



SRI SAI BABA NATIONAL DEGREE COLLEGE

(AUTONOMOUS)

Accredited at the 'A' Level by NAAC
College with Potential for Excellence
ANANTAPUR – 515001 (A.P.)

Dr. P.P.V.D.N.Trisula Pani, M.Phil.,Ph.D.,
Principal i/c

To

The Director
National Assessment and Accreditation Council
P. O. Box No. 1075, Nagabhavi
Bangalore -560072, Karnataka
India

Dear Sir

Sub: Submission of AQAR for 2013-14 - Reg.

I herewith submit AQAR for the year 2013-2014 as per the prescribed proforma. The same has been uploaded to institute's website. This is for your kind consideration and necessary action at your end.

Thanking you

Yours faithfully

(Dr. P.P.V.D.N.Trisula Pani)

Principal i/c
SSBN Degree College
(Autonomous)
Govt. Hospital Road
Opp. ZP office
Anantapur-515 001
Andhra Pradesh.

ANNUAL QUALITY ASSURANCE REPORT

2013-2014

SRI SAI BABA NATIONAL DEGREE COLLEGE, ANANTAPUR

(AUTONOMOUS)

Accredited at 'A' level by NAAC

"College with Potential for Excellence" status by UGC



SUBMITTED TO THE NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL (NAAC)

BANGALORE

E-mail : prinsssbnc@gmail.com

url: www.ssbnc.in



SRI SAI BABA NATIONAL DEGREE COLLEGE, (AUTONOMOUS)
ANANTAPUR

Re-accredited at "A" level
College with Potential for Excellence
Opp.Z.P.Office, Hospital Road, Anantapur

The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

1. Details of the Institution

1.1 Name of the Institution	Sri Sai Baba National Degree College (Autonomous)
1.2 Address Line 1	Opp.Z.P.Office
Address Line 2	Hospital Road
City/Town	ANANTAPUR
State	ANDHRA PRADESH
Pin Code	515 001
Institution e-mail address	prinssbn@gmail.com
Contact Nos.	08554-244585
Name of the Head of the Institution:	Dr.P.P.V.D.Naga Trisula Pani, Principal I/C
Tel. No. with STD Code:	08554-244585

Mobile:

9440006439

Name of the IQAC Co-ordinator:

Dr.B.Sivarama Krishna

Mobile:

9493193488

IQAC e-mail address:

prinssbn@gmail.com

1.3 NAAC Track ID (For ex. MHCogn 18879)

15504

1.4 NAAC Executive Committee No. & Date:

EC/65/RAR/47, October 25, 2013

(For Example EC/32/A&A/143 dated 3-5-2004.

This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate)

1.5 Website address:

ssbnc.in

Web-link of the AQAR:

http://ssbnc.in/files/aqar_13-14.pdf

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A		2007	
2	2 nd Cycle	A		2013	2018
3	3 rd Cycle	--	--	--	--
4	4 th Cycle	--	--	--	--

1.7 Date of Establishment of IQAC :

DD/MM/YYYY

04-07-2007

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1.8 AQAR for the year (for example 2010-11)

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR _____ (DD/MM/YYYY)4
- ii. AQAR _____ (DD/MM/YYYY)
- iii. AQAR _____ (DD/MM/YYYY)
- iv. AQAR _____ (DD/MM/YYYY)

1.10 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management (UG)

Others (Specify)

1.12 Name of the Affiliating University (for the Colleges)

Sri Krishna Devaraya University,
Anantapur

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

Autonomy by State

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme

DST-FIST

UGC-Innovative PG programmes

Any other (Specify)
COE

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers

08

2.2 No. of Administrative/Technical staff

02

2.3 No. of students

02

2.4 No. of Management representatives

02

2.5 No. of Alumni

02

2.6 No. of any other stakeholder and
community representatives

02

2.7 No. of Employers/ Industrialists

01

2.8 No. of other External Experts

02

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2.9 Total No. of members

2.10 No. of IQAC meetings held

2.11 No. of meetings with various stakeholders: No. Faculty
Non-Teaching Staff Students Alumni Others

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

- Introduction of Mandatory student's study projects.
- Introduction of Choice Based Inter Disciplinary Electives.
- Inclusion of Value Added Component in curriculum.
- Grade to student participation in co-curricular and extension activities.
- Efforts to mobilise the National Funding for promoting quality research.
- Institutionalised Academic Audit.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
1. Awareness meet on National Funding for Research	1. Increased number minor and major research projects and publications.
2. Workshop on identifying the areas of research for local needs	2. MOUs with local Industries.
3. Workshop on Academic Audit	3. Schedules designed for monitoring the academic progress.

* Attach the Academic Calendar of the year as Annexure.

Academic Calendar (2013-2014) is Enclosed (Annexure i)

2.16 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body **Governing Body**

Provide the details of the action taken

Management held deliberations on the AQAR and recommended for the funding agencies for research in the areas of local needs. The management has also financed the workshop.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	22	--	--	--
PG	06	--	06	--
UG	15	--	06	--
PG Diploma	--	--	--	--
Advanced Diploma	--	--	--	--
Diploma	--	--	--	--
Certificate	06	--	06	--
Others	--	--	--	--
Total	49	--	18	--
Interdisciplinary	15			
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/**Elective option** / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	15
Trimester	---
Annual	---

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback : Online Manual Co-operating schools (for PEI)

**Please provide an analysis of the feedback in the Annexure*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

- The resolutions passed in the Boards of Studies are approved with or without modifications in the Academic Council are formularized and implemented for the development of the curriculum.
- The Autonomous status conferred on the Institution gives it an advantage in revising the curricula so as to incorporate contemporary trends.
- The Institution carries out the formalities prescribed by the APSCHE and affiliating university in introducing new academic programs.
- Taking common core syllabus as a base to ensure vertical mobility, the Institution has flexibility to include additional inputs of local and contemporary relevance.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

Nil

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty	Total	Asst. Professors	Associate Professors	Professors	Others Management Appointees
	27	06	21	--	49

2.2 No. of permanent faculty with Ph.D.	20
---	----

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year	Asst. Professors		Associate Professors		Professors		Others		Total	
	R	V	R	V	R	V	R	V	R	V
	--	--	--	--	--	--	--	--	--	--

2.4 No. of Guest and Visiting faculty and Temporary faculty	10	06	---
---	----	----	-----

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended		10	10
Presented papers		10	10
Resource Persons			

2.6 Innovative processes adopted by the institution in Teaching and Learning:

The various –teaching –learning methods used by the teachers for various subjects are as follows:

Subject	Methodology used
Humanities	<ul style="list-style-type: none"> • Newspaper discussion • Visuals • Group Discussions
Physical Sciences	<ul style="list-style-type: none"> • Mathematical modeling • Brain Teasers • QUIZ programmes
Life Sciences	<ul style="list-style-type: none"> • Biological Tours/Field Trips • Models, Charts and rare specimens • Industrial Trainings
Commerce	<ul style="list-style-type: none"> • Debate and Quiz • Visits to local Banks and Insurance Companies to understand real time operations • Economic News bulletins and Visual Presentations • Share Market surveys & Analysis
Management	<ul style="list-style-type: none"> • Economic News bulletins and Visual Presentations • Internships • Industrial Tours
Computer science	<ul style="list-style-type: none"> • Hands on training in Web design • Code debugging • Analysis of real world Information Systems • Webcasts and Podcasts

2.7 Total No. of actual teaching days during this academic year

180 days

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Coding, Double Valuation, Personal Identification and Revaluation

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

76

2.10 Average percentage of attendance of students

75%

2.11 Course/Programme wise
distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.A	62	--	35.5	13	--	48.39
B.Sc	381	--	61.7	2.0	--	63.25
B.Com	107	--	55.1	12.1	--	67.29
B.Com (Comp)	62	--	88.7	3.23	--	91.94
BBM	43	--	76.7	9.3	--	86.05

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

IQAC monitors teaching and learning processors through detailed periodic schedules filled by the stake holders.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	04
UGC – Faculty Improvement Programme	09
HRD programmes	Nil
Orientation programmes	02
Faculty exchange programme	Nil
Staff training conducted by the university	02
Staff training conducted by other institutions	06
Summer / Winter schools, Workshops, etc.	04
Others	---

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily Management appointees
Administrative Staff	24	22	--	25
Technical Staff	--	--	--	--

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

The Research Committee is constituted with the following composition.

