



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

## **ANDHRA MAHILA SABHA ARTS AND SCIENCE COLLEGE FOR WOMEN**

ANDHRA MAHILA SABHA, ARTS AND SCIENCE COLLEGE FOR WOMEN,  
(AUTONOMOUS) OSMANIA UNIVERSITY CAMPUS ROAD, HYDERABAD  
500007

[www.amsascw.org.in](http://www.amsascw.org.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2024**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

AMSASCW owes its legacy to the visionary efforts of Dr. Durgabai Deshmukh, revered as the mother of social service in India. Dr. Durgabai's tireless crusade against illiteracy, ignorance, and social injustice toward women laid the foundation for a network of educational institutions, hospitals, rehabilitation centers, and social welfare organizations within and beyond Telangana. Her work earned her prestigious honors like the Padma Vibhushan and the Paul G. Hoffman award, marking her significant contributions to social change in India.

Since the founding of AMSASCW in 1968 the institution has grown over 2000 students, marching ahead with commitment to quality education and holistic development has earned it a reputation as a leader in women's education in Hyderabad and beyond.

The college continues to build on this rich heritage through strategic collaborations and partnerships. A Memorandum of Understanding signed between AMSASCW, Neer Interactive Solutions Pvt. Ltd., and IIT Hyderabad focuses on cutting-edge technologies like Geo-spatial AI and Digital Twins, fostering innovation in sectors such as defence, industry, environmental safety, and wildlife conservation. AMSASCW also collaborates with a range of institutions, including Goa Shipyard, PVNRTVU, and the animal husbandry department in Ongole, exploring AI's potential in tackling diseases like FMD, LSD, and Brucellosis.

Training initiatives are a core focus at AMSASCW, with programs designed to enhance both academic and entrepreneurial skills. The Entrepreneur Leadership Development Program, sponsored by S2 Tech USA, with 100 students completed an intensive course to promote women entrepreneurship, with additional training provided by IIM Lucknow, Udaipur, and IIT Patna. The college also partners with organizations like Learning Links Foundation and Aradhya Biotech Pvt. Ltd. to offer diverse training opportunities.

Through these collaborations, training programs, and career support initiatives, AMSASCW continues to empower students to excel academically and professionally, embodying Dr. Durgabai's legacy of social service and women's empowerment.

### Vision

**To Provide education which is enriching, challenging and innovative to the deprived sections of the society with special emphasis on adolescent girls to join the main stream not as beneficiaries or recipients but as participants in societal growth.**

Offer undergraduate and postgraduate programs with concern for values and women's development.

Provide an environment, which nurtures inherent learning skills.

Respond to the changing needs of the community.

Ensure committed leadership and continuous professional enrichment of staff within a participatory

management process, developing the total personality and critical thinking.

Deliver high-quality undergraduate and postgraduate programs with a focus on values and the holistic development of women.

Create an educational environment that nurtures inherent learning skills and encourages curiosity, creativity, and critical thinking.

Stay responsive to the evolving needs of the community, ensuring that the curriculum is relevant and impactful.

Promote a culture of committed leadership and ongoing professional development among staff, fostering a collaborative and participatory approach to management.

Develop well-rounded individuals who can think critically, engage in problem-solving, and contribute meaningfully to society.

## **Mission**

**1 Offer undergraduate and postgraduate programs with concern for values and women's development.**

**1 Provide an environment, which nurtures inherent learning skills.**

**1 Respond to the changing needs of the community.**

**1 Ensure committed leadership and continuous professional enrichment of staff with in a participatory management process, developing the total personality and critical thinking skills of women.**

The mission of the institution is to empower women through education, emphasizing enrichment, challenge, and personal growth. AMSASCW is dedicated to providing an educational experience that encourages adolescent girls to step confidently into the mainstream—not just as passive beneficiaries but as active participants in societal growth. By fostering a sense of responsibility, independence, and community engagement, the college aims to shape women who are equipped to lead, innovate, and make a positive difference in their communities and beyond.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

The Internal Quality Assurance Cell (IQAC) conducted a SWOC analysis in 2022 while preparing the Self-Study Report (SSR) for the college. This analysis, supplemented by insights from the NAAC peer team during their 2018 accreditation visit, identifies the key strengths, weaknesses, opportunities, and challenges facing the institution.

### **Strengths**

-Empowerment-Focused Mission: The college is driven by the mission to build better lives for women, fostering an environment of empowerment and equality.

-Reputation and Location: AMSASCW enjoys a strong reputation and benefits from being located within the Osmania University campus, contributing to a vibrant academic atmosphere.

**Proactive Management and Dedicated Faculty:** The leadership is forward-thinking, and the faculty is committed to student success and continuous professional development.

**-Infrastructure Utilization:** The college optimally uses its existing infrastructure, including Wi-Fi-enabled campuses and comprehensive sports facilities with a gym and a spacious ground.

**-Academic Progression Opportunities:** The college offers pathways for academic growth for both faculty and students, including embedded apprentice programs and a mentor-mentee system.

**-Holistic Student Development:** AMSASCW integrates academics with co-curricular activities, ensuring holistic development and offering suitable credits for various activities.

**-Comprehensive Support Systems:** The college has systems for grievance redressal, anti-ragging, women's empowerment, career counseling, and more.

**-E-Governance and Quality Assurance:** The college has embraced e-governance in admissions and examinations and conducts regular academic and administrative audits by external agencies.

**-Sustainability Practices:** Green practices are sustained through regular green audits, indicating a commitment to environmental sustainability.

## **Institutional Weakness**

### **Weaknesses**

**-Limited Space for Expansion:** The college faces spatial constraints, limiting opportunities for physical expansion.

**-Lack of Research Guideship:** The faculty, predominantly focused on teaching, lacks guideship opportunities to supervise advanced research.

**-Shortage of Classrooms:** The increasing number of courses and students has created a shortage of classroom space, impacting accommodation.

**-Research-Centricity:** Although the college is primarily teaching-focused, it needs to strengthen its research facilities to support a broader academic scope.

## **Institutional Opportunity**

### **Opportunities**

**-Optimize ICT Resources:** The college can leverage the city's robust ICT infrastructure to improve educational

delivery and innovation.

-Expand Knowledge Spectrum: AMSASCW has opportunities to broaden its academic offerings to align with the growing body of global knowledge.

-Build Collaborations and Linkages: By forging partnerships with other academic institutions and industry players, the college can expand its reach and resources.

-Encourage Higher Education: The college can motivate students to pursue further studies, both in India and abroad.

-Growing Autonomy: Increased autonomy in academic, administrative, and financial matters provides flexibility to develop tailored policies and programs.

## **Institutional Challenge**

### **Challenges**

-Supporting First-Generation Learners: The college must find effective ways to support first-generation learners, ensuring they receive adequate resources and guidance.

-Horizontal and Vertical Growth: AMSASCW seeks to expand its academic offerings both horizontally (to include other domains) and vertically (to offer advanced degrees like doctorates).

-Enhancing Research and Consultancy: The college faces the challenge of shifting its focus from teaching to include a stronger emphasis on research and consultancy services.

-Maintaining Balance: As AMSASCW aims to strengthen its research and consultancy focus, it must maintain a balanced approach to teaching and learning.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

AMSASCW is dedicated to fostering employability, entrepreneurship, and skill development among its students w reflected in its frequent syllabus revisions to meet contemporary demands. The autonomy status of the College allows syllabus deviation to update 20% of course content. Strategic partnerships with companies in Hyderabad, notably Moonpreneur Inc.,offer specialised training in entrepreneurship mentored by IT, IIM faculty. The institution promotes internships with corporate entities and NGO's, integrating student projects for practical application and innovative thinking. Skill-embedded courses like BBA in Healthcare and Fashion

Technology and BSc( Hons) Computer Science enrich academic enhancement.

Additionally, AMSASCW integrates cross-cutting issues like ethics, gender, and sustainability into its curriculum, aligning with Sustainable Development Goals(SDGs) and the National Education Policy(NEP). Beyond the classroom, the college engages in initiatives promoting awareness on societal issues and environmental sustainability, collaborating with governmental agencies and NGOs.

The Program Outcomes are designed to attain the graduate attributes cited in the Vision and Mission of the college. Curriculum development ensures a match between the POs and COs to equip students with knowledge and skills required to meet the emerging local, regional, national, and global levels, preparing graduates for diverse workforce demands.

The College is Second in twin cities to adopt CBCS in 2011. The total No of Programs are 24, consolidated no of courses offered across all streams is 1884 among which new courses were 349 i.e. 18.52% of total courses.

The curriculum in 2018-20 is as follows

- 1.Skill Enhancement Course(SEC): One Course mandatory in semester I and II
2. Generic Elective: In each Semester III and IV, one course is mandatory.
3. Ability Enhancement Compulsory Courses AECC: One each in Semester I,II,III IV and VI
4. In V Semester Corporate Recruitment and training was a compulsory SEC course for all III

Year students to advance their career opportunities.

The revision of curriculum in 2020 is as follows

1. Ability Enhancement Compulsory Courses (AECC): Semesters I and II-2
2. Skill Enhancement Course(SEC) UGC and Department Specified : for III and IV Semester
3. Generic Elective(GE) (Interdisciplinary Elective).-V Semester

### **Teaching-learning and Evaluation**

AMS Arts & Science College for Women has maintained an average enrollment rate of 85%, with reserved categories around 80% over the past five years, in accordance with state government regulations. To ensure a smooth transition into college life, the institution conducts induction programs and bridge courses for newcomers. These initiatives help new students understand the academic structure, curriculum, and learning resources, while also familiarizing them with the college's curricular, co-curricular, and extra-curricular activities.

AMSASCW adopts a comprehensive evaluation process to identify slow or advanced learners and tailors strategies accordingly. For slow learners, methods like slip tests, mirror exercises, and remedial classes are used. The college employs a range of student-centric approaches, including participative learning, experiential learning, problem-solving methodologies, and research-oriented learning, to enhance student engagement.

The college is fully equipped with Wi-Fi, allowing for seamless online learning. During the COVID-19 pandemic in 2019, teaching shifted entirely to online platforms, with e-content made available through the college library, Google Classrooms, and INFLIBNET (N-List). Students and faculty are also encouraged to register for additional courses on platforms like SWAYAM, NPTEL, and Coursera for extra credits.

