed wall-mount projector has been established on the first floor of the college that could be used for all guest lectures, student seminars, meetings of the faculty forum, eco-club and other activities.
- * Fixed LCD projectors were arranged in two computer laboratories and two Zoology laboratories for use in regular theory and practical classes.
- * Five portable LCD projectors are deployed for use in any classroom at any time.
- * A smart TV, with internet connectivity has been installed in the ICET classroom for viewing regular educational programmes by the users.
- * An e-library with 16 computers is planned for library with accessibility for e-books and e-journals.
- * All departments were provided with computers and Wi-Fi connectivity in order to strengthen computer-aided teaching and learning at classroom level.
- * List of important educational websites and TV channels are displayed on the notice boards.

4.3.6. Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching – learning resources, independent learning, ICT enabled classrooms/ learning spaces etc.) by the institution place the student at the centre of teaching – learning process and render the role of facilitator for the teacher.

The college is aware if the fact that the sectarian type of education in which, the teacher had a central role in teaching-learning process, a ‘New Learner’ emerged on the scene with outstanding abilities. He/she doesn’t want to get into the pre-conceived and pre-prepared educational strait jackets. The new learner is conscious of his/her environment, needs, abilities and weaknesses. The contemporary developmental changes associated with the growth of subject

knowledge vis-à-vis information and communication technologies have given rise to a new concept of learning. The new concept of learning places emphasis on learning and de-emphasizes teaching and thus makes the learner truly autonomous and changes the roles of teacher as facilitators. The meaning of learning also changed accordingly which involves the modification of consciousness, growth of awareness and a sense of achievement within the learner's own subjectivity. Obviously, during the process, the learner undergoes primary subjective transformation and hence the learning process is bound to be determined more by what the learner can take rather than by what the teacher has to offer him. Until, the learner is prepared to learn, no learning can take place. In the whole process, the role of teacher has to be seen as collaborative and facilitative. Teaching is seen as a kind of illumination, which enables the learner to see a reality that he has missed to see earlier. In the context of advent of information technology, the teacher's role is restricted to curriculum planning, design, development and its evaluation but not so much in curriculum transaction. He is identified as the facilitator or manager of the classroom rather than the teacher.

The learning activities and technologies are deployed keeping in view the changed perception of teaching and learning as detailed below.

- The group learning techniques such as debates, discussions, classroom seminars, interactive sessions, take-home assignments and joint-preparation of models and charts etc, act as stimuli for modification of learners' awareness and help in creating a sense of achievement within their own subjectivity.
- The availability of e-books and e-journals help students to reach some of the global outstanding contributions, which are hitherto not reachable.
- The Internet facility helps students to view and download themselves, the relevant texts, images, graphs etc from a wide variety of sources.

4.3.7. Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

As of now, the institution has neither established the connectivity with National Knowledge Network nor availed services offered by it. However, the college made arrangements for utilizing the services of the National Knowledge Network by deputing its NAAC coordinator for a NKN workshop at IISc, Bangalore from 17-19th October 2013.

4.4. MAINTENANCE OF CAMPUS FACILITIES

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

The college spares no effort for its all-round development. It successfully mobilized external resources from UGC, DST, State Government and public, apart from its own. During the last 5 years, the college could mop-up ~ Rs. 2.1 crore under various heads as detailed below.

S. No.	Facility	2009-10	2010-11	2011-12	2012-13	2013-14
1.	Building	32 35 520	3750 000	30 00000	3476018	500000
2.	Furniture	**	2 40 000	**	1300150	**
3.	Equipment	477971	72 877	231336	1417 287	**
4.	Computers	180 000	1033 970	152730	287060	234350
5.	Vehicles	**	**	**	**	**
6.	Maintenance & upgradation	2 41000	2 46 250	251100	465964	45905
Total		41 34 491	5343097	3635166	6946479	780255

4.4.2. What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

With regard to maintenance and upkeep of the infrastructure, facilities and equipment, the institution adopts the following mechanisms.

- ❖ The first mechanism involves the utilization of college funds (restructured course fee funds + special fee funds) on the basis of recommendations made by the staff council and or College Planning and Development Committee, under the supervision of select committees. However, Building construction works will be entrusted to Government Agencies such as the Roads and Buildings, Panchayath Raj, A.P. Education, Welfare Infrastructure Development Corporation etc. In this pattern, the college has spent about Rs. 30 lakh on infrastructure and Rs. 10 lakh on furniture during 2012-13.
- ❖ The second mechanism involves the mobilization of funds from the State Government and UGC by submitting necessary proposals from time to time and executing the works to the extent resources available under the aegis of Government Agencies or select developmental committees of the college. About Rs. 1.2 crore has been spent in this pattern during the last five years.
- ❖ The third mechanism includes the execution of some developmental works with the participation and financial support of the NGOs / industry / philanthropists of the community. For instance, the college has constructed a library block, one hostel block (Amaravathi Block) and college canteen at a cost of ~35, 00, 000/- with the help of community during the last four years. At present, the college has initiated the construction work of 'Women Waiting Room' at a cost of Rs. 15, 00, 000/- under this mechanism.

4.4.3. How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?

The college doesn't have a comprehensive mechanism for calibration and other precision measures for the equipment and instruments. Nevertheless, annual verification of the stock in departments is done under the designated verification committees constituted by the Principal. However, in respect of computers and other electronic devices, the maintenance responsibility is entrusted to private agencies on annual payment basis.

4.4.4. What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

The institution takes the following steps to protect the sensitive equipment in the laboratories.

- ❖ Installation of regulators for protecting the sensitive equipment like Refrigerators, Deep Freezers, Incubators etc.
- ❖ Provision of high tension electric lines for the operation of costly and sensitive equipment.
- ❖ Fixing of UPS back-up/Inverters in order to ensure continuous power supply for the working computers in all the laboratories.
- ❖ Installation of anti-virus software in all major computers for protecting the program files from the deleterious effect of online viruses.
- ❖ Providing insurance coverage for all the equipment items including computers.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

As regards infrastructure and learning resources, the college stands second to none in the Government sector. It has its own strengths and limitations.

Strengths

- Well-equipped laboratories for practical, project and research works.
- Furnished classrooms with facilities for e-teaching.
- Students' self study facility through Internet, e-books and e-journals.
- Provision for learning from the media, viz., TV, computers, cassettes, Internet, C.Ds.

Limitations

- Reluctance on the part of some teachers to use modern technologies.
- Excessive financial burden on maintenance of computers and electronic devices.

Future plans

- To install an electronic transformer to prevent power fluctuations.
- To Provide LCD projectors and OHPs in all classrooms.
- To train students to learn from the media.

CRITERION-5

STUDENT SUPPORT & PROGRESSION

The role of educational institutions will not end with transaction and evaluation of the prescribed curriculum, if we consider the magnitude of students' problems during their sojourn in an educational institution. This is more so with reference to higher learning institutions. Firstly, the poor physical facilities such as the small, ill-lit and noisy classrooms, lack of furniture, ill-maintained libraries, inadequate and unhygienic toilets, limited laboratory and research facilities adversely affect the students' morale, attitudes and interests. Secondly, the lack of a learning environment and adequate reading and study skills de-motivate them, leading to their dropout from the course. In addition, they have their own personal and psychological problems that need to be addressed. In this context, the role of colleges and universities is not just limited to intellectual and skill development alone. They need to provide a congenial environment for effective teaching and learning and other facilities where students are able to exercise, initiate and develop a wholesome personality. The Education Commission (1966) has rightly pointed that the major weakness of the existing system of education is the failure to provide adequately for student welfare, which needs to be improved on a priority basis. Further, the National Policy on Education remarked that 'there has been a marked deterioration in the amenities available to students in all educational institutions'. There are many instances, where students have to agitate for drinking water, cycle sheds, furniture, hostel facility, sports facilities and many more.

Obviously, the importance of student support services cannot be underestimated. Therefore, it is the bounden duty of the higher learning institutions to provide adequate support services for their students in the following areas.

- ❖ Plant services such as classrooms, furniture, equipment, library, seminar halls etc..
- ❖ Basic needs services such as the drinking water, subsidized canteen, hostel, toilets, seating places, waiting rooms etc.
- ❖ Health services such as the first aid centre, medical check-up, referral service, preventive and curative medicine etc.
- ❖ Career development services such as the information on courses, jobs and placements etc.
- ❖ Study and learning services such as the library books, e-learning facility, Internet, charts, visuals, cassettes, handouts, models etc.
- ❖ Counseling Services – developmental, problem-solving and academic/non-academic, as detailed below.
 - Developmental Counseling- course information, institutional rules, entry requirements, motivation, study and reading skills, preparation of assignments, employment opportunities etc.
 - Problem-solving counseling- personal (illness, disability, child care, work pressures), study (study methods, improving concentration etc), time barriers etc.
 - Academic counseling (study difficulties, exam techniques) and non-academic counseling (course choice, group selection, exam anxiety etc),
This section takes stock of the student support services available in our college.

5.1. STUDENT MENTORING AND SUPPORT

5.1.1. Does the institution publish its updated prospectus / handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, the college provides the updated prospectus and handbook to the students and the same will be updated on its website.

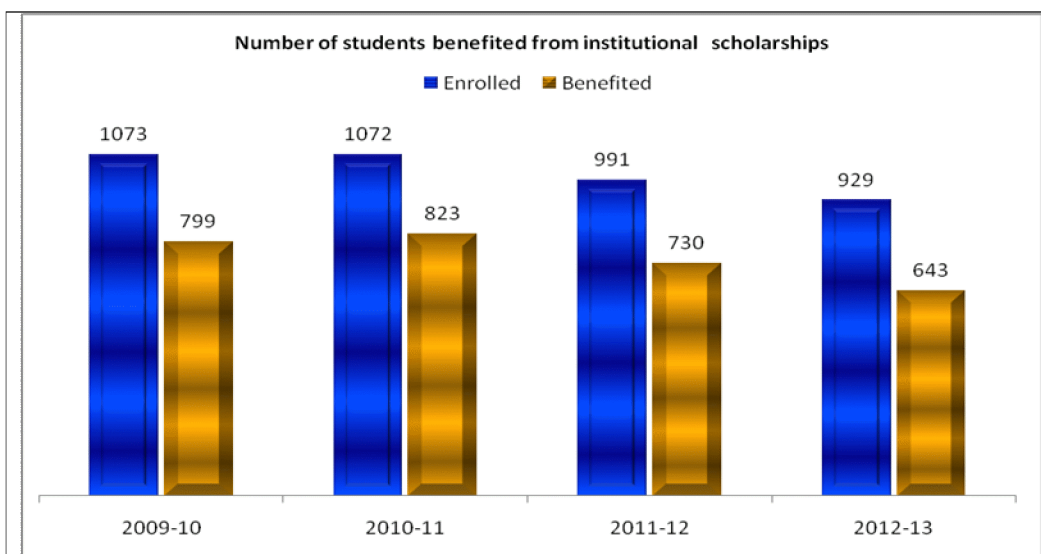
- ❖ The prospectus provides information related to admission rules, courses offered, the number of seats available in each course, reservation criteria, fee structure, essential qualifications and the student support services available.
- ❖ The handbook provides brief history of the college, its vision, mission, course details, learning objectives and outcomes of each course, college working hours, learning facilities available in the college, staff details, academic schedules, examination schedules, list of holidays, details of scholarships available to students and other relevant information related to college.

The college sticks to the schedules laid down in the two documents, notwithstanding the minor unforeseen disturbances.

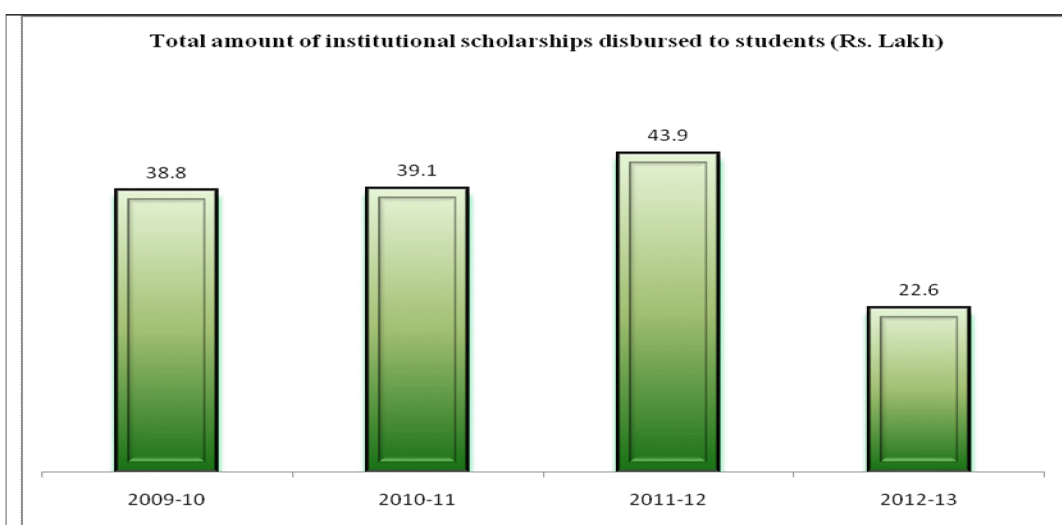
5.1.2. Specify the type, number and amount of institutional scholarships/ free-ships Given to the students during the last four years and whether the financial aid was available and disbursed on time?

Year	Category	Total number of students		Amount released Rs.)	Status of disbursement
		Enrolled	Benefited		
2009-10	S.C	568	467	18, 87, 180	Disbursed
	S.T	28	20	1, 87, 025	
	O.B.C	273	218	12, 41, 685	
	Minorities	32	12	44, 495	
	EBC	172	77	4, 73, 070	
	Merit/Means*	-	05	50, 000	
	Total	1073 (100%)	799 (74.5)	38, 83, 456	
2010-11	S.C	539	481	18, 61, 118	Disbursed
	S.T	23	18	1, 06, 490	
	O.B.C	272	213	12, 72, 406	
	Minorities	10	00	00	
	EBC	228	82	4, 76, 293	
	Merit/Means*	-	29	1, 90, 000	
	Total	1072 (100%)	823 (76.8)	39, 06, 307	
2011-12	S.C	566	459	25, 12, 305	Disbursed
	S.T	27	19	1, 07, 280	
	O.B.C	241	161	11, 06, 749	
	Minorities	10	05	36, 785	
	EBC	147	56	4, 31, 661	
	Merit/Means*	-	30	2, 00, 000	
	Total	991(100%)	730 (73.7)	43, 94, 780	
2012-13	S.C	578	407	12, 77, 450	Disbursed
	S.T	18	11	28, 550	
	O.B.C	231	141	5, 42, 930	
	Minorities	19	14	68, 130	
	EBC	83	45	192010	
	Merit/Means*	-	25	1, 50, 000	
	Total	929 (100%)	643 (69.2)	22, 59, 070	
2013-14	S.C	**	**	366500	Scholarship amount is partially released due to Telangana Movement.
	S.T	**	**	**	
	O.B.C	**	**	59950	
	Minorities	**	**	**	
	EBC	**	**	50110	
	Merit/Means*	**	20	100000	
	Total	**	**	5, 76, 560	

* Includes national merit scholarships + NPC Naidu merit scholarships.
Figures in parentheses include percentage of beneficiaries.



As shown in the table and figure, about 74% students received institutional scholarships during the last four years. In 2009-10, 799 out of 1073 students, in 2010-11, 823 of 1072 students, in 2011-12, 730 of 991 students and in 2012-13, 643 of 929 students received financial assistance in the form of fee reimbursement, maintenance charges, examination fee etc..

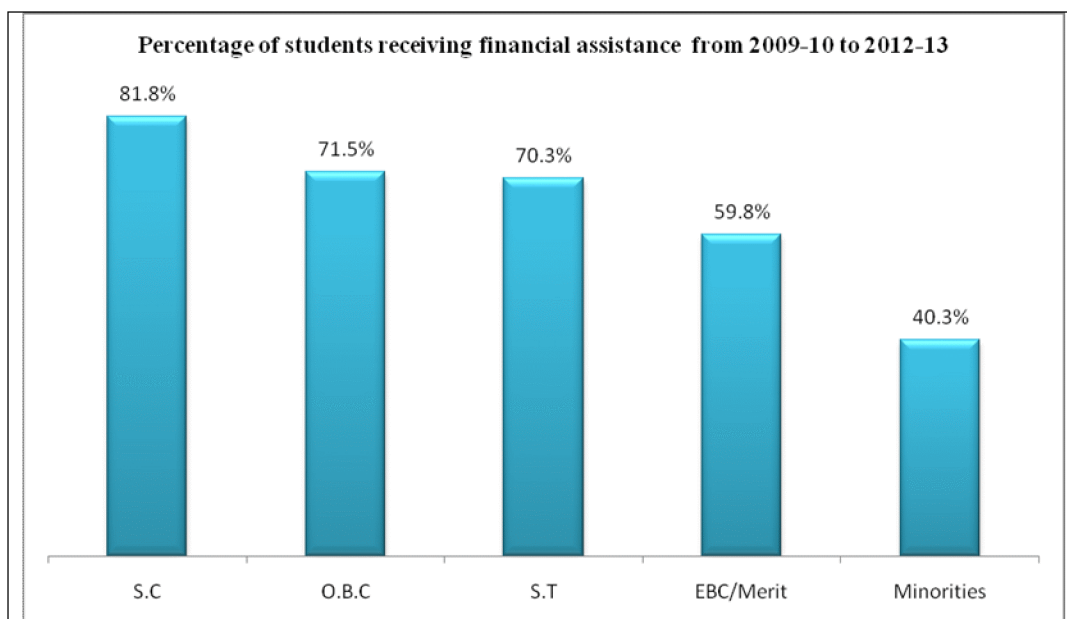


As shown in the figure, the grant under institutional scholarships has grown significantly during the last four years, except 2012-13. During 2009-10, the Government has released a grant of ~Rs. 38.8 lakh, which recorded a growth of 20% during 2010-11 and 30% during 2012-13. But surprisingly, the grant recorded about 50% decline during the last academic year, i.e., 2012-13. Though, 69% of students received the benefit during this year, the total grant declined drastically, obviously due to reduction in the reimbursed tuition fee amount from Rs. 9000/- per head to Rs. 3000/- during 2012-13. Further, the decline is partially attributable to short release of scholarship grant by the government on the date of compiling the data.

5.1.3. What percentage of students receive financial assistance from the State Government, Central Government and other national agencies?

The analysis of scholarship data over the last four years revealed that about 70% of students, belonging to low income groups, received scholarships. The overall year-wise trends indicate that ~73% of students in 2009-10, ~74% in 2010-11, ~70% in 2011-12 and ~66% in 2012-13 received scholarships. The average percentage of beneficiaries during the last four years was highest among the scheduled caste students (~81%), followed by other backward classes (~71.5%), scheduled tribes (70.3%), economically backward sections (59.8%) and minorities (~40%), as detailed below.

S. No.	Category	Year-wise percentage of students provided with financial assistance				4 years average percentage of beneficiaries
		2009-10	2010-11	2011-12	2012-13	
1.	S.C	82.2	89.2	81.1	70.5	80.8
2.	O.B.C	79.9	78.3	66.8	61.0	71.5
3.	S.T	71.4	78.3	70.4	61.1	70.3
4.	EBC / Merit	47.7	48.7	58.5	84.3	59.8
5.	Minorities	37.5	00	50.0	73.7	40.3



As shown in the table and figure, the average proportion of beneficiaries under institutional scholarships was about 74%, though it ranged from 69.2 to 76.8% during the last four years. Majority of the beneficiaries belong to disadvantaged sections like scheduled castes (~82%), other backward classes (~72%) and scheduled tribes (~70%), followed by economically backward classes (~60%) and minorities (~40%). Thus, the institute provides financial support to the needy students of the society and stands out as a monument of social and economic justice enshrined in the Constitution of India.

5.1.4. What are the specific support services/ facilities available for students?

The college provides the following support services and facilities to its students.

Nature of support	Facilities available
* Students from SC/ST, OBC and economically weaker sections.	* Post-matric scholarships and fee-reimbursement & UGC scholarships, private scholarships. * On-campus hostel facility * SC, ST Book banks.
* Students with physical disabilities	* Human and tri-cycle support for movement in the college premises. * Special toilet facility - constructed under UGC Higher Education for Persons with Special Needs (HEPSN) scheme. * Exam-writing facility on the ground floor. * Scribes for visually challenged students.
* Overseas students	* Not Applicable- overseas students are not enrolled.
* Students to participate in various competitions- National and International	* Career guidance through JKC, Career guidance cell and women empowerment cell.
* Medical assistance to students: health centre, health insurance etc.	* Regular health checks, both on-campus and off-campus. * 104 & 108 services of the Government.
* Organizing coaching classes for competitive exams	* UGC-sponsored NET coaching and services coaching schemes – Facilities for organizing coaching classes for exams like PG CET, ICET, APPSC, Banking service etc.
* Skill development (spoken English, computer literacy, etc.,)	* Training in soft skills and communication skills through the JKC. * Tailoring and design making skills through Government-sponsored agencies.
* Support for “slow learners”	* UGC-sponsored remedial coaching scheme.
* Exposures of students to other institution of higher learning/ corporate/ business house etc.	* Expert lectures and job training through Corporate Training Agencies. * Campus placements; on-campus and off-campus. * Annual field trips and industrial visits
* Publication of student magazines	* Encouraged under the supervision of the college editorial board

5.1.5. Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

The institution facilitates the development of entrepreneurial skills among the students through a multi-pronged strategy as shown below.

- ❖ The JKC has been started in 2008-09 with the sole objective of overall development of students. In collaboration with the Career and Counseling Cell and Women Empowerment Cell, the JKC imparts a variety of skills such as communication skills, soft skills, managerial skills, marketing skills and leadership

qualities among students and prepares them for employment. So far the JKC trained 464 students in 12 batches of which 38 students gained employment in the corporate sector.

- ❖ Under the UGC-sponsored Services coaching scheme, the college engaged the services of Sri Lakshmi Narayana Infotech, Chittoor and arranged industrial training programmes for 100 students in 3 batches during 2012-13, followed by a campus placement drive in the college. These programmes helped 49 students of the college 48 students of other colleges to gain employment in three private companies, namely **Genesis**, **First Source** and **Eureka**.
- ❖ In a similar move, the college organized short-term tailoring programmes students for both in the college and the hostel through **Amma Skill Centre**, a vocational skill training centre, based in Tirupati. Nearly, 100 students were benefited by the scheme.

5.1.6. Enumerate the policies and strategies of the institution which promote Participation of students in extracurricular and co- curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

The institution aims at strengthening co-curricular or extra-curricular activities alongside the curricular aspects. It provides the following support for students participating in these activities.

Item	Provisions made by the institution
* Additional academic support, flexibility in examinations.	➤ Exemption from minimum attendance requirement for attending examinations. ➤ Extra classes to compensate the academic loss.
* Special dietary requirements, sports uniform and material	➤ Payment of travelling allowance/conveyance allowance and dietary allowances ➤ Sports uniform and sports materials for facility for students participating in sports and games.
* Any other	➤ Deputation of Physical Director and other staff members along with the students participating in the outside academic (e.g. quizzes, elocution, debates, discussions, interactive sessions, seminars, field trips etc) and cultural activities at district, zonal and state levels.

5.1.7. Enumerating on the support and guidance provided to the students in preparing for the competitive exams.

The students preparing for various competitive examinations such as the Recruitment Tests, NET/SLET, ICET, and S.V.U CET are provided with appropriate guidance and support services as detailed below.

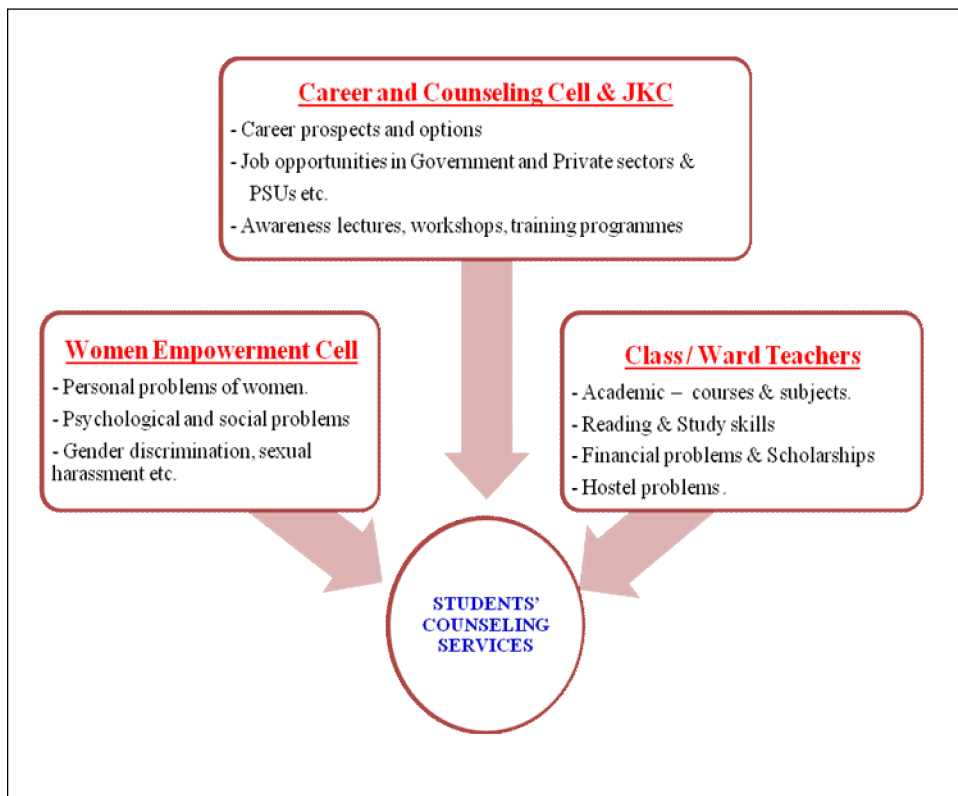
- * JKC programmes on communication skills and soft skills, Talley, JAM (Just a minute) and GD (Group discussion) sessions, mock interviews, news paper reading sessions etc.
- * Extra coaching classes in mental ability, aptitude and general knowledge through UGC Services coaching scheme.
- * Coaching for the NET / SLET through UGC-sponsored NET coaching scheme.
- * Provision in the Library, of **competition books** entitled 'Test of Reasoning', 'Clerical Aptitude', 'Numerical Ability' 'General Knowledge –Manorama Year Books', English Grammar and **competition periodicals** such as the India Today, Wonder World, Competition Success Review, Business Today, Readers Digest, Employment News, Front Line, The Week, Yojana, Business Today, Careers 360, Outlook, Computer Era, Andhra Pradesh (Telugu), Udhya Sopanam (Telugu), Vijetha Competitions (Telugu) and Telugu Vidhyarthi for the benefit of students preparing for various competitive examinations.
- * Informal career guidance service by the Librarian on day-to-day basis.

5.1.8. What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

The college makes available to students a vast array of counseling services to its students from the date of their entry into a course to their exit from the college after the completion of the course. The UGC-funded **Career and Counseling Cell (CCC)** of the college is entrusted with this responsibility. In its functioning, the CCC is supported by the coordinated activities of the **Jawahar Knowledge Centre (JKC)** and **Women Empowerment Cell (WEC)**. Nevertheless, all the individual teachers offer their services to students in their day-to-day problems.

- ❖ In a broad sense, the CCC offers counseling in macro issues such as the career and employment prospects of the students. It does so, either by appropriate skill-oriented training programmes or workshops or by arranging expert lectures of distinguished personalities in the field.
- ❖ The CCC activities are supplemented by the JKC, which provides regular training for students and equip them for jobs in the emerging global market.
- ❖ The WEC offers counseling services in matters related to personal life of students including their psycho and sociological issues.
- ❖ More importantly, the individual teachers and ward teachers play crucial role in solving students' problems at micro level. These include their academic, accommodation, financial and study problems, which constitute the major chunk of counseling services.

The counseling services are diagrammatically presented for quick perusal.



5.1.9. Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

Yes, the college has a structured mechanism for career guidance and placement of students. Two units, namely, the **Jawahar Knowledge Centre (JKC)** and the **Career and Counseling Cell (CCC)** are set-up with this singular objective. While, the JKC was established in 2008 with the financial support of the Government of Andhra Pradesh, the CCC has been set-up in 2010, with the financial support of UGC under XI Plan Merged Scheme. The functions of these two units are complementary to each other. They offer the following services.

- Providing information on employment opportunities, qualifications, expected skills.
- Arranging regular training programmes and workshops.
- Conducting model examinations, mock group discussions and interviews for prospective job-seekers.

- Inviting companies for campus placement drives in the college and sponsoring students for outside campus placement drives.

Details of training programmes organized by the JKC

Year	No. of training schedules	No. of students participated	No. of students employed	% of students selected
2008-09	01	23	00	00
2009-10	02	42	07	~17%
2010-11	03	80	04	5%
2011-12	01	40	01	2.5%
2012-13	02	161	26	16%
2013-14	01	61	-	0%

Campus placement drive organized by the CCC on 06.05.2014

Company	No. of students attended	No. of students selected				Remarks
		College	Others	Total	(%)	
Genesis Group	143	15	10	25	17.5%	UG students of CTR, Nellore, Kadapa districts and local engineering colleges participated.
First Source Solutions	130	19	06	25	19.2%	
Eureka Forbes	42	00	15	15	35.7%	
Digi Call BPO	50	15	17	32	64.0%	
TOTAL	365	49	48	97	26.6%	

Mega Job Fair organized by the College on 06.05.2013.



5.1.10. Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

Yes, the college has a Grievance Redressal Cell. Ms. B. Anusha, Assistant Professor of Chemistry has been nominated as the Coordinator of the Cell. The Cell receives grievances from all stakeholders through an e-mail, mobile phone of the Coordinator and from the suggestions box installed on the college campus. It documents the

grievances and takes steps to redress them by taking into notice of the Principal / Staff Council / CPDC/IQAC at regular intervals.

Major Grievances redressed during the last five years

Year	Nature of Grievances	Action taken for redressal
2009-10	Demand for hostel facility	The construction of hostel building completed on war footing and opened for students under the aegis of the Social Welfare Department, Govt. of A.P.
2010-11	Demand for additional classrooms	Four classrooms were constructed on the first floor of the building.
	Demand Drinking water facility	An Aqua RO Plant installed on the staircase of the first floor of the main building.
2011-12	Harassment by the Hostel Warden	Warden removed and new warden appointed.
	Demand for internet connectivity for all Departments	Wi-Fi connectivity installed and all labs and departments are connected.
2012-13	Demand for proper ventilation and lighting in the Arts wing.	The trees which were responsible for poor ventilation and lighting are removed.
	Lack of adequate water facility for the hostel building	A new bore well was dug at the hostel building and two-line water facility extended to hostel building.
	Inadequate toilet facilities at the college and hostel building	UGC Hostel building work completed with adequate toilets. Additionally 2 separate toilet complexes were constructed for the benefit of both hostel and college students.
	Demand for separate toilets for M. Sc Zoology students and research scholars	Toilet facility created in front of the Research Lab.

5.1.11. What are the institutional provisions for resolving issues pertaining to sexual harassment?

Since, the institution is a women's college, no sexual harassment case has been reported. The Staff Council has takes all precautionary measures to arrest such nefarious activities, if any, on the campus and it is geared-up to meet any contingency in this regard.

5.1.12. Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Since inception of the college in 1982-83, no instances of ragging have been reported. However, as a precautionary measure an anti-ragging committee has been constituted and Smt. R. Jagadeeswari, Lecturer in Economics has been appointed as its convener. In addition, the women empowerment cell and the Staff Council will spare no effort to arrest the origin and growth of such instances in the college premises. As a precautionary measure, the college organizes meetings with the District Superintendent of Police, who highlights the ill-effects and legal implications

of ragging and directs the students to observe restraint during their sojourn in the institution. Anti-ragging posters are fixed at selected places on the corridors of the college building to educate students on the issue. Further, the ward teachers take all precautionary measures to arrest the menace of ragging on the college campus.

5.1.13. Enumerate the welfare schemes made available to students by the institution.

Since, the college is a Government institution; the students' welfare schemes launched by the Government are strictly implemented. At college level, the Staff Council introduced some micro welfare schemes for the benefit of students. Some such schemes are given below.

- ❖ Post-matric scholarships for all eligible students.
- ❖ Reimbursement of tuition fees and examination fees.
- ❖ Free internship and accommodation in the college hostel.
- ❖ UGC scholarships and private scholarships.
- ❖ Free Printing and Xerox service for publication of theses and research materials.
- ❖ Zero-deposit provision for opening Bank Accounts for scholarship holders.
- ❖ Subsidized canteen services.
- ❖ Earn-while-learn scheme for Research Scholars.

5.1.14. Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

Yes, the college has a registered Alumni Association. It is headed by a senior staff member or a distinguished old student of the college. At present, Dr. C. K. Lavanya Babu, W/o Sri C.K.Jayachandra Reddy @ C.K.Babu, M.L.A., Chittoor is nominated as its President. At college level, the Alumni activities are monitored by Ms. S.Yasmin Beebi, Lecturer in English.

Alumni Activities: The Association meets at regular intervals and suggests ways and means for the overall development of the college. It contributes to the college development either by collecting donations from the former students or mobilizes funds from the public. In addition, it encourages the Principal and staff to organize seminars, expert lectures and arrange campus placement drives and all such quality measures for the benefit of students.

Contributions of Alumni: The Alumni assisted the college management in the following developmental activities.

- Blood donation camps.
- Tree plantation and social forestry.
- Environmental awareness and social reconstruction programmes.

5.2. **STUDENT PROGRESSION**

5.2.1. Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

It is difficult to collect and record the accurate data on students' progress, once they left the college after course completion. Based on the information obtained from secondary sources, it is estimated that about 20 to 25% of successful UG students go for higher education leading to award of degrees in M.A/M.Sc., M.Com./MBA, while another 25 to 30% opt for teacher training programmes like B. Ed and M. Ed programmes and only about 5% of them take-up employment in the Government and Private firms. A rough estimate of students' progress is presented below.

Student's Progression	2009-10	2010-11	2011-12	2012-13
❖ UG to PG	20-25%	20-25%	20-25%	20-25%
❖ PG to M. Phil	25%	20%	20%	20%
❖ PG to Ph. D				
Employed in Government and Private Sectors.				
❖ Campus Selection (UG stream)*	0%	17%	5%	50%
❖ Other than Campus recruitment				
From UG Stream	05%	05%	05%	05%
From PG stream	75%	80%	80%	80%

5.2.2. Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

The pass percentage of students of the institution in respect of the last four years (2009-10 to 2013-14) is presented in the table below, together with the previous year's results. For comparative analysis, the results of the three renowned colleges, namely PVKN Government College, Chittoor, Government Degree College, Piler and Government Degree College, Piler are also included. The overall pass percentages in UG courses of the district ranged from ~40 to 61% in B.A, ~51 to 70% in B. Sc and 51 to 67% in B.Com. Though, the average performance (~49%) of the college in the B.A course is not satisfactory, it fared well in respect of B. Sc (56%) and B.Com (60%) courses, though much needs to be done in this regard.