- 1) Principal - Chairperson
- 2) UG Heads - Members
- 3) PG Heads – Members
- 4) IQAC coordinator- Member
- 5) UGC In-charge – Member
- 6) Governing Body Member

The following recommendations of the committee have been implemented.

- Assistance for teachers and students to take up research both on academic and general issues including study projects on social and financial aspects.
- Encourage the staff to pursue research leading to the award of M.Phil./Ph.D.
- Conduct special meet to motivate the teachers to prepare research proposals for applying for research projects.
- Organize state/national level seminars / workshops.
- Approach the affiliating university for more research centres.

As a result of the implementation of the above recommendations:

- The college received funds from the agencies like UGC, DST and CSIR for research activities.
- 39 teachers have earned Ph.Ds. while 16 secured M.Phils., 8 teachers are pursuing research for doctoral degrees.
- 4 of our faculty members secured Major Research Projects from UGC and DST.
- 3 teachers are working on the Minor Research Projects with UGC financial assistance.
- Most of the departments organized national level seminars with the financial assistance of UGC and APSCHE.
- S.K. University, Anantapur has sanctioned 4 Research Centers for the departments of Electronics, Physics, Mathematics and Chemistry.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	01	Nil	Nil	Nil
Outlay in Rs. Lakhs	Rs.8,26,800	--	--	--

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	02	--	02	Nil
Outlay in Rs. Lakhs	Rs.9,51,000	--	Rs.6,05,000	--

3.4 Details on research publications

	International	National	Others
Peer Review Journals	04	04	--
Non-Peer Review Journals	--	--	--
e-Journals	--	--	--
Conference proceedings	02	09	--

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant Sanctioned	Received
Major projects				
Minor Projects	1 Year and 6 months	UGC – SERO	6.05 Lakhs	4.50 Lakhs
Interdisciplinary Projects	--	--	--	--
Industry sponsored	--	--	--	--
Projects sponsored by the University/ College	--	--	--	--
Students research projects <i>(other than compulsory by the University)</i>	--	--	--	--
Any other(Specify)	--	--	--	--
Total	--	--	6.05 Lakhs	4.50 Lakhs

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from **Not Applicable**

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (COE)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	---	02	--	--	05
Sponsoring agencies	---	UGC	--	--	

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency : **Rs.10,40,000/-** From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	Nil
	Granted	
International	Applied	
	Granted	
Commercialised	Applied	
	Granted	

3.17 No. of research awards/ recognitions received by faculty and research fellows Of the institute in the year **Nil**

Total	International	National	State	University	Dist	College

3.18 No. of faculty from the Institution who are Ph. D. Guides
and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones) **Nil**

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level
National level International level

3.22 No. of students participated in NCC events:

University level State level
National level International level

3.23 No. of Awards won in NSS:

University level State level
National level International level

3.24 No. of Awards won in NCC:

University level State level
National level International level

3.25 No. of Extension activities organized

University forum College forum
NCC NSS Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- NSS units conducted two Special Camps at Pulakunta Village from 13-12-2013 to 06-01-2014. In a span of 7 days five free medical camps were organized for the benefit of the villagers and school children distributing free medicines and tooth paste and tooth brushes. It is a matter of pride to mention that state officers Sri P.Ramachandra Rao, State Liaison Officer and Sri Gokul Krishna, NSS Regional Centre, Hyderabad visited the camp along with NSS Co-ordinator Prof.Anjaneyulu, S.K.University, Anantapur and appreciated the programme officers and

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volunteers for the useful work done. Two of our volunteers Kum Mounika and Mr.Vijay Kumar participated in a 10 day Mega Camp at Bangalore from 29-06-2013 to 08-07-2013. Mr.D.Nagendra, III B.Sc volunteer also participated in a two day South Asian Association for Regional Co-operation (SAARC) – sponsored youth training programme at National Rajiv Gandhi Institute for Youth Development at Sriperambadur, Tamilnadu in January 2014. Besides, our students also participated in various NSS camps held in rural areas of the district to bring about awareness among them regarding sanitation, health etc. They also participate regularly in clean and green programmes, tree plantation and blood donation camps.

- NCC Cadets attended Special National Integrated Camp at Indore, Madhya Pradesh, in January 2014. Four cadets attended National Integration Camp at Tirupati in January 2014. I am extremely happy to inform you that our Associate NCC Officer Lt. B.V. Ramana Naidu was awarded **Group Commander Decoration Card** in 2013. Kum Mani Deepa of II MPC was also awarded **Group Commander Decoration Card**.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	7.42 Acres.	---	---	---
Class rooms	49	10 (Renovated)	Management	49
Laboratories	36	02 (Renovated)	Management & UGC	36
Seminar Halls	02	--	Management & UGC	02
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	15	09	UGC & Management	24
Value of the equipment purchased during the year (Rs. in Lakhs)	---	---	---	25,50,000/-
Others	---	---	---	---

4.2 Computerization of administration and library

- All books in the Library are bar coded and inventory management are automated.
- Administrative activities are automated.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	35618	1,20,03266	2170	7,32,321	37788	1,27,35,587
Reference Books	2225	8,90,000	30	12,455	2255	9,02,455
e-Books	300	99000	45	13,500	345	1,12,500
e-Journals						
Journals	21	25,050	--	--	--	--
Digital Database	24	5000	--	--	--	--
CD & Video						
Others (specify)	--	--	--	--	--	--

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet / Browsing Centres	Computer Centres	Office	Departments	Others
Existing	275	175	20	45	07	24	04
Added	40	30	07	--	01	01	01
Total	315	205	27	45	08	25	05

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

- College organizes workshops on available ICT facilities and their usage in batches as a part of Induction Programme.
- Regular Workshops organised to faculty for extensive use of ICT and e-resources.

4.6 Amount spent on maintenance in lakhs :

i) ICT	50,000/-
ii) Campus Infrastructure and facilities	25,000/-
iii) Equipments	50,000/-
iv) Others	15,000/-
Total :	1,40,000/-

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- oversees and monitors the student support services, viz. social welfare scholarships, Sai Benevolent Fund, endowment scholarships, health centre with a provision for a psychiatrist, hygienic water, students consumer cooperative stores, canteen, parking, grievance redressal cell, Women Empowerment Cell, placement and career guidance, remedial coaching and sports facilities.
- appoints mentors. One mentor is appointed for every 40 students. The mentor keeps a record of the students allotted to him/her. The mentor is entrusted with the work of counselling the students on personal and social issues, guiding them in academic matters, supporting the cause of students, advising them on future opportunities and utilizing the student support services available on the campus.