With the introduction of new programs over the last five years, the student-teacher ratio is 35:1, while the percentage of teachers with PhDs is 76.27%. The average teaching experience of the faculty is 6.15 years. Examination results are typically declared within 45 days, with an average grievance rate of 3.68%. The exam branch employs automated technology for both pre-examination and post-examination processes. During the pandemic, external semester-end examinations were proctored and evaluated through HIRE-ME, while post-pandemic evaluations were done by Code Tantra and Arrow Computers.

AMSASCW has a structured system for Continuous Internal Assessment (CIA) and Semester End Examinations (SEE), with weightage patterns of 80:20 for UG and PG, and 70:30 for UG first-year courses. The feedback mechanism is comprehensive, collecting input from students at both the entry and exit levels, along with feedback from other stakeholders to improve the curriculum and learning experience.

### **Research, Innovations and Extension**

AMSASCW fosters a vibrant culture of research, innovation, and extension, driven by a strong commitment to academic excellence and societal impact. The institution's research policies are designed to stimulate scholarly activities among faculty members, promoting their engagement in research, paper presentations, and publications in reputable journals. Over the past five years, the college has seen the publication of 99 research papers in esteemed national and international journals, reflecting the institution's focus on academic growth and dissemination of knowledge.

The college's support for research goes beyond encouragement, providing faculty with updated facilities and a seed fund of **20 lakhs** in the previous year. This funding empowers teachers to explore new avenues in their

fields, contributing to the broader academic community. The achievements of faculty members are recognized through prestigious awards, including four State Awards for Meritorious Teachers, a Sarvepalli Radhakrishnan National Best Teacher Award by all the Best Academy 2023, the Best Teacher Award by Telangana Citizen Counsel (2022), and the National Integration Award by Subedar Amir Khan Global Peace Foundation and Trust (2018).

The institution's dedication to research and innovation is further reflected in its internal publications such as Vision Circle Proceedings and Samanvay, the in-house journal, which highlights faculty research and achievements. These platforms serve to inspire both faculty and students, encouraging a culture of continuous learning and scholarly engagement.

AMSASCW also places a strong emphasis on entrepreneurial development. Through a partnership with S2 Tech Company, the college has facilitated the Entrepreneurship and Leadership Development Programme (ELDP), providing financial support of 13.7 lakhs to 200 students and faculty. This program is mentored by faculty from IIT Lucknow, IIT Patna, and IIM Udaipur, fostering entrepreneurial skills among students and preparing them for future challenges.

Beyond academics, the institution is deeply involved in community outreach through programs like NSS, NCC, and CVW, which aim to instill human values and raise awareness of societal issues. The college has established 32 MoUs with various companies and reputable NGOs, allowing students to engage in workshops, internships, seminars, and conferences, enhancing their learning experiences. The institution also offers free consultancy services to government college students for practical sessions, demonstrating a commitment to broader community engagement and support.

### **Infrastructure and Learning Resources**

The infrastructure at AMSASCW is designed to meet the comprehensive needs of teaching and learning. Spanning over 4.11 acres on the Osmania University campus in Hyderabad, the institution has seen significant development over the last 56 years, providing a robust platform for academic activities, co-curricular pursuits, and student welfare.

Teaching classrooms total 32, all are digitalized, and three are smart. These facilities are enhanced with the latest ICT tools, ensuring an engaging learning experience. The college hosts 11 fully-equipped laboratories for science and technology students, enabling hands-on learning.

AMSASCW's infrastructure also includes two seminar halls, a well-stocked library with automation and ICT facilities, and three hostels for out-of-town students. To support student well-being, the institution has 88 washrooms, a first aid room, a student counseling room, and other amenities like a canteen and waiting room. For large-scale events and gatherings, the college has an auditorium with a seating capacity of around 350 and an open auditorium.

Sporting facilities are an important aspect of AMSASCW's infrastructure, with a well-equipped gym, indoor games, outdoor games, and a basketball court. The college also has dedicated spaces for administrative functions, including the Principal's chamber, the IQAC Coordinator room, and the examination branch. The institution also features a Conference/Board room with AC and LCD projector, providing a conducive environment for meetings and collaborations.



Additional amenities that enrich the campus include a Grievance Redressal Cell, a Legal Aid Clinic, a Botanical Garden, an NCC unit, and Scouts and Guides programs. The college offers three-month certificate courses in Yoga and Martial Arts, along with morning and evening coaching camps in various sports.

Gandhi Bhavan, distinctively constructed by Dr. Durgabai Deshmukh, serves as a hub for seminars about the lives of freedom fighters, adding a unique cultural touch to the college environment.

AMSASCW's infrastructure development is well-planned and responsive to the needs of its growing student population, with ongoing improvements and budget flexibility to ensure quality and sustainability. The college's infrastructure not only supports academic excellence but also fosters a vibrant campus life."

### **Student Support and Progression**

Criterion 5 assesses the effectiveness of student support mechanisms and how the institution ensures student progression and success. This summary highlights various initiatives that contribute to a safe, inclusive, and supportive campus environment.

The institution has provided financial assistance to 6,017 students through both governmental and non-governmental sources, facilitating access to higher education. The college also supports career development through various cells and clubs, creating awareness of career opportunities, entrepreneurship, and intellectual property rights (IPR). For instance, 1,495 students have enhanced their soft skills, language, communication, technical, and life skills to meet industrial requirements.

To foster entrepreneurship, the IPR and EDP cells motivate and support budding entrepreneurs by facilitating interactions with successful industrialists. Among students enrolled in competitive examination and professional skills classes, 80.34% have benefited.

The college has established a comprehensive grievance redressal mechanism where students can express their concerns via various channels, including class representatives, suggestion boxes, and emails. Grievances are addressed through counseling and appropriate corrective measures.

The Placement Cell helps students develop inter- and intra-personal skills, critical thinking, and analytical skills to prepare for successful careers. Over the past five years, 684 students have secured positions in various companies. In the realm of sports, students have participated in 46 events at the international, national, and state levels. The college organized 150 sports events and 200 cultural competitions, further enriching campus life.

The Student Executive Body, elected through a democratic process, represents the student community in academic and administrative bodies, enhancing their decision-making and leadership skills. Clubs such as the Cultural Club and Eco-Club, managed exclusively by students, offer opportunities to organize events and hone talents.

Students with special needs are supported with academic and infrastructural facilities like scribes, ramps, and other assistive technologies. The institution's alumni network, spread across the globe, contributes through financial support, scholarships, sponsorships, infrastructure augmentation, and non-financial assistance, such as guest lectures, career guidance, and internships.

These initiatives demonstrate the institution's commitment to providing a supportive environment for student

success and progression.

## **Governance, Leadership and Management**

Criterion VI focuses on Governance, Leadership, and Management. Our college's practices in these areas are designed to support governance, academic excellence, financial sustainability, and quality assurance, aligning with the vision and mission of both the college and the AMS Trust Board.

The institution's governance structure encompasses several key components: the Administrative Committee, Governing Body, Finance Committee, Academic Council, and other specialized committees. The governing body ensures effective leadership, with the Principal managing day-to-day operations under the guidance of the Chairman and Secretary. The Academic Coordinator oversees academic matters like the almanac and schedule implementation. The Secretary serves as the executive head, acting as a liaison between the central office, university, government (TSCHE), and college.

Strategic planning is central to the institution's governance framework. Perspective and strategic plans are developed through consultative processes involving multiple stakeholders, outlining the college's direction for five years. These plans encompass academic programs, research initiatives, infrastructure, and community engagement, all while emphasizing transparency through e-governance.

Financial sustainability and accountability are critical, with regular internal and external audits ensuring proper fund utilization and compliance with governance standards. The college sustains its finances by mobilizing external funds through grants, donations, partnerships, and revenue-generating activities like consultancy services and event hosting.

Quality assurance is a key focus, with the Internal Quality Assurance Cell (IQAC) monitoring teaching-learning processes, operational efficiency, and learning outcomes. The college regularly reviews its teaching and learning processes, updating them based on learning outcomes and adapting to changing times. Feedback mechanisms and stakeholder engagement are employed to ensure ongoing improvement in academic rigor, student support services, and teaching methodologies.

Staff welfare is a priority, with the institution providing support to teaching and non-teaching staff according to government policies and encouraging them to pursue academic development.

Overall, the institution's governance practices, strategic planning, financial management, and quality assurance mechanisms work cohesively to achieve the mission of providing high-quality education, fostering holistic development, and ensuring a positive societal impact

## **Institutional Values and Best Practices**

The college has achieved notable success in empowering its students and fostering gender equity over the last five years. The institution creates a supportive environment for women through various programs and initiatives. These include gender sensitization, curriculum integration, expanded academic offerings, skill development courses, safety measures, health and wellness programs, sports promotion, and women empowerment initiatives. The college aims to build a community of confident, capable, and socially responsible women leaders ready to make a positive impact on society.

The college also has a strong commitment to environmental sustainability. It has embraced solar energy, converted to energy-efficient LED and Sensor lighting, and implemented comprehensive waste management systems, including a biogas plant and a complete ban on plastics. The preparation and sale of clay Ganesha idols during festivals showcase the institution's commitment to sustainability and cultural traditions.

Water conservation is another key focus area, with the college utilizing rainwater harvesting, wastewater recycling, efficient distribution systems, and water-saving technologies like drip irrigation and RO systems. The college also takes steps to reduce carbon emissions, such as restricting automobile entry and promoting alternative transportation methods. Sustainable landscaping and tree planting drives further demonstrate the institution's commitment to environmental stewardship.

In addition to its focus on gender equity and environmental sustainability, the college promotes inclusion and diversity through various cultural events, anti-discrimination policies, and partnerships with local communities. By fostering tolerance, harmony, and respect, the college creates a more inclusive and equitable society. Ethical and constitutional awareness is integrated into academic and extracurricular activities, molding students into responsible citizens.

Support for differently-abled individuals is another significant aspect of the college's inclusive approach. A prescribed code of conduct, professional ethics programs, and supportive steps for differently-abled students reflect the institution's commitment to creating an inclusive environment.