Other courses of the college, namely the Bachelor of Business Management (B.B.M), M.Sc., Zoology and M.Sc., Microbiology, which are not offered by any

other Government College in the district have recorded outstanding results. While, the B.B.M recorded ~94% pass percentage, the two postgraduate courses recorded 100% results during the last five years.

Course	Year	Our College (%)		PVKN GC, Chittoor (%)	GDC Piler (%)	GDC Puttur (%)
		Previous year	Current year			
B.A	2009-10	-	41.8	32.0	67.0	54.9
	2010-11	41.8	42.0	41.2	54.0	53.2
	2011-12	42.0	25.0	45.3	60.0	55.0
	2012-13	25.0	58.0	33.9	56.7	53.0
	2013-14	58.0	76.9	48.0	66.0	63.0
	Five years' average		~48.7%	~40.1%	~60.7%	~55.8%
B.Sc.	2009-10	-	69.2	47.1	65.0	67.6
	2010-11	69.2	38.5	52.8	82.0	61.0
	2011-12	38.5	46.7	65.0	62.0	67.0
	2012-13	46.7	69.1	45.7	80.7	63.5
	2013-14	69.1	58.7	43.0	58.0	51.0
	Five years' average		~56.4%	~50.7%	~69.5%	~60.0%
B.Com	2009-10	-	41.6	39.8	61.0	62.3
	2010-11	41.6	73.1	45.2	69.0	67.0
	2011-12	73.1	54.8	62.1	71.5	68.0
	2012-13	54.8	73.1	56.8	62.2	62.0
	2013-14	73.1	68.2	50.0	72.0	49.0
	Five years' average		~60.2%	~50.8%	~67.1%	~61.7%
B.B.M	2009-10	90.0	90.0	-	-	-
	2010-11	90.0	89.0	-	-	-
	2011-12	88.0	91.0	-	-	-
	2012-13	91.0	100	-	-	-
	2013-14	100	100	-	-	-
	Five years' average		~94%	-	-	-
M.Sc. Zoology	2009-10	100	100	-	-	-
	2010-11	100	100	-	-	-
	2011-12	100	100	-	-	-
	2012-13	100	100	-	-	-
	2013-14	100	100			
	Five years' average		100%	-	-	-
M.Sc. Microbiology	2009-10	100	100	-	-	-
	2010-11	100	100	-	-	-
	2011-12	100	100	-	-	-
	2012-13	100	100	-	-	-
	2013-14	**	**			
	Four years' average		100%	-	-	-

5.2.3. How does the institution facilitate student progression to higher level of education and / or towards employment?

The institution facilitates the progression of students to higher education and employment through the following strategies.

- Regular training programmes on communication and soft skills through JKC.
- Special coaching for NET and ICET through UGC schemes.
- Industrial and career oriented training programmes through the Career and Counseling Cell.
- S.V.U. CET oriented teaching in regular classes.

5.2.4. Enumerate the special support to students who are at risk of failure and dropout?

The dropout rate of the college in 2011-12 and 2012-13 works out to be ~19% and ~18%, respectively for UG courses and about 10% and 0% in respect of PG courses during the same period. Further, the failure rate is very high in respect of some UG courses, apparently due to poor economic status of the disadvantaged sections of the rural women students. Another reason for higher dropout rate among women is early marriages and subsequent discontinuation of their studies. The college attempts to bring down the dropout rate to the minimal level and to rise the pass percentage to the maximal level by initiating appropriate support services from time to time, as detailed below.

- Free scholarships throughout their study.
- Free accommodation in the hostel.
- Financial support in deserving cases.
- Individualized counseling services to students and parents.
- Remedial coaching in difficult subjects.
- Supply of study materials and notes.
- Conduct of model tests and examinations.

5.3. STUDENT PARTICIPATION AND ACTIVITIES

- 5.3.1. List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

The college has about 12 acres of play fields and an inbuilt gymnasium. It made available the following events for students.

RANGE OF CO-CURRICULAR ACTIVITIES			
Sports	Games	Cultural Activities	Others
➤ 100 m sprint ➤ 200 m race ➤ 400 m race ➤ Discuss throw ➤ Shot-put ➤ Javelin throw ➤ High Jump ➤ Long Jump ➤ 4 x100 m relay	❖ Volley Ball ❖ Tenni-koit ❖ Badminton ❖ Ball- Badminton ❖ Table-Tennis ❖ Kabaddi ❖ Kho-kho ❖ Carroms ❖ Chess	* Rangoli, * Folk songs * Classical dance * Painting * Light music * Poetry recitation	○ Elocution ○ Essay writing ○ Quizzes ○ Debates

PROGRAMME CALENDAR FOR 2013-14.

S. No.	Month& Year	Activity
1.	July 2013	Orientation for 1st year students - Jashua Death anniversary (24 th July)
2.	August 2013	Coaching and selection of college teams for Volley Ball, Kho-kho, Badminton and Kabaddi . Telugu Language Day: 29.8.2013.
3.	September 2013	Coaching for College team – Kho kho, Badminton and Ball Badminton, Kabaddi. Gurujada Jayanthi (21 st Sep)
4.	October 2013	Selection of teams for Inter-collegiate Games tournament.
5.	November 2013	A.P. Formation day. Sponsoring students for selection in Inter-University Games & Practice sessions
6.	December 2013	AIDS Day (1 st Dec). Participation in Inter -university, state and district level games. District, Zonal and state level cultural activities
7.	January 2014	Intra-mural Games and sports meet, College level competitions- elocution, essay writing, music, dance etc. - Voters Day (25 th Jan)
8.	February 2014	Annual sports day and college day celebrations International Mother Tongue Day (21 st Feb)

5.3.2. Furnish the details of major student achievements in co-curricular, Extra-curricular and cultural activities at different levels: University / State/ Zonal/ National / International, etc. for the previous four years.

Year	Level	Event	Venue	Participants	Achievement
2009-10	Inter-University	Kho-Kho,	Annamalai University, Chidambaram.	G.A. Dilli Rani, II B.Com. K.Sandhya, III B.Com.	Participation
	District	Essay Writing	C. R. Reddy Trust, Chittoor	V. Parvathi, II B.Com	I Place
		Elocution		K. Raja Kumari III B.Com	I Place
2010-11	District	Essay Writing	C. R. Reddy Trust, Chittoor	V. Parvathi, III B.Com	I Place
		Elocution		G. Gayathri I B.Sc	I Place
2011-12	District	Classical Music	Youth festival of CCE, PVKN Govt. College, Chittoor.	A.Bhavana I B.Sc.	I Place
		Elocution		P.Sasi Bindu, III B.Sc.	I Place
	Zonal	Classical Music	Youth festival of CCE, Silver Jubilee College, Kumool	A.Bhavana I B.Sc.	I Place
		Elocution		P.Sasi Bindu, III B.Sc.	II Place
	State	Classical Music	Youth festival of CCE, A.P. Hyderabad.	A. Bhavana I B.Sc.	III Place
	Inter University	Ball Badminton,	Mangalore University, Mangalore	T. Aliveli, III B.Sc.	Participation
		Ball Badminton,	VIT University, Vellore	T. Aliveli, III B.Sc.	Participation
		Kho-kho	Pondicherry University	B.R. Latha, III B.A (CA)	Participation
	District	Essay Writing	C. R. Reddy Trust, Chittoor	Taslim Taj, II B.B.M	I Place
		Elocution		L. Kavya I B.B.M	I Place
	State level	Kho-Kho & Kabaddi	R. R. Sports Grounds, Hakimpeta.	T. Aliveli, III B.Sc. B.R. Latha, III B.A.	Participation
2012-13	Inter-University	Volley Ball	Nagarjuna University. Guntur.	G. Prasanna, I BBM	Participation
		Kho-Kho	Calicut University, Calicut.	N. Padma Sri, II B.Sc.	Participation
	District	Essay Writing	C. R. Reddy Trust, Chittoor	P. Kavitha, III B.B.M	I Place
		Elocution		L. Kavya II B.B.M	I Place
	District	Rangoli	Youth festival of CCE, A.PPVKN Govt. College, Chittoor.	T.Sireesha, III B.Com	I Place
		Classical Music		A.Bhavana II B.Sc	I Place
	Zonal	Rangoli	Youth festival of CCE, A.P. Silver Jubilee College, Kurnool.	T. Sireesha, III B.Com	II Place
		Classical Music		A. Bhavana II B.Sc	II Place
	International	Poetry recitation	National Green Core (NGC) at World Telugu Conference, Tirupati.	G. Kusuma, II B.Sc.	I Place
		Story narration		T.Shanmukha Priya, III B.Sc.	I Place
		Spot painting		Taslim, II B.Com.	II Place
2013-14	State	Classical Music	Department of Culture Government of A.P. Hyderabad.	A. Bhavana II B.Sc	Participation

Ms. A. Bhavana, III B.Sc. reciting at a State level Music concert organized by the Dept. of Culture, Government of Andhra Pradesh on 27.10.2013 at Hyderabad.



N. Padma Sri, a II B. Sc student of the college and the winner of CM's cup in the state level Kabaddi tournament held in 2006 at Hyderabad, displaying the medals, she won at various levels in Kho-Kho and Kabaddi events.



5.3.3. How does the college seek and use data and feedback from its graduate and employers, to improve the performance and quality of the institutional provisions?

The college could not evolve a structured mechanism to obtain regular feedback from its graduates due to shortage of staff. Nonetheless, it spares no efforts to obtain relevant feedback from its alumni through formal and informal means as detailed below.

- ❖ During the meetings of the Alumni Association.
- ❖ Through informal meetings and phone calls.
- ❖ During informal discussions with parents
- ❖ Through friends and present students.

The information, so gathered, will be discussed in the meetings of the Staff Council, CPDC and IQAC and appropriate quality measures are initiated.

5.3.4. How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

Students are encouraged to contribute original creative writings to the college magazine, wall magazine etc as detailed below.

- ❖ While publishing a magazine, the magazine committee invites proposals from students in respect of their original writings such as the essays, poems, proverbs, episodes, anecdotes, exemplary incidents and case studies, survey reports, study projects etc. Respective class teachers motivate them and guide them in this process. The contributions received from the students are reviewed and published in the magazine.
- ❖ Students are asked to collect news paper clippings and display them on the departmental notice boards.

5.3.5. Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

In order to prevent the entry of unscrupulous political elements into educational institutions and to maintain campus discipline, the Government of Andhra Pradesh has banned elections in educational institutions. However, the Principal nominates a three member student's council on merit-cum-rotation basis and involves it in decision making. Similarly, the class teachers take lead in nominating class representatives and ensure their participation in academic, cultural and extension activities. Further, student representatives are included in all committees including IQAC and CPDC.

5.3.6. Give details of various academic and administrative bodies that have student representatives on them.

Student representatives are included in the following academic and administrative bodies of the college.

S. No.	Name of the Committee/Body	Student representatives
1.	College Planning and Development Council (CPDC)	Ms. B. Swetha, II M. Sc., Microbiology
2.	Internal Quality Assurance Cell (IQAC)	Ms. E. Bhuvanewari, Ph. D. Scholar: Zoology.
3.	Library Advisory Committee	Ms. E. Bhuvanewari, Ph.D. Scholar: Zoology. Ms. D. Saritha, II M.Sc., Zoology
4.	District Resource Centre	Ms. S. Divya, I B.Com.
5.	JKC and Placement Cell	Ms. L. Vooha, II B. B. M.
6.	Career and Counseling Cell	Ms. N. Lakshmi, III B.Sc. (M.S.Cs.)
7.	Research Committee	Ms. N. Thulasi, Ph. D Scholar: Zoology
8.	Alumni Association	Ms. Sumiya, III B.Sc. (M.S.Cs.)
9.	Women Empowerment Cell	Ms. V. Komala, II B.Com (C.A)
10.	Grievance Redressal Cell	Ms. D.C. Archana, III B.Sc., (M.ZC)
11.	Anti-Ragging Committee	Ms. K. Jyothi, II B.Sc. (M.S.Cs.)
12.	NSS	Ms. P. Aruna, III B.Sc., (M.ZC)
13.	Consumer Club	Ms. N. Bhuvanewari, II B.B.M.
14.	Eco Club	Ms. R. Manju Divya, II B. Sc., MZC
15.	Hostel Development Committee	Ms. G. Kalyani, II M.Sc., Zoology
16.	Sports Development Committee	Ms. N. Padmasri, III B.Sc. (M.S.Cs.)
17.	Literary and Cultural Club	Ms. M.Bhavana, III B.Sc., (M.S.Cs.)

5.3.7. How does the institution network and collaborate with the Alumni and former faculty of the Institution.

The college has an inbuilt network mechanism for collaborating and interacting with the alumni and former faculty. The details are given below.

- ❖ The Alumni interacts with the college in their formal meetings to be held once in a year. In addition the members are allowed to get in touch with the college through an E-mail ID (npsgc@gmail.com) or through the mobile phone of the Secretary of Alumni Association of the college.
- ❖ The former faculty of the institution is included in the administrative and academic bodies of the institution and their services are utilized for the development of the college. For instance, **Dr. M. Narasimha Reddy**, Former Principal and **Sri T. Mani Naidu**, Former Lecturer in History of the college are included as members of the College Planning and Developmental Committee. Similarly, **Dr. M. Munirathnam Naidu**, Reader in

Microbiology, **Sri P. Srinivasulu**, Former Lecturer in Commerce and **Sri K. Lakshmaiah**, Former Lecturer in Economics are included as member of the IQAC.

Any other relevant information regarding Student Support and Progression which the college would like to include.

The college works on the basic tenet of “service for the student, by the student and of the student”. Nevertheless, it has its own strengths and limitations as detailed below.

Strengths

- ❖ Financial assistance for all categories of poor students.
- ❖ On-campus hostel facility.
- ❖ Industrial and skill-oriented training programmes.
- ❖ Campus placement services for all students in the region.
- ❖ Active students’ participation in developmental activities.

Limitations

- ❖ Deficiencies in sports and games facilities.
- ❖ Lack of regularity in publishing college magazines and handbooks.

Future Plans

- ❖ To promote wider participation of students in sports and games.
- ❖ To strengthen Alumni Association and its activities.
- ❖ To streamline the publication of college magazine and handbook.
- ❖ To creating more amenities in the college hostel.

CRITERION-6

GOVERNANCE, LEADERSHIP AND MANAGEMENT

The primary duty of the management is to make the institutional functioning more effective and efficient. The effectiveness is conceived in terms of the following five aspects;

- ❖ Achievement of goals – providing education, doing research, preparing policies and strategies, evaluating programmes, supporting projects etc.
- ❖ Development of people – Professional growth of faculty with higher and additional responsibilities.
- ❖ Expansion - Growth in numbers; departments, courses, students and staff.
- ❖ Self-renewal – Continuous analysis of problems, searching for alternative solutions, reviewing action and learning from experience.
- ❖ Impact on community- Fulfilling its social function.

Functions of management

1. Delegating and organizing function – identifying and discharging responsibilities –decentralization of functions
2. Directive function- Process for policy determination
3. Operative function- Participative management, collective leadership, enabling climate, integration of organizational goals.
4. Evaluative function- evaluation of policies, operations and resources.

Focus of Management

The primary focus of the management is to create an orientation of pride, enjoyment and growth (PEG). It is achieved thorough self-management, collective responsibility and management by objectives.

Most Important Task

The most important task of any HEI is to strengthen its units which are concerned with producing results. It is done through self-regulation, self-discipline and self-evaluation.

Enabling or facilitating structure requires collective leadership. Such leadership can be fostered by creating appropriate committees and other temporary systems to ensure that tasks are properly accomplished. Such committees should have clarity about the tasks to be accomplished, access to resources needed for completion of such tasks and appropriate authority to take decision needed to accomplish specific tasks. The culture of collaboration can be created by increasing the accountability of people for different functions within the institution. - creating norms and standards of teaching and research through faculty groups.

6.1. INSTITUTIONAL VISION AND LEADERSHIP

- 6.1.1. State the vision and mission of the institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

Institutional Vision

"To provide affordable and unparalleled learning experience to diverse community of women students with a view to produce educated, intellectually-enlightened, scientifically-advanced, technologically-equipped and functionally-disciplined citizens capable of carrying out the most vital, practical and intellectual tasks of the society with courage, confidence, self-reliance and self-actualization".

Institutional Mission

"To produce an academic pool of patriotic, secular, knowledgeable, competent, skilled, technical and resourceful women graduates and postgraduates in Arts, Science, Commerce and Business Management streams by inculcating in them the qualities of self-learning, self-reliance, self-dependence with a view to empower them with all virtues and enlist their participation in national development"

Motto of the College

"Discipline, Devotion and Dedication"

Explanation of Vision and Mission Statements

Our vision and mission statements are based on the following basic tenets.

Affordable Education for all: Our College extends equal educational opportunities to students of all communities, rural and urban, elite and disadvantaged, poor and rich at an affordable cost without detrimental to social justice enshrined in the Government's reservation policy.

Unparalleled learning experiences: We intend to provide high quality and diversified educational programs in Arts, Commerce, Science and Business Management streams together with an array of student support services. Further, we want to provide field-based learning experiences by involving our students and employees in social reconstruction and community services, undertaken with private and public participation in a positive, productive and friendly working environment.

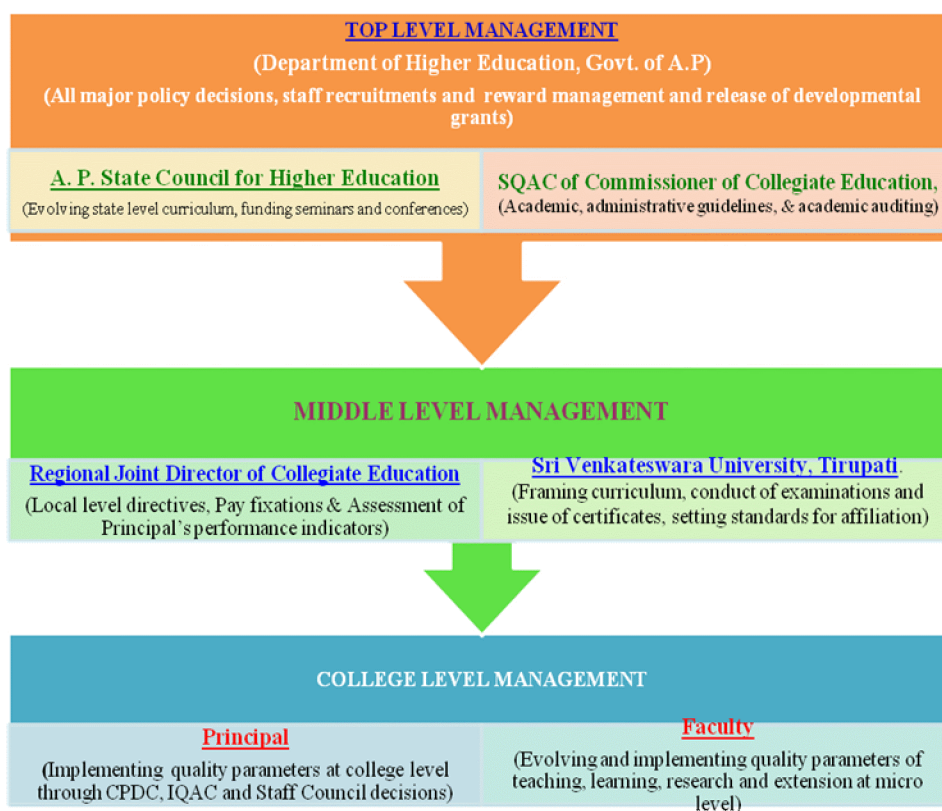
Core values and skills: Our curricular and co-curricular activities are designed to imbibe the following skills and attributes.

- Imparting basic learning skills- communication skills (listening, reading, writing and oral skills), intellectual skills (reasoning abilities) and specialized skills (scientific, technological, entrepreneurial and managerial skills) that enhance their professional competencies.

- Developing basic abilities - ability of self-support, ability of making informed choices about life including career, religion, politics, life-style and general attitude that contributes to emergence of leadership traits.
- Moral and professional values- rationality, humanism, commitment to work with dedication, devotion and discipline that lead to success in work places.

6.1.2. What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The top management of the college is the Government of Andhra Pradesh. Through the Department of Higher Education, the Government frames major plans and policies of the higher learning institutions (HEIs) in the state. In its role, the Government is assisted by its two wings, viz., the Andhra Pradesh State Council of Higher Education (APSCHE) and the Commissionerate of Collegiate Education (CCE). While the former plays vital role in the determination of standards in HEIs and in the framing of common core curriculum thereof, the latter takes lead role in controlling the collegiate education in the state. At the ground level, i. e., at college level, the Principal and the faculty are responsible for quality maintenance in teaching and learning. In between the college and the Government two more authorities, namely, the Regional Director of Collegiate Education and the affiliated university have their own roles as shown in the flowchart below.



6.1.3. What is the involvement of the leadership in discharging the following functions:

Function	Involvement of leadership
❖ The policy statements and action plans for fulfillment of the stated mission.	☆ Evolved through the deliberations of the Staff Council and the IQAC of the college.
❖ Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan	☆ The CCE, A.P., formulates action plans and the CPDC / Staff Council incorporates them into the system.
❖ Interaction with stakeholders	☆ The Principal, Faculty, Coordinators of various cells and non-academic staff interact with the parents and teachers both formally and informally.
❖ Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders.	☆ Done by CCE, A.P. through its SQAC and Academic Advisors ☆ Done at department level by the staff
❖ Reinforcing the culture of excellence.	☆ Done through the Academic Advisors of CCE at state level and IQAC at college level.
❖ Champion of organizational change	☆ Principal with the involvement of CPDC and the Staff Council.

6.1.4. What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The major policies and plans of the institution are determined by the Government of Andhra Pradesh. At institutional level, the policies are monitored evaluated and improved by a decentralized process as detailed below.

- The Principal, being the Academic and Administrative Head of the institution, is vested with powers to implement the policies and programmes of the Government in accordance with the rules in vogue. His/her role is limited to planning, control and coordination of various activities of the college. In doing so, the Principal adopts a democratic process and participative management involving the community, students and teachers.
- The Principal constitutes two major committees, viz., the CPDC (College Planning and Development Council) and IQAC (Internal Quality Assurance Council) by drawing members from the industry, society, academics, parents, teachers and students. While the former takes care of the administrative and developmental aspects of the college, the latter suggests policies for improvements in teaching, learning, research and extension activities and set standards for the quality maintenance thereof. Thus, the Principal implements the recommendations made by the CPDC and IQAC in letter and spirit. In the absence of these two committees, the Principal is guided by the advice of the Staff Council.
- The Principal implements the recommendations of the CPDC and IQAC by adopting a decentralized process. Accordingly, he/she constitutes various committees for admissions, examinations, attendance, building works, discipline, library management, hostel development etc. Similarly, he/she

appoints coordinators for operationalisation of UGC schemes, Consumer Cell, Career and Guidance Cell, JKC, DRC and postgraduate courses.

- The IQAC, with the help of faculty collects feedback from students and teachers on various academic and administrative aspects and initiate measures for their improvement.

6.1.5. Give details of the academic leadership provided to the faculty by the top management?

The Commissioner of Collegiate Education represents top level management in respect of Collegiate Education in the state. It takes all out steps to provide leadership role to the faculty as detailed below.

- According autonomy for teachers in discharging their duties of teaching, research and extension.
- Appointment of senior most distinguished senior staff member as the Vice-Principal and Academic Coordinator of the college. For instance, Dr. S. Siva Prasad has been nominated for these two positions in our college.
- Utilizing the services of distinguished teachers who have significantly contributed for education, as Academic Advisors of the CCE and utilizing their services as Academic Auditors / Resource Persons and mock peer team members for colleges in the state. For example, Dr. S. Siva Prasad of this college has been nominated for this position, who conducted academic audit of several colleges in the state.
- Senior most Principals in the zone are given full-additional charge as the respective Regional Joint Directors of Collegiate Education and coordinate the activities of CCE. For instance our former Principal, Late Smt. K. Anjani Kumari has served as RJDCE (FAC), Kadapa for over 4 years. Similarly, the Principals working in the lead colleges in the district head quarters are entrusted with the responsibility of coordinating the works of CCE at district level.

6.1.6. How does the college groom leadership at various levels?

The college represents the micro level organization wherein the leadership is recognized and rewarded, both at the level of faculty and students. The details are given below.

- At college level, senior staff members are nominated as in-charges for their respective departments to supervise the academic and administrative works of their departments. Similarly, qualified senior teachers are appointed as the Coordinators for running self-financed PG courses.
- Likewise, the competent teachers are nominated as Coordinators for NAAC and IQAC in their respective colleges, who play vital role in quality sustenance in their colleges.
- All teachers are involved in the development of college as members of different developmental committees constituted by the Principal from time to time.

- The implementation of UGC schemes (Remedial coaching, Services Coaching, NET coaching, Career and Counseling), NSS, DRC, Women Empowerment, Eco-club, Red Ribbon Club, JKC etc are entrusted to the senior staff members.
- The Principal identifies the talent among the teachers at college level and recommends their names for utilization of their services at higher level and for the awards given by the State and Central Governments.
- Among students, the leadership role is entrusted to academically proficient students by involving them in various developmental committees such as the CPDC, IQAC etc and by nominating them for reward management at district, zone and state levels. The college also encourages such students by appropriate reward management schemes of its own annually on the college day.

6.1.7. How does the college delegate authority and provide operational autonomy to the departments/ units of the institution and work towards decentralized governance system?

In the entire higher education setup, the college represents the typical symbol of decentralized management and internal autonomy. Within the college, the operational autonomy manifests in its structural (departments) and functional (individual teachers) units. Both the academicians and departments enjoy freedom from the authoritative influence of the Principal and non-teaching staff, as detailed below.

Defined roles of teachers: The functions of academicians are clearly defined and they are destined to play their expected role in teaching, learning, research and extension without any dominating influence from any quarters. They enjoy considerable freedom in interpreting the curriculum and planning and executing its transaction. The intervention of the HOD and senior faculty is limited to allocation of syllabus and providing general guidelines thereof.

Autonomy for departments: The departments represent the structural units of the college. Each department is headed by the senior faculty, who enjoys freedom in academic and administrative matters of the department. The departments are vested with authority to determine their requirements for library and laboratories, guest lectures and extension activities. More importantly, the individual teachers are accorded freedom to adopt their own instructional strategies, learning materials and tools of evaluation without any external interference. Though, the curriculum is designed and developed by the affiliated university, the departments are given considerable freedom in respect of job-oriented add-on courses sanctioned by the University Grants Commission.

Democratic functioning: In academic and administrative matters, the decisions are taken on democratic basis. The proposals and ideas of individuals are judged on the basis of merits rather than the importance of the person who makes them. Obviously, the decisions are taken through committee deliberations at college and departmental levels.

The college works on the principle of 'autonomy with accountability. The teachers and departments are accountable to the public audit. Nevertheless, the

audit testifies the professional legitimacy of the intellectual community. It goes without saying that the ‘autonomy doesn’t mean anarchy and the accountability doesn’t signify oppression and tyranny’.

6.1.8. Does the college promote a culture of participative managements? If ‘yes’, indicate the levels of participative management.

Yes, the college promotes the culture of participative management and internal democracy. Aptly, the college represents a self-governing community of scholars. The community includes teachers, students and administrators. All the three participate in day-to-day management of the college and play vital role in its developmental activities. They govern themselves within the framework demarcated by the society or the state. Obviously, the society (parents, industrialists, educationists, reformists) is also represented in the management of the college. The participative management is reflected at three levels; college level, departmental level and classroom level.

- ❖ At the college level, the managerial decisions on all developmental activities of the institution as a whole, are taken through deliberations of top level committees such as the CPDC / Staff Council and IQAC, which includes all the stakeholders; teachers, students, parents and the society apart from the elected representatives of teachers. Further, at implementation level, the Principal is assisted by the faculty, which is organized into various sub-committees such as the Admission Committee, Building Committee, Research Committee, Examination Committee etc.
- ❖ At the department level, the HOD/ In-charge is assisted by the staff and students of the department. The professional decisions pertaining to the department are taken collectively by the staff and students in departmental review meetings conducted from time to time.
- ❖ At classroom level, the decisions pertaining to teaching-learning activities, tools of evaluation etc are taken collectively by the teacher and the students. At times, necessary feedback in this regard, is also obtained from the parents through informal means.

The participative management contributes to the emergence of leadership besides fostering an element of creativity and ensures individual professional space within the milieu of collective functioning. The college does well to foster collective functioning through seminars, discussions and debates and thus adds another dimension of collegiality to participative management.

6.2. **STRATEGY DEVELOPMENT AND DEPLOYMENT**

6.2.1. Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes, the institution has a stated quality policy. Accordingly, the college is committed to provide the high quality higher education and support services to our students by:

- Consistently evolving appropriate teaching- learning strategies that promote self-learning;
- Timely conducting the classes, tests, assignments and examinations as per their requirements.
- Providing support services in a friendly and caring environment so that they can overcome their learning and personal problems.
- Ensuring continuous improvement of our processes and systems to meet their emerging needs.

The quality policy is evolved through extensive deliberations in the Staff Council meeting. The policy so evolved is circulated among the staff and students and finally placed before the IQAC for an open discussion and approval. The approved policy is notified to all departments for compliance. The policy is subjected to annual review by the IQAC.

6.2.2. Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Yes, the college evolves a planned approach for development of the college through CPDC/Staff Council deliberations on the basis of resources available. For instance, the following aspects were included in the plan for 2012-13.

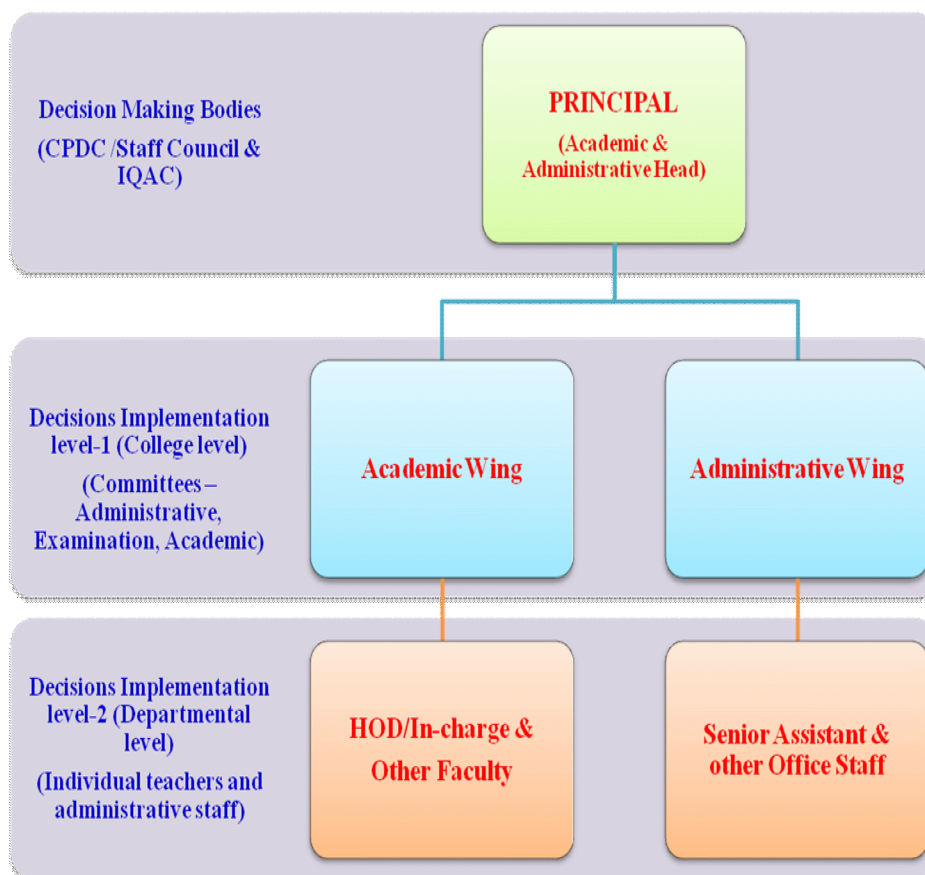
- ❖ Infrastructure development at a cost of Rs.25 lakh.
- ❖ Furniture development at a cost of Rs. 10 lakh.
- ❖ Installation of blackboards/white boards at cost of Rs. 3.5 lakh.
- ❖ Garden development at a cost of Rs. 10 lakh.
- ❖ Departmental Developmental Fund of Rs.15 lakh.
- ❖ Establishment of e-classroom / ICET room at a cost of Rs. 5 lakh.
- ❖ Building works at a cost of Rs.20 lakh.
- ❖ Conduct of Hindi and Telugu seminars at a cost of Rs. 1.2 lakh

6.2.3. Describe the internal organizational structure and decision making processes.

- ❖ At the institutional level, the Principal is the academic and administrative head. The decisions regarding the administrative and academic affairs of the college are taken by the CPDC or the Staff Council after thorough

deliberations. The academic decisions at this level are influence by the IQAC's recommendations. Principal, being the Chairman of CPDC and other committees presides over the meetings and influences decision making process.

- ❖ The Principal guides the process of implementation through the academic and administrative units of the college. For this purpose, the Principal constitutes various committees such as the Building Committee, Library Advisory Committee, Admission Committee, Examination Committee, Anti-Ragging Committee, Research Committee etc, by involving both academic and non-academic staff. Each committee, headed by a senior teacher as convener and two or three members drawn from both teaching and non-teaching units, effectively take the developmental decisions to logical conclusions. At the departmental level, the HOD/In-charge is responsible for implementing the academic decisions through deliberations in departmental meetings. At all levels, student representatives are included to the extent possible. Thus, the decision making process at each level reflects internal democracy and participative management. The hierarchical structure of the college is presented below for quick reference.



6.2.4. Give a broad description on the quality improvement strategies of the institution in respect of a) teaching and learning, b) Research and Development, c) Community engagement, d) Human Resource Development and e) Industry interaction.

Quality maintenance is a continuous process. Quality is not accidental; it results from hard work. The establishment of IQAC in 2006 marked the beginning for quality initiation and sustenance. The institution has initiated the following quality improvement strategies.