5.2 Efforts made by the institution for tracking the progression

The College is in constant interaction with its alumni and their employers and takes their feedback for the improvement of its curricula, teaching and learning methods, student support services and infrastructure. This gives encouragement for a better performance and to improve the productivity in teaching and research. Such feedback has helped many teachers to pursue their research leading to M.Phil., and Ph.D., and publishing research articles in reputed journals. It has also encouraged our teachers to participate in seminars, symposia, conferences, workshops, refresher courses, orientation courses and, to get teacher awards and recognition from scientific organizations, etc.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
2222	328	04	--

(b) No. of students outside the state

12

(c) No. of international students

01

Men	No	%	Women	No	%
	1204	47.22		1346	52.78

2012-2013						2013-2014					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
987	232	73	946	01	2239	948	213	73	988	--	2222

Demand ratio **1:2** Dropout % **0.7**

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

UGC sponsored Entry into service training programme under XII plan Merged Scheme Grant

No. of students beneficiaries

100

5.5 No. of students qualified in these examinations

NET	01	SET/SLET	04	GATE	03	CAT	--
IAS/IPS etc	--	State PSC	--	UPSC	--	Others	--

5.6 Details of student counselling and career guidance

Services provided by the placement Cell:

- Providing latest information on Higher education, Job opportunities, Professional careers, Self-employment, Career – Building related skills, online recruitment process.
- Making available books, material and periodicals
- Conducting workshops, guest lectures, interfaces with industrialists and entrepreneurs to enlighten the students on entrepreneurial activities in setting up, maintaining and controlling business units etc.
- Inviting the officials from the District Industries Centre, Anantapur to deliver guest lectures to the students on project profiles and procedural formalities in establishing business units by entrepreneurs.
- Circulating information among prospective employers on the training given to the students in the college.

No. of students benefitted

525

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
05	475	32	12

5.8 Details of gender sensitization programmes

Women Empowerment cell has established keeping in view the large number of women students and staff in the college. It works for the protection of women's rights and for their empowerment. It aims at curbing the social evils like eve-teasing and ragging by providing necessary counselling and guidance by professional women counsellors and NGOs so that the women students gain psychological strength to courageously face the problems in day to day life.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	21	53,725
Financial support from government	1639	1,10,65,990
Financial support from other sources	33	71,603
Number of students who received International/ National recognitions	---	---

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

The institution has a **Grievance Redressal Cell**.

Nature of grievances

- Internal and External assessment
- Complaints against treatment of Teaching and Non-teaching staff
- Complaints against peers eve-teasing and ragging
- Complaints about facilities in the college
- Grievances against the conduct of intra and inter collegiate games and sports

The Grievance Redressal Cell conducts an independent enquiry and forwards its report to the Correspondent and the Principal for necessary action.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Our vision is

- to establish a premier educational institution that imparts quality education at a very affordable fees structure to the rural and under privileged sections, keeps

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pace with knowledge explosion and gives employment orientation to education.

- to promote a research culture among the faculty and encourage the formation of Research Centres.
- to give student and faculty friendly governance ensuring transparency.
- to transform this College into a Deemed University in this perpetually drought-affected and economically backward region of Rayalaseema.

Our mission is

- to provide quality higher education at an affordable fee structure.
- to bring about progressive, qualitative reforms in pursuit of excellence.
- to address the academic needs of the student community through wide variety of courses.
- to attract talented teachers and to promote research culture among them.
- to make the students intellectually competent to face the competitive world of employment.
- to contribute to the popularization of Science education and education in values.
- to contribute to the self-development of the students and through it to community and national development.

6.2 Does the Institution has a management Information System

Yes. The College Management information system evolved with our quest for excellence over the years with state-of-the art infrastructure for transparent governance and value based education.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

The quality sustenance and enhancement measures undertaken by the institution in ensuring effective development of the curricula are as under:

- Mandatory presence of external examiners for UG/PG practicals to ensure quality improvement.
- Obtaining feedback from stakeholders through informal contact to obtain information about qualitative changes required in courses.
- Faculty members participate in workshops, seminars, conferences and symposia at National and International levels organized by our institution and other institutions.

- The faculty members enhance their ability and knowledge by attending orientation and refresher courses.
- Extensive lectures on specific topics by visiting faculty.
- The quality of the curricular aspects is sustained by referring to latest information and imparting the same to the students.
- Publication of articles in magazines and journals, authoring and co-authoring of books and course material is another way in which the curricular quality is sustained and enhanced.
- The faculty members upgrade their qualifications and thereby strive for quality enhancement of curriculum.
- Educational tours undertaken by various departments are part of the academic culture of the institution.
- The curriculum is so administered to the student that not only through classroom instruction but also through seminars and projects that the student is enabled to acquaint himself with the latest developments in the subject.
- The systematic exposure of the candidate to seminars enhances the thrust on quality.
- The testing mechanism with its accent on the problem solving approach and on restricted choice helps the student.
- Syllabi revision to meet the needs of competitive exams.
- New need based add-on certificate courses.

6.3.2 Teaching and Learning

- Teachers record methods used and comment on classroom environment in the teaching diary along with the topics covered and date and time. Regular reviews on teaching diary are conducted both at the departmental level and institutional level by Internal Quality Assurance Cell.
- The outcome of academic audit reviews is shared with all teachers in academic review meeting to enhance the impact of quality teaching on student learnings.
- The outcome of student and peer evaluation on teaching methods and classroom environment is used to improve the quality of teaching with active involvement of IQAC.

6.3.3 Examination and Evaluation

- One Internal paper based examination, instead of two, conducted for 25 marks in each semester to introduce continuous internal component viz. seminar, assignment and project work to inculcate work culture in the students enabling them to have a healthy link between the classroom and the living room.
- This aspect has enabled the teacher to assess the students from different angles of independent work culture, written and interactive abilities and continuous enhancement of concentration.
- Letter grade for Inter Disciplinary Electives and participation in community out-reach programmes.

6.3.4 Research and Development

The quality improvement strategies adopted to promote research culture on the campus is to

- Establish research centers in all departments and promote Interdisciplinary Research.
- Strengthen the research centers with state-of-the-art infrastructure.
- Increase the number of research supervisors to guide scholars of various universities.
- Sanction study leave for staff to pursue research courses.
- Subscribe to various national and international journals.

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- Deploy e-resources to pursue collaborative research.
- Encourage papers publication in reputed journals with incentives.
- Organise national and international seminars and workshops.
- Recognize active researchers with awards.
- Conduct enrichment programmes to prepare UGC minor and major research project proposals.

6.3.5 Library, ICT and physical infrastructure / instrumentation

LIBRARY :

The significant initiatives implemented include the following:

- Purchase of books, journals and other reading materials of contemporary relevance.
- Title exhibitions and book weeks in every academic year.
- Promoting effective reading.
- A Library hour in time table.
- Reprographic service at subsidized rates.
- Subscription to N-LIST program jointly executed by the UGC-INFONET digital library consortium to provide access to scholarly content.
- Internet facility as an interface to the cyber world.
- Book banks for the underprivileged student groups.
- A competitive exams and personality development book bank.
- A separate reading section for women students.
- Flexibility in lending rules and fine collection for late renewals.

ICT :

1. One E-classroom with a high speed network connection for every department. The emphasis would be not only on the use of information technology but also on the use of skills and values that are important in the next millennium.
2. Special trainings for selective staff in E-content development and its persistent and effective use in their respective departments.
3. Promoting collaborative research with connectivity to high speed Gigabyte per second research network.
4. Establishing in-house Cognizant Center in collaboration with alumni association to offer leading-edge educational programs for staff and students, to stay current with leading-edge technologies and to perform their roles effectively and efficiently.

INFRASTRUCTURE :

- Two E-class rooms with hi-speed network connectivity and an LCD projector.
- A well-furnished women waiting hall.
- A student cooperative store.
- Full-scale automation and browsing facilities in the library.
- State-of-the-art ICT centre.
- Floodlights and stands at the Basketball court.

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- A 40KVA Green Generator.
- Refined fire-protection system as per Govt. norms.
- Up-gradation of laboratories with modern equipment.

6.3.6 Human Resource Management

The number of posts sanctioned by the authorities concerned is the basis for human resource planning and development. The qualifications and experience are taken into consideration for the selection of the teaching staff for each department.

The Management of the College has been evincing tremendous interest to promote teacher development by granting leave for FIP to pursue M.Phil., and Ph.D., programmes, sending the teachers for participating in orientation / refresher courses, organizing seminars and conferences and deputing the teachers to attend national and international seminars.

6.3.7 Faculty and Staff recruitment

The number of posts sanctioned by the authorities concerned is the basis for human resource planning and development. The qualifications and experience are taken into consideration for the selection of the teaching staff for each department.