AMSASCW's institutional values and best practices emphasize social responsibility and ethical citizenship. The Certified Voluntary Work of Students program and the Inter-Unit Collaborative Skill Development Training program foster social responsibility and employability among students. The college's distinctiveness lies in its approach to providing holistic knowledge, empowering women to build better lives and excel in various domains. Through these multifaceted initiatives, the college prepares women to become leaders capable of driving positive change in society.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANDHRA MAHILA SABHA ARTS AND SCIENCE COLLEGE FOR WOMEN
Address	Andhra Mahila Sabha, Arts and Science College for Women, (Autonomous) Osmania University Campus Road, Hyderabad
City	HYDERABAD
State	Telangana
Pin	500007
Website	<a href="http://www.amsascw.org.in">www.amsascw.org.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	K.JHANSI RANI	040-27098811	9494098811	-	ascwams@yahoo.co.in
IQAC / CIQA coordinator	A.PRAMILA	040-9494098811	9491140329	-	pramila21ams@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
-----------------------	--

Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1968
Date of grant of 'Autonomy' to the College by UGC	23-01-2007

**University to which the college is affiliated**

State	University name	Document
Telangana	Osmania University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	22-10-1970	<a href="#">View Document</a>
12B of UGC	22-10-1970	<a href="#">View Document</a>

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

**Recognitions**

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Andhra Mahila Sabha, Arts and Science College for Women, (Autonomous) Osmania University Campus Road, Hyderabad	Urban	4.11	41663.51

## **2.2 ACADEMIC INFORMATION**

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BBA,Degree,	36	INTERMEDIATE	English	120	96
UG	BA,Degree,Economics Public Administration Psychology	36	INTERMEDIATE	English	60	46
UG	BSc,Degree, Mathematics Statistics Computer Science	36	INTERMEDIATE	English	120	68
UG	BCom,Degree, General	36	INTERMEDIATE	English	60	19
UG	BA,Degree, Marketing Management Economics Psychology	36	INTERMEDIATE	English	13	0
UG	BSc,Degree, Botany Zoology Chemistry	36	INTERMEDIATE	English	60	41
UG	BCom,Degree, Tax Procedures	36	INTERMEDIATE	English	60	22
UG	BCom,Degree, Computer Applications	36	INTERMEDIATE	English	180	180
UG	BCom,Degree, Business Analytics	36	INTERMEDIATE	English	60	36
UG	BA,Degree,Economics Political Science	36	INTERMEDIATE	English	60	19

	Public Administration					
UG	BA,Degree, Marketing Management Political Science Public Administration	36	INTERMEDIATE	English	13	0
UG	BA,Degree, Marketing Management Psychology Mass Communication Journalism	36	INTERMEDIATE	English	13	0
UG	BSc,Degree, Biotechnology Zoology Chemistry	36	INTERMEDIATE	English	60	60
UG	BA,Degree, Marketing Management Economics Mass Communication Journalism	36	INTERMEDIATE	English	13	0
UG	BA,Degree, Mathematics Economics Computer Science	36	INTERMEDIATE	English	20	0
UG	BA,Degree, Economics Political Science Mass Communication Journalism	36	INTERMEDIATE	English	13	0
UG	BA,Degree, Mass Communication Journalism	36	INTERMEDIATE	English	13	0



	Economics Computer Applications					
UG	BA, Degree, Economics Psychology Mass Communication Journalism	36	INTERMEDIATE	English	13	0
UG	BA, Degree, Public Administration Psychology Computer Applications	36	INTERMEDIATE	English	13	0
UG	BA, Degree, Marketing Management Political Science Mass Communication Journalism	36	INTERMEDIATE	English	13	0
PG	MCom, Degree,	24	DEGREE	English	40	28
PG	MSc, Degree, Organic Chemistry	24	DEGREE	English	30	29
PG	MA, Degree, Economics	24	DEGREE	English	40	18
PG	MSc, Degree, Maths with Computer Science	24	DEGREE	English	40	26

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				10				49			
Recruited	0	0	0	0	0	10	0	10	13	36	0	49
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				36
Recruited	12	24	0	36
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	2	8	0	10
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	7	0	2	4	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	11	35	0	46
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	6	15	0		21

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	587	0	0	0	587
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	101	0	0	0	101
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	0	0	0	
	Female	130	130	110	77	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	120	120	90	60	
	Others	0	0	0	0	
OBC	Male	0	0	0	0	
	Female	210	210	194	160	
	Others	0	0	0	0	
General	Male	0	0	0	0	
	Female	274	272	264	193	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		734	732	658	490	

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Degree	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	To promote interdisciplinary learning, the college requires students to take a four-credit Generic Elective (GE) course during the 5th semester. This course must be selected from a discipline other than the student's primary field of study, encouraging cross-disciplinary engagement and broadening their academic horizons. This requirement fosters an environment where students can explore new subjects, gain insights from various perspectives, and develop a more comprehensive understanding of the interconnectedness of different disciplines.
2. Academic bank of credits (ABC):	The institution aims to further its commitment to interdisciplinary and skill-oriented learning by extending its collaborations with other renowned educational institutions. Plans are underway to establish partnerships with GITAM University and Mahindra University, which will facilitate student exchange programs and encourage a broader educational experience. These initiatives are in line with the National Education Policy (NEP) and the ABC framework, which allows students to accumulate and transfer credits across institutions. The college's focus on extending its academic offerings is exemplified by the introduction of innovative programs like the BA Special and BCom finance, a four-year course that opens the door to further associations with prestigious Welsh University, UK. This level of cross-institutional collaboration not only enhances the academic experiences of students but also aligns with the institution's broader objectives of fostering global partnerships and adopting contemporary educational models. These efforts reflect the institution's readiness to implement NEP and embrace the flexibility offered by ABC, thereby providing students with a diverse and enriching academic journey. The institution is committed to creating pathways that foster academic mobility, interdisciplinary learning, and international exposure, further enhancing the academic experiences of its students.

## 3. Skill development:

The mission of AMS Arts & Science College for Women, Hyderabad, is to equip students with the skills and knowledge necessary to excel in their careers post-graduation. To achieve this goal, the college offers a variety of skill development courses designed to address a wide range of interests and industries with the help of sister units of AMS. Information Technology & ITES Courses Such a MS Office, GFX Designing, Web Designing, C Basic & C++, HTML Language, Python Language, Tally. These courses provide students with practical and in-demand skills that prepare them for the modern workplace, reinforcing technical literacy and competency in a digital age. Apart from that, Tailoring Courses For those interested in fashion and garment construction, the following skills are taught Advanced Tailoring, Dress Making, Hand Embroidery, Maggam Work/Zardosi, Fabric Painting (Jute/Paper/Cloth). These courses encourage creativity and craftsmanship, giving students the expertise to pursue careers in tailoring, fashion design, and related fields. Further in the domain of beauty and wellness, the college has partnered with our sister institution, AMS Fine Arts & Media Studies to offer a suite of comprehensive courses. These include: Beautician Training, Make-Up Artist, Fashion Designing, Hair Stylist, Mehendi Designing, Pedicurist, Manicurist. These courses cater to students interested in the beauty and wellness industry, providing them with professional skills to pursue careers in cosmetology, spa services, and beauty consultation. Additionally, AMS has initiated Entrepreneurial Leadership Development Programs (ELDP) in collaboration with Moonpreneur Inc., funded by S2 Tech Foundation (USA) and mentored by esteemed institutions like IIT Lucknow, IIT Patna, and IIM Udaipur. This initiative fosters entrepreneurial spirit and leadership skills among students. Looking ahead, the college plans to introduce more skill-oriented courses in collaboration with IIT Hyderabad, Magic Bus, and 4AT Academy. The institution is considering making skill development courses mandatory, ensuring that every student acquires practical and marketable skills during their academic journey. This proactive approach reflects the college's commitment to preparing students for successful and fulfilling careers.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

AMS Arts & Science College for Women demonstrates a robust commitment to integrating traditional Indian knowledge systems into its curriculum, emphasizing the importance of culture, language, and traditional values. This integration goes beyond conventional teaching methods, encompassing a variety of courses, activities, and community outreach programs that reflect India's rich heritage. The Department of Physical Education offers a certificate course in yoga, providing students with a deep understanding of the ancient practice and its benefits for physical and mental well-being. Additionally, the college offers Vedic Mathematics as a Skill Enhancement Course (SEC), allowing students to explore ancient mathematical techniques known for their efficiency and simplicity. The curriculum is enriched with courses like Gandhian Studies and Durgabai Studies as Ability Enhancement Compulsory Courses (AECC), giving students insights into the values and philosophies that have shaped Indian history and continue to inspire social change. The institution also incorporates online resources to support learning, offering students T-SAT lessons and YouTube video recordings that focus on Indian culture, providing an accessible and engaging way to explore traditional knowledge. To further foster a connection with Indian traditions, the college actively celebrates key Indian festivals, such as Ganesh Chaturthi and Dussehra (Batukamma). During Ganesh Chaturthi, students create eco-friendly Ganesh idols, reinforcing the importance of sustainability and environmental consciousness. These idols are distributed to sister institutions and also sold at a low cost to the public, encouraging broader community participation. In addition, the college celebrates Christmas, promoting cultural inclusivity and fostering a diverse learning environment. The college has established a medicinal garden, where Botany students learn about the medicinal properties of native plants and the nutritional value of traditional foods. This hands-on approach promotes a deeper appreciation for India's indigenous flora and its applications in health and wellness. Through these efforts, AMS Arts & Science College for Women creates a learning environment that not only respects and honors India's cultural heritage but also promotes environmental sustainability and community engagement. The



	college's approach to integrating Indian knowledge systems is a testament to its commitment to providing a holistic education that prepares students for the modern world while preserving and celebrating India's rich traditions.
5. Focus on Outcome based education (OBE):	AMS Arts & Science College for Women emphasizes Outcome-Based Education (OBE) to align its academic programs with clear objectives and measurable outcomes. At the beginning of each academic year, the college's Board of Studies (BOS) meets to review and refine the syllabus, ensuring that program outcomes (POs) and course outcomes (COs) are thoroughly discussed and finalized. This comprehensive approach guarantees that all programs have well-defined outcomes that guide the educational journey. The college is dedicated to ensuring that every student, whether at the undergraduate or postgraduate level, acquires the essential skills and knowledge outlined in the program-specific outcomes (POs) and course-specific outcomes (COs). This structured framework not only informs curriculum development but also provides a roadmap for continuous improvement. Through the OBE model, AMS Arts & Science College for Women aims to equip its graduates with a diverse set of competencies, preparing them to meet the challenges of the professional world and further academic pursuits. The focus on POs and COs ensures that students leave with a comprehensive understanding of their field, practical skills, and a commitment to lifelong learning.
6. Distance education/online education:	AMS Arts & Science College for Women has embraced a hybrid teaching-learning model, especially in response to the challenges posed by the COVID-19 pandemic. In 2020, when traditional classroom attendance was compromised, the college swiftly transitioned to online classes to ensure uninterrupted learning for its students. This flexible approach continued in the post-pandemic period, providing a reliable alternative when in-person classes were not feasible. To facilitate this transition, the college organized comprehensive training programs for its teaching staff, focusing on the effective use of various online platforms. These programs were designed to enhance instructors' technical skills and familiarize them with digital teaching tools, thereby ensuring a smooth online