Process	Quality improvement strategies adopted*
❖ Teaching & Learning	➤ Drafting teachers for orientation and refresher programmes. ➤ Establishment of e-classroom (ICET classroom) and e-library. ➤ Providing, Green Boards, LCD projectors and OHPs. ➤ Provision for expert / guest lectures. ➤ Student seminars, assignments, debates, discussions and academic competitions.
❖ Research & Development	➤ Constitution of research committee ➤ Establishment of recognized research lab. ➤ Introduction of M. Phil and Ph. D programmes in Zoology. ➤ Permitting staff to apply for research projects of UGC, DST, CSIR etc. ➤ Encouragement for research publications. ➤ Earn-while-learn scheme for research scholars. ➤ Encouraging staff to pursue Ph. D and M. Phil courses.
❖ Community engagement	➤ Regular NSS camps in villages. ➤ Health, environment, consumer, literacy and AIDS awareness campaigns. ➤ Community oriented study projects and surveys. ➤ Blood donation camps, social forestry, ➤ Linkages with Red Cross Society, NGOs and individuals.
❖ Human resource management	➤ Staff training through CCE and DRC. ➤ Appointment of Guest faculty. ➤ Performance appraisal and reward management through IQAC. ➤ Grooming leadership at all levels.
❖ Industry interaction	➤ Industrial visits and field trips. ➤ Arrangement of skill-oriented training programmes through corporate companies. ➤ Campus placement drives through JKC and Career and Counseling Cell.

* The details of the strategies are provided under respective criteria in the report.

6.2.5. How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

Both direct and indirect methods are available for the Head of the institution to furnish relevant information to the CCE, A.P., Hyderabad from time to time.

- * Direct contact between the Principal and CCE is established through teleconferencing, phone calls, e-mails and post, through which the required information is furnished to the officials of CCE and necessary directives are received from time to time.
- * In direct contact is facilitated through the Regional Joint Director of Collegiate Education (RJDCE) and identified college Principal on monthly basis. Under this method, the Principal convenes monthly review meetings in the college and collects information from all units and pass it on to the lead college principal or RJDCE, who in turn forward the same to the CCE, A.P in the monthly review meetings to be held at the O/o CCE, A.P.

6.2.6. How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The college acts like a 'self-governing community of professionals'. Accordingly, the management encourages and supports the involvement of the staff in day-to-day administration. Internal democracy and participative management are the guiding principles of the management. In doing so, it adopts a matrix system of management, according to which each teacher has to perform additional duties in administration and examination in addition to his normal functions of teaching, research and extension. The management spots the talent and includes teachers in various developmental committees of the college as detailed below.

- Senior faculty with outstanding contribution to the profession is included in the CPDC and IQAC as members and their suggestions are taken for the college development. For instance, Dr. S. Siva Prasad, Dr. G. Usha Rani and Dr. S. R. Sudhakar are included in these two reconstituted committees of the college during 2012-13.
- Teachers with doctoral degrees and published research papers are involved in the Research Committee and their suggestion are implemented for strengthening research base in the college. For example, the present committee includes researchers like Dr. S. Siva Prasad, Dr. G. Usha Rani, Dr. S. R. Sudhakar and Dr. T. Lavanya.
- Likewise, the admission committee, examination committee, special fees committee, anti-ragging committee, etc are constituted by utilizing the services of all teachers either as conveners or as members.

- Similarly, the management utilizes the services of outstanding teachers as coordinators of various developmental schemes and cells. For example, Dr. S. Siva Prasad is acting as Coordinator for IQAC, NAAC, PG Course, UGC etc, while Dr. S.R. Sudhakar is acting as Coordinator for M.Sc., Microbiology and IGNOU Study Centre. The other coordinators of the college are Ms. S. Yasmin Beebi (JKC), Dr. S. Shamshakthar (N.S.S and Career and Counseling Cell), Dr. T. Lavanya (Eco-Club), Ms. B. Anusha (Grievances Cell), Dr. P. Varalakshmi (DRC), S. Nagaraja (MANA TV), Ms. I. Sajani (Women Empowerment Cell).

6.2.7. Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The Management Council adopted the following resolutions during last year, i.e., 2012-13 for the development of the college.

S. No.	Resolution	Status
1.	To go for NAAC Reaccreditation	Process is underway
2.	Preparation of academic records as per the suggestion of Academic Audit Team	Implemented
3.	Submission of AQAR of 2011-12 to NAAC	Submitted
4.	Acquisition of furniture for Principal's chamber and Language Laboratory at a cost of Rs.10 lakh	Implemented
5.	Reconstitution of CPDC, IQAC, Research Committee, Alumni Association and other Committees	Implemented
6.	Creation of additional infrastructural facilities in the college	Implemented
7.	Creation of e-learning facility and establishment of ICET classroom	Implemented
8.	Creation of Departmental Development Fund to the extent of Rs.15 lakh	Partially implemented, about Rs. 6 lakh spent.
9.	Payment of salary due for Guest faculty	Implemented
10.	Completion of UGC hostel and other building works by releasing 10% grant from the college funds	Implemented
11.	Introduction of Office Automation	Implemented
12.	Equipping classrooms with LCD projectors and OHPs	Implemented
13.	Introduction of UGC-sponsored Career Oriented Courses from 2013-14	Under implementation.
14.	Construction of Administrative Block and classrooms and initiation of developmental works at a cost of Rs. 2.0 crore.	Proposals submitted to RUSA

- 6.2.8. Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

No.

The Affiliated University does not make any provision for according the status of autonomy to the college. However, the CCE, A.P. Hyderabad has identified 40 potential colleges in the state, including our college for conferring autonomy. In this regard, the CCE conducted 4 workshops on Autonomy at different colleges in the state and invited the Principal and Academic Coordinator. The college intends to expedite the process of autonomy after NAAC reaccreditation.

- 6.2.9. How does the Institution ensure that grievances/ complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

The institution has established a grievances redressal cell. It receives complaints from all the stakeholders (students, teachers and parents) and from anyone interested in the development of the college. In order to analyze and initiate necessary remedial solution, a coordinator has been appointed. At present, Ms. B. Anusha, Assistant Professor of Chemistry is entrusted with the responsibility. Students are asked to contact her at the following address.

E-mail ID: npsgcgrievancecell@gmail.com . Phone: 7799395071 (B. Anusha)

The complaints received from the students are classified into personal, academic, financial, hostel, transport, miscellaneous etc and resolved at appropriate for as detailed below.

- * Routine problems are redressed by the coordinator in consultation with the class teachers.
- * Academic, Financial and developmental problems are resolved through discussions in the Staff Council /CPDC/IQAC Meetings. For example the college has taken steps to initiate infrastructural facilities in the college, following students' suggestions.
- * Personal problems, if any are resolved in consultation with parents or family members.
- * Hostel-related problems will be taken-up with the warden or Deputy Director of Social Welfare Department and redressed to the extent possible. For instance over 250 students complained against the warden's behaviour and the same was amicably resolved by the intervention of Social Welfare Department. Similarly, one hostel watch woman, who misbehaved with the hostlers, was replaced.
- * The examination issues are resolved through the Controller of Examinations of the affiliated university.

6.2.10. During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

Yes, four petty cases were filed by the staff in the Hon'ble A.P. Administrative Tribunal during the last four years.

- In 2012, Ms. P. Nagalakshmi, Contract Lecturer in Computer Science has filed a writ petition (O.A. No.2704 /2012) following the termination of her services for alleged atrocities against SC/ST students and teachers and for her in-subordinate activities. The matter is sub-judice.
- In 2012, Mr. I. Venkatesh Prasad, Part-time Night Watchman filed another writ petition (O.A. No. 7796 of 2012) seeking regularization of his services w. e. f. 25.11.1993 in accordance with the provisions of G.O. Ms. No. 212, Dt. The college has furnished details of his services to CCE for further necessary action and it was rejected by the Government of Andhra Pradesh.
- In 2013, Dr. S. R. Sudhakar, Lecturer in Microbiology has filed a writ petition (O.A. No. 880 of 2013) seeking the revalidation of UGC Pay fixation orders, vide Procs. Rc. No. 886/UGC.PF.1/2004, Dt. 26.10.2004. The CCE, A.P has dismissed his request and filed a counter affidavit in the Tribunal. The matter is sub-judice.
- In 2013, Mr. I. Venkatesh Prasad, Part-time Night Watchman filed another writ petition (O.A. No. 6220 of 2013) seeking payment of salaries, w. e. f. 1.10.2010. The Hon'ble Tribunal passed orders for the payment of the salaries by the CCE, A.P. Hyderabad. The file is closed.

6.2.11. Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Yes, the college has a mechanism for analyzing students' feedback on institutional performance. Since 2012, the IQAC looks after the issue. During the last academic year, the IQAC collected feedback on two aspects, viz., Teachers' performance and Relevance of the courses. Additionally, the Principal initiated a debate on the role of Principal in college development in February last, by asking students what they will do, if they were appointed as the Principals of the college. The outcome was generally positive but students felt that improvements are needed in respect of infrastructure, drinking water, canteen, toilets, hostel and class work. The administration immediately responded and initiated developmental activities in all the aspects suggested by the students. As for instance an amount of Rs. 30 to 35 lakh was spent on improvement of toilets and drinking water facility in the hostel and other infrastructural facilities in the college, besides taking steps for streamlining the class work. Similarly, construction of a Canteen building was taken-up at a cost of Rs.4 lakh, with the financial assistance of philanthropists in the town.

6.3. **FACULTY EMPOWERMENT STRATEGIES**

6.3.1. What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The institution makes the following efforts for enhancing the professional development of its faculty.

- * Sponsors teachers for orientation programmes, refresher courses and short-term training, workshops organized by the Academic Staff Colleges of Universities, CCE, A.P Hyderabad, DRC, Central Government Agencies and others.
- * Permits teachers to participate in seminars/conferences/symposia organized by universities and institutes.
- * Promotes professionalism among teachers by various means. For eg., the college organized one Regional Seminar on the Role and Responsibilities of Teachers on 10.3.2008.
- * Deputes Non-teaching staff for computer training in the district Collectorate. In addition they are guided the faculty of computer department in using computers in day-to-day office work.
- * Gives encouragement to teachers to pursue Ph. D / M. Phil programmes on part-time basis and such teachers are given facilities for doing part of their research works in the laboratories of the college.

6.3.2. What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The training and retraining programmes are generally organized by the CCE, A.P. Hyderabad either directly by its own office or indirectly through DRCs at district level. The role of the college is recommendatory in nature and is restricted to deputation of the staff for such training programmes. Nevertheless, it arranges on the job training facility for the staff (both academic and non-academic) on day-to-day basis and motivates them for the role assigned. The following strategies are adopted for training, retraining and motivating the staff.

Training: Training programmes are provided to the faculty on the basis of need assessment or when a new technology is introduced or when performance problem arises due to lack of sufficient knowledge or expertise. For instance, induction training programmes were organized for the benefit of newly recruited staff in 2011. Similarly, English teachers were sponsored for ELF training and newly appointed Principals for training in office administration.

Re-training: Retraining is provided to the staff when their roles are changed due to introduction of new curriculum or new courses. For instance, the need for

retraining arose when restructured courses were introduced in the state. In such cases the existing staff members with relevant qualifications in the basic subjects were allowed to teach new subjects like Microbiology, Biotechnology, Information Technology, Environmental Studies and Women Studies etc. Such staff members were retrained in the disciplines concerned. In our college, for instance, Dr. S. R. Sudhakar, Lecturer in Zoology, was given retraining in Microbiology and allowed to teach Microbiology at UG and PG levels. Similarly, Dr. S. Siva Prasad has been sent for Refresher courses in Biotechnology and allowed to teach Animal Biotechnology at PG level. Four more teachers were given training in value education to be introduced from 2013-14.

Motivation: The newly appointed teachers face initial problems while discharging their duties due to lack of adequate exposure and experience. Further, they lack the abilities for initiation and logical conclusion of tasks assigned to them. They need both moral and material support during their entry period into the service. The senior faculty extends all moral support to them and guides them properly in their new roles till they equip themselves with adequate skills and competencies. The motivation is linked to on-the-job training given to new incumbents.

6.3.3. Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The performance appraisal system of the staff is based on 'UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and measures for the maintenance of standards in higher education, 2010'. The detailed guidelines encompass the following areas.

- Contribution to teaching, learning and evaluation – seminars, assignments, tutorials, practicals, examination duties, formative and summative evaluation tools etc.
- Contribution to co-curricular and extension activities – field based studies, NSS activities, cultural activities and other works related to social reconstruction and national development.
- Research, publications, books and other academic contributions and awards received.

As per the latest guidelines provided by the UGC and the Government of Andhra Pradesh, the performance appraisal of the staff is carried out annually under the auspices of the Internal Quality Assurance Cell. The Annual Performance (API) Score of the teaching staff, so obtained for the last 4 years, i.e., from 2009-10 to 2013-14 is presented below for quick reference.

S. No.	Name & Designation	A.P.I SCORE			
		2010-11	2011-12	2012-13	2013-14
1.	Dr. R. Bhanumathi Principal	148	133	142	235
2.	Dr. S. Siva Prasad, Associate Professor of Zoology	358	385	397	512
3.	Dr. S. R. Sudhakar Lecturer in Microbiology	168	158	168	177.5
4.	Sri A. V. Ramana Reddy Assistant Professor of Mathematics	100	104	100	145
5.	Smt. R. Jagadeeswari, Lecturer in Economics	145	145	155	145
6.	Sri A.M.Narendra Kumar, Lecturer in Commerce.	152	135	132	127.5
7.	Smt. T. Vinila, Lecturer in Commerce.	127	102	113	127.5
8.	S.Yasmin Beebi Lecturer in English	115	140	150	105
9.	Dr. S. Shamshakthar Assistant Professor of Hindi.	100	150	158	135
10.	Dr. T. Lavanya, Assistant Professor of Zoology	NA	145	95	157.5
11.	Dr. P. Varalakshmi Assistant Professor of Telugu	NA	158	228	205
12.	Smt. B. Anusha Asst. Professor of Chemistry	NA	89	118	129
13.	Ms. I. Sajani Assistant Professor of Telugu	NA	NA	NA	85

In addition, the performance of teachers is appraised through annual confidential reports from the Principals. Further, the Academic Audit Team of the CCE, AP, visits the colleges at frequent intervals and analyzes the performance of teachers and submits comprehensive reports to the Government for further necessary action.

6.3.4. What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The performance appraisal reports based on the above parameters were used for reward management and for evolving transfer guidelines by the Government of Andhra Pradesh. For instance, the Government of Andhra Pradesh conferred State Best Teacher Award on Dr. S. Siva Prasad, Associate Professor of Zoology of this institution in 2012, for his outstanding service as a teacher. Similarly, the Commissioner of Collegiate Education has taken a serious view of low-performing teachers (<30% results in their subjects) and transferred them as a punitive measure.

6.3.5. What are the welfare schemes available for the teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The following welfare schemes are available to the staff of the college.

Name of the scheme	% of staff, who availed the benefit			
	2009-10	2010-11	2011-12	2012-13
❖ Earned leave encashment scheme.	4	14	15	10
❖ Maternity leave for women teachers	-	1	-	1
❖ Paternity leave for male teachers	-	-	-	-
❖ Medical reimbursement scheme	1	8	7	6
❖ Festival advance for non-teaching staff.	4	-	-	-
❖ Home loan scheme	-	-	-	-
❖ Faculty improvement scheme	-	-	-	-
❖ On-duty facility for attending conferences /seminars/ workshops	100%	100%	100%	100%
❖ Leave travel concession	-	-	-	-

6.3.6. What the measures taken by the Institution for attracting and retaining eminent faculty?

The appointment and retention of qualified and competent teachers in the college is governed by the UGC guidelines as defined in the G. O. Ms. No. 14 HE (UE-II) DEPT, DT. 20. 02. 2010. The role of the college in this regard is very much limited, but vested with the Commissioner of Collegiate Education, A.P. Hyderabad. However, it implements the following measures in this regard.

- ❖ Sanction of advance increments for additional qualifications like M. Phil, Ph. D and M. Tech etc.
- ❖ Sanction of sabbatical leave for a maximum period of two years to undertake study or research and other academic pursuits.
- ❖ Duty leaves for attending conferences, seminars, workshops and symposia, for delivering guest lectures and for participating in committee meetings of the Government.
- ❖ Half-pay medical leave for 240 days, maternity and paternity leaves etc.
- ❖ Extraordinary leave for pursuing higher studies, take-up new jobs for specified periods.
- ❖ Study leave for 3 years under Faculty Improvement Programme for pursuing Ph. D degree.

6.4. **FINANCIAL MANAGEMENT AND RESOURC MOBILIZATION**

6.4.1. What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The Principal is vested with financial powers. He/she is the chief custodian of all resources of the college including finances and works out plans for utilization of college funds in consultation with the Staff Council and CPDC. For effective and efficient use of available financial resources, the college adopts the following mechanism.

- All the finances of the college are deposited in different Bank Accounts and cheque system is followed for withdrawals.
- All the building grants works (Both UGC and Government) are handed over to A.P. Government Construction Agencies such as the Department of Roads and Buildings, Panchayath Raj, A.P. Education, Welfare and Infrastructure Development Corporation (APEWIDC) and are executed under their control.
- Laboratory equipment, computers and books etc are purchased under the control of respective purchase committees constituted for the purpose.
- All developmental activities of the college are carried out under the supervision of committees that includes representatives from teaching and non-teaching departments and students.
- The collection and deposition of examination fee and other fees from students is are entrusted to respective class teachers.

6.4.2. What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The institutional accounts are audited by two mechanisms; internal and external.

Internal Audit: The internal audit is done by the official teams of the Commissioner of Collegiate Education and or the Regional Joint Director of Collegiate Education, Kadapa Region, Kadapa.

External Audit: The external audit is done by the officials of the Accountant General, Government of India, Hyderabad and Local Registered Chartered Accountants. While the former audits the Government Accounts, the latter audits UGC accounts. Last external Audit was done in 2007 by the Account General, Hyderabad. The UGC accounts are regularly audited by the local auditors. No specific objections were raised.

6.4.3. What are the major sources of institutional receipts/ funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund / corpus available with Institutions, if any.

The major sources of funding for the college are;

- ❖ Students' admission fee.
- ❖ Government grants.
- ❖ UGC Plan grants.

Abstract of the Audited income and expenditure statements of the last 4 years.

Year	Source	Head	Income	Expenditure	Status of Audit
2009-10	UGC	Women's hostel	22, 50, 000	25, 68, 018	* Additional expenditure met from college funds.
		XI Plan CDS	7, 80, 000	10, 78, 803	
		XI Plan A. A. Sch.	12, 50, 000	12, 61, 520	* Accounts audited-No objections
		XI Plan Mer. Sch.	9, 26, 000	11, 77, 737	
	Govt.	Fee reimbursement through scholarships	37, 88, 960	37, 88, 960	Audited by SWO
		Annual Budget	3, 45, 850	2, 43, 555	Audited by DTO
2010-11	UGC	Women's hostel	67, 50,000	78, 08, 000	* Additional expenditure met from college funds.
		Toilets (HEPSN)	2, 50, 000	5, 00, 000	* Accounts audited-No objections
	Govt.	Annual Budget	4, 44, 250	2, 81, 641	Audited by DTO
		Fee reimbursement through scholarships	37, 16, 307	37, 16, 307	To be audited
2011-12	Govt.	Fee reimbursement through scholarships	34, 98, 103	34, 98, 103	Audited by SWO
		Annual Budget	4, 11, 110	3, 51, 021	Audited by DTO
2012-13	UGC	XII Plan Mer. Sch.	7, 72, 500	7, 00, 000	Audited
		XII Plan A. A. Sch.	10, 00, 000	10, 00, 000	Audited – No objections
	Govt.	Fee reimbursement through scholarships	21, 09, 070	10, 00, 000	Audited by SW Dept.
		Annual Budget	3, 95, 000	1, 75, 291	Audited by DTO

6.4.4. Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

During the last four years, the college mobilized additional funds in the form of (a) Research grants from UGC and DST and (2) Donations and contributions from philanthropists. The details of funding and its utilization are given below.

Year	Source	Head	Amount received	Amount utilized	Remarks
2009-10	UGC	MRP	8, 05, 000	8, 05, 000	Collaborative project between the college and S.V.U.
2010-11	-	-	-	-	-
2011-12	-	-	-	-	-
2012-13	Donations from D.K. Adikesavulu, Former M.P.	Library Grant	15,00,000	15,00,000	Building constructed by the party
	DST	Research grant	8,98,000	9, 11, 375	MRP of Dr. S. Siva Prasad. Dept. of Zoology.
	DST	Research grant	4, 00, 000	4, 36, 011	
2013-14	Donations from Lagadapati Sreesha	Canteen Grant	4, 00, 000	4, 00, 000	Canteen building constructed.
2014-15	Donations from Ms. Sruthi Sreerama, USA. (Great granddaughter of Smt. N.P. Savithramma).	Building grant	15, 00, 000	15, 00, 000	Students' waiting room Under construction.

6.5. INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

6.5.1. Internal Quality Assurance Cell (IQAC)

- a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes, the institution has established Internal Quality Assurance Cell (IQAC) in March 2006. Initially, a 9-member committee was constituted, which remained in power till February 2013. Recently the IQAC has been reconstituted with the following members.

	Name	Designation / Category	Status
1.	Dr. R. Bhanumathi	Principal	Ex-officio Chairman
2.	Dr. S. Siva Prasad	Associate Professor	Member & Coordinator
3.	Dr. M. Narasimha Reddy	Former Principal & Educationist	Member
4.	Dr. V. Sundar Naidu	Industrialist	Member
5.	Dr.S.R. Sudhakar	Senior Teacher	Member
6.	Smt. R. Jagadeswari	Senior Teacher	Member
7.	Sri A.M.Narendra Kumar	Senior Teacher	Member
8.	Dr. S. Shamsakthar	Senior Teacher	Member
9.	Ms. Yasmin Beebi	Senior Teacher	Member
10.	Sri. P. Dorai Kann	Senior Administrative Officer	Member

Institutional policy with regard to quality assurance

With regard to quality assurance, the institution is committed to provide consistently high quality higher education and student support services that promote self-learning through appropriate teaching- learning strategies and time-bound tools of evaluation- tests, assignments and examinations.

- b. How many decisions of the IQAC have been approved by the Management / Authorities for implementation and how many of them were actually implemented?

Since, April 2006, the IQAC took several decisions for quality promotion and sustenance. The following decisions are approved and implemented by the college management.

IQAC Decision	Status
1. Introduction of M.A. English course	Approved but not implemented
2. Conducting seminars at college level	Approved and implemented
3. Introduction of Remedial coaching classes for SC/ST/OBC/Min/ students	Approved and implemented
4. Strengthening of research base	Approved, but partially implemented in some departments only.
5. Resolved to introduce M. Phil / Ph. D courses	Approved and implemented in the Department of Zoology
6. Establishment of women's hostel	Approved and implemented with the financial support of UGC.
7. Introduction of Computer Awareness programmes	Approved and implemented
8. Establishment Women Empowerment Cell	Approved and implemented
9. Procurement of Books & Journals for library	Approved and implemented
10. Introduction of AIDS awareness programmes, Guest lectures, Field trips and student seminars	Approved and implemented
11. Establishment of JKC	Approved and implemented
12. Acquisition of permanent affiliation for academic programmes	Approved and implemented
13. Establishment of Research laboratory in the Department of Zoology	Approved and implemented
14. Introduction of internal academic audit	Approved and implemented
15. Introduction of MIS	Approved and being implemented
16. Maintenance of Academic Records	Approved and implemented
17. Establishment of Language Laboratory	Approved and being implemented
18. Establishment of ICET / E-learning Classroom	Approved and implemented
19. Establishment of UGC-NRC	Approved and implemented
20. Reconstitution of CPDC, IQAC and Research Committee.	Approved and implemented
21. Development of college garden	Approved, but partially implemented.

- c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Yes, the former IQAC has 7 external members. They are Dr. M. Munirathanm Naidu (Educationist), Sri G. Srinivasulu ((Educationist), Sri K.Lakshmaiah (Educationist), Sri A.R. Jayachandra (Educationist), Sri N. Rajasekhar (Industrialist) Sri V.Ramesh Babu (Social Activist) and Sri M. Anandan (Parent). Though, they have not directly contributed anything for the development of the college, they are instrumental in mobilizing huge funds from the public for the construction of library (Rs. 15 lakh), Hostel (Rs. 15 lakh), installation of R.O water plant (Rs. 1 lakh) and Canteen (Rs. 4 lakh). Further, their advice for the college development is an invaluable contribution to the college. The present committee has only two external

members. They are Dr. M. Narasimha Reddy (Educationist) and Sri V. Sundar Naidu, both contributed to the development of the college. While the former was instrumental in the development of the college and introduction of science and postgraduate courses in the college and later is a philanthropist and liberally donated for the establishment of Microbiology laboratory.

d. How do students and alumni contribute to the effective functioning of the IQAC?

The IQAC strives to institutionalize and sustain quality in all activities of the institution, including teaching, learning, research and extension. The students are the main stakeholders of an educational system. The past (alumni) and present students play a vital role in this endeavour as detailed below.

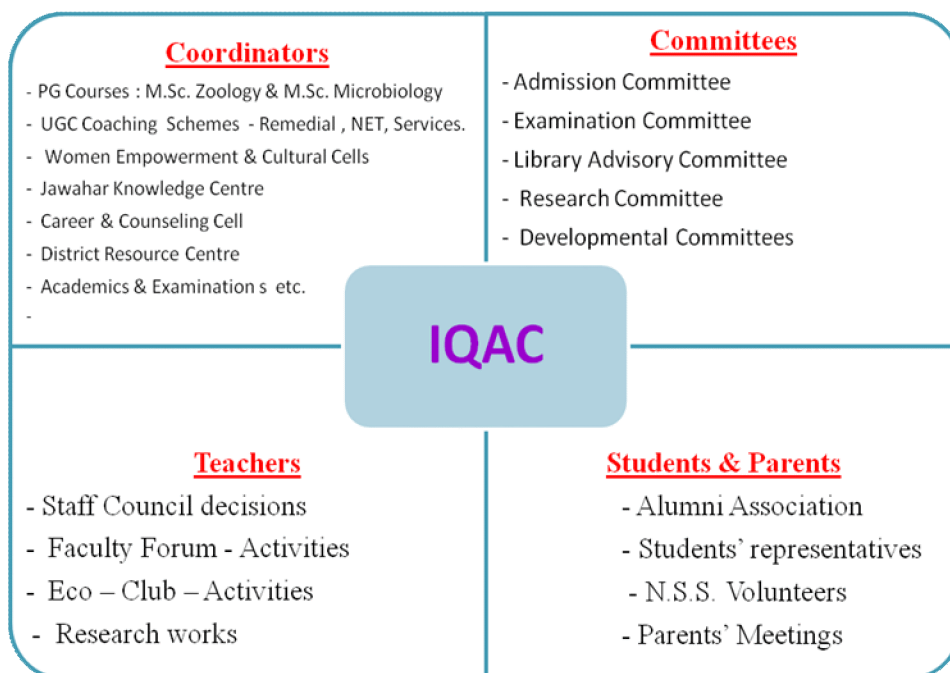
- ❖ Students are the best judges. They can assess the merits and limitations of curriculum per se, curriculum transaction and curriculum evaluation. Their feedback on relevance of courses, effectiveness of administration, teaching-learning process and the adequacy of infrastructural facilities will go a long way in enforcing quality in higher learning institutions. This possibility is explored by including students in various developmental committees of the college (eg. CPDC, IQAC etc) including decision making process at all levels.
- ❖ If, tapped, the alumni could play much more vital role in this regard. Most of the previous students might be pursuing higher studies elsewhere or employed in reputed organizations and would have acquired rich experience in their own fields. Obviously, they are more competent to suggest ways and means for the quality improvement in the college. More importantly they make contributions for establishing new quality initiatives apart from strengthening the existing ones. The college explores this possibility by regularly interacting with its previous students both formally through Alumni Association Meetings and informally on occasions like college day, sports day etc.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The IQAC decisions are communicated among all the staff members through monthly staff council meetings, Departmental Meetings, Circulars and more through informal interactions. The IQAC decisions are implemented through participative management and internal democracy. This obviously, is achieved by constituting different developmental committees in which all the staff members and coordinators of various schemes are involved based on their skills, abilities and competencies. For instance, most of the developmental activities of the college were carried through committees such as Infrastructure development committee, Black Board development committee, Garden Development Committee, Hostel development committee, Departmental development committee, Library Advisory Committee, Purchase committee etc.

6.5.2. Does the institution have an integrated framework for quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

The IQAC works on the principle of collective responsibility and participative management. All teachers and students have a stake in this mechanism. It involves an integrated framework of academic and administrative activities shared among the coordinators of various schemes (UGC coaching schemes, JKC, DRC, Women Empowerment Cell, Career and Counseling Cell, PG Courses etc) and committees (Admissions, Examinations, Research, Library etc) of different functions, students (Past and present), parents. Thus, all functionaries and stakeholders of the college work as a single cohesive unit under the ambit of the IQAC in order to realize the single objective of quality assurance as shown in the following symbolic diagram.



6.5.3. Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

The institution per se has not evolved any formal training modules for quality assurance procedures. However, it makes use of the training programmes and workshops organized by the top management, i.e., CCE, A.P Hyderabad. For example;

- ❖ The Principals of all colleges in the state were given training in administrative procedures, while both the Principals and IQAC Coordinators are trained in

NAAC procedures and autonomous status by the CCE under the aegis of the SQAC. These programmes helped in imparting managerial skills and competencies of effective functioning.

- ❖ JKC coordinators, English teachers and librarians are trained for quality improvement in their respective fields.
- ❖ The newly appointed teachers were given one week induction training in which three staff members of the college participated. This helped them to acquaint themselves with the procedures and policies of higher education.
- ❖ Recently six teachers of the college were deputed for training in value education organized by the CCE, A.P Hyderabad under the aegis of the District Resource Centre (DRC) at PVKN Government College, Chittoor. This training helped our teachers to impart teaching in value education at UG level.
- ❖ The regular training programmes are reinforced by informal interactive sessions and awareness campaigns through MANA TV programmes, Teleconferences, staff council meetings, departmental meetings and the Faculty Forum of the college. Such programmes motivated people to their profession.

6.5.4. Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

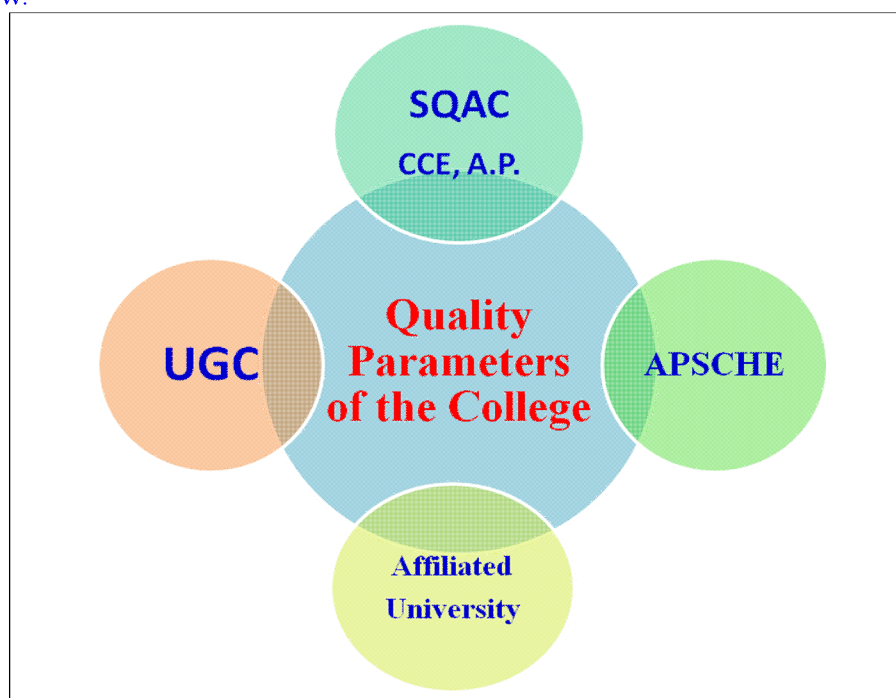
Yes, the institution has built-in mechanisms for Academic Audit at three levels as detailed below.

- The Academic Advisors of the CCE, A.P visits the college at regular intervals and conducts academic audit at institute level, departmental level and individual level and suggests methods for the improvements of the academic processes of the college. It is a kind of peer audit mechanism but closely monitored by the CCE. As a result of two academic audits, done in December 2012 and in July, 2014, the college has initiated several quality measures for academic improvements in departments. Under this, all the departments were supplied with academic records such as the Record of Assignments, Record of Field Trips, Record of Seminars, Record of Study projects, Record of Innovative Practices, Record of Academic Competitions, Record of Guest Lectures and Departmental Activity Register etc and thus the academic activities of departments are streamlined.
- The internal academic audit team and the Principal monitor the academic activities in the departments at regular intervals and provide necessary support for maintenance of academic records and quality improvement.

- In addition, the inspection teams of the affiliating university and visiting professors and practical examiners offer valuable suggestions for quality improvement in teaching and research.

6.5.5. How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/ regulatory authorities?

The quality assurance mechanism of the college is governed by the guidelines provided by the apex bodies at national, state and university levels as detailed below.



- ❖ The academic and administrative quality parameters of the college are governed by the policies laid down by the Government of Andhra Pradesh. The State Quality Assurance Cell (SQAC) of the Commissionerate of Collegiate Education (CCE), A.P and the A.P. State Council of Higher Education (APSCHE) take a lead in the maintenance of minimum standards of teaching and learning in higher learning institutions in the state. The CCE, A.P provides administrative guidelines for effective management of the institution.
- ❖ The affiliated university, i.e., Sri Venkateswara University, Tirupati provides the curriculum for UG and PG courses of the college. It sets standards in respect of instructional days, hours of teaching, examination and affiliation, which the college strictly adheres to in letter and spirit.

- ❖ The quality assurance mechanism of the college is in fact is based on the UGC Regulation on minimum qualifications for appointment of teachers and other academic Staff in Universities and Colleges and Measures for maintenance of Standards in Higher Education, 2010 as published in the Gazette of India on 06.09.2011. This is because the guidelines of CCE, SQAC, APSCHE and the affiliated university reflect UGC guidelines. Thus, the quality parameters of the college reflect the national quality standards set by the University Grants Commission.

6.5.6. What institutional mechanisms are in place to continuously review the teaching-learning process? Give details of its structure, methodologies of operations and outcome?

The institution has not established any formal mechanism to review the actual teaching-learning process in the classroom. However, the process is made more effective by the following informal mechanisms.

- ❖ Regular rounds to classrooms by the Principal / Vice-Principal.
- ❖ Review by the internal academic audit team.
- ❖ Departmental reviews involving students and teachers.
- ❖ Review in CPDC, IQAC and Staff Council meetings.
- ❖ District level monitoring through District Resource Centre (DRC).
- ❖ CCE's review through live MANA TV programmes and Teleconferences.
- ❖ Peer review by the academic advisors of CCE, A.P during academic audit.
- ❖ Assessment of Annual Performance Indicators (API) of individual teachers, by the O/o CCE, A.P.

Though, the teachers are conferred autonomy with regard to teaching-learning process, their strategies are positively guided by the control mechanisms at various levels, which have reinforcing effect on curriculum transaction.

6.5.7. How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The college communicates its quality assurance policies, mechanisms and outcomes to the internal stakeholders (students, teachers and administrators) through circulars, meetings, students' handbook and the public address system and for external stakeholders (parents and top level administrators) through letters, parent-teacher meetings and through college website.