The institution advertises the sanctioned posts following rules of reservation of Govt. of A.P. in leading Newspapers. The Selection Committee scrutinizes the applications received and calls the eligible candidates for an interview and selects them based on their performance. Some teachers were recruited by the then A.P College Service Commission, Hyderabad on permanent basis.

Additional faculty members are appointed by the Management Committee based on their performance at the interview for the full-time positions that may arise on account of deputation, FIP, retirement and death.

6.3.8 Industry Interaction / Collaboration

INDUSTRY INTERACTION :

The institution invites entrepreneurs, industrialists and practicing managers to the campus. Interactive sessions, guest lectures and industrial visits are arranged to impart skills to understand the latest trends in business and industry. The students are given internships to pursue project works. The industry experts are included in the BOS of Commerce and Business Management. MOUs are entered with local industries.

COLLABORATION :

As a result of the collaboration of the college with the reputed institutions like JNTUA, IGNOU, Dr. B.R. Ambedkar Open University, District Science Centre, District Resource centre, JKC at Govt. College, Anantapur, including service organizations like State NSS Cell, Hyderabad, NGOs, Lions Club, Rotary Club, has resulted in diversified activities on the campus.

Our collaboration with state level JKC Cell at the Commissionerate of Collegiate Education, Hyderabad, led to the training of five of our teachers on Accounting Executive (Tally 9.0) and Communication Skills to run a Government sponsored four month Accounting Executive Course in our JKC. The JKC has trained 4 batches of students. This has helped them to learn more of Computerized Accounting and Communication Skills. Most of them have secured jobs in reputed organizations like nationalized banks. The institution is also benefitted financially.

As a result of various awareness programmes and communication skills in English, students evinced interest in academic activities like class interactions with the teachers, participation in class seminars, group discussions and quizzes.

These collaborations with various agencies have resulted in the service activities like collection of donations for the flood-affected people of Kurnool, the neighboring district, and for meeting the medical expenses of the sick and the injured. It has enabled us to keep the college campus and also other institutions like district court, Govt. general hospitals and educational institutions in villages clean and green. Our college students and staff have become sensitive to the problems in the society around them.

6.3.9 Admission of Students

Publicity

- The Institution publishes the prospectus, which has all the necessary information regarding the college admission procedure including course-wise fee structure. This is issued along with the application form to the candidates before their admission.
- The detailed admission procedure is posted on college website. (www.ssbnc.in).
- College admission notification is advertised in all regional and local Newspapers. The details of the admission status are also telecast on local cable network.
- Display boards and banners of all the course combinations are kept on the campus, outside the college and public places.
- Our senior students and alumni are the best source of publicity.

Transparency in Admission

- Based on the marks obtained in the qualifying examinations, a merit list and two waiting lists are prepared duly following University rules and the reservation policy of the Government of Andhra Pradesh. List of selected candidates is placed on the web. This information is sent to all the candidates by post besides telephonic information indicating the dates and timings of the admission.
- Spot admissions for self -financing courses are based on merit.
- The college collects the course fee as prescribed by the University. It does not collect any extra fee or donations.

6.4 Welfare schemes for

TEACHING & NON-TEACHING:

- Group Insurance.
- Family Planning Increment.
- Faculty Improvement Programme.
- Funeral Grant.
- Appointment on compassionate grounds.
- Pension schemes and family pension schemes.
- Teachers' Provident Fund.
- College co-operative stores.

STUDENTS:

(Rs. In lakhs)

Year & Details	BC	SC	ST	PH	Minority & EBC	ENDOWMENT FUND
2013-2014						
No of students	811	169	53	--	606	33
Amount Sanctioned	53,56,065	9,66,695	2,61,315	--	44,81,915	71,603
Amount Disbursed	Not Disbursed	Not Disbursed	Not Disbursed		Not Disbursed	71,603

6.5 Total corpus fund generated

Rs.32,40,537/-

6.6 Whether annual financial audit has been done

Yes

No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	CCE	Yes	Inter

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Administrative	Yes	CCE	Yes	Departmental
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6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes Yes No

For PG Programmes Yes No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

- The Controller of Examinations is constantly assisted by two Additional Controllers of Examinations.
- Efforts are made to draw the required question papers from external sources in time and are set ready for conduct of the examinations on time.
- Every piece of information is computerized by a qualified and experienced computer operator.
- Two modern printing machines and the mechanism of simultaneous conduct of valuation of examination scripts by the external examiners have greatly improved the functioning of the Student Evaluation Division.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Expert Committee from affiliating university visits college every academic year and provide feedback report on every aspect governance of autonomy and onwards submission to UGC.

6.11 Activities and support from the Alumni Association

The college has a registered Alumni Association - “**S.S.B.N. College Alumni Association**”. In the annual alumni meet, the association members interact with the staff and students for exchange of ideas and experiences. The **voluntary activities** of the association include:

- Suggesting measures to enable the Institution to make rapid strides.
- Fund raising for improving the infrastructure of the college.
- Providing employment opportunities for the outgoing students of this college.
- Instituting Scholarships, Medals to the bright students of different courses.
- Conducting seminars in the areas of their specialization.
- Guiding and helping the out-going students in pursuing higher education and employment.

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- Felicitation to the teachers on their superannuation.

The contribution of alumni is made in cash, kind or in the form of service is of significant help for the growth and development of the institution from time to time. Some of the contributions are :

- Endowment Memorial Scholarships worth Rs.9,13,625/-.
- Construction grant under M.P.LADS scheme to the tune of Rs.25,00,000/-.
- Donated air coolers to the Departments of Zoology and Commerce.
- Donated Rs. 25,000 for Sai Benevolent Fund.
- Services like medical assistance, financial aid to the distressed etc.

6.12 Activities and support from the Parent – Teacher Association

- Regular interaction of parent – teacher
- Discussion on student progress both curricular and co-curricular aspects.
- Feedback collected on curriculum / teaching / infrastructure / student support services.
- Discussion on Peer relationships.
- Awareness on Student carrier and higher education opportunities.

6.13 Development programmes for support staff

- Encouraging administrative staff to up-grade their qualification and skills
- Encouraging support staff to clear departmental exams.
- Conducting periodical workshops to up date their technical skills.
- Training by Tax Experts to administrative staff.

6.14 Initiatives taken by the institution to make the campus eco-friendly

Many flower giving and green saplings were planted beside the library and in the vacant place in front of the adjacent class rooms. The quadrangle covering the Principal's Chambers, the student evaluation division and other class rooms were decorated with indoor and other colorful plants to render them an ambiance of great greenery and good hues that can create good learning ambiance. Saplings were also planted behind the student evaluation division to make the area environment friendly. Flower bearing plants were also planted around the basketball court to give it an atmosphere of pleasurable experience both to the players and other sports lovers. Lawns were developed in the front and rear quadrangles of the college.

Anantapur district is drought prone area and water harvesting should be an important aspect. As part of water harvesting, the college has dug 'water harvesting pits' to enable rainwater to sink into the earth and improve ground water level.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- The College has initiated the first step in making use of ICT as learning resource more extensively. The teachers of different departments developed their own e-content in respective subject areas and use it along with project based evaluation method, experimental assessment method, bilingual method, evaluation through AV aids and use of models, specimens and charts as the innovative teaching-learning practices.
- E-classroom teaching has resulted in the easy understanding of the difficult aspects in both science and humanities.
- The college conducted awareness camps consecutively for three years on the importance of voting and enrollment drives to increase youth percentage in photo electoral rolls, as Anantapur is identified with low youth enrollment.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Action Taken Report Enclosed (Annexure ii)

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

Best Practices of the Institution are enclosed (Annexure iii)

7.4 Contribution to environmental awareness / protection

The College surveys the campus and identifies the spots suitable for plantation, laying and maintenance of lawns, scope to conserve the energy and usage of alternate non-renewable energy sources and rain water harvesting.