learning experience for students. As part of the college's commitment to providing high-quality education, e-content was meticulously developed and made accessible to students through the college library and Google Classroom. This resource-rich environment allows students to engage with course materials at their own pace and revisit lectures and readings as needed. By integrating distance and online education into its curriculum, AMS Arts & Science College for Women demonstrates a proactive approach to modern education, ensuring that learning continues regardless of external circumstances. This adaptability has not only maintained academic continuity but also enriched the teaching and learning experience with innovative digital resources.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy Club has Established in the College in the year 2022-23
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. students' co-ordinator and co-ordinating faculty members are appointed by the College. Sr. No Year Faculty Coordinator Student Coordinator 1 2022-23 Dr K Jhansi Rani BA III Bhargavi 2 2021-22 Dr K Jhansi Rani BA III SaiDharani 3 2020-21 Dr Y Vasundhara BA III Bhargavi 4 2019-20 Dr Y Vasundhara BSc BZC Saatwika 5 2018-19 Dr Y Vasundhara BA I Akanksha ELCs are functional. The ELCs are representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Voter Registration camp conducted in our college for the eligible students in the campus. Voter awareness camp was conducted for all citizens at various places in Hyderabad and Ranga Reddy Districts Voter awareness through street plays, and Flash mob were conducted for in-house students and various public places in Hyderabad. Systematic Voter's Education and Electoral Participation Programme (SVEEP), the flagship programme of the Election Commission of India for voter education was organized on 17th March 2023. The Chief election commissioner of Telangana was the Chief Guest to the function, district GHMC officials and deputy collector Hyderabad also participated in the programme. The CEC Telangana Inaugurated the SVEEP posters

	<p>highlighting the importance of role of voters and voting power. He encouraged students above 18 years to enroll and participate in voting and utilize their voting power. 10 Students were selected as Ambassadors to educate the citizens on the importance of voting. 15 Students were selected to perform awareness street plays at various public places. Training was given by the Election Commission Department. The Systematic Voter's Education and Electoral participation (SVEEP) Programme of Election Commission of India is a landmark programme to inform, educate motivate and facilitate voter's and in turns make Indian democracy more participating and meaningful. This was a great honor for one college to be part of this programme of national responsibility by making every student from our college above 18 years to enrol through college.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<ul style="list-style-type: none"> <li>• Graduate Constituency voter awareness and registration drive was conducted in AMS Arts and Science College for Women by GHMC</li> <li>• Teachers Constituency voter awareness and registration drive conducted in house.</li> <li>• 10 Students were selected as Ambassadors to educate the citizens on the importance of voting.</li> <li>• 15 Students were selected to perform awareness street plays at various public places. Training was given by the Election Commission Department.</li> </ul>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Voter registration drive was conducted at the Institution for above 18 yrs of age students from 18th March 2023 to 30th March 2023.</p>

## Extended Profile

---

### 1 Students

#### 1.1

##### Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2051	2013	1771	1465	1094
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
719	650	492	426	287
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	30	43	39	37
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		

2.2

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

**Response: 116**

File Description	Document
Provide Links for any other relevant document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3 Institution**

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
88.04	31.06	28.29	37.89	70.36
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

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

##### **Response:**

Yes, the curricula reflected in both the program outcomes and course outcomes of the programs offered.

1.Local Relevance: The curricula of all the subjects addresses specific needs, challenges, and opportunities which includes incorporating local case studies, examples, and projects that resonate with the experiences of students and prepare them for the local job market.

2.Regional Relevance: Beyond the immediate local context, the curricula also considers broader regional factors, such as economic trends, cultural dynamics, and environmental issues.Which contribute meaningfully to regional development and engage with regional stakeholders.

3.National Relevance: The curricula aligns with national priorities, policies, and development agendas.Which ensure that graduates meet the expectations of employers and industries at the national level.

4.Global Relevance: In an increasingly interconnected world, our curricula is revised in such a manner that it addresses global challenges and opportunities. This could involve integrating international perspectives, cross-cultural competencies, and emerging trends that prepare graduates to participate in the global economy and engage with global issues.

##### **Humanities:**

##### **1. Local Relevance:**

- Incorporating local history and culture into courses on sociology Or psychology
- Offering language courses that focus on local dialects , studying local literature or art forms as part of courses.

##### **2. Regional Relevance:**

- Exploring regional political dynamics in courses on political science or international relations.
- Studying regional migration patterns ,environmental issues or cultural exchanges in courses.

### **3. National Relevance:**

- Discussing national policies and laws,economic trends and indicators in courses
- Exploring national historical events and movements in courses

### **4. Global Relevance:**

- Studying global literature or philosophical traditions,global environmental challenges and solutions in courses
- Exploring global economic systems and international trade in courses

### **Science:**

#### **1. Local Relevance:**

- Conducting field studies on local ecosystems ,local geological features, health issues and biotechnology.
- Educate them to become effective problem solvers, lifelong learners with moral and ethical values.

#### **2. Regional Relevance:**

- Exploring regional agricultural practices ,climatic patterns and ecological restoration projects in courses.
- To emphasize on basic principles and train them to become professional developers.

#### **3. National Relevance:**

- Analyzing national scientific research initiatives, technological innovations in courses.
- Studying national health policies, and enhance advanced skills through collaborations with industries and internships.

#### **4. Global Relevance:**

- Analyzing global public health challenges such as pandemics and studying global scientific collaborations.
- Design and develop software applications to address real time problems using programming languages,databases,operating systems and computer network concepts.

### **Commerce:**

#### **1. Local Relevance:**

- Analyzing local market trends and consumer behavior,business regulations and taxation policies in

courses .

- Conducting case studies on local businesses or industries in courses on strategic management or entrepreneurship.

**2. Regional Relevance:**

- Exploring regional trade agreements, economic integration and disparities, development strategies.
- Studying regional financial markets and investment opportunities.

**3. National Relevance:**

- Analyzing national economic policies and fiscal measures, banking regulations and monetary policies.
- Studying national business ethics and corporate governance practices.

**4. Global Relevance:**

- Investigating global supply chain management and international trade logistics.
- Analyzing global financial markets and currency exchange mechanisms.
- Studying global corporate social responsibility initiatives and sustainability practices in courses on business sustainability or CSR.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**1.1.2**

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

**Response:**

College focuses on employability, entrepreneurship, and skill development as they are pivotal in preparing students for the evolving demands of the job market and fostering a culture of innovation and self-reliance. This commitment is reflected in the frequent revision of course syllabi to ensure alignment with contemporary requirements.

Inspite of its autonomy, our college is affiliated with Osmania University. it is important to note that



while the institution may not have complete autonomy to overhaul the syllabus, it has the flexibility to revise approximately 20% of the course content. This allows for timely updates to reflect industry trends and emerging technologies while ensuring compliance with university guidelines.

Moreover, the institution has established strategic partnerships with numerous companies in Hyderabad to enhance students' practical learning experiences. Of particular significance is the Memorandum of Understanding (MOU) with Moonpreneur, affiliated with S2Tech.com Pvt.Ltd., a prominent international company based in USA, NEER Interactive solutions. Through this collaboration, students gain access to specialized training programs focused on entrepreneurship development, mentored by the IIT, IIM faculty, equipping them with the skills and knowledge needed to thrive in the global business landscape.

Furthermore, the institution actively promotes internships in collaboration with both corporate entities and non-governmental organizations (NGOs) like voice 4 girls, Earthbox ITC, EPTRI etc . These internships provide students with invaluable hands-on experience in real-world settings, allowing them to apply theoretical concepts learned in the classroom to practical scenarios. Additionally, student projects are integrated into the syllabus across disciplines, enabling students to engage in research, problem-solving, and innovative thinking under the guidance of faculty mentors.

By leveraging these partnerships and experiential learning opportunities, the institution ensures that students receive a well-rounded education that combines theoretical knowledge with practical skills. This holistic approach to curriculum development and implementation not only enhances students' employability but also fosters a spirit of entrepreneurship and innovation among the student body. As a result, graduates emerge as competent professionals capable of meeting the evolving demands of the work force and driving positive change in their respective fields.

In addition to the ongoing efforts to enhance employability and entrepreneurship skills, the institution introduced skill-embedded courses last year to further enrich the academic offerings.

These specialized courses, such as BBA in Healthcare and Fashion Technology, were meticulously designed to align with the evolving demands of the industry and address emerging trends in the respective fields, ensuring that course offerings remain relevant and responsive to the changing needs of the global economy.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 18.52

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

Response: 349

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

Response: 1884

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

Andhra Mahila Sabha Arts and Science College for Women (AMSASCW) has made significant strides in integrating cross-cutting issues relevant to professional ethics, gender, human values, environment, and sustainability into its curriculum, aligning with the Sustainable Development Goals (SDGs) and the National Education Policy 2020. With the autonomy to shape the syllabus, the institution has conscientiously incorporated these issues across various semesters and disciplines to ensure a comprehensive educational experience for its students.

In the 3rd semester, courses on gender and professional ethics have been included, with dedicated credits to underscore their importance. Similarly, the 4th semester curriculum integrates teachings on human values, while environment and sustainability topics are covered in the 1st semester. The institution also included topics on gender in the 5th and 6th semesters within the English language syllabus, enhancing the interdisciplinary nature of the learning experience.

Beyond the classroom, AMSASCW actively engages students in initiatives that promote awareness and action on the issues such as Programs on women empowerment, women safety laws, and observances

like Women's Day serve to sensitize students to gender-related concerns.

Environment protection efforts include tree planting drives, cleanliness campaigns, and participation in national and international environmental awareness days.

Furthermore, the college collaborates with governmental agencies and NGOs like voice 4 girls, Earthbox ITC, EPTRI etc to augment its educational endeavors. Partnerships with entities like the Telangana Sahitya Academy and Jana Vignana Vedika enable the college to conduct programs that foster scientific thinking and social consciousness among students.

The institution's commitment to holistic education is evident through the activities of its National Service Scheme (NSS) units, which organize awareness campaigns on various health and social issues. These initiatives cover a wide array of topics, including AIDS prevention, breast milk importance, cancer prevention, road safety, and water conservation, all in line with the objectives outlined in the National Education Policy.