Any other relevant information regarding Governance, Leadership and Management which the college would like to include.

The college has the following strengths and weaknesses with regard to Governance, Leadership and Management.

Strengths

- Internal democracy and participative management in governance.
- Students and parents involvement in decision making.
- Regular academic audit by the Academic Advisors of the CCE, A.P.
- Public participation in college development.
- Leadership role in research.

Limitations

- Shortage of the non-teaching staff.
- Lack of adequate computer knowledge among office staff.
- Weak functioning of IQAC from 2006 to 2010.
- Inadequate office automation.

Future Plans

- Rapid institutionalization of quality assessment through IQAC.
- Streamlining office administration through complete automation.
- Arranging institutional training programmes for non-teaching staff.
- Promoting the leadership role among teachers for social reconstruction.

CRITERION - 7

INNOVATIONS

&

BEST PRACTICES

The higher learning institutions have dual responsibilities – maintenance and advancement of knowledge and fulfillment of social obligations. If the structure that helps in fulfilling these responsibilities becomes obsolete and dysfunctional, the institute cannot discharge its duties properly. Sooner than later, it should adopt a new system that must be dynamic, vibrant, growing and capable of meeting emerging challenges. Needless to say, the colleges and universities adopt innovations in order to survive and discharge its obligations to the society. In a broad sense, innovation refer to 'the creative selection, organization, utilization of human and material resources in new and unique ways which will result in the attainment of a higher level of achievement for the defined goals and objectives. In the context of higher education, innovations involve adaptations of concepts, attitudes or methods which are qualitatively and quantitatively different from those in operation. Such adaptations are long-term processes that are contextual to goals and objectives and are concerned with enhanced or individualized learning. Innovations involve corresponding changes in the activities and attitudes of the college staff, human personality and interpersonal relationships.

The importance of innovations in teaching, learning and testing has been strongly recommended by the UGC Committee 1961 and the Education Commission, 1964-66. Based on these recommendations the UGC brought out a brochure in 1973 (UGC, 1973) which recommended among other things, the introduction of internal assessment as a step to improve the system of examination in university system. Under the system students are continuously evaluated by their own teachers on the basis of their performance in guided projects, group discussions, quizzes, written tests, assignments (Home, library and classroom), practicals, rating scales etc. Innovations in education should be associated with the adoption of healthy practices that brings uniqueness to the higher learning institution. This section takes a stock of innovations and best practices of Smt. N.P.S. Government College for women, Chittoor.

7.1. Environment Consciousness

7.1.1. Does the Institute conduct a Green Audit of its campus and facilities?

Though, the institute and its processes and products do not cause any adverse impact on the environment, the college conducts Green Audit through its Eco-Club and NSS units, as detailed below.

- ❖ It keeps the campus clean and green.
- ❖ Organizes regular student seminars and academic competitions on environmental issues.
- ❖ Campaigns against the use of plastic in day-to-day life.
- ❖ Undertakes tree plantation programmes on college campus.
- ❖ Participates in social forestry programmes in association with the Forest Department.
- ❖ Campaigns against the use of chemical manures and pesticides during special NSS camps.

7.1.2. What are the initiatives taken by the college to make the campus eco-friendly?

The college makes the campus eco-friendly by taking following initiatives.

Item	Initiatives made
Energy conservation	➤ Classrooms are well ventilated to minimize the use of electricity. ➤ CFLs and tube lights are used in place of Edison Bulbs. ➤ Power consuming equipment in laboratories is switched off when it is not used. ➤ Encourage sparing use of electric fans, lights and AC machines.
Use of renewable energy	➤ Establishment of solar power panels is under active consideration.
Water harvesting	➤ Rain water is harvested during rainy season and used in laboratories for experiments and research works after distillation.
Check dam construction	➤ Not required
Efforts for Carbon neutrality	➤ The vehicles of the staff are regularly checked for pollution free environment. ➤ Staff members are encouraged to use lead-free fuels in their vehicles in order to reduce carbon emission. ➤ Dry leaves and grass are not burnt, but buried in the soil and use it as natural manure.
Plantation	➤ Tree plantation and social forestry schemes are encouraged.
Hazardous waste management	➤ Hazardous waste is being disposed with the help of Municipal Corporation, Chittoor.
e-waste management	➤ Outdated computers are condemned and recommended for recycling after removing useful parts.

7.2. **Innovations**

7.2.1. Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

The institution has limited powers with regard to adoption and implementation of innovations. Nevertheless, it made its best to take-up its own measures apart from implementing those suggested by the affiliated university. The following are some of the innovations at vogue.

- 1) **Introduction of Restructured Courses:** In accordance with the policy frame of UGC 1977 and 1983, the college introduced 5 restructured courses, viz., B. Sc (Computers), B. Sc (Microbiology), B.Com (Computers), B.A (Computers) and B. B. M during the academic year 1998-99. The restructured courses expected to impart pre-employment training by exposing students to world of work and learning experience through self-learning, self-confidence. Accordingly, students were given grounding in three areas.

- ❖ Foundation courses such as Indian Heritage and Culture, Environmental Studies, Computer Basics with a view to create an awareness on Indian History, Culture, National Movement, Social and Economic life of India, Role of Science and Technology and Environmental Studies.
- ❖ A set of core subjects along with an applied subject, so as to give an opportunity for students to acquire a broad familiarity with chosen disciplines including the study of one or more of them in depth. The core subjects are Mathematics and Statistics in B. Sc (Computers), Chemistry and Zoology in B. Sc (Microbiology), Economics and Statistics in B.A (Computers) and Commerce in B.Com (Computers). In addition an innovative programme called 'Bachelor of Business Management' was also launched along with other restructured courses.
- ❖ Applied study project /field activity /practical component was added as an integral activity of the course throughout the duration of the course.

2. **Examination Reforms**

In respect of examinations, the following innovations were adopted.

- **Semester System with internal assessment:** At PG level, semester system and internal assessment were introduced in place of annual examination system and external assessment. Under the system, the whole year is divided into two sessions of 6 months duration each. The syllabi and courses are divided into self-contained units and the range of choice available to students was enlarged. For instance, in M. Sc Zoology and Microbiology, the system of special subjects was abolished and students

are allowed to study all subjects equally without options. The system has been converted to 'less lecture, some seminars and more assignments'. The students' performance is evaluated through internal assessment, tutorials, home work, team work, term work, orals and seminars with a weightage of 20%.

- **Assessment of non-cognitive aspects:** In respect of M. Sc., Zoology, the system of the evaluation of non-cognitive aspects such as regularity, punctuality, discipline, test-taking and participation in student seminars has been initiated with an overall weightage of 25% in internal assessment. This was introduced at college level, keeping in view students' interests and aspirations.
- **Term examinations:** In respect of UG courses, the annual examination system is continued. However, in order to ensure continuous assessment, the system of term examinations such as quarterly, half-yearly and pre-final examinations are introduced along with unit tests.
- **Practical examinations:** More recently, practical component has been introduced in subjects such as English, Commerce, Mathematics, Commerce and Economics and the performance in this area is assessed through annual examinations.

3. Effective student support systems: During the last four years, the following support services were extended to students.

- ☆ Plant services - additional classrooms, hostel facility, ICET room / E-classroom, UGC Network centre,
- ☆ Basic need services - drinking water, toilets, canteen, cycle stand, open seating places in the garden etc.
- ☆ Physical and mental health services - first aid, health checks, preventive medicine, personal hygiene etc.
- ☆ Career Guidance Services and campus placements for students and alumni through JKC, CCC and Women Empowerment Cell.

4. Extension of Open and Distance Learning Facility

The college has been chosen as the convergence centre of IGNOU. A number of job-oriented and need-based courses offered by IGNOU are brought closer to the students and elders with a view to encourage life-long continuous education through open and distance learning systems.

5. Preliminary Trials for Autonomy

The college has been identified by the Government of Andhra Pradesh as a potential centre for conferring autonomy. The college is making preparations in this regard.

7.3. BEST PRACTICES

7.3.1. Elaborate on any two best practices as per the annexed format which have contributed to the achievement of the institutional objectives and /or contributed to the Quality improvement of the core activities of the college.

Within its limits, the college has adopted two best practices of its own; an effective '**Reward Management System**' and '**Training-cum-Placement Service**' for the benefit of students.

BEST PRACTICE – 1

1. Title of the Practice: **Reward Management System**

2. Goal

To identify and honour the talented students in all courses offered by the institution with a view to create interest in the subject and to inculcate competitive spirit among students so that they can reach higher levels in their fields of interest.

3. The Context

The Skinnerian theory of learning emphasizes reward management for reinforced learning in an educational system. According to the theory effective learning takes place when students are encouraged with rewards in the form of cash, gold medals, citations, mementoes, certificates etc. About 950 women students study in various programmes offered by the college. Most of them belong to socially and economically disadvantaged sections of the society. Since most of them are first generation students (i.e., their parents and grand-parents are illiterate and they represent first batch of educated members in the family) they neither have interest in the course nor they possess adequate reading and study skills. Taking a cue from the Skinner's concept, the college instituted 10 Gold Medals and 14 endowment prizes for meritorious outgoing students in each of the 7 UG courses and 2 PG courses in 2003-04, with the financial support of philanthropists. In addition, the college also instituted proficiency prizes for encouraging competitive spirit among the students of all courses and to retain them in the study.

4. The Practice

The Gold Medals, Endowment Prizes and Proficiency prizes and certificates of merit are presented to the students on the College Anniversary Day every year.

Gold Medals: Of the 10 gold medals nine are instituted by late Smt. N.P. Savithramma W/o late Sri N. P. Chengalraya Naidu, former Member of Parliament of

Chittoor and one medal by Dr. M. Narasimha Reddy, former Principal of the college in the name of his wife, Late Smt. M. Bharathi. The Savithramma Gold Medals are given to such of the outgoing students, who have secured highest marks in the course in the S. V. University Examination held in March / April every year. Accordingly, the top rankers of B.A (General), B.A. (Computers), B.Com (General), B.Com (Computers), B.B.M, B. Sc (MZC), B. Sc (Computers), M. Sc (Zoology) and M. Sc (Microbiology) courses are given one Gold Medal each together with a Merit Certificate. The 'Bharathi Gold Medal' is given to student who secured highest marks in the Zoology subject at B.Sc., level.

Endowment Prizes: The philanthropists of the town have deposited some amounts in the Nationalized Banks in the name of the college and the interest accrued on such principal amounts is distributed to meritorious/ poor students annually in the form of endowment prizes. Under the scheme, each of the identified students is given a Cash Prize and a Merit Certificate. The following Endowment Prizes are given to students annually.

1. Sri N. P. Chengalraya Naidu Scholarships of Rs. 5000/- each for 20 students of the college selected on merit-cum-means basis.
2. Kolla Ankamma Endowment Prizes for the best outgoing student in B.Com, instituted by Prof. K. Venkaiah.
3. Kolla Ankamma Endowment Prizes for the best outgoing student in B.A, instituted by Prof. K. Rajyalakshmi.
4. Agastyaraju Padmavathi Venkateswara Rao Endowment Prize for the top ranker in Economics, instituted by A.Venkateswara Rao.
5. Smt. I. Sarawathi Ramamurthi Endowment Prize in Telugu, instituted by Smt. I. Saraswathi, Retd. Lecturer in Telugu.
6. Smt. Bhuvanewari Damodaram Endowment Prize for Best Athlete, instituted by Late Sri M.V. Damodaram.
7. Smt. Bhuvanewari Damodaram Endowment Prize in English, instituted by Late Sri M.V. Damodaram.
8. Sri Subba Rao Endowment Prize in B.A, instituted by Sri V.Subba Rao, Retd. Principal.
9. Smt. Akula Mallamma Endowment Prizes (2) in Telugu and History, instituted by Smt. A. Kusuma Kumari, former Librarian of the college.
10. Late Smt. Madeti Premaleela Memorial Scholarship for poor and meritorious Vysya Student, instituted by Smt. M. Sathyanarayana Chetty, Retd. Cooperative Officer.
11. Late Smt. P. Kamalamma & Late P. Seetha Ramaiah Memorial Prize for Physically challenged student with highest deformity, instituted by Sri P. Narasimha Rao, Former Lecturer in Zoology of the college.

Proficiency Prizes: These prizes are given to top rankers of first and second year students of UG courses (B.A., B.Com., B.Sc., B.B.M etc) and second year students of PG (M.Sc., Zoology and M.Sc., Microbiology) courses in order to sustain their motivation and to retain them in their studies. The prizes are presented to students together with merit certificates on the occasion of the college anniversary.

AN UG and a PG student receiving Gold Medals and Merit Certificates from the donors in the College Day function held on 08.02.2014



Gold Medal winners of 2014, together with their donors and teachers



5. Evidences of Success

- ❖ The reward management system has immensely contributed to the emergence of competitive spirit among the students. This is evidenced by recording highest percentage marks with distinctions in the respective courses. For instance, even in B.A course students secured distinctions.
- ❖ In M.Sc., Microbiology and M.Sc. Zoology, the college recorded 100% pass with first classes since their inception in 2001-02 and 2004-05 respectively.

6. Problems Encountered and Resources Required

The reward management has not caused any logistic or financial problems to the college as detailed below.

- All the 10 Gold Medals are prepared and supplied by the donors annually on the college day. The responsibility of the college is to prepare merit list and distribute the medals to students.
- In respect of Endowment Prizes, the college has to compute and withdraw the interest amount from the bank and distribute among students as per the guidelines provided by the donors.
- In respect of Sri N.P. Chengalraya Naidu Scholarships, Sri N.P. Venkatewara Chowdary, Former M.L.A and Son of Sri N.P. Chengalraya Naidu hands over one lakh rupees to the Principal, which is distributed to 20 students on the college day in his presence.
- The entire expenditure under proficiency prizes is borne by the college from its own funds.

7. Notes (Optional)

The reward management is totally sponsored by the society, which is beneficial to the students of this college in one way or the other, as shown below.

- The award of Gold Medals to students irrespective of caste, creed and colour not only recognizes merit in the higher education.
- The Endowment Prizes meets the requirements of merit and social justice as they are intended for the poor, meritorious and physically challenged students of different categories.
- The Chengalraya Naidu Scholarships meets the financial needs of poor and meritorious students, who do not receive any other scholarship from the Government.

8. Contact Details

Name of the Principal	: Dr. R. Bhanumathi.
Name of the Institution	: Smt. N.P.S. Government College for women.
City	: Chittoor.
Pin code	: 517 002.
Work Phone	: 08572 – 241091
Website	: www.npsgcwchittoor.org.in
Mobile	: 9441040327
Fax	: 08572 – 241091
E-mail	: npsgc@rediffmail.com

BEST PRACTICE – 2

1. Title of the Practice

‘Campus Recruitment Training and Placement Service’

2. Goal

To provide adequate training base for students and to equip them to face campus recruitment drives and to gain productive employment in the Government and Corporate Sectors.

3. The Context

The college has established three cells, namely the Jawahar Knowledge Centre (JKC), Career and Counseling Cell and Women Empowerment Cell, all striving to achieving a singular objective of empowering women through employment. Despite their sincere efforts, these three cells could not make much progress in realizing their expected outcome. Against this background, the college explored the possibility of utilizing the funds sanctioned under the UGC-sponsored Services Coaching Scheme for imparting training to the disadvantaged sections of the society for gainful employment. Hence, the college engaged the services of Sri Lakshmi Narayana Infotech, Chittoor for providing campus recruitment training to students and to arrange campus placement drive in the college which yielded positive results.

4. The Practice

The programme was conducted under the aegis of the Career and Counseling Cell of the college during 2012-13. The scheme emphasized a 15-day training programme for a select batch of 30 to 35 selected students at a time under the supervision of the professionals in the field followed by a campus placement drive. The training programme identified 11 potential areas for training and these include spoken English, interview skills, group discussions, just a minute session, resume preparation, soft skills, communication skills, career guidance, voice and accent, personality development, computer basics and technical skills. The programme was launched in November 2012 and about 100 students were trained in 2012-13 and 35 students in 2013-14. All the students were allowed to participate in the two campus placement drives arranged in May 2013 and July 2014.

With the collaboration of Sri Lakshmi Narayana Infotech, Chittoor, two JOB MELAS were organized on the college campus on 06.05.2013 and 19.7.2014 for the benefit of trained students. Earlier, the college has given wide publicity in local news papers about the Job melas and invited students from other colleges also to participate and avail the benefit of campus placement service. Four companies, namely GENESIS GROUP, FIRST SOURCE SOLUTIONS, EUREKA FORBES and DIGICALL BPO have conducted their recruitment drive in the first mela on 6.5.2013 and selected 97 students out of 365 attended. In the second mela, held on 19.7.2014, another four companies (First Source Solutions, Andromela, Genysis and HCL) conducted campus placement drives and selected 139 students out of 150 attended. The response was overwhelming, as students from both Government Degree Colleges and Engineering Colleges from Chittoor, Nellore, Kadapa districts turned-up at the venue and registered for employment. Appointment orders were issued to selected students on the same day.

JOB MELA: 6.5.2013

First Source official interviewing students



Genesis official interviewing students



Principal giving appointment orders to students



JOB MELA: 19.7.2014

Students registered for Jobmela



Andromeda official interacting with students



Distribution of appointment orders to students



5. Evidences of Success

The placement service was successful in more than one way.

- ❖ Firstly, it provided employment opportunities for 236 students of all colleges in the region, both from the general degree and engineering streams.
- ❖ Secondly, out of 135 students trained by the company, 79 students of our college were selected for different positions in four companies. This is much more than what has been recorded by the JKC of the college during the last 5 years. To recall, The JKC, which was established in 2008, has so far imparted training to 346 students, of which only 12 students gained employment in different private companies. Obviously, only 3.5% of JKC trained students gained employment in 5 years, while ~59% of trained students of the college were selected in two batches.
- ❖ Thirdly, the event provided an excellent platform for the down-trodden and rural students to gain employment from their own college.
- ❖ Lastly, the programme enhanced the much needed communication skills and capabilities of the poorest of the poor students of the college and demonstrated the commitment of the college for women empowerment.



6. Problems Encountered and Resources Required

The programme was conducted with the financial assistance provided by the UGC under the 12th Plan Merged Scheme entitled 'Coaching Classes for Entry into Services for SC/ST/OBC/Minority Students'. The college spent an amount of Rs. 70, 000 /- in the first phase and Rs. 60000/- in the second phase. The college has neither encountered logistic problems nor resource constraints during its operation.

7. Notes (Optional)

The programme is a beginning in the right direction. Keeping in view its great success, the college is planning to carry it forward in the coming years for the benefit of poorest of poor students studying undergraduate courses in the college.

8. Contact Details

Name of the Principal	: Dr. R. Bhanumathi.
Name of the Institution	: Smt. N.P.S. Government College for women.
City	: Chittoor.
Pin code	: 517 002.
Work Phone	: 08572 – 241091
Website	: www.npsgcwchittoor.org.in
Mobile	: 9441040327
Fax	: 08572 – 241091
E-mail	: npsgc@rediffmail.com

POST-ACREDITATION INITIATIVES

The college has been assessed and accredited at B⁺ by the NAAC in January 2006. Since then it made significant contributions in all areas of development. The major initiatives of the college after its first accreditation are sited elsewhere under respective criteria. However, for quick reference, they are briefly listed below.

1. Establishment of Internal Quality Assurance Cell

- In order to improve quality in teaching, learning and research, an Internal Quality Assurance Cell (IQAC) was established in 2006. A 9-member Committee was constituted with Dr. E. Balakrishna Reddy as the Secretary. The Committee was reconstituted in 2012 and Dr. S. Siva Prasad was nominated as the Secretary of IQAC.

2. Institutionalization of Research Activity

- A recognized research laboratory was established in the Department of Zoology and Dr. S. Siva Prasad, Associate Professor of Zoology and Dr. S.R. Sudhakar, Lecturer in Microbiology were recognized as Research Guides by the affiliated university.
- M. Phil and Ph. D programmes were introduced in the Department of Zoology from 2008-09. So far two Ph. D degrees and M. Phil degree were awarded, two Ph. D theses submitted and one more Ph. D is expected shortly.
- Five UGC-Minor Research Projects were sanctioned to Dr. R. Bhanumathi, Associate Professor of Chemistry, Dr. G. Usha Rani, Associate Professor of Telugu, Dr. S. Siva Prasad, Associate Professor of Zoology, Dr. E. Balakrishna Reddy, Lecturer in Telugu and Dr. S. R. Sudhakar, Lecturer in Microbiology.
- Two Major Research Projects, one from the UGC and the other from the DST, total worth ~Rs. 25/- lakh were sanctioned to Dr. S. Siva Prasad.

3. Introduction of Skill-based and Career Oriented Courses.

- Short-term skill-based Garment Making (Tailoring) programme was introduced in 2011-12 with the collaboration of Amma Skill Centre, Tirupati, under Modular Employable Skills-SDI Scheme of the ministry of Labour and Employment, Government of India.
- Short-term Computer Programmes were offered to students of non-computer courses with a view to impart the much needed soft skills to them.
- With the financial assistance of the University Grants Commission, the college has proposed to introduce three Job-oriented Diploma programmes, namely, Diploma in Translation Management, Diploma in Financial Management and Diploma in Sericulture Management w. e. f. 2013-14.

4. Creation of additional learning facilities

Keeping in view, the emerging trends in information technology on one hand and to encourage self-learning among students on the other, the following additional facilities were created in the college.

- UGC Network and Resource Centre with Wi-fi connectivity.
- E-library with online journals and books.
- Language laboratory (being established).
- LCD projectors and computers for power-point presentations.

5. Construction of Women's Hostel

In order to meet the accommodation needs of daily commuters, the college mobilized funds from the UGC and philanthropists and constructed two hostel blocks within its premises.

- UGC Hostel Block constructed at an estimated cost of over Rs. 1Crore, with the financial assistance from the University Grants Commission.
- Amaravathi Block constructed at a cost of over Rs. 15 lakh, with the financial support of Sri Rajanna Trust.
- Both the Blocks accommodate over 370 women students studying in different colleges in the town and are managed by the Social Welfare Department, Government of Andhra Pradesh.

6. Construction of additional classrooms and toilets

During the last 6 years, the following infrastructural facilities were created in the college.

- Six classrooms at cost of over Rs. 20 lakh.
- A library block on the auditorium at a cost of Rs. 21 lakh.
- Three toilet blocks at a cost of Rs. 13 lakh.
- Students' waiting room at a cost of Rs. 15 lakh.

7. Conduct of Seminars and Conferences

During the last 6 years, the college conducted the following academic activities for the benefit of teachers and students.

- Regional Seminar on the 'Role and Responsibilities of College Teachers' held at the college on 10.3.2008.
- UGC National Seminar on 'Vaishava Bhakthi Cult- A Comparative Analysis' by the Telugu Department on 27th & 28th Aug, 2008.
- Pre-submission Seminar on Ph. D topic of B. Sailaja by the Dept. of Zoology on 04.10.2010.
- National Seminar on ' Sathothar Hindi Kahani sahithya me naari paksha dhartha by the Department of Hindi on 25.02.2013.
- National Seminar on 'Thallapaka Poets and their personality' by the Department of Telugu on 1st & 2nd March, 2013.
- Pre-submission Regional Seminar on Ph. D topic of E. Bhuvanewari, Dept. of Zoology on 22.3.2013.
- Pre-submission Regional Seminar on Ph. D topic of A. Hemalatha, Dept. of Zoology on 04.05.2014.
- Pre-submission Regional Seminar on Ph. D topic of N. Thulasi, Dept. of Zoology on 30.05.2014.

8. Establishment of Jawahar Knowledge Centre (JKC)

- In order to provide institutionalized training programmes to students, the JKC was established in 2008. So far it trained 346 students in 9 batches.

9. Establishment of Career and Counseling Centre (CCC)

- With the financial assistance of UGC, the college established in 2010, the CCC with a view to provide the facilities of career-oriented guidance and counseling services for students. The cell supplements the activities of JKC.

10. Establishment of Women empowerment Cell (WEC)

- In order to empower women students, the college has established an independent cell called WEC in 2010. The Cell supports the activities of JKC and CCC in enriching women in job-oriented skills and competencies.

11. Establishment of ICET classroom

- During 2012-13, an ICET classroom was established with a Smart TV and facilities for e-learning. This classroom, developed at a cost of over Rs. 5 lakh, can be used as a mini-conference / seminar hall and as an e-classroom for conducting guest/expert lectures by the visiting faculty, with the financial support of UGC.

12. UGC Coaching schemes

- Three major UGC schemes, namely Remedial Coaching, NET Coaching and Services Coaching schemes were introduced during the 11th Plan period and the same is carried forward during the current plan also. These three schemes provide additional support for slow learners and for those preparing for the NET/ SLET and other competitive examinations.

13. Lead role in curriculum development

- For the first time, the college took initiative in planning, design and development of curriculum in respect of UGC-sponsored Career Oriented Courses, namely Diploma in Translation Management, Diploma in Financial Management and Diploma in Sericulture Management to be commenced from the current academic year, i.e., from 2013-14. Under the system, the college has constituted Subject Committees for each of the three courses for framing syllabus and for designing the model question paper and for anything concerned with curriculum development.

14. Establishment of Faculty Forum

- In order to share the knowledge and experience of teachers, the college took a bold initiative in constituting the Faculty Forum during 2012-13. The forum includes all teachers as members. The forum meets once in a month during which one staff member presents a common topic of his choice that has social relevance and all other members actively participate in the debate that follows.

15. Strengthening of Extension Services

- The extension function of teachers and students has been strengthened by integrating it with the activities of NSS, Eco-club, Red Ribbon Club, DRC, Women Empowerment Cell and Consumer Club. Socially relevant study projects and surveys have been undertaken with a view to facilitate social reconstruction.

16. Career oriented trainings and campus placement drives

In order to enhance employable skills and employment opportunities, the college introduced a scheme of career oriented training followed by a campus placement drive. This was done in collaboration with Sri Lakshmi Narayana Infotech, Chittoor. In the first year of its launch, 100 students were trained, of which 49 were selected for jobs in the Corporate Sector (Please see the Best Practice-2).

Major Recommendations of the Previous Peer Team and the Action Taken by the institution

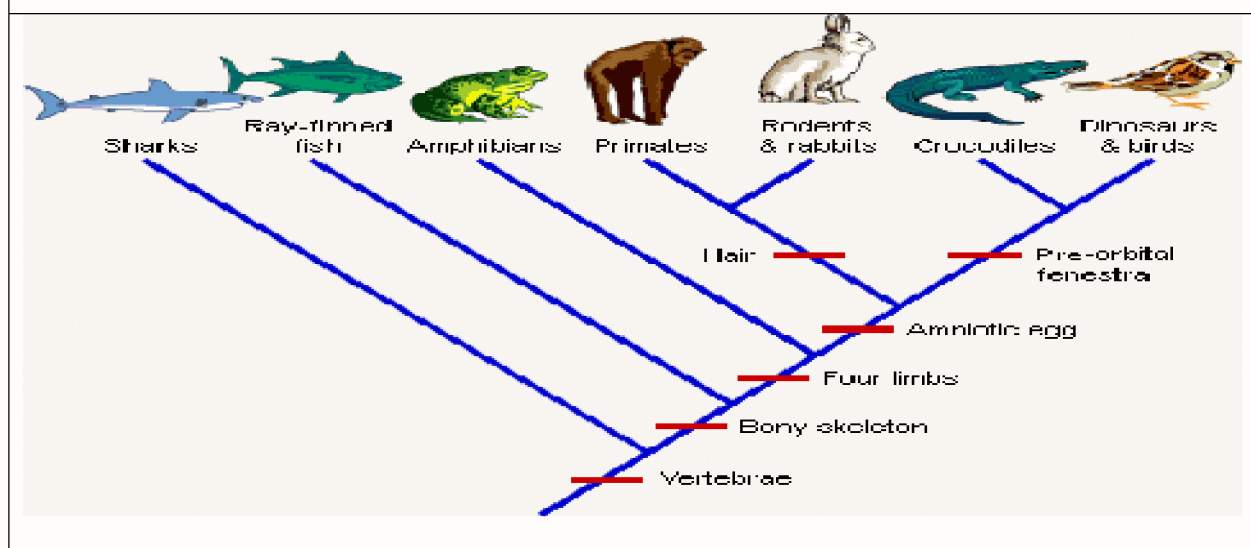
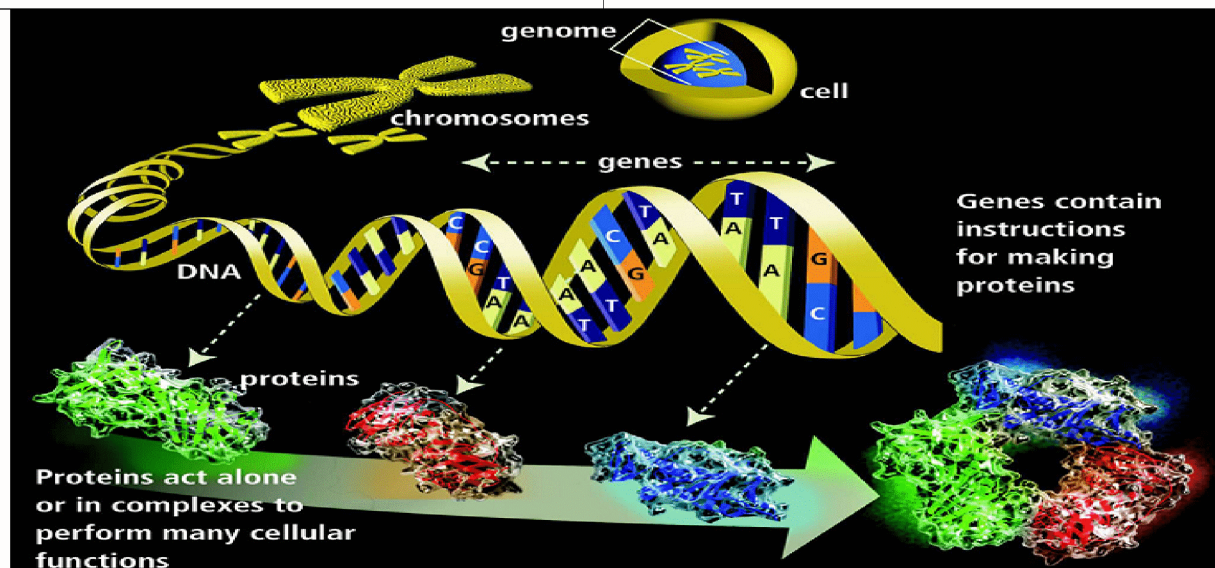
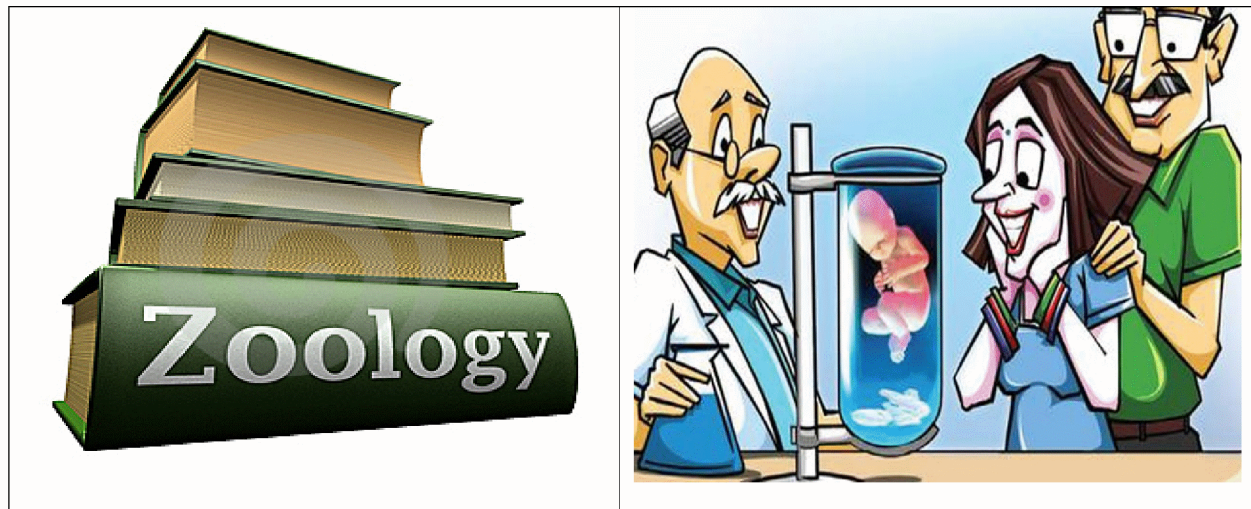
Recommendation	Action Taken by the College
1. College may introduce more postgraduate courses and vocational/add on courses as per the developmental needs of the region.	➤ M.A. English course was introduced in 2007-08, but dispensed with due to non-enrolment of students. ➤ Computer literacy programmes and skill oriented tailoring programmes were introduced. ➤ Three UGC-sponsored Career Oriented Diploma programmes (DTM, DSM, DFM) were introduced during 2013-14.
2. State and National level seminars, workshops, conferences etc may be conducted to have wider exposure for both teachers and students.	➤ 3 national and four regional level seminars were conducted as shown at point 7 above.
3. Remedial classes and bridge courses may be made more effective.	➤ Remedial classes were strengthened by linking with S.C, S.T. B.C and Min Remedial Coaching Scheme of UGC during XI and XII Plans.
4. Teachers may be encouraged to take-up minor research projects with the financial assistance of UGC and other Funding Agencies.	➤ Five members of the college have completed minor research projects sanctioned by the UGC. ➤ Dr. S. Siva Prasad has worked as a Co-Investigator for UGC Major Project in collaboration with Prof. K. Yellamma, Department of Zoology, S. V. University. ➤ Dr. S. Siva Prasad, Associate Professor of Zoology has bagged prestigious DST Research Project worth Rs.16.89 lakh. ➤ Four Minor and 2 Major projects are being proposed during 2014-15.
5. Use of Computer-aided and modern teaching aids are need to be improved.	➤ An ICET classroom established and LCD Projectors and computers were supplied to departments.
6. Special programmes and projects for the women empowerment have to be given priority by the college.	➤ Women Empowerment Cell was established in 2008, under which cultural, academic and socially relevant programmes are organized.
7. Hostel facility may be provided to students.	➤ Two Hostel Blocks were constructed and accommodation facility was provided to over 370 students.
8. Teachers along with students should be encouraged to visit institutions of repute to know and emulate healthy practices followed there.	➤ Industrial visits are made part and parcel of the curriculum transaction. All teachers are encouraged to take students to nearby institutions for the purpose.
9. National and International linkages for teaching and research may be explored by the college.	➤ New collaborations were planned between; Department of Zoology and S.V.U. Dept. ➤ Department of Zoology and Thiruvalluvar University. ➤ Collaborations with all GDCs through the District Resource Centre.