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

SWOT Analysis of the Institution is Enclosed (Annexure iv)

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8. Plans of institution for next year

Phase-I (June to Sept , 2014)

1. Recycling of waste paper in colloboration with ITC
2. Practice of donating handful of rice by students
3. Independent Elective Course under CIA (1. Communication Skills and Personality Development
2. TALLY-ERP9)
4. Internships for students
5. New Add-on Courses
6. Guest lectures by Industrial experts
7. Workshop - based teaching, peer teaching, expert lecture series
8. Selection of annual social themes for outreach programmes
9. Coaching for Competitive Examinations

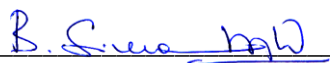
Phase-II (Oct to Dec, 2014)

1. Establishment of a separate computer lab for the department of Commerce with 40 systems
2. Coaching for NET/SLET/PGCET
3. Faculty to undertake Minor / Major Research Projects.
4. Refurbishing of existing wash rooms

Phase-III (Jan to Apl. 2015)

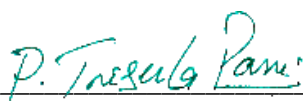
1. Better facilities in existing Women's Wating Hall
2. Endowment lectures
3. Establishment of additional e-classrooms
4. Cash awards by Management to meritorious teachers and researchers
5. Installation of CC cameras and bio-metric system

Name Dr. B.Sivarama Krishna



Signature of the Coordinator, IQAC

Name Dr.P.P.V.D.N.Trisula Pani



Signature of the Chairperson, IQAC

SRI SAI BABA NATIONAL DEGREE COLLEGE

(AUTONOMOUS)

Accredited at the “A” level by NAAC

ANANTAPUR – 515 001 (A.P)

Action Plan (2013-2014)

Theme : : Research with Local Relevance

Sl. No.	Months	Proposed Activity	Department Associated	Impact Factor	Remarks
1.	June – Aug	1) Follow up meet on Industry – Academia Meet 2) Lecture on “Career Possibilities in Changing World”	Research Centers Final year students & Guidance and Placement Cell	Local Needs Dissemination of Information	SKIM
2.	Sep – Nov	1) National level seminar on “Standardization of Academic Criteria – Role of IQAC” 2) Workshop on “Identifying the areas of Research for local needs”	Local Industry sponsored programme Local Industry & relevant outside experts	Quality learning Quality research	
3.	Dec – Feb	1) National seminar on “Avenues in Life Sciences” 2) A Seminar on “Role of Counseling & Health Camps for benefit of Teachers & Students”	Life Sciences Health Centre & NSS	Exploring the Avenues in Life Sciences Enhanced support services Better student support service	
4.		1) Address on “Values & Spiritually in Higher Education” 2) Lecture on “Enhancing Physical Competence & Building the character in the Young Minds”	Dept.of Sanskrit Physical Education & NSS	Character building leading to transformation to responsible citizen Enhanced participation of students in various Physical Education activities at National level	

Feed Back Analysis

The quality sustenance and enhancement measures undertaken by the institution in ensuring effective development :-

- Mandatory presence of external examiners for UG/PG practicals to ensure quality improvement.
- Obtaining feedback from stakeholders through informal contact to obtain information about qualitative changes required in courses.
- Faculty members participate in workshops, seminars, conferences and symposia at National and International levels organized by our institution and other institutions.
- The faculty members enhance their ability and knowledge by attending orientation and refresher courses.
- Extensive lectures on specific topics by visiting faculty.
- The quality of the curricular aspects is sustained by referring to latest information and imparting the same to the students.
- Publication of articles in magazines and journals, authoring and co-authoring of books and course material is another way in which the curricular quality is sustained and enhanced.
- The faculty members upgrade their qualifications and thereby strive for quality enhancement of curriculum.
- Educational tours undertaken by various departments are part of the academic culture of the institution.
- The curriculum is so administered to the student that not only through classroom instruction but also through seminars and projects that the student is enabled to acquaint himself with the latest developments in the subject.
- The systematic exposure of the candidate to seminars enhances the thrust on quality.
- The testing mechanism with its accent on the problem solving approach and on restricted choice helps the student.
- Syllabi revision to meet the needs of competitive exams.
- New need based add-on certificate courses.

BEST PRACTICE – I

1. Title of the Practice

This title should capture the keywords that describe the practice.

“Sai Benevolent Fund” (SBF)

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

The all-important aspect of education is denied to the rural youth as their parents are unable to provide them a sustained financial support because agriculture, being a gamble with rain in the district, is not a source of assured income. So, the noble objectives of the practice are

- To extend financial aid to the poor students, especially from the rural, to save them from discontinuation of their studies owing to poverty.
- To support financially all the deserving poor students without any discrimination of caste, creed or gender.
- To promote the quality of ‘equality’ among the students.
- To inculcate the values of ‘generosity’ and a ‘sense of social responsibility’ among the students.

The expected outcome is that the students should be able to complete their degrees with good marks. The beneficiaries should treat the needy with the principle of ‘lend a helping hand without discrimination.’

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

The noble objective had its teething as well as challenging troubles in its designing and implementation.

- Pooling up of the required resources was a tough task.
- After many awareness sittings with the all concerned, the college set up a ‘hundi’ on the campus for voluntary donations by students, staff and other visitors including charity organizations. The college struggled a lot in deciding the eligibility criterion for the aid.
- After comprehensive deliberations with students and teachers, it was decided to extend the benefit to all the poor students, who do not have the advantage of government or endowment scholarships, without any discrimination of caste, creed or gender.
- Verification of the financial backwardness of the aspirants was yet another challenge.

- The management has insisted on strict adherence to the rules framed. with regard to this fund in spite of the influential sections' and caste associations' undue interference in the implementation of the practice.

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

Anantapur district has a long history of frequent droughts and famines, which have ravaged the rural life throwing the people into miserable conditions of abject poverty, illiteracy and ill-health.

In a situation of such dire poverty, whatever meagre resources available are used primarily to make both ends meet. So, sending their children to the town for higher education becomes almost impossibility for the poor parents in the rural areas, in the context of higher education demanding higher amounts of money. Though, sometimes, they do venture to admit their children to colleges in the town, they are unable to give sustained financial support throughout the course of study because agriculture, being a gamble with rain in the district, is not a source of assured income. So, it is evident that without financial support from an external source, the rural youth cannot hope to successfully complete their higher studies.

This illustrious institution, true to its legacy of pro-poor-student attitude since its inception, has taken a firm resolve to extend all possible financial support to the deserving students and help them to realize their fond dream of acquiring higher education. For this, the college instituted **Sai Benevolent Fund** collected as voluntary donations from students, staff and NGOs. At present, the left-over balance in the fund is Rs.2,92,000/- with a distribution of Rs.2,23,500/- to the needy students in the last four years.

The financial support is extended to all the deserving poor students without any discrimination of caste, creed or gender. The students whose parents do not have fixed reasonable source of income and do not enjoy any other financial assistance in the form of social welfare or endowment scholarships are eligible for the aid.

A duly constituted committee of three senior teachers of the college scrutinizes the applications received from the aspirants for the aid from the Sai Benevolent Fund. It finalizes the list of eligible students for the aid after due verification of the documentary evidence enclosed and strictly following the guidelines framed for the purpose, and submits the same to the Principal and the Correspondent for sanctioning the actual amount of the aid.

Endowment Scholarships and the individual teachers' help also provide the financial assistance. In addition to the Government scholarships, there are 23 Endowment Scholarships with a capital fund of Rs.9,13,625/- are available to students. The interest earned on each endowment is given as scholarship to such of the students as specified in the endowment like, meritorious and poor students, topper of marks among girls, students who stand first in particular subjects at the terminal examinations and so on. Apart from the monetary aspect, endowment scholarships are a proof of academic achievement and hence, the students are developing a keen spirit of competition to secure the endowment scholarships. An amount of Rs.1,62,700/- was distributed to the beneficiary students during the four year period.