Additionally, AMSASCW has implemented practical measures to promote environmental sustainability on its campus, such as installing RO plants, rainwater harvesting pits, solar heaters and biogas plants. These initiatives demonstrate the colleges proactive approach to addressing environmental concerns and instilling a sense of responsibility towards sustainable practices among its students.

In summary, AMSASCW's efforts reflect its commitment to providing a well-rounded education that equips students with the knowledge, skills, and values needed to address the challenges of the 21st century and contribute meaningfully to society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 177

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

### 1.3.3

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

**Response:** 95.83

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

**Response:** 23

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

**Response:** 24

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

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 74.88

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
688	734	732	658	490

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

2022-23	2021-22	2020-21	2019-20	2018-19
1030	1030	880	820	650

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

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

**Response:** 74.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
344	367	366	329	245

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

2022-23	2021-22	2020-21	2019-20	2018-19
515	515	440	410	325

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

**2.2 Catering to Student Diversity****2.2.1**

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

**Response:**

The Andhra Mahila Sabha Arts and Science College for Women employs a comprehensive approach to

assess the learning levels of its students and organizes special programs to cater to their differential learning needs.

- We provide Bridge courses to different levels of students, with fundamental knowledge of all the subjects, using interactive sessions for students, so that they can better grasp, learn and understand the subjects.
- The institution divides classes into groups named after remarkable women, fostering inspiration, identity, and belonging among students. Continuous assessment categorizes students into active and passive learners, each group comprising a mix of both categories to encourage peer learning and support.
- For active learners, a range of opportunities are provided to enhance skills and knowledge. They utilize library resources; engage in study projects, seminars, research articles, and leadership roles. Participation in competitions stimulates intellectual growth and creativity.
- Tailored interventions support slow learners, including easy assignments, mirror exercises, and audio-visual materials for conceptual clarity. Remedial classes, extra sessions, and recorded video links facilitate self-paced learning and reinforcement of concepts.
- Common initiatives for both groups include slip tests, assignments, internships, educational trips, and participation in club activities to enrich learning experiences and encourage holistic development.
- In addition to the comprehensive approach outlined above, the college has implemented several supplementary measures to enhance the learning experience and academic success of its students. Example: Extension Lectures, Field trips.
- Personalized counseling services address academic, personal, and emotional challenges, providing guidance and support.
- Reciprocal learning through peer mentoring programs, where senior students mentor and guide their juniors, fostering a supportive learning environment based on mutual collaboration and knowledge sharing.
- Regular guest lectures and workshops expose students to diverse perspectives and real-world experiences, enriching their learning journey.
- Industry interface programs and internship opportunities bridge academia and industry, allowing students to gain hands-on experience and develop essential skills for their future careers.
- Research and innovation initiatives encourage students to engage in independent research, contributing to knowledge creation in their fields.
- A robust feedback mechanism gathers input from students, driving necessary improvements to the curriculum and teaching methodologies.
- Community engagement and social responsibility initiatives instill civic responsibility and empathy, preparing students to become responsible citizens and leaders.



By implementing these measures, the college ensures a holistic and enriching educational experience, supporting academic success personal growth, and social responsibility among its student community.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 2.2.2

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

**Response:** 34.76

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

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

Our Institution prioritizes student-centered approaches to education, incorporating various methodologies such as experiential learning, participative learning, and problem-solving techniques to enrich the learning experience.

Additionally, the faculty harnesses the power of Information and Communication Technology (ICT)-enabled tools, including online resources, to facilitate effective teaching and learning processes.

Experiential learning forms a cornerstone of the college's pedagogical approach, allowing students to actively engage with course material through hands-on experiences. For example, digital board, LCD

projectors and internet facilities are utilized to enhance experiential learning, providing students with access to multimedia resources and interactive content. In language departments, movies are shown to students to experience the crux of novels, drama, and poetry, enriching their understanding of literary works.

In commerce courses, students engage in activities such as preparing and comparing company balance sheets, real-time projects, hands-on training, video making, content report writing, insurance premium calculation, and participation in business fairs and exhibitions. Similarly, in science courses, students undertake model-making projects and utilize internet resources to conduct research and access supplementary learning materials.

Participative learning further enhances the educational experience by fostering collaboration and dialogue among students. Study tours, industrial visits, and field surveys to EPTRI, T-Hub, Survey of India, and Bhagiratha Chemicals on gongole. provide students with firsthand exposure to real-world contexts and challenges. Workshops and seminars offer opportunities for hands-on training and skill development, while quizzes, group discussions, and exhibitions encourage active participation and engagement. Research projects and PPT presentations allow students to develop deeper into topics of interest and share their findings with their peers.

For instance four Students of B.Sc (BZC) Final year completed 3 months Project dissertation to obtain research and technical skills from Maa Research Cancer Foundation, Jubilee Hills, Hyderabad. Mirror activities are also employed to encourage self-reflection and critical thinking.

Problem-solving methodologies are integrated into the curriculum to equip students with the skills needed to tackle real-world challenges effectively. Through problem-based learning activities, students are presented with authentic problems or scenarios that require them to apply their knowledge and skills to devise solutions. By grappling with complex problems, students develop analytical thinking, creativity, and resilience, preparing them for the dynamic demands of the modern workforce.

In addition to these student-centric methodologies, the college harnesses the potential of ICT-enabled tools to enhance the teaching and learning process. Online resources such as e-books, multimedia presentations, and educational websites are utilized to supplement traditional instructional methods, providing students with access to a wealth of information and resources. Virtual learning platforms and video conferencing tools facilitate remote learning opportunities, allowing students to engage in interactive lectures, discussions, and collaborative projects regardless of their physical location.

By leveraging experiential learning, participative learning, problem-solving methodologies, and ICT-enabled tools, the Andhra Mahila Sabha Arts and Science College for Women creates a dynamic and inclusive learning environment that empowers students to thrive academically, professionally, and personally. Through these innovative approaches, the college nurtures lifelong learners who are equipped with the skills, knowledge, and adaptability needed to succeed in a rapidly evolving world.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

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

##### **Response:**

The institution has embraced effective mentor-mentee schemes as a cornerstone of its approach to addressing both academic and student psychological and legal issues, recognizing the pivotal role mentors play in guiding and supporting students throughout their educational journey. Here's an overview of how these schemes are implemented:

##### **A) Academic Support:**

The mentor-mentee relationship begins as soon as students enter the institutions every teacher serves as a counselor for their assigned class meeting students at least twice a month to collect and update comprehensive student profiles.

These profiles contain information such as previous educational records, health history, personal details, academic progress including semester marks, and details of academic and personal counseling sessions.

Mentors are typically faculty members who possess expertise in the student's field of study and are well-equipped to offer personalized assistance.

One of the primary goals of the mentor-mentee scheme is to ensure that students receive the necessary academic support to excel in their studies. Mentors work closely with their mentees to identify their academic strengths and weaknesses, develop personalized learning plans, and set achievable goals. They provide guidance on course selection, study techniques, time management, and examination preparation, helping students navigate the academic challenges they may encounter.

They assist students in selecting projects and trainings, as well as in choosing extracurricular and co-curricular activities, including value-added and certificate courses, sports, cultural activities, and

participation in different clubs and student cell activities. Career planning and participation in departmental and non-departmental activities are also part of the mentor's responsibilities

In addition to individualized support, the mentor-mentee scheme fosters a collaborative learning environment where mentees are encouraged to engage in peer-to-peer learning and support. Mentors facilitate group study sessions, encourage mentees to form study groups, and promote knowledge sharing among peers.

## B) Psychological support

Beyond academic guidance, mentors also play a crucial role in addressing the psychological wellbeing of their mentees. They serve as trusted confidants and emotional support to students facing personal challenges. Through the Survey collected students profile it was found that most of the students suffer from PCOD and PCOS. Lectures from eminent doctors to help students to overcome the problem.

Mentors create a safe and supportive space where mentees feel comfortable discussing their concerns, fears, and anxieties. They provide empathetic listening, validation, and non-judgmental support, helping mentees navigate difficult emotions and build resilience. Mentors also offer practical strategies and coping mechanisms to help mentees manage stress, develop healthy habits, and priorities self-care.

Regular meetings between mentors and mentees are scheduled to monitor progress, address academic concerns, and provide feedback. Mentors also offer constructive criticism and encouragement to help mentees overcome obstacles and reach their full academic potential.

Mentors receive support and guidance from the Academic Coordinator and the Principal, with regular interaction at least once a month to ensure effective implementation of the Mentor-Mentee program. These collaborative efforts ensure that students receive holistic support, addressing both their academic and psychological needs, thereby fostering a conducive learning environment and promoting overall student well-being.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

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

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the**

**institution.**

**Response:**

The institution meticulously prepares and adheres to its academic calendar and teaching plans, ensuring smooth functioning and effective delivery of educational services.

**Preparation of Academic Calendar:**

\* The Academic calendar serves as a planner and informational resource for Administration, Management, Support personnel, Instructors, and Students.

It is created prior to the start of each new academic session by the Academic Co-ordinator in collaboration with the IQAC Co-coordinator, Head of the Departments, Controller of examinations, and the Principal, serves as the foundation for the scheduling of teaching, learning, and evaluation. Subsequently authorized by the management. The Academic Calendar is available on the college website and in the college prospectus, is split into two academic terms, ie. Odd and even semesters.

\*. Faculty members, academic administrators, and other relevant stakeholders collaborate to draft the academic calendar, taking into account factors such as university guidelines, holidays, examination schedules, observation of important dates, co-curricular activities and special events.

- The academic calendar is designed to ensure timely coverage of syllabi and meeting the learning objectives of each course and accommodate unforeseen circumstance such as weather related disruptions or academic emergencies.

**Adherence to Academic Calendar:**

\*. Academic administrators regularly review the academic calendar to monitor progress and address any deviations or delays.

- Faculty members and students are kept informed about important dates, deadlines, and changes in the academic calendar through official communication channels such as newsletters, emails, and notice boards.
- Departments and academic units coordinate closely to ensure smooth execution of planned activities and adherence to the schedule outlined in the academic calendar.
- The institution conducts periodic evaluations to assess the effectiveness of the academic calendar in achieving its objectives. This evaluation includes assessing student performance, course completion rates, and overall satisfaction with the academic experience.