10. Linkages with industries and institutes run by women entrepreneurs may be established for creating employment opportunities.	➤ Department of BBM and the Chittoor Cooperative Sugar Factory and Nutrine Factory, Chittoor
11. Library need to be strengthened both in terms of infrastructure, books, journals, periodicals and other accessories.	➤ Additional books and journals procured with UGC funds. ➤ E-library facility with online books and journals is being established.
12. Computer literacy drive for students, teaching and non-teaching staff may be given top priority.	➤ Short-term computer awareness programmes were organized for the benefit of non-computer students. ➤ Office staff was deputed for Computer Training at District Collectorate.
13. A study circle with all facilities to train students to appear for competitive examinations is the need of the day.	➤ Jawahar Knowledge Centre and a placement cell were established with a view to train students to appear for competitive examinations. It activities are supported by the Women Empowerment Cell and Career and Counseling Cell. The financial assistance provided by the UGC under Services coaching scheme is being utilized for the purpose.



Evaluation Reports of Departments

- 1. Department of Zoology**
- 2. Department of Microbiology**
- 3. Department of Chemistry**
- 4. Department of Computer Science**
- 5. Department of Mathematics**
- 6. Department of Statistics**
- 7. Department of Commerce**
- 8. Department of Business Management**
- 9. Department of History**
- 10. Department of Economics**
- 11. Department of Political Science**
- 12. Department of English**
- 13. Department of Telugu**
- 14. Department of Hindi**



1. Name of the Department:		ZOOLOGY
2.	Year of Establishment	UG: 1998-99 PG: 2004-05
3.	Names of programmes/Courses offered (UG,PG, M.Phil, Ph.D, Integrated Masters, Integrated Ph.D., etc.	➤ B. Sc., (Microbiology, Zoology & Chemistry). ➤ M.Sc., Zoology. ➤ M. Phil., Zoology. ➤ Ph.D., Zoology.
4.	Names of interdisciplinary courses and the departments/units involved.	B. Sc Microbiology– an Interdisciplinary course involving the departments of Microbiology, Zoology & Chemistry.
5.	Annual/Semester/Choice based credit system (programme-wise)	B.Sc. – Annual system M.Sc., Zoology – Semester system
6.	Participation of department in the courses offered by other departments	Nil
7.	Courses in collaboration with other universities, industries, foreign institutions etc.,	Nil
8.	Details of courses/programmes discontinued (if any) with reasons.	Nil

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	01	01
Assistant Professors	01	01

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

S. No.	Name	Qualifications	Designation	Specialization	No. of years of experience	No. of Ph. D students guided for the last 4 years
1.	Dr. S. Siva Prasad	M.A., M.Sc., Ph.D., MADE., PGDHE, PGDBE.	Associate Professor	Neurobiology	30 years	Ph.D: 02 + 04 M.Phil: 01
2.	Dr. T. Lavanya	M.Sc., Ph. D	Assistant Professor	-	2 years and 6 months	NIL
3.	Ms. S. Kavitha	M.Sc., (Ph.D)	Guest Faculty	Biochemistry	10 years	NIL
4.	Dr. E. Bhuvaneswari	M.Sc., Ph.D	Guest Faculty	-	4 years	NIL
5.	Ms. R. Madhavi	M.Sc.,	Guest Faculty	-	4 years	NIL
6.	Ms. R. Usha	M.Sc.,	Guest Faculty	-	1 year	NIL
7.	Ms.P. Madhavi	M.Sc.,	Guest Faculty	-	1 year	NIL

11. List of senior visiting faculty.

S. No.	Name and designation	Address
1.	Prof. Ernest. David Professor of Biotechnology	Department of Biotechnology Thiruvalluvar University, Vellore (TN)
2.	Dr. M. Ananda Rao Associate Professor of Zoology	Associate Professor of Zoology Government Degree College, Puttur.
3.	Dr. Hanumantha Raju Associate Professor of Zoology	Associate Professor of Zoology, Government Degree College, Piler.
4.	Sri C. Srinivasa Rao	Former Principal, Government Degree College, Palamaner
5.	Dr. A. Usha Rani	Department of Zoology, S.V. University, Tirupati
6.	Dr. Kambli Naik	Assistant Professor of Zoology Government Degree College, Puttur.

12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	50%
13	Student-Teacher ratio (programme-wise).	B. Sc: 35: 1 M.Sc.: 30:1 Ph. D & M. Phil: 3:1
14	Number of academic support staff (technical) and administrative staff, sanctioned and filled	Sanctioned: NIL Working: 03 (Daily wage basis).
15	Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D/M. Phil/PG. ❖ Ph. D : 02 ❖ Ph. D (submission): 02 ❖ PG: 03	
16	No. of faculty with ongoing projects from National and b) International funding agencies and grants received	01 (Dr. S. Siva Prasad)
17	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.	UGC: Minor Project: Rs. 90, 000 UGC: Minor Project: Rs. 8, 05, 000 DST: Research Project: Rs.16, 89, 000
18	Research Centre/facility recognized by the University.	Department of Zoology was recognized as Research Centre and Dr. S. Siva Prasad as Research Guide by S. V. University.
19	PUBLICATIONS:	
	➤ Publication per faculty	07 papers
	➤ Number of papers published in peer reviewed journals (national and international) by faculty and students.	35 (Dr. S. Siva Prasad) 07 (Dr. T. Lavanya)

	➤ Number of publications listed in International Database (For eg. Web of sciences, Scopus, Humanities international Complete, Dare Database, International Social Science Directory, EBISCO host, etc.,	35						
	➤ Monographs	Nil						
	➤ Chapters in Books ➤ Chapters in R.C. Materials	20 (Dr. S. Siva Prasad) 04 (Dr. S. S. P)						
	➤ Books Edited / Reviewed: Five Books Published by Telugu Akademi, Govt. of A.P. Hyderabad. 1. Textbook of Intermediate Zoology TM, I Year: 2012: (Dr. S. S. P) 2. Textbook of Intermediate Zoology TM, II Year 2013. (Dr. S. S.P). 3. Intermediate Practical Zoology : 2013: . (Dr. S. S.P). 4. EAMCET Question Bank: I Year Zoology:2014 (EM). (Dr. S. S.P). 5. EAMCET Question Bank: II Year Zoology (EM): 2014: (Dr. S. S.P).							
	➤ Books Authored, with ISBN/ISSN numbers with details of publishers. Four Books published by Telugu Akademi, Govt. of A.P., Hyderabad. 1. Textbook of Intermediate Zoology TM, I Year: 1999 (Dr. S. S.P) 2. Textbook of Intermediate Zoology ^{EM}, II Year 1999. (Dr. S. S.P) 3. Textbook of B .Sc Zoology ^{EM}: III Year: 2011. (Dr. S. S.P) 4. Textbook of B. Sc Zoology TM III Year: 2012. (Dr. S. S.P)							
	➤ Citation Index	-						
	➤ SNIP (Source Normalized Impact per paper): Ratio of journal's average rank per paper over its citation potential.	0.68 (Current Science: 2011) 0.564 (Proc. Ind. Acad. Sci)						
	➤ SJR (Selmago Journal Rank): Rank assigned to journals on the basis of 3-year publication data (Journals in Scopus database)	0.28 (Current Science: 2011) 0.697 (Proc. Ind. Acad. Sci: 2011)						
	➤ Impact Factor	2.78 (Exp. Toxicol. Pathol.) 0.651 (Iranian J. Pharma Res) 1.50 (Int. J. Pharmacol.) 0.9089 (Journal of Bio Innovation) 0.8215 (Ind. J. Applied Research)						
	➤ h-index (Hirsch Index): Measure of the productivity and impact of published work.	-						
20	Areas of consultancy and income generated	The department provides free consultancy for researchers in the field.						
21	Faculty as Members in the following committees (give details)							
	<table border="1"> <thead> <tr> <th>National Committees</th><th>International Committees</th><th>Editorial Boards</th></tr> </thead> <tbody> <tr> <td>Dr. S. Siva Prasad as Subject Committee Member in Zoology</td><td>NIL</td><td>Dr. S. Siva Prasad as Writer/Reviewer / Editor, Telugu Akademi, A.P., Hyderabad.</td></tr> </tbody> </table>	National Committees	International Committees	Editorial Boards	Dr. S. Siva Prasad as Subject Committee Member in Zoology	NIL	Dr. S. Siva Prasad as Writer/Reviewer / Editor, Telugu Akademi, A.P., Hyderabad.	
National Committees	International Committees	Editorial Boards						
Dr. S. Siva Prasad as Subject Committee Member in Zoology	NIL	Dr. S. Siva Prasad as Writer/Reviewer / Editor, Telugu Akademi, A.P., Hyderabad.						

	STUDENT PROJECTS			
22	a) Percentage of students who have done in-house projects including interdepartmental programmes.		➤ M.Sc., Zoology: 100% ➤ B.Sc., (MZC) : 20%	
	b) Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.		01 (B. Sailaja, a Ph. D scholar of the department has been invited for short-term project on Chronobiology at Jawaharlal Nehru Centre for Advanced Scientific Research, Bangalore)	
23	Awards /Recognitions received by faculty members			
	Name	Title of the award	Award granting agency	Year
	Dr. S. Siva Prasad	❖ State Best Teacher Award	Government of A.P	1997
		❖ State Best Lecturer in Zoology	Commissioner of Collegiate Education, Govt. of A.P.	2012
24	List of eminent Academicians / Scientists / Visitors to the department.			
	S.No.	Name & Designation	Institution/University	Date of visit
	1.	Prof. G. H. Philip Professor of Zoology	S.K. University, Anantapur	19.7.2005
	2.	Prof. N. Nanda Kumar Professor of Zoology	S.V. University, Tirupati	14.9.2005
	3.	Prof. K. Radha krishnaiah Professor of Zoology	S.K. University, Anantapur	6.12.2005
	4.	Prof. P. Neeraja Professor of Zoology	S.V. University, Tirupati	6.12.2005
	5.	Prof. P. Judson Professor of Zoology	Osmania University, Hyderabad	22.04.20007
	6.	Dr. Babu	Department of Neurosciences, CMC Hospital, Vellore	17.11.2008
	7.	Dr. S. Kishore	S.V. University, Tirupati	19.11.2009
	8.	Prof.K. Yellamma Professor of Zoology	S.V. University, Tirupati	Regular visitor (2009 to 2012)
	9.	G. Venkatewara Prasad Scientist.	Central Sericultural Research & Training Institute, Mysore.	24.01.2013
	10.	Dr. Venkata Reddy Scientist (Retd)	Central Sericultural Research & Training Institute, Mysore	24.01.2013
	11.	Dr. A.S. Manohar Reddy Scientist	Central Sericultural Research & Training Institute, Mysore	05.05.2013
	12.	Prof. Bharathi	Department of Sericulture, S.P. Mahila Viswavidyalayam,	08.01.2014
	13.	Prof. M. Bhaskar Professor of Zoology	S.V. University, Tirupati	08.01.2014
	14.	Prof. B. Senthil Kumar, Professor of Zoology	Thiruvalluvar University, Vellore, T.N.	25.03. 2014

25	Conferences, seminars and workshops organized and the source of funding;			
	Name	Date	Funding Agency	Amount spent (Rs.)
	1. Pre-submission seminar of Ph. D thesis of B. Sailaja	04.10.2010	College	5000
	2. Pre-submission seminar of Ph. D thesis of E. Bhuvaneswari	22.03.2013	College	5000
	3. Pre-submission seminar of Ph. D thesis of A. Hemalatha	02.02.2014	College	5000
	4. Pre-submission seminar of Ph. D thesis of N.Thulasi	30.05.2014	College	5000

26. Student Profiles- Course/Programme-wise for the last four years.

Name of the Course/Programme	Year	Applications received	Selected	Enrolled		Pass (%)
				Male	Female	
1. B.Sc. (MZC)	2009-10	29	29	-	29	92
	2010-11	41	41	-	41	94
	2011-12	49	49	-	49	67
	2012-13	22	22	-	22	70
2. M.Sc., Zoology	2009-10	Allocated by the University from the qualified rank-holders of SVU CET / RECET.		-	04	100.0
	2010-11			-	08	100.0
	2011-12			-	06	100.0
	2012-13			-	12	100.0
3. Ph. D / M. Phil: Zoology	2008-09			-	03	-
	2010-11			-	03	-

27. Diversity of students;

Name of the Course/Programme	Year	% of students from the same state	% of students from other states	% of students from abroad
❖ B.Sc. (MZC)	2009-10	100	00	00
❖ M.Sc., Zoology	2010-11	100	00	00
❖ Ph. D / M. Phil: Zoology	2011-12	100	00	00
	2012-13	100	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

Name	Details	Present position
M. Hemalatha	SLET – 2012: Conducted by Osmania University, Hyderabad.	Assistant Professor, Govt. College, Piler
Y. Yuvaranjani	SLET- 2012: Conducted by Osmania University, Hyderabad. Junior Lecturers' Recruitment Test: 2012: Conducted by APPSC, Hyderabad.	Junior Lecturer, Govt. Junior College, Irala.
N. Thulasi.	Junior Lecturers' Recruitment Test: 2012: Conducted by APPSC, Hyderabad.	Junior Lecturer, Govt. Junior College for Girls, Golkonda, Hyderabad.

29. Student Progression

Student Progression	Against Percent Enrolled			
	2009-10	2010-11	2011-12	2012-13
UG to PG	15%	10%	12%	10%
PG to M. Phil.	-	-	-	-
PG to Ph. D	30%	25%	-	-
Ph. D to Post-Doctoral	-	-	-	50%
Employed				
➤ Through Campus selection	-	-	-	10%
➤ Other than Campus recruitment.				
UG	5-10%	5-10%	5-10%	5-10%
PG	80%	80%	80%	80%

30. Details of Infrastructural Facilities

a) Departmental Library	
➤ No. of Books	840
➤ No. of Journals.	06
➤ No. of beneficiaries.	100
➤ Whether books issued to students?	Yes
➤ Whether issue register is maintained?	Yes, maintained.
c) Internet facility for staff and students:	
➤ No. of computers and printers available	04 Computers + 4 Printers
➤ No. of computers having internet connectivity	04
➤ No. of users:	50
c) Classrooms with ICT facility (Give details)	
	❖ 2 PG Classrooms with fixed Interactive projectors.
	❖ One portable LCD projector
	❖ Common ICET room
	❖ OHPs in all classrooms.
d) Laboratories:	
➤ No. of laboratories of UG students	02
➤ No. of laboratories for PG students	02
➤ Recognized Research Lab	01
e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	
	➤ Common Language Laboratory
	➤ Educational C.Ds
	➤ E-Books & journals
	➤ Study material
	➤ OHP Transparencies
	➤ Bio-visual charts & Models.
	➤ Handouts
	➤ Museum & Animal house
	➤ Pond Ecosystem
	➤ Previous question papers
	➤ News paper clippings of science articles.

31. Number of students receiving financial assistance from college, university, government or other agencies:	➤ About 90%
32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ Classroom Seminars by students. ➤ MANA TV Educational programmes ➤ Communication skills and soft skills through JKC. ➤ Value education through trained teachers. ➤ Guest lectures by visiting faculty. ➤ Remedial coaching for slow learners. ➤ Coaching for NET & Services.
33. Teaching methods adopted to improve student learning;	❖ Interactive sessions. ❖ Study projects. ❖ Peer teaching ❖ Lecture and demonstration methods, ❖ Student seminars, ❖ Group discussions.
34. Participation in Institutional Social Responsibility (ISR) and extension activities:	➤ Dr. S. Siva Prasad as resource person for AIDS awareness programmes. ➤ Students' representation in NSS activities / Blood donation camps /Consumer awareness programmes, Social forestry, AIDS awareness, ➤ PG students undertook socially relevant study projects on parental care, infant mortality and body weight, distribution of age groups and health implications of betel leaf chewing among rural people.
35. SWOC Analysis and Future Plans of the department.	
Two Strengths	1. Well - equipped Research Laboratory 2. Availability of recognized Research Guide and Facilities for pursuing M. Phil & Ph. D
Two Weaknesses	1. Decreasing enrolment in PG course 2. Limited space and accommodation
Two Opportunities	1. UGC & DST Research Projects. 2. Availability of State-recognized teacher.
Two Challenges / Threats	1. Continuation of research activities in future. 2. Enhancement of student enrolment
Future Plans of the Department	
❖ Strengthening Research base ❖ Conducting National Seminar / Conference ❖ Providing socially relevant academic programmes ❖ Adopting innovative teaching-learning strategies. ❖ Institutionalization self-learning learning experiences such as field visits, study projects, discovery learning, experiential learning etc. ❖ To complete 3 more Ph. D degrees in 2014-15.	

STUDENTS' STUDY PROJECTS

S. No	Year	Title of the study project	Carried out by
1.	2005	Genetics of Tongue Rolling ability and Phenyl thio Carbamide Testing	Ms. V. Bhuvaneswari, M.Sc., Zoology [P] Ms. C. Prasanna, M.Sc., Zoology [P] Ms. G. Geethanjali, M.Sc., Zoology [P]
2.	2005	Pedigree Analysis	Ms. S. Komala, M.Sc., Zoology [P] Ms. M. Bhargavi, M.Sc., Zoology [F] Ms. N. Aruna, M.Sc., Zoology [P]
3.	2005	Colour blind test on selected group of students	Ms. C. Santhipriya, M.Sc., Zoology [P] Ms. A. Ragamalika, M.Sc., Zoology [P] Ms. T. Ragini, M.Sc., Zoology [P]
4.	2005	Hematological studies on selected group of students and their family members	III B.Sc students 2004- 2005 Batch
5.	2005	Microbial analysis of milk samples	Ms. B. Mrunalini, M.Sc., Zoology [F] Ms. R. Umamahashwari devi, M.Sc., Zoology [F] Ms. C. Vinodamma, M.Sc., Zoology [F]
6.	2009	The impact of deprivation of parental care on children	Ms. E. Bhuvaneswari, M.Sc., Zoology [F] Ms. R. Madhavi, M.Sc., Zoology [F]
7.	2012	Total dissolved solids in the drinking water samples of Chittoor municipal town	Ms. E. Bhuvaneswari, [Research Scholar] Ms. N. Jyothi, [III B.Sc.] Ms. A. Bhargavi, [III B.Sc.] Ms. K. Deepa, [III B.Sc.]
8.	2012	Microbial analysis of drinking water samples	Ms. M. Ishwarya, [III B.Sc.] Ms. N. Jyothi, [III B.Sc.] Ms. Y. Manjula, [III B.Sc.]
9.	2012	Microbial analysis of selected canned foods and vegetables	Ms. K. Deepa, [III B.Sc.] Ms. A. Bhargavi, [III B.Sc.] Ms. B. Dhanalakshmi, [III B.Sc.]
10.	2012	Microbial analysis of selected cool drink samples	Ms. J. Nandhinipremalatha, [II B.Sc.] Ms. S. Bhanu prika, [II B.Sc.] Ms. K. Nirmitha, [II B.Sc.]
11.	2013	Distribution of age groups in the selected families of Chittoor district of Andhra Pradesh.	Ms. E. Bhuvanewari [Research Scholar] Ms. R. Usha, M.Sc., Zoology [P] Ms. P. Anitha., Zoology [P]
12.	2014	Health implications of Betel quid and tobacco – Chewing- an Aetiological survey in the Chittoor district of Andhra Pradesh,	Ms. R. Usha, M.Sc., Zoology [F] Ms. P. Anitha., Zoology [F] Ms. V. Yamini, M.Sc., Zoology [F] Ms. E. Aswini, M.Sc., Zoology [F] Ms. M. Nirmala, M.Sc., Zoology [F] Ms. G. Deepa, M.Sc., Zoology [F]

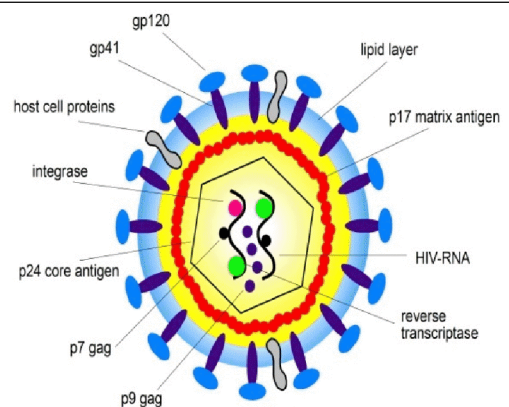
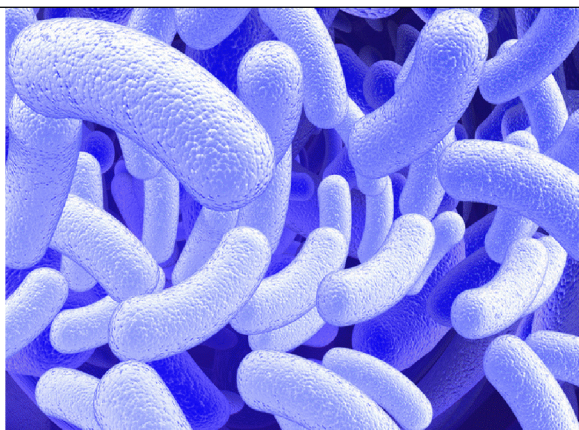
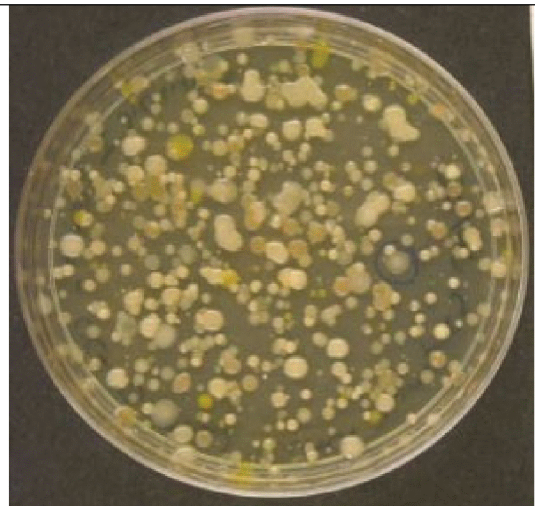


Microbiology

Energy & Environment

Infectious Diseases

Marine



1. Name of the Department	MICROBIOLOGY
2. Year of Establishment	UG: 1998-99 PG:2001-02
3. Names of programmes/Courses offered (UG,PG, M. Phil, Ph. D, Integrated Masters, Integrated Ph.D., etc	➤ B. Sc., (Microbiology, Zoology & Chemistry). ➤ M.Sc., Microbiology .
4. Names of interdisciplinary courses and the departments/units involved	B. Sc Microbiology– an Interdisciplinary course involving the departments of Microbiology, Zoology & Chemistry.
5. Annual/Semester/Choice based credit system (programme-wise)	Annual System
6. Participation of department in the courses offered by other departments	NIL
7. Courses in collaboration with other universities, industries, foreign institutions etc.,	NIL
8. Details of courses/programmes discontinued (if any) with reasons.	NIL

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	00	00
Assistant Professors	02	01

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

S. No.	Name	Qualifications	Designation	Specialization	No. of years of experience	No. of Ph. D students guided for the last 4 years
1.	Dr. S. R. Sudhakar	M.Sc., M. Phil., Ph.D	Lecturer in Microbiology	Pathobiology	27 years	-
2.	Smt. P. Sivaragini	M.Sc., M.Phil.	Contract Lecturer	Applied Microbiology	13 years	-
3.	D. Kesava Raj	M.Sc., Ph.D., DISM, DIPE	Guest Faculty	-	10 years	-

11. List of senior visiting faculty (Furnish details as shown below)

S. No.	Name and Designation	Address
1.	Dr. J. Pramoda Kumari	S.V. University, Tirupati.
2.	Prof. T. Bairagi Reddy	Andhra University, Waltair.

12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	UG: 65% PG: 60%
13	Student-Teacher ratio (programme-wise)	1:40 UG 1:12 PG
14	Number of academic support staff (technical) and administrative staff sanctioned and filled.	NIL
15	Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D/M.Phil/PG. ❖ Ph.Ds:02 ❖ M.Phil: 02	
16	No. of faculty with ongoing projects from a) National and b) International funding agencies and grants received	One
17	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.	One UGC M.R.P. Rs. 1, 00, 000 /-
18	Research Centre/facility recognized by the University.	Dr. S. R. Sudhakar was recognized as Research Guide by S. V. University.
19	PUBLICATIONS:	05 Research Papers
20	Areas of consultancy and income generated	Free consultancy: ❖ To Agriculture Dept. on soil testing. ❖ To Fisheries Dept on Water quality assessment.
21	Faculty as Members in the following committees (give details) ➤ National Committees ➤ International Committees ➤ Editorial Boards	NIL NIL NIL
22	STUDENTS' STUDY PROJECTS a) Percentage of students who have done in-house projects including interdepartmental programmes. b) Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.	UG: Nil PG: 100% 04
23	Awards /Recognitions received by faculty members;	NIL
24	List of eminent academicians and scientists /visitors to the department. 1. Prof. DVR Saigopal, Professor of Virology,. 2. Prof.PBBN Charyulu, Professor of Microbiology, S.K. University, Anantapur. 3. Prof. E. Sathyanarayana, 4. Prof.T. Bairagi Reddy, Professor of Microbiology, Andhra University, Waltair. 5. Dr. J. Pramoda Kumari, Associate Professor, S.V. University, Tirupati. 6. Dr. A. M.Antony, Senior Scientist, S.V. University, Tirupati.	
25	Seminars/Conferences/Workshops organized and the source of funding;	NIL

26. Student Profiles- Course/Programme-wise, for the last four years

Name of the Course/Programme	Year	Applications received	Selected	Enrolled		Pass (%)
				Male	Female	
1. B.Sc. (MZC)	2009-10	29	29	-	29	74
	2010-11	41	41	-	41	50
	2011-12	49	49	-	49	47
	2012-13	22	22	-	22	67
2. M.Sc., Microbiology.	2009-10	Allocated by the University from the qualified rank-holders of SVU CET.		-	11	100
	2010-11			-	04	100
	2011-12			-	04	100
	2012-13			-	00	100

27. Diversity of students;

Name of the Course/Programme	Year	% of students from the same state	% of students from other states	% of students from abroad
❖ B.Sc. (MZC)	2009-10	100	00	00
❖ M.Sc., Microbiology	2010-11	100	00	00
	2011-12	100	00	00
	2012-13	100	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

NIL

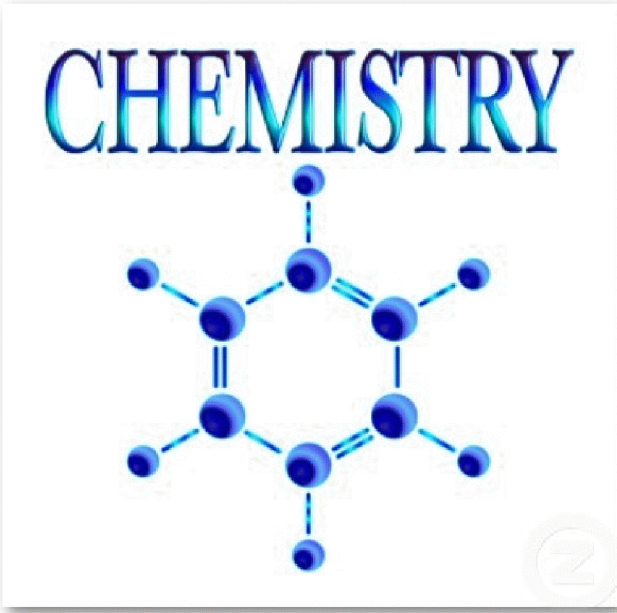
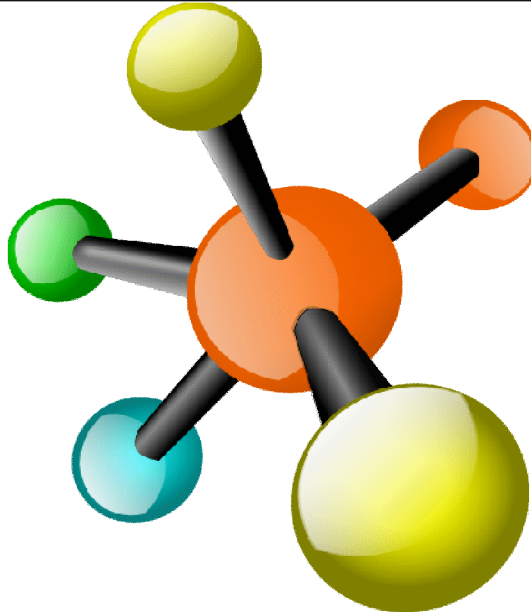
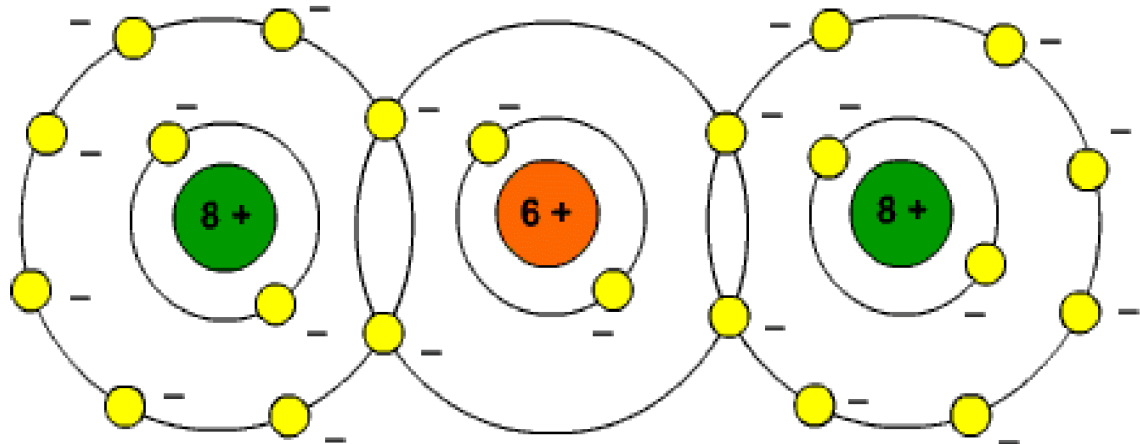
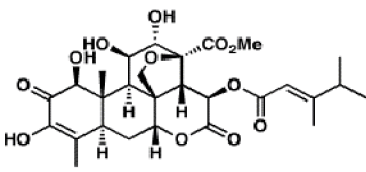
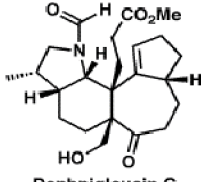
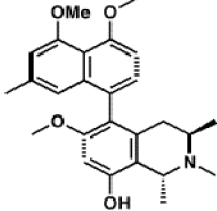
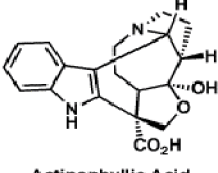
29. Student Progression

Student Progression	Against Percent Enrolled			
	2009-10	2010-11	2011-12	2012-13
UG to PG	08	10	12	10
PG to M. Phil.	-	-	-	-
PG to Ph. D	02	03	03	03
Ph. D to Post-Doctoral	-	-	-	-
<u>Employed</u>				
➤ Through Campus selection	-	-	-	-
➤ Other than Campus recruitment.	50%	50%	50%	50%

30. Details of Infrastructural Facilities

a) Departmental Library	
➤ No. of Books	823
➤ No. of Journals	-
➤ No. of beneficiaries:	100
➤ Whether books issued to students?	Yes
➤ Whether issue register is maintained?	Yes
b) Internet facility for staff and students:	Available
➤ No. of computers and printers available	03 Computers + 1 Printer+1 Server
➤ No. of computers having internet connectivity	03
➤ No. of users:	30
	50

c) Classrooms with ICT facility: Available / Not available (Give details)	Available: ❖ The department uses the common ICT Classroom. ❖ One portable LCD projector ❖ OHPs in all classrooms.
d) Laboratories: ➤ No. of laboratories of UG students: ➤ No. of laboratories for PG students: ➤ Recognized Research Lab:	02 02 NA
e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	➤ Common Language Laboratory ➤ Seminar hall ➤ Educational C.Ds ➤ OHP Transparencies ➤ Previous question papers
31. Number of students receiving financial assistance from college, university, government or other agencies:	90% students
32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ Classroom Seminars. ➤ Group discussions and Assignments. ➤ MANA TV Educational programmes ➤ Communication skills and soft skills through JKC. ➤ Value education through trained teachers. ➤ Guest lectures by visiting faculty. ➤ Remedial coaching for slow learners.
33. Teaching methods adopted to improve student learning;	❖ Lecture method, ❖ Group discussions ❖ Question and answer sessions ❖ OHP & Power point presentations.
34. Participation in Institutional Social Responsibility (ISR) and extension activities:	❖ Special extension programmes through NSS. ❖ Consumer awareness programmes through 'Consumer Club' ❖ Blood donation camps. ❖ Tree Plantation programmes ❖ Environmental awareness programmes.
35. SWOC Analysis and Future plans of the Department	
❖ Two Strengths	➤ Well-equipped laboratories. ➤ Facilities for research
❖ Two Weaknesses	➤ Poor admissions ➤ Lack of permanent staff.
❖ Two Opportunities	➤ Research potentiality of Microbiology. ➤ Good placement opportunities in Pharma and Food industries.
❖ Two Challenges / Threats	➤ Competition from the private sector. ➤ Improving the admissions and results.
❖ Future Plans of the Department	❖ To conduct seminars. ❖ To arrange Industrial visits and field trips.