The third source of the aid is our faculty members. Drawing inspiration from institution's legacy of pro-poor-student attitude and action, wherever possible, they are paying the tuition fee and examination fee of regular and industrious students who are unable to pay the fees owing to poverty. The members of the Governing Council and the Principal are also strengthening the cause by helping the poor students with their personal example. This particular assistance has touched an amount of Rs.1,00,000/- during the four year period.

Lack of will on the part of the majority of the elite and successive droughts and famines in the district are the known constraints.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

To cite one of the many success stories of the noble practice, the college fee and exam fee of Mr. Mustaq Ahammad, a B.Sc. (Microbiology) student of 2008-2011 batch, was paid from the Sai Benevolent Fund amounting to Rs.28,500/- for two years. He was guided to face an interview for the post of a Medical Representative in Mankind Pharma Ltd. He completed B.Sc., successfully with more than 69% of marks. He was also financially assisted to undergo training at Mumbai for ten days in May 2011. Now he is an accomplished Medical Rep with better communication skills and a sense of social service. He is extending a helping hand in various ways including arranging blood of any group to the poor patients in Battalapalli and Dharmavaram areas of the district.

Ms. Saritha, who approached the college to work as an Attender, has risen to the position of a successful Lecturer in the Department of Electronics of the college completing M.Sc., and Ph.D. with the encouragement and financial support of Rs.45,000/- provided by the management and the staff of the college.

Another student Mr. Lokesh, now in II BBM, was helped financially in a big way by paying his tuition fee and meeting his medical expenses amounting to Rs.1,50,000/- when he met with road accident in May 2011. Now he is a better student with improved results working hard with commitment to his studies and society. This way the practice has a positive impact on the academic abilities and attitudinal changes among the beneficiaries.

The review results of the aid indicate that the humble assistance not only enables the poor students to acquire higher education but also moulds them to be responsible citizens to continue the legacy of helping the students of successive batches.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

- In the beginning of designing the best practice, some groups of the students opposed the idea that the welfare scholarship holders too should be given the opportunity.
- They also expressed growing apprehension that the funds collected for the purpose would be misused.
- As a result, a majority of the students and staff did not come forward to contribute to the fund.
- Some even blamed that the idea of the Endowment Scholarships is not based on social justice.
- The college had to overcome many impediments to persuade the alumni and other philanthropists in favour of instituting the endowment scholarships in order to encourage more students to develop a keen spirit of competition to secure the endowment scholarships.

7. Notes

Optional. Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 150 words).

- Minimum income limit should be prescribed for the aid. It should be supported by valid documentary evidence from the appropriate authority.
- There should be a system in place to verify the claims of financial backwardness, if necessary.
- Apart from the financial backwardness, the academic strength including the regular class attendance of the students should also be taken into consideration to be the eligibility conditions for the aid.
- Deserving orphan students especially girls should be given preference even relaxing the eligibility conditions for the aid.

BEST PRACTICE – II

1. Title of the Practice

This title should capture the keywords that describe the practice.

“Women Empowerment Cell” (WEC)

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

Women constitute 52% of the total student strength of the college. The majority of them come from drought and famine-ravaged rural areas, where miserable conditions of utter poverty, illiteracy, ill-health and superstition take hold of their lives. Thus, they are doubly affected by the backwardness and discrimination. So the college has resolved to take up the cause of Women Empowerment for the women students with the objectives of

- Mentoring women students on women specific issues with one women teacher as mentor for every 40 women mentees.

- Creating an environment through awareness programmes to enable the students to realize their full potential for learning and solving their problems independently
- Arranging special sessions with the police and social activists for enabling the female students to be aware of various types of 'evil designs' by professional criminals for the worst type of exploitation taking the advantage of their innocence and gullibility.
- Dealing amicably with the student victims of exploitation of all sorts maintaining utmost confidentiality of the private life to protect their dignity.
- Visiting the families by the coordinator and members of the unit to offer personal counselling to the exploited and persuade the parents for their children's participation in all the programmes meant for their better future.
- Involving social activists and Government officials to enlighten the students on human rights and fundamental freedom for equal rights and opportunities.
- Organizing debates and discussions on gender equality to enable the students to realize gender sensitization, thus leading to more equality and harmony in family and society.
- Conducting seminars and special sessions on ragging, eve-teasing and dowry system to expose the ill-effects of the evils.
- Development of vocational and technical skills among the women students by providing special training to enable them to become independent earners of their living.
- Extending financial assistance to the deserving poor women of disadvantaged sections to help acquire their degrees.
- Organizing the exclusive health camps for women students by women doctors for free treatment of women-related health problems and conducting awareness programmes on the importance of sanitation, personal hygiene and prevention of seasonal diseases.
- Tackling the social, developmental, health consequences and prevention of HIV/AIDS from a gender perspective.
- Employing legal authorities and NGOs to educate the women on the legal provisions for their protection and elimination of all forms of violence against women.
- Providing accessibility to women students with woman organizations for new exposure and experience of solving women related problems.

The intended outcome is that the women students should be aware of all forms of discrimination as well as rights and legal provisions for their protection and thus empower them to courageously face the problems for a life of amiability, order and dignity. The underlying concept is that **woman's empowerment empowers the whole world.**

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

- The women students, in the beginning were not enthusiastic to participate in the deliberations.
- Some parents and staff vehemently opined that the awareness / sensitization programmes defeated the very purpose of sending their wards to college.
- The coordinator and the members of the unit had to visit certain families and persuade the parents that all the programmes were meant for the betterment and empowerment of their dear daughters.

- As the gender sensitization programmes designed revealed several disparities and inequalities, that we might not have noticed earlier, people especially the other gender, argued discussing gender and gender roles would break up families and destroy society.
- Similarly, the various legal protective provisions for women were misunderstood as undue favour meant to belittle men.
- Even some teachers supporting the argument often opined that the change was difficult to be accepted as the ideas emanated from the seminars/workshops/debates on gender inequalities appeared new and startling.
- Some parents even found fault with the college that their children were detained in the college beyond working hours for unconnected and counter-productive programmes.

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

Discrimination against women even in the 21st century is a devastating reality. That is why 'gender inequality' has been a matter of serious concern across the globe and within the countries. India still has a long way to go before achieving gender equity and empowerment of women.

Anantapur is the most backward district in Andhra Pradesh owing to frequent droughts and famines. Especially, the rural areas are ravaged by the miserable conditions of abject poverty, illiteracy, ill-health and superstition. The college girls account for 52% of the total strength and most of them come from rural areas. The majority of these girls belong to the weaker sections including scheduled caste, scheduled tribes, other backward classes and minorities without proper access to education, health and other productive resources. Therefore, they remain largely as the marginalized poor and socially excluded.

Joining a degree college in the town and acquiring higher education involve money and higher things. So the poverty-stricken and tradition-bound parents reluctantly admit their daughters to colleges. Being the most vibrant and dynamic segment, the youth including girls, is our most valuable human resource. We cannot afford to neglect our female force to be the victims of discrimination, exploitation and segregation. So the college resolved to empower female students to face the vicissitudes of life boldly and successfully for a life of peace, harmony and dignity.

To achieve the aim, the college established a **Women Empowerment Cell (WEC)** with a senior woman teacher as its Coordinator and three other senior women teachers as its members. All female students are eligible to take membership of the Cell irrespective of their status. There are two hundred girl student members in the unit.

The Coordinator and the members of the unit meet twice a month and decide the conduct of awareness sessions during leisure hours sensitizing the girls to know why and how they are given subservient role in spite of their equal or even more abilities than their counterparts. They also draw an annual action plan for organizing various awareness programmes / seminars /workshops and interactive sessions. The Principal along with the Coordinator monitors the implementation of the plan.