**Teaching Plans**

- The semester and annual exams are taken into consideration while dividing the syllabi for each Course, so that instruction is more effective. The head of the department calculates and distributes the workload. Teachers log their daily observations of the modules they are teaching, in the college-provided Teacher's Diary. Extra classes are scheduled far in advance, taking into account

the demands of the pupils.

- Faculty members develop detailed teaching plans based on the curriculum requirements of each course, outlining the topics to be covered, instructional strategies, assessment methods, and learning outcomes/ course outcomes review and update their teaching plans based on student feedback, emerging educational trends, and advancements in their respective fields to ensure relevance and effectiveness.
- Academic coordinators provide support and guidance to faculty members in developing and implementing teaching plans .

In summary, the institution demonstrates a proactive approach to preparing and adhering to its academic calendar and teaching plans, promoting a conducive learning environment and ensuring the successful achievement of educational goals.

- Feedback from faculty members, students, and other stakeholders is solicited to identify any challenges or areas for improvement in adhering to the academic calendar. Necessary adjustments are made based on this feedback to enhance effectiveness.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
59	30	43	39	37

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

**2.4.2****Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 38.79**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 45

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

**2.4.3****Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 6.76**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 399

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.4****Percentage of full time teachers working in the institution throughout during the last five years****Response:** 86.49**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 32

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms****2.5.1****Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years****Response:** 35**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
24	37	43	31	40



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

## 2.5.2

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

**Response:** 0.93

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
658	602	456	187	243

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

### 2.5.3

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

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

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

**Response:**

The institution has undertaken significant reforms in its examination management system, leveraging IT integration and adopting continuous internal assessment practices to enhance efficiency, transparency, and effectiveness. Here's how these reforms have been implemented:

#### **1.???Examination Procedures:**

The institution has revamped its examination procedures to streamline the entire process, from exam scheduling to result declaration. This includes digitizing exam schedules, timetables, and seating arrangements, making them easily accessible to students and faculty members through the college's online portal. Additionally, the institution has standardized protocols for exam invigilation, question paper setting, moderation, and evaluation to ensure fairness and integrity.

#### **1.???Processes Integrating IT:**

IT integration has played a pivotal role in modernizing examination processes. The institution has adopted online examination platforms such as Hire Mee and Code Tantra for conducting exams and implementing proctoring systems to monitor exam sessions remotely. These platforms offer features like secure login, randomization (estions), and real-time monitoring to prevent malpractices and ensure the integrity of assessments. Furthermore, digital question banks and automated grading systems have been implemented to streamline the evaluation process and minimize manual errors.

#### **1. Continuous Internal Assessment System:**

The institution has embraced a continuous internal assessment (CIA) system as part of its examination reforms. CIA involves ongoing evaluation of students' performance throughout the academic year, providing regular feedback and opportunities for improvement. This system encompasses various assessment methods, including assignments, quizzes, projects, presentations, and class participation, allowing for a holistic evaluation of students' knowledge and skills. Moreover, CIA fosters active student engagement, promotes deeper learning, and reduces the reliance on high-stakes exams as the sole measure of academic achievement.

With the introduction of CIA, students have more opportunities to demonstrate their understanding and proficiency in course concepts, rather than relying solely on performance in final exams. This approach not only reduces the pressure associated with end-of-semester exams but also encourages students to take ownership of their learning journey and strive for continuous improvement.

Overall, the institution's examination reforms reflect a commitment to innovation and excellence in assessment practices. By integrating IT solutions, adopting CIA methodologies, and modernizing examination procedures, the institution has succeeded in creating a more robust and student-centric examination management system. These reforms not only enhance the credibility and reliability of assessments but also contribute to the overall academic growth and development of students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

The institution has implemented a robust framework for assessing and evaluating student learning outcomes (SLOs)/ Course Outcomes program outcomes (POs), and graduate attributes (GAs), which are integral to the assessment process. These outcomes are widely publicized through the institution's website and other documents, ensuring transparency and accountability in the evaluation process.

### **1. Learning Outcomes (LOs) / Course Outcomes (CO's)**

The institution has defined clear learning outcomes for each program and course, aligning them with academic standards and industry requirements

To assess and evaluate student learning, the institution employs a comprehensive approach that integrates both internal and external assessments. Internal assessment carries a weightage of 20%, comprising various components such as attendance, written exams, and classroom performance. The remaining 80% weight age is assigned to external examinations, which are conducted rigorously to measure students' knowledge and skills.

For the present UG first year the internal assessment continuous evaluation is done for 15 marks which includes attendance, assignments and classroom seminars. 2 internals are conducted that is for 15 marks each and the average of 2 internals is taken and the semester end exam is for 70 marks. The overall total is for 100 marks.

For PG also continuous evaluation and double evaluation which includes 4 internals of 10 marks each (10+10+10+10) i.e. 40 marks, attendance 10 and semester end that is external for 50, total i.e. 100 marks.

### **2. Program Outcomes (POs):**

The attainment of course outcomes (COs) is directly linked to the achievement of program outcomes (POs). Course outcomes are measured by the percentage of students achieving a score of more than 40% for undergraduate programs and 40% for postgraduate programs. This criterion ensures that students meet the minimum competency levels required for successful completion of the course.

The overall course outcome (CO) is determined based on the average percentage of COs achieved in assignments, mid-term exams, and final exams. This holistic approach provides a comprehensive assessment of students' performance across different assessment components throughout the course duration.

### **3. Graduate Attributes (GAs):**

In addition to academic performance, the institution evaluates students' attainment of graduate attributes,

which encompass skills, competencies, and qualities essential for success in professional and personal life. These attributes include critical thinking, communication skills, teamwork, leadership, and ethical values.

To assess graduate attributes, the institution considers various data sources, including placements data, to gauge student's readiness for the workforce. By tracking students career progression and employment outcomes, the institution gains insights into the effectiveness of its educational programs in preparing graduates for the demands of the job market.

Overall, the institution's assessment framework is designed to ensure that learning outcomes, program outcomes, and graduate attributes are rigorously evaluated and aligned with academic and industry standards. By integrating internal and external assessments, and leveraging placement data, the institution maintains accountability and strives for continuous improvement in its educational offerings. Success stories like more than 20 students per year are going Abroad for higher studies.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6.2

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

**Response:** 84.56

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

**Response:** 608

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Annual report of Controller of Examinations ( COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.37**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

**Response:**

The institution's dedication to research excellence is palpable through its proactive measures in continually updating research facilities and upholding transparent policies for research promotion, all accessible via the institutional website. The Research Training Consultancy Cell (RTCC) stands as a pivotal force for academic progress, incentivizing paper publication in UGC notified journals with a commendable Rs. 2000 reward, leading to the successful publication of 99 papers in the past five years.

Moreover, the institution fosters a thriving research environment through initiatives like the biannual publication of the "SAMANVAY" journal, actively encouraging contributions from both faculty and students. The RTCC, driven by its visionary mission, serves as a dynamic platform for sharing research ideas, fostering interdisciplinary dialogue, and empowering faculty through comprehensive training and consultancy services.

The RTCC initiative reflects the institution's unwavering commitment to a robust research culture, providing a platform for faculty members to disseminate research findings and cultivate collaborative learning since 2009.

Furthermore, the establishment of the Geospatial Research Lab in collaboration with NEER Solutions and IITH underscores the institution's dedication to addressing critical issues such as Mapping of Barnacles of Ships at Goa Shipyard using Arc GIS and Study Of cow diseases prevalent in Ongole Breed, AP. Engaging both faculty and students, this collaborative effort focuses on monitoring and preventing common diseases in cows, including Lumpy Skin Disease, Mastitis, and Foot and Mouth Disease. Additionally, the Department of Chemistry spearheads research in synthetic chemistry, with plans for expansion into natural product research.

In addition to integrating project works into the syllabus across all streams, the institution actively supports entrepreneurial endeavors through the Entrepreneur Development Cell, with the backing of S2 Tech, USA. The institution has allocated nearly twelve lakhs as seed funding to nurture innovative ventures. Special gratitude is extended to Mr. Day Veerlapati, CEO of S2Tech Ltd, USA, for his invaluable support, including facilitating DEMAT accounts with Rs. 500 each for approximately 150 students. Moreover, students with innovative ideas and readiness to start up will receive Rs. 25,000 each. Additionally, Mr. Day's donation of a 3D printer aims to encourage students towards research and innovation.

In essence, the institution's multifaceted approach to research promotion underscores its unwavering commitment to academic excellence, innovation, and societal impact. Through proactive initiatives and collaborative endeavors, it continues to cultivate a vibrant research culture that inspires and empowers the next generation of scholars and entrepreneurs, ensuring a brighter future for all stakeholders involved.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

**3.1.2****The institution provides seed money to its teachers for research****Response:** 12**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1.5	3	4.5

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

**3.1.3****Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years****Response:** 2.59**3.1.3.1 Number of teachers who received national/international fellowship /financial support by**



**various agencies, for advanced studies / research; year-wise during the last five years**

Response: 3

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

### 3.2 Resource Mobilization for Research

#### 3.2.1

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

Response: 11.5

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

#### 3.2.2

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

**Response:** 0.15**3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.**

Response: 17

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

**3.2.3****Percentage of teachers recognised as research guides as in the latest completed academic year****Response:** 0**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

**3.3 Innovation Ecosystem****3.3.1**

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

**Response:**

We are committed to fostering creativity and innovation within our educational environment. We cultivate a nurturing atmosphere equipped with top-notch infrastructure, ample resources, and

unwavering support to empower both students and teachers in their pursuit of research and innovation.

We believe in providing practical opportunities for our students to explore their creativity and entrepreneurial potential. Through hands-on programs and initiatives, we aim to instill in our students the confidence and capabilities needed to excel in the realms of innovation and entrepreneurship.

#### *Workshops/seminars*

The college encourage the departments to organize National Seminar also provides an advance of Rs 50,000/-.

- Three day International workshop - Organised by the department of Mathematics on " Vedic Mathematics"
- One day International conferences – Organized by the Departments of Scienceon “Generic Medicine ”.
- One day National seminar- Organised by the Departments of Social Sciences on “Government, Governance and Governability.
- College organized 30 Workshops/Seminars in five years.

#### Intellectual

#### Property

#### Rights

The IPR Cell of the College organized seminar for the U.G. & P.G. Students on the topics related to Patents in various property rights.