	
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1. Name of the Department	CHEMISTRY
2. Year of Establishment	1998-99
3. Names of programmes/Courses offered (UG,PG, M. Phil, Ph. D, Integrated Masters, Integrated Ph.D., etc)	➤ B. Sc., (Microbiology, Zoology & Chemistry).
4. Names of interdisciplinary courses and the departments/units involved	B. Sc – an Interdisciplinary course involving the departments of Microbiology, Zoology & Chemistry.
5. Annual/Semester/Choice based credit system (programme-wise)	Annual System
6. Participation of department in the courses offered by other departments	NIL
7. Courses in collaboration with other universities, industries, foreign institutions etc.,	NIL
8. Details of courses/programmes discontinued (if any) with reasons.	NIL

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	00	00
Assistant Professors	02	01

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

S. No.	Name	Qualifications	Designation	Specialization	No. of years of experience	No. of Ph. D students guided for the last 4 years
1.	Ms. B. Anusha	M.Sc., NET, (Ph. D)	Lecturer in Chemistry	Organic Chemistry	2 years	-
2.	Mr.M. Mallikarjuna Reddy	M.Sc., M.Phil.	Contract Lecturer	General Chemistry	2 years	-

11. List of senior visiting faculty (Furnish details as shown below)

S. No.	Name and designation	Address	Date of visit
1.	Dr. R.Bhanumathi	Principal, GDC, Kuppam.	6.11.2012
2.	Prof. C. Suresh Reddy	S.V.University, Tirupati.	2.2.2013
3.	Dr. K.Dayananda Reddy,	Lecturer in Chemistry, PVKN Govt. College, Chittoor.	15.2.2014

12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	UG: 65%																									
13	Student-Teacher ratio (programme-wise)	1:40 UG																									
14	Number of academic support staff (technical) and administrative staff sanctioned and filled.	NIL																									
15	Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D/M.Phil/PG. Ph.D: 01 (Submission); M. Phil: 01																										
16	No. of faculty with ongoing projects from a) National and b) International funding agencies and grants received	Nil																									
17	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.	Nil																									
18	Research Centre/facility recognized by the University.	NIL																									
19	PUBLICATIONS: <table><tr><td>➤ Publication per faculty</td><td>2 papers</td></tr><tr><td>➤ Number of papers published in peer reviewed journals (national and international) by faculty and students.</td><td>03 (B. Anusha)</td></tr><tr><td>➤ Number of publications listed in International Database (For eg. Web of sciences, Scopus, Humanities international Complete, Dare Database, International Social Science Directory, EBISCO host, etc.,</td><td>3 Published 1 Accepted</td></tr><tr><td>➤ Monographs</td><td>-</td></tr><tr><td>➤ Chapters in Books</td><td>-</td></tr><tr><td>➤ Books Edited / Reviewed:</td><td>-</td></tr><tr><td>➤ Books Authored, with ISBN/ISSN numbers with details of publishers.</td><td>-</td></tr><tr><td>➤ Citation Index</td><td>-</td></tr><tr><td>➤ SNIP</td><td>0.913 (Tetrahedron Letters: 2010)</td></tr><tr><td>➤ SJR</td><td>10004 (Tetrahedron Letters)</td></tr><tr><td>➤ Impact Factor</td><td>2.683 (Tetrahedron Letters)</td></tr><tr><td>➤ h-index (Hirsch Index):</td><td>119 (Tetrahedron Letters)</td></tr></table>			➤ Publication per faculty	2 papers	➤ Number of papers published in peer reviewed journals (national and international) by faculty and students.	03 (B. Anusha)	➤ Number of publications listed in International Database (For eg. Web of sciences, Scopus, Humanities international Complete, Dare Database, International Social Science Directory, EBISCO host, etc.,	3 Published 1 Accepted	➤ Monographs	-	➤ Chapters in Books	-	➤ Books Edited / Reviewed:	-	➤ Books Authored, with ISBN/ISSN numbers with details of publishers.	-	➤ Citation Index	-	➤ SNIP	0.913 (Tetrahedron Letters: 2010)	➤ SJR	10004 (Tetrahedron Letters)	➤ Impact Factor	2.683 (Tetrahedron Letters)	➤ h-index (Hirsch Index):	119 (Tetrahedron Letters)
➤ Publication per faculty	2 papers																										
➤ Number of papers published in peer reviewed journals (national and international) by faculty and students.	03 (B. Anusha)																										
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➤ Monographs	-																										
➤ Chapters in Books	-																										
➤ Books Edited / Reviewed:	-																										
➤ Books Authored, with ISBN/ISSN numbers with details of publishers.	-																										
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➤ Impact Factor	2.683 (Tetrahedron Letters)																										
➤ h-index (Hirsch Index):	119 (Tetrahedron Letters)																										
20	Areas of consultancy and income generated	NIL																									
21	Faculty as Members in the following committees (give details) ➤ National Committees ➤ International Committees ➤ Editorial Boards	NIL																									

22	STUDENTS' STUDY PROJECTS a) Percentage of students who have done in-house projects including interdepartmental programmes. b) Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.	UG: 40% 04
23	Awards /Recognitions received by faculty members;	NIL
24	List of eminent academicians and scientists /visitors to the department. 1. Prof.C.D. Reddy, Emeritus Scientit, S.V. University, Tirupati. 2. Dr.B.V.Subba Reddy, Scientist-F, IICT, Hyerabad. 3. Prof. C.Suresh Reddy, S.V. University. Tirupati. 4. Dr. V.V. Subba Reddy, Research Associate, IICT, Hyderabad.	22.2.2012 25.12.2013 20.1.2014 06.3.2014.
25	Seminars/Conferences/Workshops organized and the source of funding;	NIL

26. Student Profiles- Course/Programme-wise, for the last four years

Name of the Course/Programme	Year	Applications received	Selected	Enrolled		Pass (%)
				Male	Female	
1. B.Sc. (MZC)	2009-10	29	29	-	29	55
	2010-11	41	41	-	41	18
	2011-12	49	49	-	49	62
	2012-13	22	22	-	22	52

27. Diversity of students;

Name of the Course/Programme	Year	% of students from the same state	% of students from other states	% of students from abroad
❖ B.Sc. (MZC)	2009-10	100	00	00
	2010-11	100	00	00
	2011-12	100	00	00
	2012-13	100	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

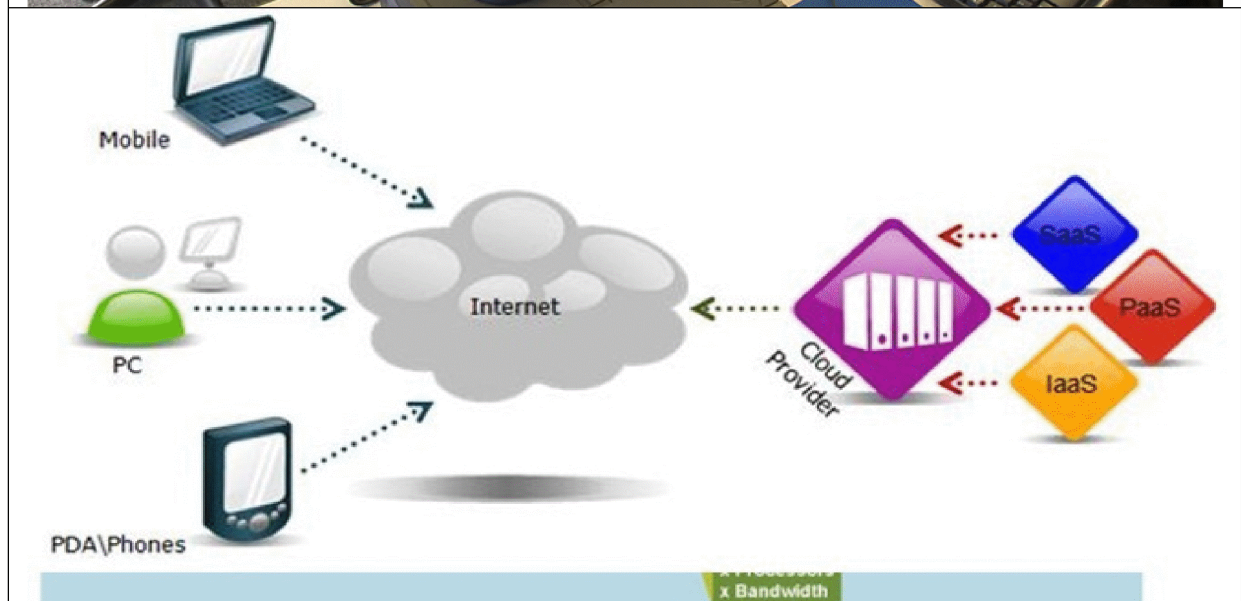
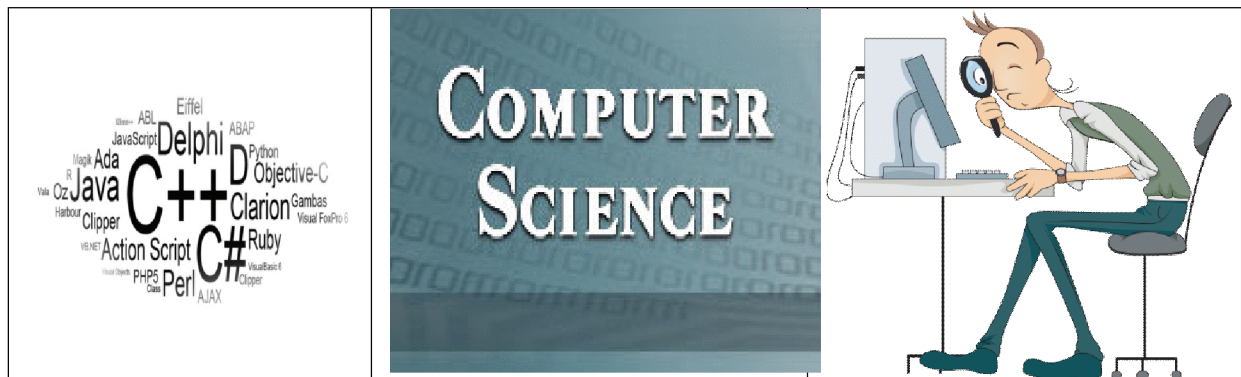
NIL

29. Student Progression

Student Progression	Against Percent Enrolled			
	2009-10	2010-11	2011-12	2012-13
UG to PG	20 to 30%	20 to 30%	20 to 30%	20 to 30%
PG to M. Phil.	-	-	-	-
PG to Ph. D	-	-	-	-
Ph. D to Post-Doctoral	-	-	-	-
Employed				
➤ Through Campus selection	-	-	-	-
➤ Other than Campus recruitment.	5-10%	5-10%	5-10%	5-10%

30. Details of Infrastructural Facilities

a) Departmental Library ➤ No. of Books ➤ No. of Journals ➤ No. of beneficiaries: ➤ Whether books issued to students? ➤ Whether issue register is maintained?	223 02 100 Yes Yes, maintained.
b) Internet facility for staff and students: ➤ No. of computers and printers available ➤ No. of computers having internet connectivity ➤ No. of users:	Available 01 Computers + 1 Printer 01 08
c) Classrooms with ICT facility: Available / Not available (Give details)	Available: ❖ The department uses the common ICT Classroom. ❖ One portable LCD projector ❖ OHPs in all classrooms.
d) Laboratories: ➤ No. of laboratories of UG students: ➤ No. of laboratories for PG students: ➤ Recognized Research Lab:	02 [- -
e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	➤ Common Language Laboratory ➤ Charts and models ➤ Educational C.Ds ➤ Previous question papers
31. Number of students receiving financial assistance from college, university, government or other agencies:	90% students
32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ Classroom Seminars. Assignments and group discussions ➤ MANA TV Educational programmes ➤ Communication skills and soft skills through JKC. ➤ Value education through trained teachers. ➤ Guest lectures by visiting faculty. ➤ Remedial coaching for slow learners.
33. Teaching methods adopted to improve student learning;	❖ Lecture method, ❖ Demonstration ❖ Observational learning ❖ Question and answer sessions ❖ Analytical and mathematical methods.
34. Participation in Institutional Social Responsibility (ISR) and extension activities:	❖ Special extension programmes through NSS. ❖ Consumer awareness programmes through 'Consumer Club' ❖ Blood donation camps. ❖ Tree Plantation programmes ❖ Environmental awareness programmes.
35. SWOC Analysis and Future plans of the Department	
❖ Two Strengths	➤ Well-equipped laboratories. ➤ Availability of books and study materials.
❖ Two Weaknesses	➤ Poor admissions ➤ Shortage of regular staff.
❖ Two Opportunities	➤ Departmental assistance by the college. ➤ Student-teacher coordination and cooperation.
❖ Two Challenges / Threats	➤ Competition from the private sector. ➤ Improving the admissions and results.
❖ Future Plans of the Department	❖ To conduct seminars/conferences. ❖ To arrange Industrial visits and field trips.



1. Name of the Department	COMPUTER SCIENCE
2. Year of Establishment	1999-2000
3. Names of programmes/Courses offered (UG,PG, M. Phil, Ph. D, Integrated Masters, Integrated Ph.D., etc)	B.A. (Computers Applications) B. Com. (Computer Applications) B. Sc (Computer Science)
4. Names of interdisciplinary courses and the departments/units involved	B.A (CA), B.Com (CA) & B. Sc. (M.S.Cs) - Departments of Commerce, Computer Science Economics, Mathematics, and Statistics.
5. Annual/Semester/Choice based credit system (programme-wise)	Annual System
6. Participation of department in the courses offered by other departments	Department is handling fundamental computer programmes to non-computer programmes
7. Courses in collaboration with other universities, industries, foreign institutions etc.,	NIL
8. Details of courses/programmes discontinued (if any) with reasons.	NIL

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	00	00
Assistant Professors	02	00

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

S. No.	Name	Qualifications	Designation	Specialization	No. of years of experience	No. of Ph. D students guided for the last 4 years
1.	S. Yasmin Beebi	M. Sc., M.Phil.	Assistant Professor		15 years	-
2.	K.Srilatha	M.C.A.	Contract Faculty	Java & Web Technology,	10 years	-
3.	Smt. Ammulu	M.C.A, M.Phil.	Guest Faculty	Database	5 years	-
4.	C.S. Udaya	M.C.A. SET,	Guest Faculty	Web Tech.	1 year	-
5.	Smt. Narasamma	M.C.A	Programmes	-	1 year	-

11. List of senior visiting faculty (Furnish details as shown below)

S. No.	Name and designation	Address
1.	S. Suman	S.V. University, Tirupati
2.	R.Prabhakar Naidu, HOD	Dept. of Computer Science, Mother Theresa Institute of Computer Science.
1.	K. Chandra Sekhar, Contract faculty	GDC, Madanapalle.
3.	R. Jagadeesh	S.V.University, Tirupati.

12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	70%
13	Student-Teacher ratio (programme-wise)	B.Sc., 78:1 B.Com (CA): 100:1
14	Number of academic support staff (technical) and administrative staff sanctioned and filled.	01 Lab Assistant.
15	Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D/M.Phil/PG.	M. Phil: 02; PG: 01:
16	No. of faculty with ongoing projects from a) National and b) International funding agencies and grants received	NIL
17	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.	NIL
18	Research Centre/facility recognized by the University.	NIL
19	PUBLICATIONS: ➤ Publications per faculty ➤ No. of papers published in peer reviewed journals.	0.4 02
20	Areas of consultancy and income generated	Free consultancy is offered to 'MEESEVA' and local GDCs.
21	Faculty as Members in the following committees (give details) ➤ National Committees ➤ International Committees ➤ Editorial Boards	NIL NIL NIL
22	STUDENTS' STUDY PROJECTS a) Percentage of students who have done in-house projects including interdepartmental programmes. b) Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.	5 10-20%
23	Awards /Recognitions received by faculty members;	NIL
24	List of eminent academicians and scientists /visitors to the department. 1. Dr.B.ramesh Reddy, Asst. Professor, V.S. University, Nellore. 2. C. Lava Kumar Reddy, IBM, Bangalore. 3. R.Prabhakar Naidu, HOD, Mother Theresa Institute of Computer Applications, Palamaner. 4. Sri Ravi Kumar Reddy, Associate Professor, SG GDC, Piler. 5. J. Suresh Kumar Reddy, Team Leader, WIPRO, Bangalore. 6. Sri Sunil Kumar, Senior Software Engineer, IBM, Bangalore.	
25	Seminars/Conferences/Workshops organized and the source of funding;	NIL

26. Student Profiles- Course/Programme-wise, for the last four years

Name of the Course	Year	Applications received	Selected	Enrolled		Pass (%)
				Male	Female	
B.A (CA), B.Com (CA) B. Sc (M. S.Cs.)	2009-10	146	146		146	-
	2010-11	144	144		144	-
	2011-12	134	134		134	-
	2012-13	117	117	-	117	-

27. Diversity of students;

Name of the Course	Year	% of students from the same state	% of students from other states	% of students from abroad
B.A (CA), B.Com (CA) B. Sc (M. S.Cs.)	2009-10	100%	00	00
	2010-11	100%	00	00
	2011-12	100%	00	00
	2012-13	100%	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

NIL

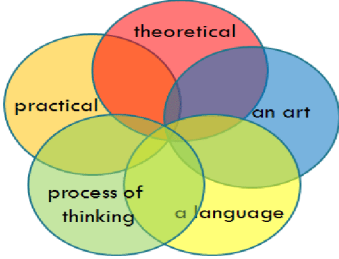
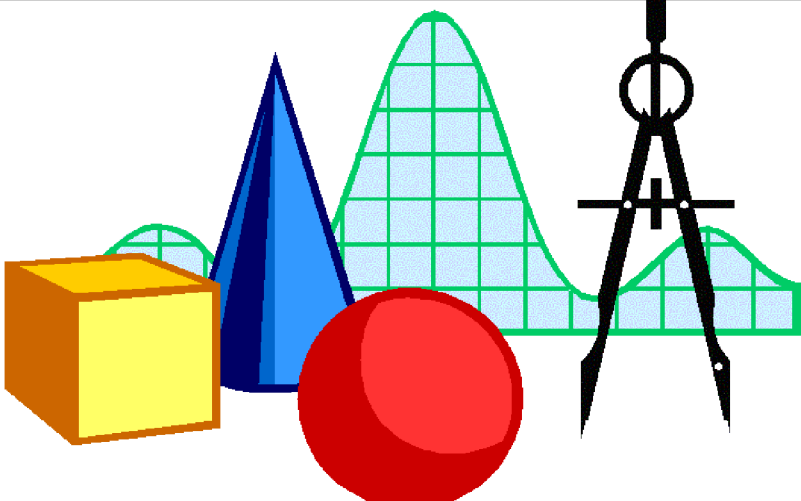
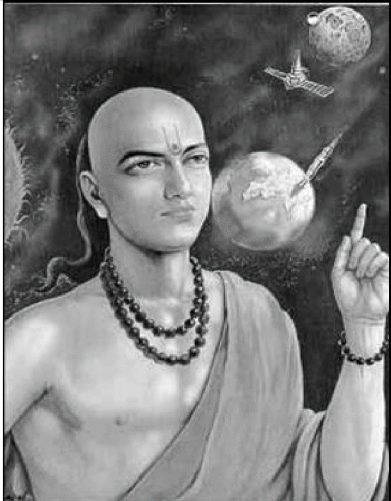
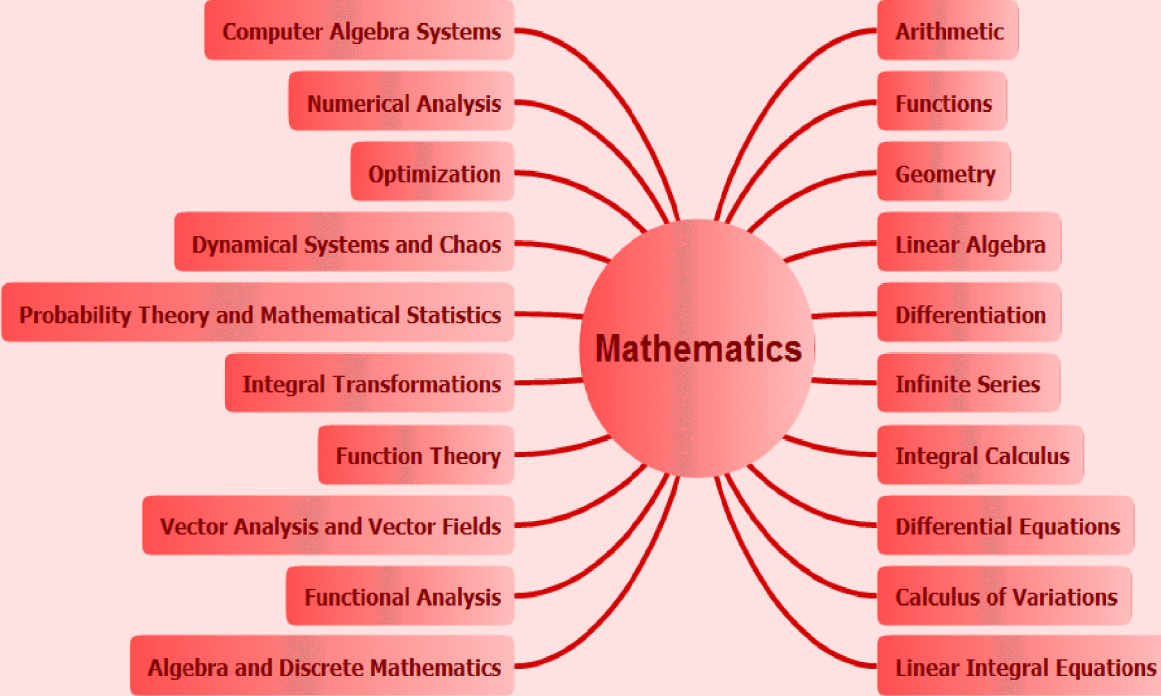
29. Student Progression

Student Progression	Against Percent Enrolled			
	2009-10	2010-11	2011-12	2012-13
UG to PG	10-20%	10-20%	10-20%	10-20%
PG to M. Phil.	-	-	-	-
PG to Ph. D	-	-	-	-
Ph. D to Post-Doctoral	-	-	-	-
<u>Employed</u>				
➤ Through Campus selection	5%	5%	5%	5%
➤ Other than Campus recruitment.	10-20%	10-20%	10-20%	10-20%

30. Details of Infrastructural Facilities

a) Departmental Library ➤ No. of Books ➤ No. of Journals ➤ No. of beneficiaries: ➤ Whether books issued to students? ➤ Whether issue register is maintained?	50 02 600 Yes Yes, maintained.
b) Internet facility for staff and students: ➤ No. of computers and printers available ➤ No. of computers having internet connectivity ➤ No. of users:	Available 80 Computers + 3 printers 02 600 (Students & staff)
c) Classrooms with ICT facility: Available / Not available (Give details)	Available: Common ICT Classroom. 2 Computer labs with fixed LCD projectors.
d) Laboratories: ➤ No. of laboratories of UG students: ➤ No. of laboratories for PG students: ➤ Recognized Research Lab:	2 Computer laboratories NA NA
e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	➤ Common Language Laboratory ➤ Educational C.Ds ➤ Study material ➤ Power point presentations

31. Number of students receiving financial assistance from college, university, government or other agencies:	600
32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ Classroom Seminars. ➤ Group discussions and Assignments. ➤ MANA TV Educational programmes ➤ Communication skills and soft skills through JKC. ➤ Value education through trained teachers. ➤ Guest lectures by visiting faculty. ➤ Remedial coaching for slow learners.
33. Teaching methods adopted to improve student learning;	❖ Lecture method, ❖ Debates ❖ Group discussions ❖ Role plays, ❖ Quizzes. ❖ Case Studies.
34. Participation in Institutional Social Responsibility (ISR) and extension activities:	❖ Special extension programmes through NSS. ❖ Health awareness programmes on Swine flu and Bird flu ❖ Consumer awareness programmes through 'Consumer Club' ❖ Blood donation camps. ❖ AIDS awareness programmes. ❖ Tree Plantation programmes ❖ Environmental awareness – damage to ozone layer and acid rains.
35. SWOC Analysis and Future plans of the Department	
❖ Two Strengths of the Department	➤ Qualified staff and excellent laboratory facilities. ➤ Student friendly environment.
❖ Two Weaknesses of the Department.	➤ Poor educational background of students ➤ Lack of regular faculty.
❖ Two Opportunities of the Department	➤ Departmental assistance by the college. ➤ Availability of JKC and good placement opportunities
❖ Two Challenges or Threats of the Department	➤ Competition from the private sector ➤ Low student enrolment in some programmes.
❖ Future Plans of the Department	❖ To conduct seminars and conferences. ❖ To arrange Industrial visits and field trips. ❖ To launch more career oriented courses in JAVA, Tally etc. ❖ To achieve 100% results.

THE MAGIC OF MATHEMATICS ! $1 \times 8 + 1 = 9$ $12 \times 8 + 2 = 98$ $123 \times 8 + 3 = 987$ $1234 \times 8 + 4 = 9876$ $12345 \times 8 + 5 = 98765$ $123456 \times 8 + 6 = 987654$ $1234567 \times 8 + 7 = 9876543$ $12345678 \times 8 + 8 = 98765432$ $123456789 \times 8 + 9 = 987654321$ THE BEAUTY OF MATHEMATICS.....	Mathematics is ... 	$a=b$ $a^2=ab$ $a^2+a^2=a^2+ab$ $2a^2=a^2+ab$ $2a^2-2ab=a^2+ab-2ab$ $2a^2-2ab=a^2-ab$ $2(a^2-ab)=1(a^2-ab)$ $2=1$
		
		

1. Name of the Department	Mathematics
2. Year of Establishment	1998-99
3. Names of programmes/Courses offered (UG,PG, M. Phil, Ph. D, Integrated Masters, Integrated Ph.D., etc)	B. Sc. (Computer Applications)
4. Names of interdisciplinary courses and the departments/units involved	B. Sc. (Computer Applications) Departments of Mathematics, Statistics and Computer Science.
5. Annual/Semester/Choice based credit system (programme-wise)	Annual System
6. Participation of department in the courses offered by other departments	NIL
7. Courses in collaboration with other universities, industries, foreign institutions etc.,	NIL
8. Details of courses/programmes discontinued (if any) with reasons.	NIL

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	00	00
Assistant Professors	01	01

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

S. No.	Name	Qualifications	Designation	Specialization	No. of years of experience	No. of Ph. D students guided for the last 4 years
1.	A.V.Ramana Reddy	M. Sc., M.Phil.	Assistant Professor		15 years	-

11. List of senior visiting faculty (Furnish details as shown below)

S. No.	Name and designation	Address
1.	Sri Srinivasa rao, Lecturer in Mathematics (Retd)	PVKN Government College, Chittoor
2.		
3.		
4.		
5.		
12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	NIL
13	Student-Teacher ratio (programme-wise)	50:1

14	Number of academic support staff (technical) and administrative staff sanctioned and filled.	NIL		
15	Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D/M.Phil/PG.			
	S.No.	Name	Designation	Qualifications
	1.	A.V. Ramana Reddy	Lecturer in Mathematics	M.Sc., M. Phil.
16	No. of faculty with ongoing projects from a) National and b) International funding agencies and grants received		NIL	
17	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.		NIL	
18	Research Centre/facility recognized by the University.		NIL	
19	PUBLICATIONS:		NIL	
20	Areas of consultancy and income generated		NIL	
21	Faculty as Members in the following committees (give details) ➤ National Committees ➤ International Committees ➤ Editorial Boards		Member, B.O.S. S.V. University.	
22	STUDENTS' STUDY PROJECTS a) Percentage of students who have done in-house projects including interdepartmental programmes. b) Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.		00 00	
23	Awards /Recognitions received by faculty members;		NIL	
24	List of eminent academicians and scientists /visitors to the department.			
25	Seminars/Conferences/Workshops organized and the source of funding;		NIL	

26. Student Profiles- Course/Programme-wise, for the last four years

Name of the Course	Year	Applications received	Selected	Enrolled		Pass percentage
				Male	Female	
B. Sc. (M.S.Cs.)	2009-10	29	29		29	0
	2010-11	52	52		52	0
	2011-12	43	43		43	0
	2012-13	25	25	-	25	0

27. Diversity of students;

Name of the Course	Year	% of students from the same state	% of students from other states	% of students from abroad
B. Sc. (M.S.Cs.)	2009-10	100%	00	00
	2010-11	100%	00	00
	2011-12	100%	00	00
	2012-13	100%	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

NIL

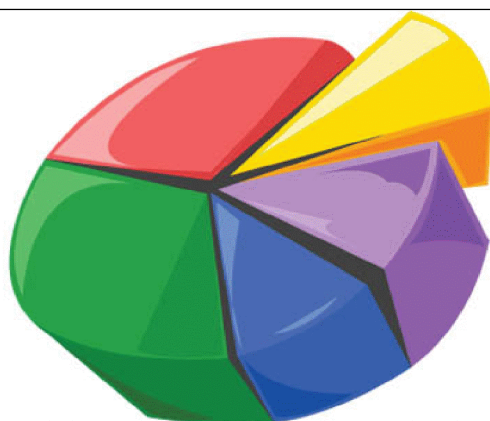
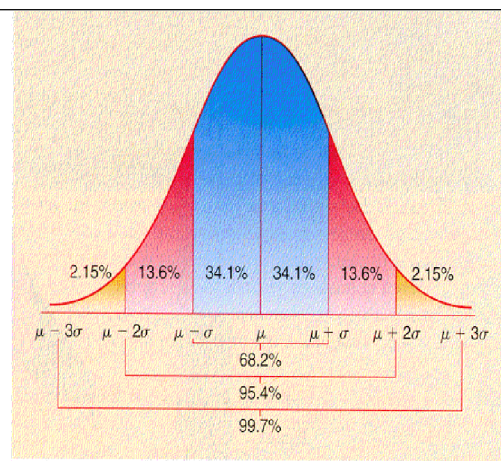
29. Student Progression

Student Progression	Against Percent Enrolled			
	2009-10	2010-11	2011-12	2012-13
UG to PG	08	10	12	14
PG to M. Phil.	-	-	-	-
PG to Ph. D	-	-	-	-
Ph. D to Post-Doctoral	-	-	-	-
<u>Employed</u>				
➤ Through Campus selection	5%	5%	5%	5%
➤ Other than Campus recruitment.	10%	10%	10%	10%

30. Details of Infrastructural Facilities

a) Departmental Library ➤ No. of Books ➤ No. of Journals ➤ No. of beneficiaries: ➤ Whether books issued to students? ➤ Whether issue register is maintained?	100 03 155 Yes Yes
b) Internet facility for staff and students: ➤ No. of computers and printers available ➤ No. of computers having internet connectivity ➤ No. of users:	01 01 20
c) Classrooms with ICT facility: Available / Not available (Give details)	Available: The department uses the common ICT Classroom.
d) Laboratories: ➤ No. of laboratories of UG students: ➤ No. of laboratories for PG students: ➤ Recognized Research Lab:	2 Computer laboratories NA NA
e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	➤ Common Language Laboratory ➤ Educational C.Ds ➤ Study material.
31. Number of students receiving financial assistance from college, university, government or other agencies:	95 % students

32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ Classroom Seminars. ➤ Group discussions and Assignments. ➤ MANA TV Educational programmes ➤ Communication skills and soft skills through JKC. ➤ Value education through trained teachers. ➤ Guest lectures by visiting faculty. ➤ Remedial coaching for slow learners.
33. Teaching methods adopted to improve student learning;	❖ Lecture method, ❖ Debates ❖ Group discussions ❖ Role plays, ❖ Quizzes.
34. Participation in Institutional Social Responsibility (ISR) and extension activities:	❖ Special extension programmes through NSS. ❖ Health awareness programmes on Swine flu and Bird flu ❖ Consumer awareness programmes through 'Consumer Club' ❖ Blood donation camps. ❖ Tree Plantation programmes ❖ Environmental awareness – damage to ozone layer and acid rains.
35. SWOC Analysis and Future plans of the Department	
❖ Two Strengths of the Department	➤ Providing facilities in Banking Sector. ➤ Good physical facilities
❖ Two Weaknesses of the Department.	➤ Poor educational background of students ➤ Low enrolments
❖ Two Opportunities of the Department	➤ Departmental assistance by the college. ➤ Good placement opportunities
❖ Two Challenges or Threats of the Department	➤ Competition from the private sector ➤ Improving the results of rural students
❖ Future Plans of the Department	❖ To conduct seminars and conferences. ❖ To arrange Industrial visits and field trips. ❖ To launch certificate courses.



stock vector **Color 3D Statistics Symbols**



$$\sqrt{\frac{\sum (X - \bar{X})^2}{(n - 1)}}$$

where:

$\bar{X}$ = each score

$\bar{X}$ = the mean or average

n = the number of values

Σ means we sum across the values

1. Name of the Department	STATISTICS
2. Year of Establishment	1998-99
3. Names of programmes/Courses offered (UG,PG, M. Phil, Ph. D, Integrated Masters, Integrated Ph.D., etc)	B.A. (Computers Applications): UG B.Sc., (M.S.Cs).
4. Names of interdisciplinary courses: Departments/units involved	B.A (CA), B.Com (CA),M.Sc. Zoology Departments of Statistics, Economics, Zoology.
5. Annual/Semester/Choice based credit system (programme-wise)	Annual System
6. Participation of department in the courses offered by other departments	NIL
7. Courses in collaboration with other universities, industries, foreign institutions etc.,	NIL
8. Details of courses/programmes discontinued (if any) with reasons.	NIL

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	00	00
Assistant Professors	01	00

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

S. No.	Name	Qualifications	Designation	Specialization	No. of years of experience	No. of Ph. D students guided for the last 4 years
1.	Dr. S. Chandra Babu	M. Sc., Ph.D.	Contract Lecturer		15 years	-

11.	List of senior visiting faculty	NIL
12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	100%
13.	Student-Teacher ratio (programme-wise)	50:1
14.	Number of academic support staff (technical) and administrative staff sanctioned and filled.	01 Computer Programmer
15.	Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D/M.Phil/PG.	Ph. D: 01
16.	No. of faculty with ongoing projects from a) National and b) International funding agencies and grants received	NIL
17.	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.	NIL
18.	Research Centre/facility recognized by the University.	NIL
19.	PUBLICATIONS:	NIL
20.	Areas of consultancy and income generated	NIL

21	Faculty as Members in the following committees (give details) ➤ National Committees ➤ International Committees ➤ Editorial Boards	NIL NIL NIL
22	STUDENTS' STUDY PROJECTS a) Percentage of students who have done in-house projects including interdepartmental programmes. b) Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.	00 06
23	Awards /Recognitions received by faculty members;	NIL
24	List of eminent academicians and scientists /visitors to the department.	NIL
25	Seminars/Conferences/Workshops organized and the source of funding;	NIL

26. Student Profiles- Course/Programme-wise, for the last four years

Name of the Course	Year	Applications received	Selected	Enrolled		Pass (%)
				Male	Female	
B.A (CA),	2009-10	19	19	-	19	75.0
	2010-11	16	16	-	16	71.4
	2011-12	10	10	-	10	72.7
	2012-13	23	23	-	23	100.0
B. Sc (M.S.Cs.)	2009-10	29	29	-	29	91.6
	2010-11	52	52	-	52	77.8
	2011-12	43	43	-	43	100.0
	2012-13	25	25	-	25	87.5

27. Diversity of students;

Name of the Course	Year	% of students from the same state	% of students from other states	% of students from abroad
B.A (CA), B. Sc (M. S.Cs.)	2009-10	100%	00	00
	2010-11	100%	00	00
	2011-12	100%	00	00
	2012-13	100%	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

NIL

29. Student Progression

Student Progression	Against Percent Enrolled			
	2009-10	2010-11	2011-12	2012-13
UG to PG	10-25%	10-25%	10-25%	10-25%
PG to M. Phil.	-	-	-	-
PG to Ph. D	-	-	-	-
Ph. D to Post-Doctoral	-	-	-	-
<u>Employed</u>				
➤ Through Campus selection	~5%	~5%	~5%	~5%
➤ Other than Campus recruitment.	10%	10%	10%	10%

30. Details of Infrastructural Facilities

a) Departmental Library ➤ No. of Books ➤ No. of Journals ➤ No. of beneficiaries: ➤ Whether books issued to students? ➤ Whether issue register is maintained?	130 00 500 Yes Yes, maintained.
b) Internet facility for staff and students: ➤ No. of computers and printers available ➤ No. of computers having internet connectivity ➤ No. of users:	Available 01 Computers + 1 printers 01 02
c) Classrooms with ICT facility: Available / Not available (Give details)	Available: Common ICT Classroom. 2 Computer labs with fixed LCD projectors.
d) Laboratories: ➤ No. of laboratories of UG students: ➤ No. of laboratories for PG students: ➤ Recognized Research Lab:	2 Common Computer laboratories NA NA
e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	➤ Common Language Laboratory ➤ Educational C.Ds ➤ Study material ➤ Power point presentations
31. Number of students receiving financial assistance from college, university, government or other agencies:	95 % students
32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ Classroom Seminars. ➤ Group discussions and Assignments. ➤ MANA TV Educational programmes ➤ Communication skills and soft skills through JKC. ➤ Value education through trained teachers. ➤ Guest lectures by visiting faculty. ➤ Remedial coaching for slow learners.
33. Teaching methods adopted to improve student learning;	❖ Lecture method, ❖ Debates ❖ Group discussions ❖ Role plays, ❖ Quizzes.