The Coordinator and the members are responsible for the implementation of the programmes in consultation with several NGOs like Star Youth Association (SYA), Inner Wheel Club and Government officials from the Department of Social Welfare, Adult Education, Women and Child Welfare, Judiciary and Medical Departments.

The Women Empowerment Cell works for the protection of women's rights and actively empowers women creating conditions for gaining confidence in their abilities. It aims at curbing the social evils like eve-teasing, ragging and dowry system providing necessary counselling and guidance by professional women counsellors, social and rights activists, enlightened academics and professional psychologists and psychiatrists, so that the women students become aware of unjust gender discrimination, the human rights, the legal provisions available for their protection, importance of higher education for higher enlightenment, mental and physical fitness.

The College has organized several productive programmes so far extensively utilizing the services of the widespread network of NGOs which have a strong grass-root level presence with deep insight into women's concerns contributing to the inspiring initiatives for the empowerment of women. The latest among them is a two day National Seminar on "Access, Opportunities and Challenges of Gender Equity Education" organized on 18th and 19th August 2012 in association with Star Youth Association, Velugodu of Kurnool District. The Cell also arranged an exclusive medical camp for girls for the treatment of women-related health problems by Dr. Madhavi, a local renowned Gynecologist, on 13-09-2012.

Apathy among the parents and students about the aspects of empowerment and moderate support of the women teachers are the constraints being faced by the Cell.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

One Ms. Jhansi, B.Com (EM) student of 2007-2010 batch, was an active member of the Cell. She was able to complete her degree with the financial help of the WEC to the tune of Rs.10,000/-. A successful NSS volunteer, she was inspired by various awareness and gender sensitization programmes of the Women Empowerment Cell. She sensitized the present women students on gender issues to relieve them of their negative feelings of inequality, diffidence and shyness in varied socio-cultural contexts and successfully led a team of 10 students at the prize winning State Level Folk and Cultural Competitions organized by the State Green Corps on 15.09.2012, to prepare ground for the World Biodiversity Convention, at Hyderabad. Ms. Jhansi is now actively involved in the empowerment activity of promoting literacy among the DWACRA members.

The Women Empowerment Cell has taken a responsible and sympathetic view of the girls who were misled to involve in love affairs throwing the families of the both sides into turmoil. A student of B.Com (TM) of 2008-2011 batch fell in love with a driver and married him without the consent of their parents. Unfortunately, her husband died in a road accident. Despite a mother of a female baby, she continues to live alone in dignity on the strength of the college's affectionate care and assistance. Efforts are on to enable her to start a fresh life.

The review results point out that there should be corresponding changes in the social mindset for a positive impact of any programme/effort. If the efforts continue with commitment and sincerity, in spite of impediments, success will certainly follow.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

- The modest and diffident students were reluctant to cross their academic borders affecting the successful conduct of awareness programmes.
- The first awareness camp for female students on HIV/AIDS received a discouraging response as women's talking about AIDS is still a taboo.
- Ensuring the all-round support and participation of women teachers in the programmes is also a tough task
- Women students' impulsiveness in the matter of love in the adolescent age is a sensitive issue to be dealt with by women teachers.
- Organizing various programmes during working hours, sometimes, has led to sacrificing the classwork.
- Sometimes, the participants were put to disappointment as the resource persons did not turn up for the camp.
- Implementation of the annual plan and its monitoring has become a tough task in view of tight academic schedule in the autonomous ambiance.

7. Notes

Optional. Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 150 words).

- NGOs and other women welfare organizations should be invited to be the members of the Women Empowerment Cell for effective sensitization of the students on gender issues and for regular organization of various awareness programmes, as they have a strong grass root level presence with deep insight into women's concerns.
- A special concern for the poor girls with rural background will make the efforts more meaningful
- The best practice should be given the status of NCC and NSS in implementing and monitoring the activities.
- The services of former students who have good exposure and experience of gender issues should also be utilized for achieving the objectives and aims of the empowerment Cell.
- Parent meets should also be conducted for a positive change of their mindset to enable their daughters to participate in the programmes meant for their all round development.
- Our aim is not only to impart curriculum but to produce effective citizenry who are a good human resource in the task of nation-building.

- The college is planning to introduce Women's Studies and Youth Development as subjects of study under inter disciplinary electives for comprehensive understanding with open mind that will facilitate empowerment.

THE SWOC ANALYSIS

“**Know thyself**” is a celebrated maxim. The criterion-wise self-introspection through SWOC analysis of the Institution with an active involvement of all stakeholders is carried out as a first step in preparation of Self Study Report for Reaccreditation.

CURRICULAR ASPECTS

Strengths

- Wide range of options with nine grant-in-aid , twelve self-financing UG courses with fifteen Choice Based Inter-Disciplinary Electives with letter grade system, Seven PG courses and Nine Add-on Certificate Courses including JKC certified career oriented programs, which are in line with the National Skill Development Corporation (NSDC) recommendations in identified areas.
- Curriculum is made more relevant and fine-tuned to meet the demands of knowledge acquisition, skill development, translatability to employment and participation in socio-economic development of the nation with enhanced social awareness.
- Curriculum design ensuring innovation and research outlook.
- Revised and updated syllabus from time to time with local and contemporary relevance.
- Active role of IQAC for quality sustenance in curriculum design through feedback from all stakeholders.
- Citizenship Education as a compulsory subject to transform students as responsible citizens.

Weaknesses

- The topics pertaining to women empowerment, youth development, adult education, legal literacy and value based education are not adequately focused in the existing curriculum.
- Inadequate number of Electives to avoid disproportionate ratio between the teachers and students.
- Horizontal mobility for the students is not possible under the existing system.
- Although highly desirable, CBCS could not be introduced in true letter and spirit because deviation from “three major system” will reduce the options in the vertical mobility to the students. The students under CBCS rated on a 5 point or 10 point scale need to be compared with a student obtaining marks in percentage from majority colleges in the catchment area, which creates problems in deciding selection criteria for higher education.
- The system is yet to find satisfactory answers to introduce programmes targeted to international students and programmes for other-wise-abled students.
- College could not introduce dual degree and twinning programmes.
- There is a certain component in the syllabus at UG level provided through the agency of the state, over which the institution has no control.

Opportunities

- Scope to conduct periodical surveys scientifically among local firms to ascertain the needs of the employers to redesign curriculum accordingly.
- Introduction of innovative courses to incubate the entrepreneurial ideas of students through MOUs.
- Scope to increase number of Choice Based Inter-Disciplinary Electives.

Challenges

- Starting twinning programmes and programmes targeted to international students.
- Starting courses in emerging fields.
- Achieving consensus on credit transfer.
- Difficulty in integrating the curriculum with competitive exams syllabus in toto.

TEACHING-LEARNING AND EVALUATION

Strengths

- Transparent admission process as per the Govt. policy.
- Periodical student profiles analysis for admission process improvement.
- Govt. Scholarships for 90% of the enrolled students for improved access to the underprivileged.
- Bridge courses to match with the prerequisites of the course concerned.
- Remedial coaching for slow learners and participants in extra-curricular activities.
- Study to monitor the incremental academic growth of underprivileged.
- Beyond syllabus inputs to advanced learners.
- Above 80% pass outs in all the years.
- Management sponsored gold medals to meritorious students.
- Transparent Teacher selection process, healthy academic ambience and comprehensive HR policy to attract and retain talent.
- UGC sponsored Faculty Enrichment programmes to energize.
- Vibrant IQAC for enhanced quality and sustenance.
- Faculty with proficiency in research and consultancy, state and national level recognition on rolls.
- Eminent visiting faculty for beyond syllabus coverage for better vertical mobility.
- ICT-enabled multidimensional innovative teaching practices for making students conceptually sound and matching their skills with demands of 21st century.
- Mentoring and counselling system to address and redress the personal, socio-economic and peer-issues of students.
- Evaluation of teachers by the students and alumni.
- Assignments/seminars/quiz/study projects are made mandatory with due weightage.