Research Methodology Research Training Consultancy Cell is a Valuable Centre to promote the Research activities of our college. Its aims to motivate the Faculty and Students to concentrate on Research activities such as Research Publications, Research Projects and Consultancy works in the Institutions by collaborating with core industries and manufacturing companies. The Faculty and students are given full support and financial support to improve the Research activities on newly emerging innovative research works. As a result College acquired 32 MOUs with different Insitutions/ Company.

The RTCC publishes a half yearly journal, SAMANVAY which encourages the Students and Faculty to publish Articles and Reviews. Three faculty members have published books related to their PhD thesis and their project works.

By fostering a culture of innovation and providing the necessary tools and guidance, we strive to prepare our students to become the leaders and innovators of tomorrow, driving positive change in society and beyond. We are dedicated to nurturing the next generation of thinkers, creators, and problem-solvers. One such program is ELDP aimed at fostering more women entrepreneurs in society, through this program around 200 students have been trained, sponsored by Mr. Day Veerlapati, CEO of S2Tech,( USA) in collaboration with institutions like IIM Lucknow, IITC Patna, and IIM Udaipur.

The following Students got Prizes for their Innovative Ideas in the competition conducted by ELDP:

Group 13

B.Sc.(MSCS), Final year

K. Hephzibah Grace

G. Aishwarya

K. Gyanavi Nair

B. Chandana

V. Nikhitha

Group 17 (Nutri wheels)

B. Com Business Analytics Final year

B. Pooja

T. Rukmini

D. Sreeja

Y. Pavani

V. Shanthi

To develop investment skills in shares, each student is provided with Rs. 500 to open a Demat account and invest in shares. The students had a field trip to T-Hub, where they interacted with entrepreneurs and sought information regarding the benefits and risks involved in starting startups.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Any other additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

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

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

- 1. Inclusion of research ethics in the research methodology course work**

- 2.Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**  
**3.Plagiarism check through software**  
**4.Research Advisory Committee**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.2

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

**Response:** 0

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

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

### 3.4.3

**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response:** 0.85**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 99

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

**3.4.4****Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.34**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 40

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

**3.4.5****Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response: 2**

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.6*****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response: 1.5**

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response: 2.83****3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.09	0.0	0.15	0.496	1.09

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

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

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

**Response:**

Guided by our institution's vision of 'Building better lives for women' and our commitment to Institution Social Responsibility, we have undertaken a range of initiatives aimed at empowering our students and serving the community.

One of the key initiatives is the Certified Voluntary Service (CVW), complemented by our three NSS units, one NCC navy wing, and the introduction of Scouts & Guides since 2019. Through these avenues, our students have been actively engaged in transferring knowledge to the neighborhood and the larger society.

One notable aspect is the learner enrichment activities undertaken by NSS & CVW. Volunteers of CVW have been instrumental in providing skill development training and fostering a scientific approach to education in government schools. Collaborating with NGOs like Jana Vignan Vedika, our students have organized numerous programs to raise awareness about scientific education.

Empowering women and educating the girl child have been focal points of our extension activities.



Students have actively participated in activity-based teaching programs conducted by NGO Voice 4 Girls. Through training camps at government schools, our volunteers have educated adolescent girls on health, hygiene, self-body awareness, and personality development, thereby playing a crucial role in empowering the future generation of women.

Promotion of awareness on various social issues has been another significant aspect of our extension activities. Collaborating with women's cells, health clubs, placement cells, and eco-clubs, our NSS units have organized talks, awareness walks, and campaigns on topics ranging from consumer rights and road safety to entrepreneurship development and water conservation instilling a sense of social responsibility among our students.

In addition our students focused on service to the underprivileged. Under the banner of 'Helping Hands,' our students have sponsored essential commodities to NGOs like Rainbow Homes, extending a helping hand to those in need. Initiatives like the 'Jumblee' exhibition have further raised funds for charitable causes, demonstrating our students' commitment to serving the underprivileged.

Environmental protection and sustainability have also been integral to our extension activities. Students have actively participated in state government initiatives like 'Haritha Haram' and 'Swatch Bharat,' organizing awareness walks in collaboration with ITC. Students created awareness on e-waste management, recycling and distributed clay Ganesh idols to raise awareness about environmental pollution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

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

**Response:** 76

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	14	15	11	9

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1

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

**Response:** 32

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for**

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

#### **Response:**

The institution takes pride in its comprehensive infrastructure and facilities, meticulously developed over its 56-year journey. Situated within the picturesque Osmania University campus in Hyderabad, Our college offers a conducive environment for learning, research, and holistic development. The campus spans approximately 4.11 acres and hosts a myriad of essential facilities to cater to the diverse needs of its stakeholders. Here's a detailed breakdown:

#### **For Teaching-Learning Purposes:**

\* **Classrooms:** Equipped with modern amenities, the college boasts 32 Well Ventilated classrooms conducive to effective learning with ICT facilities .

\* **Laboratories:** With 11 well-equipped laboratory rooms, students have ample opportunities for hands-on learning and experimentation with ICT facilities.

\* **Computer Labs:** Six computer labs, housing a total No of 400 computers, including 25 high-configuration systems with advanced ICT facilities. and 27 computers in English Language Lab.

\* **Halls:?**

\* **Gandhi Bhavan :**A symbol of historical significance,built by Dr. Durgabai Deshmukh under a State Committee Fund, provides a unique venue for meetings and events.and two seminar halls with ICT facilities.

\* **Conference Hall/Board Room:** A well-equipped hall complete with LCD projector, AC,microphone systems facilitates productive meetings and deliberations.

\* **Auditorium:** With a seating capacity of 300 and modern amenities, the auditorium serves as a venue for various academic and cultural events.

\* **Library:** A separate building houses a vast collection of 37,905 volumes, along with e-corner facilities and a spacious reading room with ICT facilities.

**\* Washrooms: 90**

**ICT Facilities:**

**\*Smart/Digital Classrooms:** 29 Smart and 3 digital classrooms integrate technology to facilitate interactive and engaging learning experiences.

**\* Net Facility:** High-speed internet connectivity with a two bandwidth of over > 500 MBPS ensures seamless access to online resources.

**\* ??Public Address Systems:** Installed in the class rooms , these systems ensure effective communication during events and emergencies.

**\*ERP:** The institution utilizes Learning Management Systems and Enterprise Resource Planning software to streamline administrative and academic processes.

**Additional Amenities:**

\*3? Hostels, 1 Canteen, 2 RO Drinking water units,10 Club Rooms, Healthcare room, Grievance redressal cell, Placement cell, Women's Cell, Carrer guidance cell, Competitive Examination Coaching cell, Eco club, Consumer club, Cultural Club.

**Facilities For Cultural Activities Sports Activities And Yoga Centre:**

**\* Cultural Activities**

The college uses all of its potential to motivate students to improve their cultural skills. Seminar halls and ground are provided.

**\*Sports**

The Department of Physical Education provides excellent sports facilities and a fully equipped Gym,Basket ball court funded by UGC, and fitness zone for the all-round development of the students. Modern equipment like a Treadmill, Weighing Machine, Elliptical Cycle, Recumbent Bike Cycle, Multipurpose Bench, four station multi gym etc. . The department has specific plans for creating awareness about health and fitness. The College has ground facilities to play outdoor games like Tennikoit, Volley Ball, Kho-Kho, Kabaddi, Throw Ball, Indoor Games like Chess, Carroms, Table-Tennis, etc.

**\*Yoga Centre**

A well ventilated and spacious room maintained for yoga practice. The Department of Physical Education offers three months Certificate course in Yoga, free of cost . International Yoga Day is celebrated regularly since 2015 in our college.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**4.1.2**

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

**Response:** 22.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
38.48	1.49	1.83	16.04	0.39

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1**

**Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students**

**Response:**

The Library is automated using an Integrated Library Management System (ILMS) Name of the ILMS Software: NewGenLib Software Nature of automation: Full Automated Version:3.1.5,Year of

Automation:17.03.2011 The college has one main Library and 14 Departmental Libraries. There is an Open Access Catalogue for students and staff. A computer in the reference section is provided to monitor the status of the books for issue in the library. NewGenLibis an integrated library management system that makes our library visible in web. A Library Management System is Software that uses to maintain the record of the library, help to maintain a database that is useful to enter new books and record books borrowed by the members with the respective submission dates. OPAC: The library has developed the database of its own collection through the library software. Library is fully computerized with barcode-based issue-and return process, online public access catalogue (OPAC) facility is made available in the library. OPAC which is used students and faculty member for search of books by Title, Author, Subject name etc. Library Automation: All the active book collection is update in the library software database and the online public access catalogue (OPAC) is available for students and faculty members.The issue and return of book have been activated in the library software.


File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.2.2

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

**Response:** 3.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.94	2.82	0.30	1.18	1.00

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The IT infrastructure of our college has undergone significant upgrades and expansions over the years, reflecting the institution's commitment to providing modern technological resources to its stakeholders. Since 2015, the college has made substantial advancements in its IT infrastructure, ensuring reliable connectivity and access to digital resources for faculty, staff, and students.

One of the most notable developments occurred in 2017-18 when the college introduced Wi-Fi bandwidth 500 MBPS to Administrative building and Library. This upgrade marked a significant milestone as it provided high-speed internet access to the entire campus community. With an initial bandwidth of >500 MBPS, the college ensured fast and reliable internet connectivity, enabling seamless access to online resources and communication platforms.

In 2016, the college further strengthened its IT infrastructure by implementing LAN connectivity across all systems. This initiative enhanced network reliability and facilitated smooth communication and data sharing among different departments and users within the campus. Further in 2021 A Second connection Wi-Fi bandwidth 500 MBPS for the purpose of exam branch.

Recognizing the importance of language learning and proficiency development, the college established an English Language Lab in 2015. Equipped with modern IT facilities, including computers and language learning software, the lab provided students with interactive and engaging tools to enhance their language skills.

The college purchased a Zoom subscription in 2023. This investment allow faculty members to conduct online classes, webinars, and meetings seamlessly. Additionally, the college implemented measures to enhance the resilience of its IT infrastructure by providing a one-hour backup for individual systems in 2023 and UPS of 10KV in Computer labs.

Moreover, the college adopted various online examination and evaluation platforms to streamline academic processes. In October 2020, the institution utilized Hire Mee for conducting online examinations and evaluations. Subsequently, from January 2021, Code Tantra was implemented for online examinations with proctoring and evaluation. Furthermore, Arrow Computer Services has been instrumental in online results processing, including hall ticket generation, D-form generation, online evaluation result processing, and memos generation since February 2021.