❖ 34. Participation in Institutional Social Responsibility (ISR) and extension activities:	❖ Special extension programmes through NSS. ❖ Health awareness programmes on Swine flu and Bird flu ❖ Consumer awareness programmes through 'Consumer Club' ❖ Blood donation camps. ❖ Tree Plantation programmes ❖ Environmental awareness – damage to ozone layer and acid rains.
35. SWOC Analysis and Future plans of the Department	
❖ Two Strengths of the Department	➤ Developing communication skills of rural students. ➤ Good laboratory facilities
❖ Two Weaknesses of the Department	➤ Poor educational background of students ➤ Lack of regular faculty
❖ Two Opportunities of the Department	➤ Departmental assistance by the college. ➤ Good placement opportunities
❖ Two Challenges or Threats of the Department	➤ Competition from the private sector ➤ Low student enrolment
❖ Future Plans of the Department	❖ To conduct seminars and conferences. ❖ To arrange Industrial visits and field trips. ❖ To launch more career oriented courses.



The e-commerce opportunity



The Indian market has substantial potential but roadblocks to growth remain.

1.	Name of the Department	COMMERCE
2.	Year of Establishment	1982-83
3.	Names of programmes/Courses offered (UG,PG, M. Phil, Ph. D, Integrated Masters, Integrated Ph.D., etc	❖ B.Com. (Bachelor of Commerce) ❖ B.Com. (Computer Applications)
4.	Names of interdisciplinary courses and the departments/units involved	B.Com. (Computer Applications) Departments of Commerce, Computer Science & Business Management
5.	Annual/Semester/Choice based credit system (programme-wise)	Annual System
6.	Participation of department in the courses offered by other departments	NIL
7.	Courses in collaboration with other universities, industries, foreign institutions etc.,	NIL
8.	Details of courses/programmes discontinued (if any) with reasons.	NIL

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	00	00
Assistant Professors	04	01

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

S. No.	Name	Qualifications	Designation	Specialization	No. of years of experience	No. of Ph. D students guided for the last 4 years
1.	T. Vineela	M.Com. M.Phil.	Assistant Professor	Banking	5 years	-
2.	P. Malli	M.Com.	Guest Faculty	General	1 years	-
3.	G. Asha	M.Com.	Guest faculty	Finance	4 years	-
4.	G.Yamuna	M. Com.	Guest Faculty	Finance	1 year	-

11. List of senior visiting faculty (Furnish details as shown below)

S. No.	Name and designation	address
1.	E. Chandra Naidu, Lecturer in Commerce.	PVKN Government College, Chittoor
2.	B. Purushotham Naidu Lecturer in Commerce	PVKN Government College, Chittoor

12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	50 %
13	Student-Teacher ratio (programme-wise)	60:1
14	Number of academic support staff (technical) and administrative staff sanctioned and filled.	NIL
15	Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D/M.Phil/PG.	Ph. Ds : 00: M. Phils: 01: PG: 03.
16	No. of faculty with ongoing projects from a) National and b) International funding agencies and grants received	NIL
17	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.	NIL
18	Research Centre/facility recognized by the University.	NIL
19	PUBLICATIONS:	NIL
20	Areas of consultancy and income generated	NIL
21	Faculty as Members in the following committees (give details) National Committees International Committees Editorial Boards	NIL NIL NIL
22	STUDENTS' STUDY PROJECTS Percentage of students who have done in-house projects including interdepartmental programmes. Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.	03 00
23	Awards /Recognitions received by faculty members;	NIL
24	List of eminent academicians and scientists /visitors to the department.	Dr. Siva Sankara Reddy PVKN Govt. College, Chittoor
25	Seminars/Conferences/Workshops organized and the source of funding;	NIL

26. Student Profiles- Course/Programme-wise

S. No.	Name of the Course	Year	Applications received	Selected	Enrolled		Pass percentage
					Male	Female	
1	B.Com (General)	2009-10	92	92	-	92	48
		2010-11	81	81	-	81	85
		2011-12	50	50	-	50	40
		2012-13	36	36		36	35
2	B.Com (Computer Applications)	2009-10	98	98	-	98	57
		2010-11	99	99	-	99	45
		2011-12	81	81	-	81	69
		2012-13	69	69	-	69	73

27. Diversity of students;

S. No.	Name of the Course	Year	% of students from the same state	% of students from other states	% of students from abroad
1	B.Com (Both streams)	2009-10	100%	00	00
		2010-11	100%	00	00
		2011-12	100%	00	00
		2012-13	100%	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

NIL

29. Student Progression

Student Progression	Against Percent Enrolled					
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
UG to PG	20-25%	20-25%	20-25%	20-25%	20-25%	20-25%
PG to M. Phil.	-	-	-	-	-	-
PG to Ph. D	-	-	-	-	-	-
Ph. D to Post-Doctoral	-	-	-	-	-	-
<u>Employed</u>						
➤ Through Campus selection	00	00	~1%	~2 - 5%	~2-5%	~2 -5%
➤ Other than Campus recruitment.	5 -10%	5 -10%	5 -10%	5 -10%	5 -10%	5 -10%

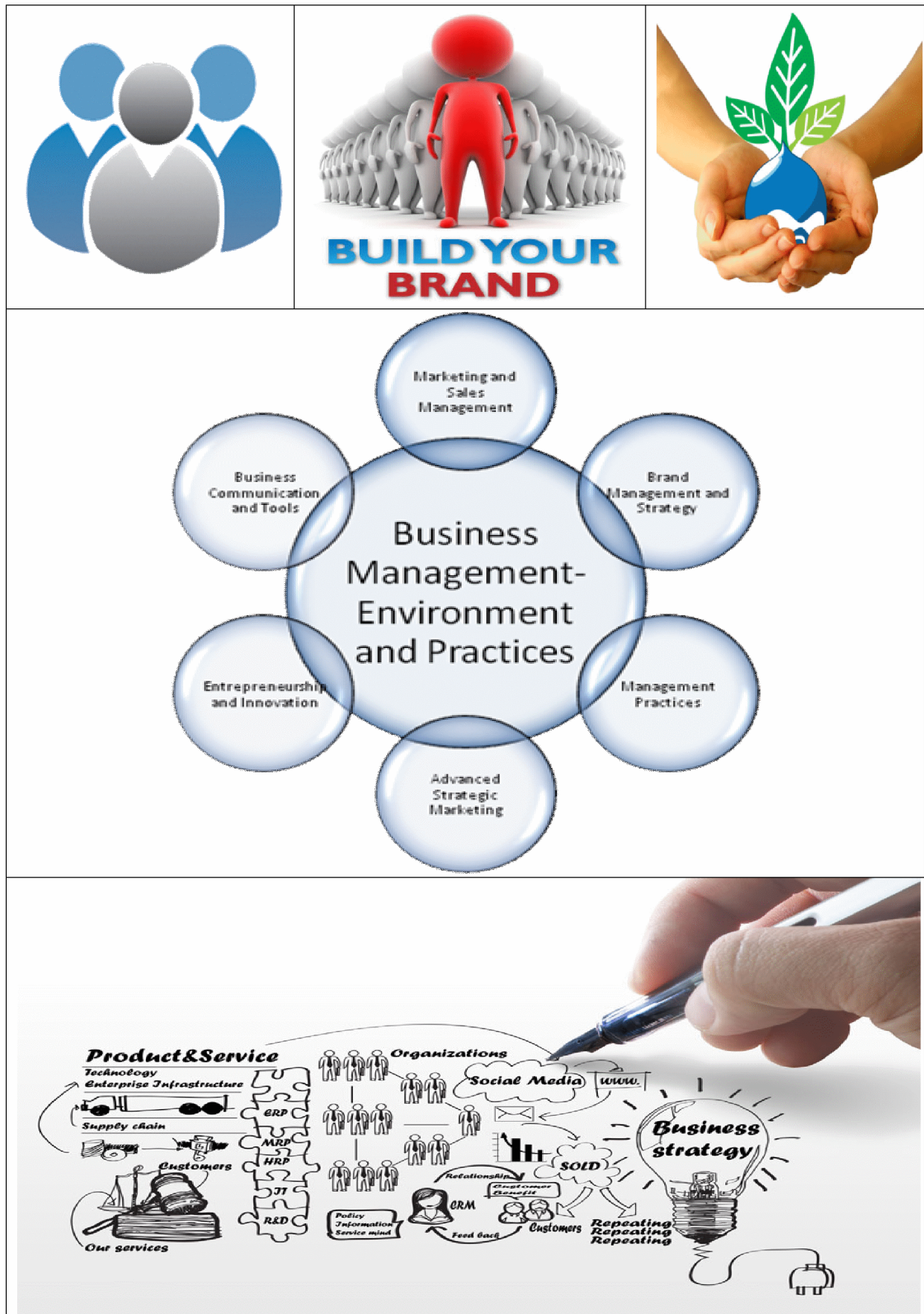
30. Details of Infrastructural Facilities

a) Departmental Library ➤ No. of Books ➤ No. of Journals ➤ No. of beneficiaries: ➤ Whether books issued to students? ➤ Whether issue register is maintained?	120 00 All students and teachers Yes Yes
b) Internet facility for staff and students: ➤ No. of computers and printers available ➤ No. of computers having internet connectivity ➤ No. of users:	Available 01 01 04 (All Teachers)
c) Classrooms with ICT facility: Available / Not available (Give details)	Available: The department uses the common ICT Classroom.
d) Laboratories: ➤ No. of laboratories of UG students: ➤ No. of laboratories for PG students: ➤ Recognized Research Lab:	2 Computer laboratories NA NA

e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	➤ Common Language Laboratory ➤ Common e-learning facility in the library ➤ Study material ➤ Reading and reference materials in the library.
31. Number of students receiving financial assistance from college, university, government or other agencies:	56 (All students of I, II & III Years)
32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ MANA TV Educational programmes ➤ Communication skills and soft skills through common JKC facility. ➤ Value education through trained teachers. ➤ Guest lectures by visiting faculty. ➤ Remedial coaching for slow learners ➤ Student seminars and assignments.
33. Teaching methods adopted to improve student learning;	❖ Lecture method, ❖ Group discussions ❖ Debates and quizzes.
34. Participation in Institutional Social Responsibility (ISR) and extension activities:	❖ Special extension programmes through NSS. ❖ Consumer awareness programmes through 'Consumer Club' ❖ Blood donation camps.
35. SWOC (Strengths, Weaknesses, Opportunities and Challenges) Analysis of the Department	
❖ Two Strengths of the Department	➤ Cooperation and team spirit among the staff members. ➤ High student enrolments
❖ Two Weaknesses of the Department	➤ Shortage of regular staff ➤ Small number of books in departmental library.
❖ Two Opportunities of the Department	➤ Encouraging enrolments in B.Com. CA). ➤ Good placement opportunities
❖ Two Challenges or Threats of the Department	➤ Inculcating women entrepreneurship skills. ➤ Tackling the problem of low enrolment in B.Com. (General).
36. Future Plans of the Department	❖ To conduct seminars ❖ To arrange Industrial visits ❖ To launch UGC-career oriented courses.

Students' Study Projects

Title of the project	Name of the student	Name of the Guide
1. A study on financial performance: Comparative analysis of SBI and ICICI.	D. Gaumanika A. Aswini G. Bhargavi C. Iswarya R. Archana Harini V. Silpa	T. Vineela
2. A study on quality of workers' life in Tamilnadu industrial explosives Ltd, Vellore	P. Pratiba T. V. Revathi Sabitha Nadiya.	T. Vineela
3. Impact of recession on current employment- An Analytical study.	H. Krupavathi V. Komala B. Pooja V. Prasanna Lakshmi	T. Vineela



1.	Name of the Department	BUSINESS MANAGEMENT
2.	Year of Establishment	1998 - 99
3.	Names of programmes/Courses offered (UG,PG, M. Phil, Ph. D, Integrated Masters, Integrated Ph.D., etc)	B.B.M. (Bachelor of Business Management)
4.	Names of interdisciplinary courses and the departments/units involved	Commerce and Economics
5.	Annual/Semester/Choice based credit system (programme-wise)	Annual System
6.	Participation of department in the courses offered by other departments	NIL
7.	Courses in collaboration with other universities, industries, foreign institutions etc.,	NIL
8.	Details of courses/programmes discontinued (if any) with reasons.	NIL

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	00	00
Assistant Professors	03	01

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

S.No.	Name	Qualifications	Designation	Specialization	No. of years of experience	No. of Ph. D students guided for the last 4 years
1.	A. M. Narendra Kumar	M.Com.	Lecturer	Commerce	10 years	-
2.	K. Vijaya Kumari	M.Com., PGDPA	Guest Faculty	Cost Accounting	9 years	-
3.	N. Sushma	B.E.,MBA, BL, (M.Com.)	Guest faculty	HRD	3 years	-
4.	N. Sireesha	MBA, ML, (M.Com)	Guest Faculty			

11. List of senior visiting faculty (Furnish details as shown below)

S. No.	Name and designation	Address
1.	E. Chandra Naidu, Lecturer in Commerce.	PVKN Government College, Chittoor
2.	B. Purushotham Naidu Lecturer in Commerce	PVKN Government College, Chittoor

12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	100 %																				
13	Student-Teacher ratio (programme-wise)	1:20																				
14	Number of academic support staff (technical) and administrative staff, sanctioned and filled.	NIL																				
15	Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D/M.Phil/PG.																					
	<table><thead><tr><th>S.No.</th><th>Name</th><th>Designation</th><th>Qualifications</th></tr></thead><tbody><tr><td>1.</td><td>A. M. Narendra Kumar</td><td>Lecturer</td><td>M.Com.</td></tr><tr><td>2.</td><td>K.Vijaya Kumari</td><td>Guest Faculty</td><td>M.Com., PGDPA</td></tr><tr><td>3.</td><td>N. Sushma</td><td>Guest faculty</td><td>B.E., MBA, BL, (M.Com.), SLET</td></tr><tr><td>4.</td><td>N.Sireesha</td><td>Guest Faculty</td><td>MBA, ML, (M.Com), NET, SLET.</td></tr></tbody></table>	S.No.	Name	Designation	Qualifications	1.	A. M. Narendra Kumar	Lecturer	M.Com.	2.	K.Vijaya Kumari	Guest Faculty	M.Com., PGDPA	3.	N. Sushma	Guest faculty	B.E., MBA, BL, (M.Com.), SLET	4.	N.Sireesha	Guest Faculty	MBA, ML, (M.Com), NET, SLET.	
S.No.	Name	Designation	Qualifications																			
1.	A. M. Narendra Kumar	Lecturer	M.Com.																			
2.	K.Vijaya Kumari	Guest Faculty	M.Com., PGDPA																			
3.	N. Sushma	Guest faculty	B.E., MBA, BL, (M.Com.), SLET																			
4.	N.Sireesha	Guest Faculty	MBA, ML, (M.Com), NET, SLET.																			
16	No. of faculty with ongoing projects from a) National and b) International funding agencies and grants received	NIL																				
17	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.	NIL																				
18	Research Centre/facility recognized by the University.	NIL																				
19	PUBLICATIONS:	NIL																				
20	Areas of consultancy and income generated	NIL																				
21	Faculty as Members in the following committees (give details) ➤ National Committees : NIL ➤ International Committees: NIL ➤ Editorial Boards :NIL																					
22	STUDENTS' STUDY PROJECTS a) Percentage of students who have done in-house projects including interdepartmental programmes. b) Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.	10 % NIL																				
23	Awards /Recognitions received by faculty members;	NIL																				
24	List of eminent academicians and scientists /visitors to the department.	NIL																				
25	Seminars/Conferences/Workshops organized and the source of funding;	NIL																				

26. Student Profiles- Course/Programme-wise

S. No.	Name of the Course	Year	Applications received	Selected	Enrolled		Pass percentage
					Male	Female	
1	B.B.M.	2006-07	18	18	-	18	92.0
		2007-08	15	15	-	15	90.0
		2008-09	13	13	-	13	54.5
		2009-10	16	16	-	16	90.0
		2010-11	23	23	-	23	89.0
		2011-12	17	17	-	17	91.0
		2012-13	33	33	-	33	100

27. Diversity of students;

S. No.	Name of the Course	Year	% of students from the same state	% of students from other states	% of students from abroad
1	B.B.M	2006-07	100%	00	00
		2007-08	100%	00	00
		2008-09	100%	00	00
		2009-10	100%	00	00
		2010-11	100%	00	00
		2011-12	100%	00	00
		2012-13	100%	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

NIL

29. Student Progression

Student Progression	Against Percent Enrolled					
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
UG to PG	20-25%	20-25%	20-25%	20-25%	20-25%	20-25%
PG to M. Phil.	-	-	-	-	-	-
PG to Ph. D	-	-	-	-	-	-
Ph. D to Post-Doctoral	-	-	-	-	-	-
<u>Employed</u>	00	00	~1%	~2 - 5%	~2-5%	~2 -5%
➤ Through Campus selection	5 -10%	5 -10%	5 -10%	5 -10%	5 -10%	5 -10%
➤ Other than Campus recruitment.						

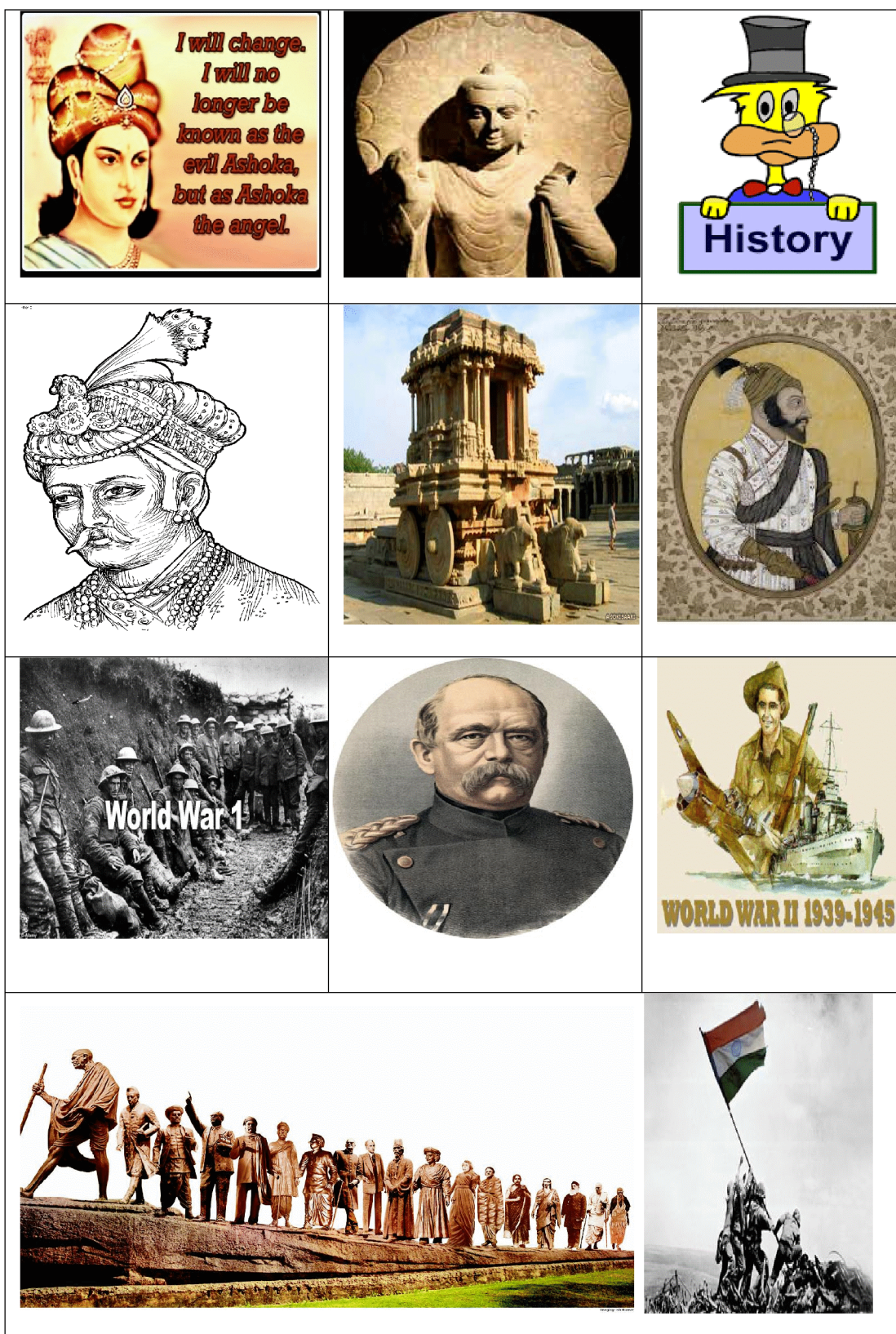
30. Details of Infrastructural Facilities

a) Departmental Library ➤ No. of Books ➤ No. of Journals ➤ No. of beneficiaries: ➤ Whether books issued to students? ➤ Whether issue register is maintained?	50 00 All students and teachers Yes Yes
b) Internet facility for staff and students: ➤ No. of computers and printers available ➤ No. of computers having internet connectivity ➤ No. of users:	01 01 04 (All Teachers)
c) Classrooms with ICT facility: Available / Not available (Give details)	Available: The department uses the common ICT Classroom.
d) Laboratories: ➤ No. of laboratories of UG students: ➤ No. of laboratories for PG students: ➤ Recognized Research Lab:	NA NA NA
e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	➤ Common Language Laboratory ➤ Common e-learning facility in the library ➤ Study material ➤ Reading and reference materials in the library.
31. Number of students receiving financial assistance from college, university, government or other agencies:	56 (All students of I, II & III Years)
32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ Communication skills and soft skills through common JKC facility. ➤ Value education through trained teachers. ➤ Guest lectures by visiting faculty. ➤ Remedial Coaching for backlog students ➤ Student seminars and assignments.
33. Teaching methods adopted to improve student learning;	❖ Lecture method, ❖ Demonstration, ❖ Group discussions ❖ Experiential learning through study projects.
34. Participation in Institutional Social Responsibility (ISR) and extension activities:	❖ Special extension programmes through NSS. ❖ Consumer awareness programmes through 'Consumer Club'.

35. SWOC (Strengths, Weaknesses, Opportunities and Challenges) Analysis	
❖ Two Strengths of the Department	➤ Hardworking and dedicated faculty with team spirit. ➤ Faculty with MBA, NET/SLET qualifications.
❖ Two Weaknesses of the Department	➤ Lack of regular staff ➤ Low student enrolment.
❖ Two Opportunities of the Department	➤ Excellent results ➤ Good placement opportunities
❖ Two Challenges or Threats of the Department	➤ Inculcating women entrepreneurship skills. ➤ Tackling the problem of low enrolment.
36. Future Plans of the Department	❖ To conduct a management meet ❖ To arrange Industrial visits ❖ To participate in seminars / workshops / conferences.

Students' Study Projects

Title of the project	Name of the student	Name of the Guide
1. A study on common size balance sheet in Chittoor Cooperative Sugar Ltd.	D. Jyoshna	A.M. Narendra Kumar
2. A comparative study on balance sheets of Chittoor Co-operative Sugar Ltd.	N. Joshna	A.M. Narendra Kumar
3. A qualitative study on the working conditions in Chittoor Co-operative Sugar Ltd	K. Kavitha	A.M. Narendra Kumar
4. A study on the financial performance of Chittoor Co-operative Sugar Ltd	K. Kavitha	K.Vidya Kumari
5. A study on working capital management of Chittoor Co-operative Sugar Ltd	L. Kavya	K.Vidya Kumari
6. A Study on ratio analysis of Chittoor Co-operative Sugar Ltd	S. Latha	K. Vijaya Kumari
7. A study on comparison of income statement of Chittoor Co-operative Sugar Ltd	A. Nirmala	N.Sireesha
8. A study on implementation of labour welfare schemes in Chittoor Co-operative Sugar Ltd	C. Ramani	N.Sushma
9. A study on fund flow analysis in Chittoor Co-operative Sugar Ltd	D.Renuka	N.Sireesha
10. A study on changes in working capital analysis at Chittoor Co-operative Sugar Ltd	S.Rubeena	N.Sireesha
11. A study on occupational health and safety at Chittoor Co-operative Sugar Ltd	S.Salma	N.Sushma
12. A study on women entrepreneurs in Chittoor town	M.Taslim Taj	N. Sushma.



1.	Name of the Department	HISTORY
2.	Year of Establishment	1982-83
3.	Names of programmes/Courses offered (UG,PG, M. Phil, Ph. D, Integrated Masters, Integrated Ph.D., etc	❖ B.A. (Bachelor of Arts)
4.	Names of interdisciplinary courses and the departments/units involved	NA
5.	Annual/Semester/Choice based credit system (programme-wise)	Annual System
6.	Participation of department in the courses offered by other departments	NIL
7.	Courses in collaboration with other universities, industries, foreign institutions etc.,	NIL
8.	Details of courses/programmes discontinued (if any) with reasons.	NIL

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	00	00
Assistant Professors	02	01

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

S. No.	Name	Qualifications	Designation	Specialization	No. of years of experience	No. of Ph. D students guided for the last 4 years
1.	D.Venkateswarlu	M.A.,	Contract Faculty		06 years	-

11. List of senior visiting faculty (Furnish details as shown below)

NIL

12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	NIL
13	Student-Teacher ratio (programme-wise)	80:1
14	Number of academic support staff (technical) and administrative staff sanctioned and filled.	NIL
15	Qualifications of teaching faculty with D.Sc./D.Litt./ Ph.D/M.Phil/PG.	Ph. D:00 M. Phil: 00 PG: 01

16	No. of faculty with ongoing projects from a) National and b) International funding agencies and grants received	NIL
17	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.	NIL
18	Research Centre/facility recognized by the University.	NIL
19	PUBLICATIONS:	NIL
20	Areas of consultancy and income generated	NIL
21	Faculty as Members in the following committees (give details) ➤ National Committees ➤ International Committees ➤ Editorial Boards	NIL NIL NIL
22	STUDENTS' STUDY PROJECTS a) Percentage of students who have done in-house projects including interdepartmental programmes. b) Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.	00 00
23	Awards /Recognitions received by faculty members;	NIL
24	List of eminent academicians and scientists /visitors to the department.	NIL
25	Seminars/Conferences/Workshops organized and the source of funding;	NIL

26. Student Profiles- Course/Programme-wise, for the last four years

Name of the Course	Year	Applications received	Selected	Enrolled		Pass percentage
				Male	Female	
B. A. (H.E.P)	2009-10	64	64		64	70.1
	2010-11	60	60		60	62.3
	2011-12	49	49		49	66.7
	2012-13	37	37	-	37	62.5

27. Diversity of students;

Name of the Course	Year	% of students from the same state	% of students from other states	% of students from abroad
B.A (HEP)	2009-10	100%	00	00
	2010-11	100%	00	00
	2011-12	100%	00	00
	2012-13	100%	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

NIL

29. Student Progression

Student Progression	Against Percent Enrolled			
	2009-10	2010-11	2011-12	2012-13
UG to PG	08	10	12	
PG to M. Phil.	-	-	-	-
PG to Ph. D	-	-	-	-
Ph. D to Post-Doctoral	-	-	-	-
<u>Employed</u>				
➤ Through Campus selection	-	-	-	-
➤ Other than Campus recruitment.				

30. Details of Infrastructural Facilities

a) Departmental Library	
➤ No. of Books	100
➤ No. of Journals	03
➤ No. of beneficiaries:	155
➤ Whether books issued to students?	Yes
➤ Whether issue register is maintained?	Yes
b) Internet facility for staff and students:	Available
➤ No. of computers and printers available	01
➤ No. of computers having internet connectivity	01
➤ No. of users:	06
c) Classrooms with ICT facility: Available / Not available (Give details)	Available: The department uses the common ICT Classroom.
d) Laboratories:	
➤ No. of laboratories of UG students:	2 Computer laboratories
➤ No. of laboratories for PG students:	NA
➤ Recognized Research Lab:	NA
e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	➤ Common Language Laboratory ➤ Educational C.Ds ➤ Study material
31. Number of students receiving financial assistance from college, university, government or other agencies:	155 (All students of I, II & III Years)
32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ Classroom Seminars. ➤ Group discussions and Assignments. ➤ MANA TV Educational programmes ➤ Communication skills and soft skills through JKC. ➤ Value education through trained teachers. ➤ Remedial coaching for slow learners.
33. Teaching methods adopted to improve student learning;	❖ Lecture method, ❖ Debates, Group discussions ❖ Role plays and Quizzes.
34. Participation in Institutional Social Responsibility (ISR) and extension activities:	❖ Special extension programmes through NSS. ❖ Health awareness programmes on Swine flu and Bird flu ❖ Consumer awareness programmes through 'Consumer Club' ❖ Blood donation camps. ❖ Tree Plantation programmes ❖ Environmental awareness – damage to ozone layer and acid rains.

35. SWOC Analysis and Future plans of the Department	
❖ Two Strengths of the Department	➤ Providing facilities in Banking Sector. ➤ Good physical facilities
❖ Two Weaknesses of the Department	➤ Poor educational background of students ➤ Low enrolments
❖ Two Opportunities of the Department	➤ Departmental assistance by the college. ➤ Good placement opportunities
❖ Two Challenges or Threats of the Department	➤ Competition from the private sector ➤ Improving the results of rural students
❖ Future Plans of the Department	❖ To conduct seminars and conferences. ❖ To arrange field trips & historical visits.

Demand Elasticity *Measuring the Economy*
Microeconomics *Income Distribution*
Money *Economics Homework*
Banking *Macroeconomics*
Economic Growth *Study of patterns of supply and demand*
Policy Debates *Supply* *Economics Tutoring* *Economics Tutors*
International Trade *Help with Economics* *Market Behavior*
Monopolies and Oligopolies

Economics

Relative Infrastructure Development
Index All India Average : 100

State	Index
Punjab	191
Tamil Nadu	144
Haryana	141
Gujarat	122
Maharashtra	107
Karnataka	97
Andhra	96
Rajasthan	83

Productivity growth

New Goods and Services

Improved health

- Increase in GDP per worker
- Lower unit costs
- Higher wages
- Higher profits
- Lower real prices
- Consumer welfare gains
- Improved living standards
- Healthy life expectancy rises
- Labour force expands
- Increased productivity

SUPPLY

"It is not very unreasonable that the rich should contribute to the public expense, not only in proportion to their revenue, but something more than in that proportion."

*--Adam Smith,
"The Wealth of Nations"*

1. Name of the Department	ECONOMICS
2. Year of Establishment	1982-83
3. Names of programmes/Courses offered (UG,PG, M. Phil, Ph. D, Integrated Masters, Integrated Ph.D., etc	❖ B.A. (Bachelor of Arts) ❖ B.A. (Computer Applications)
4. Names of interdisciplinary courses and the departments/units involved	B.A. (Computer Applications) Departments of Computer Science, Statistics & Economics.
5. Annual/Semester/Choice based credit system (programme-wise)	Annual System
6. Participation of department in the courses offered by other departments	NIL
7. Courses in collaboration with other universities, industries, foreign institutions etc.,	NIL
8. Details of courses/programmes discontinued (if any) with reasons.	NIL

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	00	00
Assistant Professors	02	01

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

S. No.	Name	Qualifications	Designation	Specialization	No. of years of experience	No. of Ph. D students guided for the last 4 years
1.	R. Jagadeeswari	M.A., M.Ed. M.Phil., B. Li. Sc	Assistant Professor		15 years	-
2.	K. Ramachandra	M.A. B.Ed.	Contract Lecturer		7 years	-

11. List of senior visiting faculty (Furnish details as shown below)

S. No.	Name and designation	Address
1.	K. Dandapani Reddy, Lecturer in Economics.	PVKN Government College, Chittoor.
2.	M. Narayana Rao Lecturer in Economics	Government Degree College, Pakala.
3.	Dr.S.Selvam, Lecturer in Economics	PVKN Government College, Chittoor

12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	0% till May 2013 50% since June 2013.		
13	Student-Teacher ratio (programme-wise)	80:1		
14	Number of academic support staff (technical) and administrative staff sanctioned and filled.	NIL		
15	Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D/M.Phil/PG.			
	S.No.	Name		
		Designation		
		Qualifications		
	1.	R. Jagadeeswari	Lecturer in Economics	M.A. M.Phil. M.Ed.
	2.	K. Ramachandra	Contract Lecturer	M.A. B.Ed.
16	No. of faculty with ongoing projects from a) National and b) International funding agencies and grants received	NIL		
17	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.	NIL		
18	Research Centre/facility recognized by the University.	NIL		
19	PUBLICATIONS:	NIL		
20	Areas of consultancy and income generated	NIL		
21	Faculty as Members in the following committees (give details) ➤ National Committees ➤ International Committees ➤ Editorial Boards	NIL NIL NIL		
22	STUDENTS' STUDY PROJECTS a) Percentage of students who have done in-house projects including interdepartmental programmes. b) Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.	00 00		
23	Awards /Recognitions received by faculty members;	NIL		
24	List of eminent academicians and scientists /visitors to the department.			
	K. Dandapani Reddy, Lecturer in Economics.	PVKN Government College, Chittoor.		
	M. Narayana Rao Lecturer in Economics	Government Degree College, Pakala.		
	Dr.S.Selvam, Lecturer in Economics	PVKN Government College, Chittoor		
25	Seminars/Conferences/Workshops organized and the source of funding;	NIL		

26. Student Profiles- Course/Programme-wise, for the last four years

Name of the Course	Year	Applications received	Selected	Enrolled		Pass percentage
				Male	Female	
B. A. (H.E.P)	2009-10	64	64		64	78.0
	2010-11	60	60		60	80.0
	2011-12	49	49		49	76.1
	2012-13	37	37	-	37	87.2
B.A. (Computer Applications)	2009-10	19	19	-	19	92.0
	2010-11	16	16	-	16	83.4
	2011-12	10	10	-	10	90.1
	2012-13	23	23	-	23	88.3

27. Diversity of students;

Name of the Course	Year	% of students from the same state	% of students from other states	% of students from abroad
B.A (HEP) B.A (C.A)	2009-10	100%	00	00
	2010-11	100%	00	00
	2011-12	100%	00	00
	2012-13	100%	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

NIL

29. Student Progression

Student Progression	Against Percent Enrolled			
	2009-10	2010-11	2011-12	2012-13
UG to PG	08	10	12	10
PG to M. Phil.	-	-	-	-
PG to Ph. D	-	-	-	-
Ph. D to Post-Doctoral	-	-	-	-
<u>Employed</u>				
➤ Through Campus selection	-	-	-	-
➤ Other than Campus recruitment.				