Weaknesses

- Absence of complete replacements of grant-in-aid teachers on their retirement.
- Appointment and retention of competent faculty.
- Gap between target and practice in adopting multidimensional innovative teaching methods.
- Majority students with Telugu medium background and moderate comprehension find it difficult to adapt themselves in participative teaching-learning practices.
- Deteriorating book reading habit in view of increased access to the pointers of information.

Opportunities

- Providing necessary parallel inputs and orientation for PG CET / NET / SLET / GATE.
- Promoting interactive teaching-learning practices.
- Moving towards case based teaching-learning.
- Effective addressing the needs of differential requirements.
- Evolving logical frame work for qualitative assessment.

- Introducing on-demand exam / on line exam.

Challenges

- Difficult to integrate the teaching-learning practices with competitive exams orientation.
- Practical constraints in bringing revolutionary reforms in evaluation.
- Mitigating external interferences to adhere to academic schedule.

RESEARCH, CONSULTANCY AND EXTENSION

Strengths

- Four research centres and student allotment through RECET.
- 39 Doctorates including 17 Research Supervisors on rolls.
- 29 Ph.Ds., and 124 M.Phils., guided and ongoing.
- 02 UGC sponsored major and one minor research projects.
- 192 papers published, 195 papers presented and 28 Textbooks published.
- 16 sponsored National seminars/workshops/conferences organized.
- Evolving Interdisciplinary research.
- 05 MOUs in greenhorn stage.
- Call for seed money through industry-academia meet.
- UGC sponsored Lab-to-Land, leadership training programmes, PDP and health camps.
- National, state and regional level recognition for research and extension.
- 04 NSS volunteers participated in RD and 16 in Pre-RD parades.
- 70 NCC cadets with “C” certificates and 210 with “B” certificates.
- 04 NCC cadets participated in Independence Day celebrations at Secunderabad.
- 22 NCC cadets and 18 NSS volunteers participated in National Integration Camps.
- Two social arms - SAGE and WEC.

Weaknesses

- Dearth of time for research due to prioritized teaching schedule.
- Paucity of funds to carry out the quality research to attain patents and national level recognition.
- Low scope for paid consultancy due to less industrialization around.

Opportunities

- Raising seed money with a CALL to local entrepreneurs by addressing their issues.
- Exploring the possibilities for paid consultancy and collaborative research with national and international institutes.
- Establishing research centers in humanities and strengthening existing RCs.
- Fund-raising and collaborations with local NGOs to extend community services to the needy.

Challenges

- Local political interference in adopted villages to carry out extension activities.
- Research in issues relating to emerging fields.
- Courses with moderate focus on skill orientation dominated by prerequisites of vertical mobility leading to low scope for paid consultancy services.
- Achievement of higher impact rating for the published work.

INFRASTRUCTURE AND LEARNING RESOURCES

Strengths

- Policy of liberality for optimal utilization of resources.
- State-of-the-art infrastructure in laboratories, Research Centres, seminar halls, e-classrooms, ICT Centre, Computer Centre and library.
- Broadband (2Mbps) internet connectivity to all the departments.
- Central library with barcoded accession management, browsing and subsidized reprography facility and inter library loans through autonomous consortium.
- Accessibility to E-Resources@N-LIST, e-books, scholarly journals and AV content.
- Flexibility in lending rules and fines.
- Computer Center and library accessible even after working hours and on holidays.
- Well-stocked departmental libraries.
- Technology powered innovative learning resources.
- Proportionate sports and games infrastructure and women consultant coach.
- Health Centre, furnished women waiting room, hygienic canteen, profit-free student consumer co-operative stores and well maintained restrooms.
- Accessibility to distance education through Open University Study Centers.

Weaknesses

- Lack of Central Instrumentation Centre due to no consensus.
- Pressure from society for increasing student intake to the detriment of polity.
- Paucity of funds and socio-economic status of the student are hurdles to move towards virtual libraries and virtual labs.
- Availability of good social welfare hostels and students tendency to commute the distance from home to college in view of their economic situation are a constraint to start campus hostels.
- Lack of space is a constraint for construction of indoor stadium and laying athletic track.

Opportunities

- High speed connectivity with national knowledge network.
- Increased access to e-journals and other e-resources.
- Institutionalized incentives to encourage holistic development of student.
- Establishing proportionate number of e-class rooms and smart class rooms.
- Campus-wide wireless connectivity.
- Further Strengthening of departmental libraries.

Challenges

- Mobilizing abundant funds required to meet increased demand in establishing state-of-the-art learning resources and sports infrastructure giving international exposure.
- Institutionalizing proven maintenance management practices.

STUDENT SUPPORT AND PROGRESSION

Strengths

- Student mentoring - An integral institutionalized activity.
- Special care to slow learners and additional inputs to the advanced learners.
- 90% students covered by free-ships and scholarships.
- 23 endowment scholarships with Rs.9,13,625 fund.
- 37% of students progression to higher education.
- Sizeable number of selections to state and central services and corporate sector.
- Two times consecutively overall championships and three times consecutively women all round championships in intercollegiate sports and games meet.
- Effective mechanism for grievance redressal.
- Participation of large number of student contingent in extracurricular activities at south zone and national levels.
- Sai Benevolent Fund to provide financial aid to the needy students.
- Women Empowerment Cell - A social arm to empower women students.
- Democratic involvement of Students in academic and administrative aspects.

Weaknesses

- Inadequate focus on placement services.
- Disproportionate resources to the intake of student strength.

Opportunities

- Enhanced involvement of alumni association.
- Conducting campus drives to improve placement services.

Challenges

- Mobilizing funds to improve student support services.
- Mitigating issues related to empowerment of women students.

GOVERNANCE, LEADERSHIP AND MANAGEMENT

Strengths

- Clearly defined vision, mission and goals with transparency in governance.
- Coherent internal organizational structure with high degree of decentralization.
- Leadership involvement in organizational development cycle by involving all stakeholders to reinforce culture of excellence.
- Intermittent leadership training and gender sensitization programmes.
- Strategy development and deployment through a comprehensive quality policy made by IQAC.
- Participative management culture at three levels.
- Fostering global competencies and inculcating value system among students.
- Promoting the use of technology 'for excellence'.
- Contributing to national development through out-reach programs with a sense of social responsibility.
- Consistent efforts to promote professional development of the staff.
- 360⁰ Performance Appraisal systems.
- Effective talent attraction and retention strategies.
- Time-proven accounting and audit practices.

- Resource mobilization from all cross sections of the society and funding agencies.
- Periodic academic audits.

Weaknesses

- Lack of government initiative in filling vacancies caused by retirements and deaths.
- Gap between targets and practice in achieving global competence among students.
- Disproportionate coverage for leadership programmes.

Opportunities

- Scope to improve quality in teaching-learning practices with orientation programmes and workshops.
- Scope to enhance transparency in governing and administrative practices.
- Improved mode of grievance redressal.

Challenges

- Pursuing Govt. to provide teaching and administrative replacements caused by retirements and deaths.
- Lobbying through public representatives for Govt. aid to meet increased demands in aided institutions with an amendment to the state education policy.
- Restructuring the courses to attract the international students.

INNOVATION AND BEST PRACTICES

Strengths

- Involvement of all stakeholders in evolving innovative mechanisms.
- Positive role by all patrons in environmental management aspects.
- Student centric and useful best practices to empower and transform them into national assets for future generation.

Weaknesses

- Lack of 'will' on the part of the majority of the elite.
- Initial resistance in adopting innovative strategies and best practices.

Opportunities

- Scope to evolve and practice more number of model best practices which can be emulated by others in this region.
- Further scope to elicit institutional legacy and spirits in innovation and best practices.

Challenges

- Arid weather conditions as constraint in managing environmental issues effectively.
- Not easily traceable inequalities and disparities in the external environment.