30. Details of Infrastructural Facilities

a) Departmental Library ➤ No. of Books ➤ No. of Journals ➤ No. of beneficiaries: ➤ Whether books issued to students? ➤ Whether issue register is maintained?	100 03 155 Yes Yes
b) Internet facility for staff and students: ➤ No. of computers and printers available ➤ No. of computers having internet connectivity ➤ No. of users:	Available 01 01 06
c) Classrooms with ICT facility: Available / Not available (Give details)	Available: The department uses the common ICT Classroom.
d) Laboratories: ➤ No. of laboratories of UG students: ➤ No. of laboratories for PG students: ➤ Recognized Research Lab:	2 Computer laboratories NA NA
e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	➤ Common Language Laboratory ➤ Educational C.Ds ➤ Study material
31. Number of students receiving financial assistance from college, university, government or other agencies:	95 % students
32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ Classroom Seminars. ➤ Group discussions and Assignments. ➤ MANA TV Educational programmes ➤ Communication skills and soft skills through JKC. ➤ Value education through trained teachers. ➤ Guest lectures by visiting faculty. ➤ Remedial coaching for slow learners.

33. Teaching methods adopted to improve student learning;	❖ Lecture method, ❖ Debates ❖ Group discussions ❖ Role plays, ❖ Quizzes.
34. Participation in Institutional Social Responsibility (ISR) and extension activities:	❖ Special extension programmes through NSS. ❖ Health awareness programmes on Swine flu and Bird flu ❖ Consumer awareness programmes through 'Consumer Club' ❖ Blood donation camps. ❖ Tree Plantation programmes ❖ Environmental awareness – damage to ozone layer and acid rains.
35. SWOC Analysis and Future plans of the Department	
❖ Two Strengths of the Department	➤ Providing facilities in Banking Sector. ➤ Good physical facilities
❖ Two Weaknesses of the Department	➤ Poor educational background of students ➤ Low enrolments
❖ Two Opportunities of the Department	➤ Departmental assistance by the college. ➤ Good placement opportunities
❖ Two Challenges or Threats of the Department	➤ Competition from the private sector ➤ Improving the results of rural students
❖ Future Plans of the Department	❖ To conduct seminars and conferences. ❖ To arrange Industrial visits and field trips.



1.	Name of the Department	POLITICAL SCIENCE
2.	Year of Establishment	1982-83
3.	Names of programmes/Courses offered (UG,PG, M. Phil, Ph. D, Integrated Masters, Integrated Ph.D., etc	❖ B.A. (Bachelor of Arts)
4.	Names of interdisciplinary courses and the departments/units involved	NA
5.	Annual/Semester/Choice based credit system (programme-wise)	Annual System
6.	Participation of department in the courses offered by other departments	NIL
7.	Courses in collaboration with other universities, industries, foreign institutions etc.,	NIL
8.	Details of courses/programmes discontinued (if any) with reasons.	NIL

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	00	00
Assistant Professors	01	01

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

Ph.D: 00
M.Phil.: 01
PG: 00

11	List of senior visiting faculty	Nil
12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	NIL
13	Student-Teacher ratio (programme-wise)	80:1
14	Number of academic support staff (technical) and administrative staff sanctioned and filled.	NIL NIL
15	Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D/M.Phil/PG.	NIL

16	No. of faculty with ongoing projects from a) National and b) International funding agencies and grants received	NIL
17	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.	NIL
18	Research Centre/facility recognized by the University.	NIL
19	PUBLICATIONS:	NIL
20	Areas of consultancy and income generated	NIL
21	Faculty as Members in the following committees (give details) ➤ National Committees ➤ International Committees ➤ Editorial Boards	NIL NIL NIL
22	STUDENTS' STUDY PROJECTS a) Percentage of students who have done in-house projects including interdepartmental programmes. b) Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.	00 00
23	Awards /Recognitions received by faculty members;	NIL
24	List of eminent academicians and scientists /visitors to the department.	NIL
25	Seminars/Conferences/Workshops organized and the source of funding;	NIL

26. Student Profiles- Course/Programme-wise

Name of the Course	Year	Applications received	Selected	Enrolled		Pass percentage
				Male	Female	
B. A. (H.E.P)	2009-10	64	64		64	67.0
	2010-11	60	60		60	71.0
	2011-12	49	49		49	47.0
	2012-13	37	37	-	37	82.0

27. Diversity of students;

Name of the Course	Year	% of students from the same state	% of students from other states	% of students from abroad
B.A (HEP)	2009-10	100%	00	00
	2010-11	100%	00	00
	2011-12	100%	00	00
	2012-13	100%	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

NIL

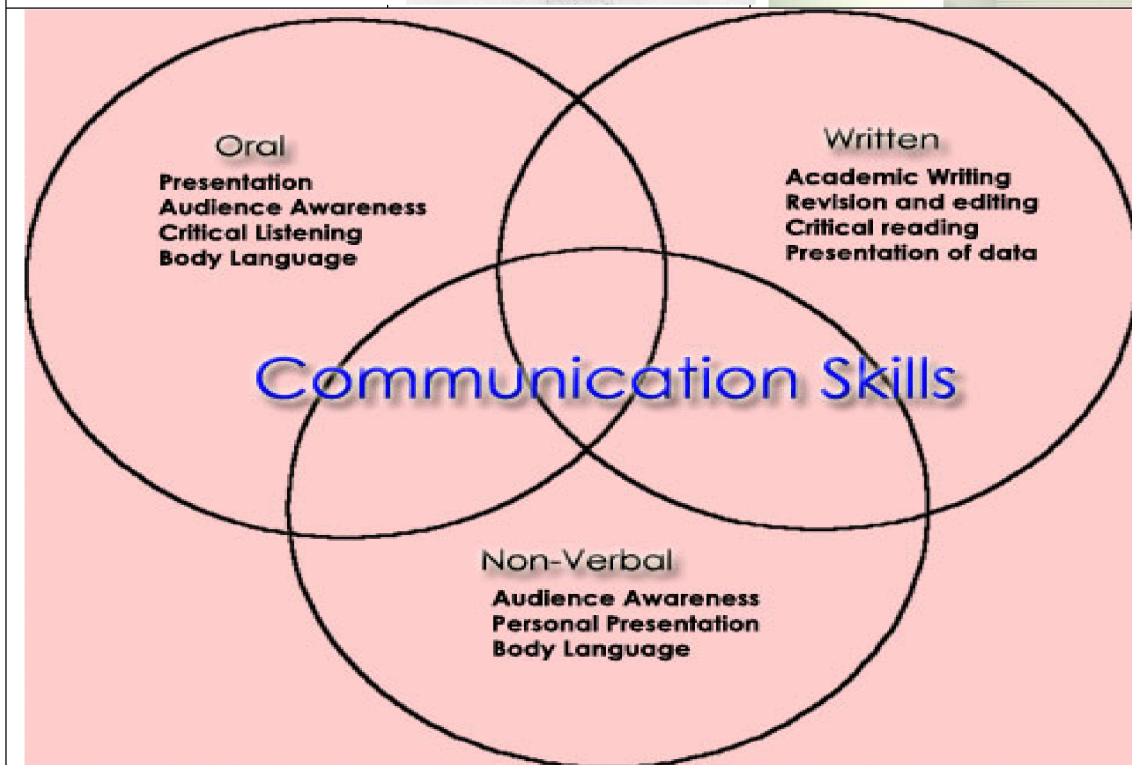
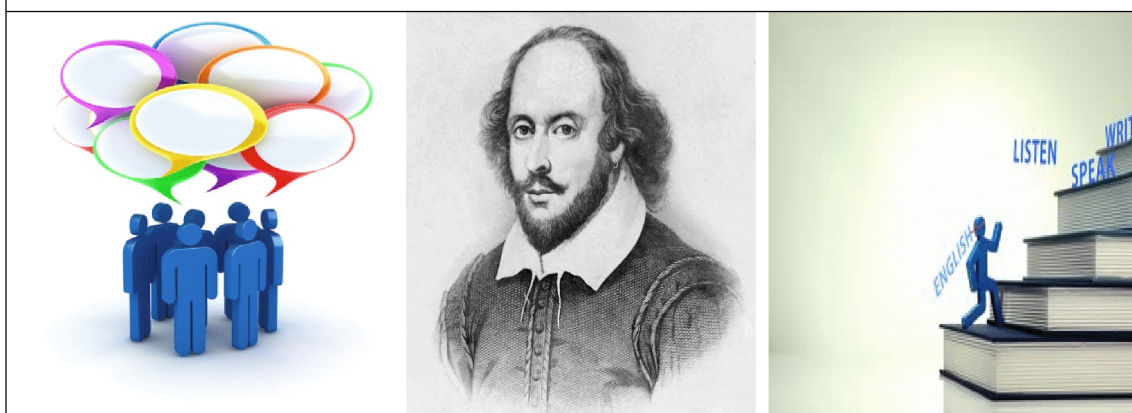
29. Student Progression

Student Progression	Against Percent Enrolled			
	2009-10	2010-11	2011-12	2012-13
UG to PG	08	10	12	13
PG to M. Phil.	-	-	-	-
PG to Ph. D	-	-	-	-
Ph. D to Post-Doctoral	-	-	-	-
<u>Employed</u>				
➤ Through Campus selection	-	-	-	-
➤ Other than Campus recruitment.				

30. Details of Infrastructural Facilities

a) Departmental Library	
➤ No. of Books	100
➤ No. of Journals	03
➤ No. of beneficiaries:	155
➤ Whether books issued to students?	Yes
➤ Whether issue register is maintained?	Yes
b) Internet facility for staff and students:	Available
➤ No. of computers and printers available	01
➤ No. of computers having internet connectivity	01
➤ No. of users:	157 (All Teachers and students)
c) Classrooms with ICT facility: Available / Not available (Give details)	Available: The department uses the common ICT Classroom.
d) Laboratories:	
➤ No. of laboratories of UG students:	2 Computer laboratories
➤ No. of laboratories for PG students:	NA
➤ Recognized Research Lab:	NA
➤	
e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	➤ Common Language Laboratory ➤ Educational C.Ds ➤ Study material
31. Number of students receiving financial assistance from college, university, government or other agencies:	155 (All students of I, II & III Years)

32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ Classroom Seminars. ➤ Group discussions and Assignments. ➤ MANA TV Educational programmes ➤ Communication skills and soft skills through JKC. ➤ Value education through trained teachers. ➤ Guest lectures by visiting faculty. ➤ Remedial coaching for slow learners.
33. Teaching methods adopted to improve student learning;	❖ Lecture method, ❖ Debates ❖ Group discussions ❖ Role plays, ❖ Quizzes.
34. Participation in Institutional Social Responsibility (ISR) and extension activities:	❖ Extension programmes through NSS. ❖ Consumer awareness programmes through 'Consumer Club' ❖ Blood donation camps. ❖ Tree Plantation programmes
35. SWOC Analysis of the Department and Future Plans	
❖ Two Strengths of the Department	➤ Scholarship facility for all students ➤ Good physical facilities
❖ Two Weaknesses of the Department	➤ Poor educational background of students ➤ Low enrolments
❖ Two Opportunities of the Department	➤ Departmental assistance by the college. ➤ Good placement opportunities
❖ Two Challenges or Threats of the Department	❖ Competition from the private sector ❖ Improving the results of rural students
❖ Future Plans of the Department	❖ To conduct seminars and conferences. ❖ To arrange Industrial visits and field trips.



1.	Name of the Department	ENGLISH
2.	Year of Establishment	1982-83
3.	Names of programmes/Courses offered (UG,PG, M. Phil, Ph. D, Integrated Masters, Integrated Ph.D., etc	Offered as an integral subject of all U.G. Programmes (B.A. B.Sc., B.Com, B.B.M).
4.	Names of interdisciplinary courses and the departments/units involved	NA
5.	Annual/Semester/Choice based credit system (programme-wise)	Annual System
6.	Participation of department in the courses offered by other departments	NIL
7.	Courses in collaboration with other universities, industries, foreign institutions etc.,	NIL
8.	Details of courses/programmes discontinued (if any) with reasons.	NIL

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	00	00
Assistant Professors	03	01

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

S. No.	Name	Qualifications	Designation	Specialization	No. of years of experience	No. of Ph. D students guided for the last 4 years
1.	S. Yasmin Beebi	M.A., M.Phil., B.Ed.	Lecturer in English	Short stories of Kushwant Singh.	10 years	-
2.	Ms. Kalai Vani	M.A	Guest Faculty		3 years	

11. List of senior visiting faculty (Furnish details as shown below)

S. No.	Name and designation	Address
1.	A. R. Chandra Sekhar Assistant Professor of English	Government Degree College (W), Madana Palles.
2.	Sri Gopala Naidu	P.V.K.N. Government College, Chittoor.
3.	Sri Mallikarjuna	P.V.K.N, Govt. College, Chittoor.

12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	50								
13	Student-Teacher ratio (programme-wise)	40:1								
14	Number of academic support staff (technical) and administrative staff sanctioned and filled.	NIL NIL								
15	Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D/M.Phil/PG.									
	<table><tr><th>S.No.</th><th>Name</th><th>Designation</th><th>Qualifications</th></tr><tr><td>1.</td><td>S. Yasminbeebi</td><td>Lecturer</td><td>M.A., M. Phil., B.Ed.,</td></tr></table>		S.No.	Name	Designation	Qualifications	1.	S. Yasminbeebi	Lecturer	M.A., M. Phil., B.Ed.,
S.No.	Name	Designation	Qualifications							
1.	S. Yasminbeebi	Lecturer	M.A., M. Phil., B.Ed.,							
16	No. of faculty with ongoing projects from a) National and b) International funding agencies and grants received	NIL								
17	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.	NIL								
18	Research Centre/facility recognized by the University.	NIL								
19	PUBLICATIONS: ➤ Publications per faculty ➤ Number of papers published in peer reviewed journals. ➤ Number of books / monographs ➤ Chapters in books	NIL								
20	Areas of consultancy and income generated	NIL								
21	Faculty as Members in the following committees (give details) ➤ National Committees ➤ International Committees ➤ Editorial Boards	S.Yasmin Beebi is a Member of the Selection Boards in the District Central library, Chittoor.								
22	STUDENTS' STUDY PROJECTS a) Percentage of students who have done in-house projects including interdepartmental programmes. b) Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.	50% 50%								
23	Awards /Recognitions received by faculty members;	NIL								
24	List of eminent academicians and scientists /visitors to the department. 1.									
25	Seminars/Conferences/Workshops organized and the source of funding;	NIL								

26. Student Profiles- Course/Programme-wise

Name of the Course	Year	Applications received	Selected	Enrolled		Pass percentage
				Male	Female	
All UG courses B. A. B.Sc. B.Com.	2009-10	NA	NA	-	367	58.6
	2010-11	NA	NA	-	364	68.8
	2011-12	NA	NA	-	295	67.2
	2012-13	NA	NA	-	245	66.4

27. Diversity of students;

Name of the Course	Year	% of students from the same state	% of students from other states	% of students from abroad
B.A B.Sc., B.Com	2009-10	100%	00	00
	2010-11	100%	00	00
	2011-12	100%	00	00
	2012-13	100%	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

NIL

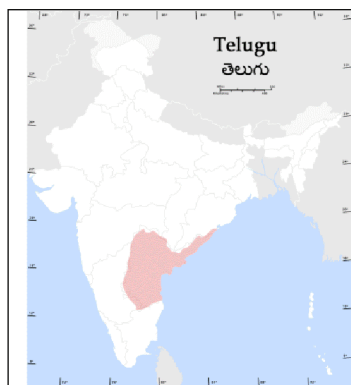
29. Student Progression

Student Progression	Against Percent Enrolled			
	2009-10	2010-11	2011-12	2012-13
UG to PG	08%	10%	12%	10%
PG to M. Phil.	-	-	-	-
PG to Ph. D	-	-	-	-
Ph. D to Post-Doctoral	-	-	-	-
<u>Employed</u>				
➤ Through Campus selection	~5%	~5%	~5%	~5%
➤ Other than Campus recruitment.	5-10%	5-10%	5-10%	5-10%

30. Details of Infrastructural Facilities

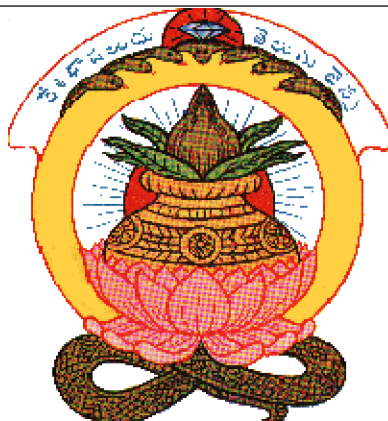
a) Departmental Library	
➤ No. of Books	100
➤ No. of Journals	04
➤ No. of beneficiaries:	400
➤ Whether books issued to students?	Yes
➤ Whether issue register is maintained?	Yes
b) Internet facility for staff and students:	Available
➤ No. of computers and printers available	20 + 2
➤ No. of computers having internet connectivity	02
➤ No. of users:	550 (All Teachers and students)

c) Classrooms with ICT facility: Available / Not available (Give details)	Available: The department uses the common ICT Classroom.
d) Laboratories: ➤ No. of laboratories of UG students: ➤ No. of laboratories for PG students: ➤ Recognized Research Lab:	Common Language Laboratory NA NA
e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	➤ Common Language Laboratory ➤ Educational C.Ds, cassettes, tape recorders and microphones. ➤ Reading material
31. Number of students receiving financial assistance from college, university, government or other agencies:	~ 540 students of I & II Years UG courses
32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ Communication skills and soft skills through JKC. ➤ Classroom Seminars. ➤ Group discussions and Assignments. ➤ MANA TV Educational programmes ➤ Value education through trained teachers. ➤ Guest lectures by visiting faculty. ➤ Remedial teaching ➤ Vocabulary learning.
33. Teaching methods adopted to improve student learning;	❖ Lecture method, ❖ Debates and Quizzes ❖ Group discussions & Interactive sessions ❖ Role plays.
34. Participation in Institutional Social Responsibility (ISR) and extension activities:	❖ Special extension programmes through NSS. ❖ Women empowerment programmes ❖ Consumer awareness programmes through 'Consumer Club' ❖ Legal awareness programmes ❖ Blood donation camps & Pulse polio awareness programmes ❖ Tree Plantation programmes. ❖ Awareness on AIDS, Swine flu, bird flu
35. SWOC Analysis and Future plans of the Department	
❖ Two Strengths of the Department	➤ Imparting communication skills ➤ Good physical facilities.
❖ Two Weaknesses of the Department	➤ Poor English knowledge in students ➤ Decreasing enrolments
❖ Two Opportunities of the Department	➤ Availability of language laboratory. ➤ UGC Career oriented programme.
❖ Two Challenges or Threats of the Department	➤ Competition from the private sector ➤ Shortage of qualified teachers.
➤ Future Plans of the Department	❖ To conduct Workshop on Communication skills. ❖ To arrange field trips. ❖ To carryout study projects.



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1.	Name of the Department	TELUGU
2.	Year of Establishment	1982-83
3.	Names of programmes/Courses offered (UG,PG, M. Phil, Ph. D, Integrated Masters, Integrated Ph.D., etc	Component of all U.G. (B.A. B.Sc., B.Com) programmes.
4.	Names of interdisciplinary courses and the departments/units involved	NA
5.	Annual/Semester/Choice based credit system (programme-wise)	Annual System
6.	Participation of department in the courses offered by other departments	NIL
7.	Courses in collaboration with other universities, industries, foreign institutions etc.,	NIL
8.	Details of courses/programmes discontinued (if any) with reasons.	NIL

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	00	00
Assistant Professors	02	02

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

S. No.	Name	Qualifications	Designation	Specialization	No. of years of experience	No. of Ph. D students guided for the last 4 years
1.	Dr.P.Varalakshmi	M.A., TPT., Ph.D., PGDHR.	Assistant Professor	Kinnera Patrika Sahithya Seva	1 year, 6 months	-
2.	Sajani		Assistant Professor		3 Months	

11. List of senior visiting faculty (Furnish details as shown below)

S. No.	Name and designation	address
1.	Dr. G. Usha Rani Associate Professor of Telugu	P.V.K.N. Government College, Chittoor.
2.	Dr. Mohan Naidu Lecturer in Telugu	P.V.K.N. Government College, Chittoor.
3.	Dr.E.Balakrishna Reddy Retd. Lecturer	Smt. N.P.S. Government College (W), Chittoor
4.	Sri Gopal Naidu	Retired Lecturer, Smt. N.P.S.G.C. (W), Chittoor

5. Dr.S.Padmanabha Reddy Associate Professor of Telugu PVKN Government College, Chittoor		
12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	NIL
13	Student-Teacher ratio (programme-wise)	50:1
14	Number of academic support staff (technical) and administrative staff sanctioned and filled.	NIL NIL
15	Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D/M.Phil/PG. Ph. Ds: 01 PG: 01	
16	No. of faculty with ongoing projects from a) National and b) International funding agencies and grants received	01 : Rs. 1, 00, 000. (Completed by former staff member G. Usha Rani)
17	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.	NIL
18	Research Centre/facility recognized by the University.	NIL
19	<u>PUBLICATIONS:</u> ➤ Publications per faculty ➤ Number of papers published in peer reviewed journals. ➤ Number of books / monographs ➤ Chapters in books	10 G. Usha Rani, former staff member published 3 books from the college. 02, one by P.Varalakshmi and the other by Dr.G.Usha Rani.
20	Areas of consultancy and income generated	NIL
21	Faculty as Members in the following committees (give details) ➤ National Committees ➤ International Committees ➤ Editorial Boards	Dr.G.Usha Rani, is a member of BOS in Telugu, S.V.University. She also acted as member of selection boards in the District Central library, Chittoor.
22	STUDENTS' STUDY PROJECTS a) Percentage of students who have done in-house projects including interdepartmental programmes. b) Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.	02 00

23	Awards /Recognitions received by faculty members; Dr. G. Usha Rani former staff member of the college received three awards. ❖ Best Poet award from the District Collector, Chittoor. ❖ Best Women Writer award from the Prajahitha Seva Samithi, Chittoor ❖ Kuppam Reddamma Award by the K. Reddamma Trust, Chittoor.			
24	List of eminent academicians and scientists /visitors to the department. 1. Dr. T.G.R. Prasad, Principal, Silver Jubilee Govt. College, Kurnool. 2. Sri V.Munaswami, Local writer. 3. Dr. S.Dharmachary, Chittoor. 4. Smt. K.Samanthakamani, Local writer. 5. Dr. B.Mallikarjun,			
25	Seminars/Conferences/Workshops organized and the source of funding;			
	Title	Date	Funding Agency	Amount (Rs.)
	1. National Seminar on Vaishnava Bhakthi Sahithyam- Tulanathmaka pariseelana	27 / 28, Aug, 2008	UGC	50, 000
	2. National Seminar on Thallapaka Kavula Jeevitham	1-2 March, 2013.	Joint project of T.T.D., Tirupati and the College	1, 25, 000

26. Student Profiles- Course/Programme-wise

S. No.	Name of the Course	Year	Applications received	Selected	Enrolled		Pass percentage
					Male	Female	
		2009-10	NA	NA	-	282	88.7
		2010-11	NA	NA	-	261	90.4
		2011-12	NA	NA	-	209	75.1
		2012-13	NA	NA	-	191	93.0

27. Diversity of students;

S. No.	Name of the Course	Year	% of students from the same state	% of students from other states	% of students from abroad
1	All U.G. Courses; B. A., B.Sc., and B.Com.	2006-07	100%	00	00
		2007-08	100%	00	00
		2008-09	100%	00	00
		2009-10	100%	00	00
		2010-11	100%	00	00
		2011-12	100%	00	00
		2012-13	100%	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

5 students selected for teaching positions in Government Schools
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29. Student Progression

Student Progression	Against Percent Enrolled					
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
UG to PG	10%	10%	10%	10%	10%	10%
PG to M. Phil.	-	-	-	-	-	-
PG to Ph. D	-	-	-	-	-	-
Ph. D to Post-Doctoral	-	-	-	-	-	-
Employed						
➤ Through Campus selection	5%	5%	5%	5%	5%	5%
➤ Other than Campus recruitment.	10-20%	10-20%	10-20%	10-20%	10-20%	10-20%

30. Details of Infrastructural Facilities

a) Departmental Library	
➤ No. of Books	200
➤ No. of Journals	04
➤ No. of beneficiaries:	350
➤ Whether books issued to students?	Yes
➤ Whether issue register is maintained?	Yes
b) Internet facility for staff and students:	Available
➤ No. of computers and printers available	01
➤ No. of computers having internet connectivity	01
➤ No. of users:	350 (All Teachers and students)
c) Classrooms with ICT facility: Available / Not available (Give details)	Available: The department uses the common ICT Classroom.
d) Laboratories:	
➤ No. of laboratories of UG students:	1 Common Language Laboratory for Telugu, English and Hindi.
➤ No. of laboratories for PG students:	NA
➤ Recognized Research Lab:	NA
e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	➤ Common Language Laboratory ➤ Educational C.Ds, cassettes, tape recorders. ➤ Reading material
31. Number of students receiving financial assistance from college, university, government or other agencies:	350 (All students of I & II Years)
32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ Classroom Seminars. ➤ Group discussions and Assignments. ➤ MANA TV Educational programmes ➤ Communication skills and soft skills through JKC. ➤ Value education through trained teachers. ➤ Guest lectures by visiting faculty. ➤ Quiz programmes. ➤ Poetry recitation.

33. Teaching methods adopted to improve student learning;	❖ Lecture method, ❖ Debates ❖ Group discussions ❖ Role plays.
34. Participation in Institutional Social Responsibility (ISR) and extension activities:	❖ Special extension programmes through NSS. ❖ Women empowerment programmes ❖ Consumer awareness programmes through 'Consumer Club' ❖ Legal awareness programmes ❖ Blood donation camps. ❖ Tree Plantation programmes. ❖ Registration of voters.
35. SWOC (Strengths, Weaknesses, Opportunities and Challenges) Analysis	
❖ Two Strengths of the Department	➤ Staff members with Ph.D / NET qualification. ➤ Good physical facilities.
❖ Two Weaknesses of the Department	➤ Poor educational background of students ➤ Low enrolments
❖ Two Opportunities of the Department	➤ Departmental assistance by the college. ➤ UGC Career oriented programme.
❖ Two Challenges or Threats of the Department	➤ Competition from the private sector ➤ Improving the language skills of rural students having Tamil background.
36. Future Plans of the Department	❖ To conduct seminars and conferences. ❖ To arrange Industrial visits and field trips. ❖ To conduct workshops for upcoming young Telugu writers.

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1.	Name of the Department	HINDI
2.	Year of Establishment	1982-83
3.	Names of programmes/Courses offered (UG,PG, M. Phil, Ph. D, Integrated Masters, Integrated Ph.D., etc	Component of all U.G (B.A. B.Sc., and B.Com) programmes.
4.	Names of interdisciplinary courses and the departments/units involved	NA
5.	Annual/Semester/Choice based credit system (programme-wise)	Annual System
6.	Participation of department in the courses offered by other departments	NIL
7.	Courses in collaboration with other universities, industries, foreign institutions etc.,	NIL
8.	Details of courses/programmes discontinued (if any) with reasons.	NIL

9. Number of Teaching Posts

Cadre	No. Sanctioned	No. filled
Professors	00	00
Associate Professors	00	00
Assistant Professors	01	01

10. Faculty profile with name, qualification, designation, specialization (D.Sc./Dlitt./Ph.D./M. Phil. etc.,)

S. No.	Name	Qualifications	Designation	Specialization	No. of years of experience	No. of Ph. D students guided for the last 4 years
1.	Dr. S. Shamshakthar	M.A., M.Phil., Ph.D., FHT.	Assistant Professor	Rajseth ke katha sahithya me naari.	3 years, 6 months	-

11. List of senior visiting faculty (Furnish details as shown below)

S. No.	Name and designation	address
1.	Dr. B.R. Vani Assistant Professor of Hindi	Government Degree College, Puttur.
2.	S.Benazeir Lecturer in Hindi	P.V.K.N. Government College, Chittoor.
3.	Dr.S.Syed Saheb Retd. Asst. Professor	Smt. N.P.S. Government College (W), Chittoor

12.	Percentage of lectures delivered and practical classes handled (programme-wise) by temporary faculty.	NIL								
13	Student-Teacher ratio (programme-wise)	20:1								
14	Number of academic support staff (technical) and administrative staff sanctioned and filled.	NIL NIL								
15	Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D/M.Phil/PG.									
	<table><tr><th>S.No.</th><th>Name</th><th>Designation</th><th>Qualifications</th></tr><tr><td>1.</td><td>Dr.S.Shamshakthar</td><td>Assistant Professor</td><td>M.A., M.Phil., Ph.D., FHT.</td></tr></table>	S.No.	Name	Designation	Qualifications	1.	Dr.S.Shamshakthar	Assistant Professor	M.A., M.Phil., Ph.D., FHT.	
S.No.	Name	Designation	Qualifications							
1.	Dr.S.Shamshakthar	Assistant Professor	M.A., M.Phil., Ph.D., FHT.							
16	No. of faculty with ongoing projects from a) National and b) International funding agencies and grants received	Proposals submitted to UGC for a Minor Research Project								
17	Departmental projects funded by DST-FIST; UGC, DBT, ICSSR etc and total grant received.	NIL								
18	Research Centre/facility recognized by the University.	NIL								
19	PUBLICATIONS: ➤ Publications per faculty ➤ Number of papers published in peer reviewed journals. ➤ Number of books / monographs ➤ Chapters in books	02 02, Raj Seth ke katha sahithya mei naari chetana. Sathar Hindi Kahani mei naariki pakhdharatha. NIL								
20	Areas of consultancy and income generated	NIL								
21	Faculty as Members in the following committees (give details) ➤ National Committees ➤ International Committees ➤ Editorial Boards	Dr.S.Shamshakthar is a; ➤ Member of the Selection Boards in the District Central library, Chittoor. ➤ Member, B.O.S. S.V. University, Tirupati.								
22	STUDENTS' STUDY PROJECTS a) Percentage of students who have done in-house projects including interdepartmental programmes. b) Percentage of students placed for projects in organizations outside the institution, i.e., in Research Laboratories/ Industry/ other agencies.	50% 00								
23	Awards /Recognitions received by faculty members;	NIL								
24	List of eminent academicians and scientists /visitors to the department. 1. Prof. I. N.Chandrasekhar, Department of Hindi, S.V. University, Tirupati. 2. Dr. D.Dasthagiri, Professor of Hindi, S.V. University, Tirupati.									

25	Seminars/Conferences/Workshops organized and the source of funding;			
	Title	Date	Funding Agency	Amount (Rs.)
	1. National Seminar on Sathar Hindi kahani sahithya mei naari ki pakshadharatha	26 th Feb 2013	College	60, 000

26. Student Profiles- Course/Programme-wise

Name of the Course	Year	Applications received	Selected	Enrolled		Pass percentage
				Male	Female	
All UG courses B. A. B.Sc. B.Com.	2009-10	NA	NA	-	09	100
	2010-11	NA	NA	-	09	100
	2011-12	NA	NA	-	13	100
	2012-13	NA	NA	-	24	96.5

27. Diversity of students;

Name of the Course	Year	% of students from the same state	% of students from other states	% of students from abroad
B.A B.Sc., B.Com	2009-10	100%	00	00
	2010-11	100%	00	00
	2011-12	100%	00	00
	2012-13	100%	00	00

28. How many of students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc., ? Give details.

NIL

29. Student Progression

Student Progression	Against Percent Enrolled			
	2009-10	2010-11	2011-12	2012-13
UG to PG	02	02	02	01
PG to M. Phil.	-	-	-	-
PG to Ph. D	-	-	-	-
Ph. D to Post-Doctoral	-	-	-	-
Employed				
➤ Through Campus selection	-	-	-	-
➤ Other than Campus recruitment.				

30. Details of Infrastructural Facilities

a) Departmental Library	
➤ No. of Books	100
➤ No. of Journals	02
➤ No. of beneficiaries:	30
➤ Whether books issued to students?	Yes
➤ Whether issue register is maintained?	Yes
b) Internet facility for staff and students:	Available
➤ No. of computers and printers available	01
➤ No. of computers having internet connectivity	01
➤ No. of users:	30 (All Teachers and students)
c) Classrooms with ICT facility: Available / Not available (Give details)	Available: The department uses the common ICT Classroom.
d) Laboratories:	
➤ No. of laboratories of UG students:	1 Common Language Laboratory for Telugu, English and Hindi.
➤ No. of laboratories for PG students:	NA
➤ Recognized Research Lab:	NA
e) Other learning resources: Eg. Language labs, reading materials, CDs, cassettes, microphones, tape recorders etc.,	➤ Common Language Laboratory ➤ Educational C.Ds, cassettes, tape recorders and microphones. ➤ Reading material
31. Number of students receiving financial assistance from college, university, government or other agencies:	30 (All students of I & II Years)
32. Details of enrichment programmes (special lectures/workshops/seminars) with external experts:	➤ Classroom Seminars. ➤ Group discussions and Assignments. ➤ MANA TV Educational programmes ➤ Communication skills and soft skills through JKC. ➤ Value education through trained teachers. ➤ Guest lectures by visiting faculty. ➤ Remedial teaching ➤ Vocabulary learning.
33. Teaching methods adopted to improve student learning;	❖ Lecture method, ❖ Debates ❖ Group discussions ❖ Role plays.
34. Participation in Institutional Social Responsibility (ISR) and extension activities:	❖ Special extension programmes through NSS. ❖ Women empowerment programmes ❖ Consumer awareness programmes through 'Consumer Club' ❖ Legal awareness programmes ❖ Blood donation camps. ❖ Tree Plantation programmes. ❖ Registration of voters.

35. SWOC (Strengths, Weaknesses, Opportunities and Challenges) Analysis	
❖ Two Strengths of the Department	➤ Teaching Hindi for nor-Hindi students ➤ Good physical facilities.
❖ Two Weaknesses of the Department	➤ Students' poor response to Hindi. ➤ Poor enrolments
❖ Two Opportunities of the Department	➤ Availability of language laboratory. ➤ UGC Career oriented programme.
❖ Two Challenges or Threats of the Department	➤ Spreading the national language in non-Hindi speaking areas. ➤ Unwillingness of students of Tamil background to accept Hindi as second language.
36. Future Plans of the Department	❖ To create interest in the subject and attract students. ❖ To conduct a national seminar ❖ To arrange field trips. ❖ To carryout study projects.