Throughout the COVID-19 pandemic, the college remained committed to providing internet access to students and staff, facilitating ren ve learning, online exams, and virtual meetings. This online examinations with proctoring and evaluation. Furthermore, Arrow Computer Services has been instrumental in online results processing, including hall ticket generation, D-form generation, online evaluation result processing, and memos generation since February 2021.This proactive approach underscored the institution's dedication to leveraging technology to overcome challenges and foster continuous learning and academic engagement, even in unprecedented circumstances.

By embracing technological advancements and adopting innovative solutions, the college strives to enhance the academic experience and support the diverse needs of its stakeholders in the digital age..

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**4.3.2**

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

**Response:** 5.13

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

**Response:** 400



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

### 4.3.3

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

#### **Response:**

Andhra Mahila Sabha Arts & Science College for Women recognizes the pivotal role of audiovisual technology in enhancing the quality of education and facilitating e-content development.

To this end, the institution has established a dedicated Audio Visual Centre equipped with state-of-the-art facilities, including mixing equipment, editing facilities, a media studio, and a Lecture Capturing System (LCS), along with the necessary hardware and software.

#### **1. Audio Visual Centre (AVC)**

- The AVC serves as a centralized hub for audiovisual production and content development activities. It is equipped with modern equipment and facilities to support various multimedia projects and initiatives.
- The AVC provides a conducive environment for faculty and students to engage in e-content creation, including video lectures, tutorials, presentations, and educational documentaries.
- Trained staff members are available to assist users in utilizing the equipment and software effectively, ensuring optimal utilization of resources and maximizing the quality of output.

#### **2. Mixing Equipment and Editing Facilities**

- The AVC is equipped with professional-grade mixing equipment and editing facilities, allowing users to create high-quality audio and video content.
- Faculty members and students can access editing software suites to enhance their multimedia projects, incorporating visual effects, graphics, and sound editing to create engaging and impactful e-content.

### 3. Media Studio

- The media studio within the AVC provides a dedicated space for audio and video recording, photography, and green screen productions.
- Equipped with professional lighting, soundproofing, and backdrop options, the media studio offers a versatile environment for creating professional-grade multimedia content.

### 4. Lecture Capturing System (LCS)

- The institution has implemented a Lecture Capturing System (LCS) to record classroom lectures, presentations, and academic events in real-time.
- The LCS allows faculty members to capture their lectures digitally, making them accessible to students for review and revision purposes. It also enables asynchronous learning, allowing students to access course content at their convenience.

### 5. Hardware and Software

- The AVC is equipped with the latest hardware and software tools necessary for e-content development, including high-definition cameras, audio recording devices, video editing suites, and content management systems.
- Licensed software applications such as Adobe Creative Suite, Final Cut Pro, Camtasia, and Blackboard Collaborate are available to users, providing a comprehensive suite of tools for multimedia production and collaboration.
- In conclusion, Andhra Mahila Sabha Arts & Science College for Women's dedicated Audio Visual Centre, equipped with cutting-edge technology and resources, serves as a catalyst for e-content development and multimedia production. By leveraging these facilities, faculty members and students can create engaging and interactive learning materials, enriching the academic experience and fostering innovative teaching practices.

--	--	--	--

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 52.35**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
55.21	17.19	14.86	16.00	30.56

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

**4.4.2**

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

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

**Response:**

The institution has implemented AMC and GYM systems and procedures for the maintenance and utilization of physical, academic, and support facilities, including laboratories, libraries, sports complexes, computers, and classrooms. The governance structure, led by the Governing Body, oversees policy decisions related to various aspects of the institution's functioning. Comprising members from diverse backgrounds, including government and university nominees, this body meets regularly to address policy matters.

Furthermore, specific committees, such as the Finance Committee, Administrative Committee, and Academic Council, provide oversight and guidance on academic and financial affairs. These committees, with external members and representatives from relevant stakeholders, ensure comprehensive decision-making and policy implementation.

To manage day-to-day operations effectively, the institution has established a College Staff Council,

which convenes regularly to discuss and implement policy decisions made by the management. This council plays a crucial role in facilitating communication and coordination among different departments and stakeholders.

Additionally, several specialized committees have been formed to address specific needs and requirements. The Purchase Committee is responsible for procuring necessary items through a transparent process, while the Infrastructure Committee focuses on maintaining and enhancing the institution's physical infrastructure. The Buildings Maintenance and Repairs Committee oversees repairs and renovations, ensuring the safety and functionality of campus facilities.

The Audio-Visuals Committee maintains audio-visual equipment across the campus, while the Library & Reading Committee manages library resources, including book procurement, maintenance, and disposal. The Waste Management Committee addresses waste disposal in accordance with prescribed guidelines, promoting sustainability and environmental responsibility.

The institution's commitment to providing quality sports facilities is evident through the Games Committee, which oversees the procurement of sports equipment and maintenance of sports facilities. The institution's Games Room-cum-Gym and various sports courts such as Kabaddi, Shuttle, Volleyball & Kho-kho, and Basket ball, cater to the physical fitness needs of students and staff.

Furthermore, the Department of Computer Science is responsible for maintaining computer facilities, ensuring their optimal functioning for academic and administrative purposes. Proposals for computer maintenance and upgrades are reviewed by the Principal and relevant committees before implementation.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 71.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
1498	1440	1227	1094	758

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

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

**Response:**

Andhra Mahila Sabha Arts & Science College for Women is committed to providing comprehensive career counseling and guidance to its students, including e-counseling and preparation for competitive examinations. Over the past five years, the institution has undertaken various initiatives to equip students

with the necessary skills and knowledge to pursue successful careers. Here's an overview of the efforts taken by the college:

- 1. Career Counseling Cell:** The college has established a dedicated Career Counseling Cell, overseen by a senior faculty member as Convener. It aims at assisting students in choosing the right career path. For instance, we have collaborations with United Way of Hyderabad, Magic Bus, 4AT Academy in giving training to the students.
- 2. Preparation for Competitive Examinations:** The Centre for Competitive Examinations, housed within the Skill Development Centre, offers coaching for various competitive examinations such as Civil services, TPSC, Bank PO, SSC, PG CET. Banking Services Corporate Recruitment Training, Basics Mathematical Skills are provided from our sister institute AMS Literacy House.
- 3. Seminars and Workshops:** The college conducts seminars and workshops on Personality Development, Placement Training, and Career Guidance regularly to prepare students for upcoming placement drives through Arithmetic & Reasoning Training Programme from Web Technology and IT Curve. Seminar like Technological Innovations in Biological Sciences from Southern Labs and Helius Pathology Labs were organised.
- 4. Motivational Seminars:** Seminars on Career Guidance and Road Map for Competitive Exams are organized to motivate students to take competitive exams seriously. These seminars aim to raise awareness about various competitive exams such as UPSC, SSC, Banking Sector, Railways, and State Government Exams.
- 5. Civil Services Preparation:** Special seminars and mock tests are conducted to prepare students for Civil Services exams. These sessions cover the exam pattern, syllabi, and success strategies, providing students with valuable insights and guidance. Shri .D.Chakrapani Retd IAS and our present Chairman and Shri Shudakarudhu Retd Bank Manager guide our students in Civil Services and Banking Service examination Preparations.
- 6. Digital Marketing Workshop:** Workshops are conducted to create awareness in Digital Marketing, highlighting the scope and recent trends like ONDC, enabling students to explore career opportunities in this field.
- 7. International Education Awareness:** Seminars are organized on Entrepreneurship, Health and Career Opportunities, inviting Guest online and offline to create awareness among the students about the global issues. Company CEO's like Mr. Day Veerlapati S2 Tech USA, Dr. Lopa Mudra Das Roy, Founder and president, Brest Cancer hub, U.S.A., Dr. Ravi Jandhyala, Interventional Cardiologist, USA delivered their talks and motivated students.
- 8. IPR Awareness Programme:** Every year the Intellectual Property right cell organises seminar, Guest lecturers to the final year UG and PG students. Topics like Cyber Security, Intellectual Privacy Issues, Copy Rights are organised.

Through these initiatives, Andhra Mahila Sabha Arts & Science College for Women empowers its students with the necessary skills, knowledge, and guidance to excel in their chosen careers and competitive examinations. To be specific, it provides comprehensive career counseling and guidance, including e-counseling, to empower students in making informed career choices.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**5.1.3**

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

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

**Response:** A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	<a href="#">View Document</a>
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.1.4**

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 78.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
549	487	350	373	260

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

**Percentage of students qualifying in state/ national/ international level examinations out of the**



**graduated students during the last five years**

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

**Response:** 2.91**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

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

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 58**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13	6	4	32	3

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

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

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

#### **Response:**

At Andhra Mahila Sabha Arts and Science College for Women, student engagement is pivotal to fostering a vibrant campus community and driving institutional growth. Through the Student Council and various other committees, students play an active role in the decision-making process, contributing to the college's academic and administrative development. Let's take a closer look at the structure and activities of the Student Council and student roles in the college's academic and administrative bodies.

#### **Student Executive Body**

The college has a robust Student Executive Body, whose members are elected through a semi-democratic process, ensuring that the voices of students from diverse backgrounds and perspectives are heard. This body plays a key role in promoting transparency and accountability within the college's governance. The Student Executive Body consists of :

**President:** Acts as the official spokesperson, supervises the Council's tasks, participates in special committees, and represents students at official events.

**Vice President:** Assists and advises the President, and assumes the President's duties when needed.

**General Secretary:** Collaborates with the President and Vice President to organize various curricular and co-curricular events.

**Sports Secretary:** Networks with students interested in sports and assists in organizing various sports competitions.

**Cultural Secretary:** Coordinates with the Cultural Committee to plan and conduct cultural competitions and promotes cultural ethics among students.

**Executive Members:** Communicate ideas from the student body to the Council and volunteer when required.

In addition to the Executive Body, class representatives play an important role in voicing the concerns and suggestions of their respective classes. They act as a bridge between students and the administration, ensuring that student perspectives are taken into account.

### Student-Led Initiatives

Each club or cell within the college has two student representatives who help monitor activities and engage other students. These student-led initiatives foster leadership and teamwork, while also contributing to the broader community. Some notable initiatives include:

- The Gandhi Bhavan interactive meeting held every 2nd Friday, which facilitates discussions on important social topics.
- The Eco-Club news letter 'Ankura', aimed at promoting environmental awareness and sustainability.
- The sale of clay Ganesha idols during Ganesh Chaturthi, advocating for eco-friendly practices.
- Tree plantation drives both inside and outside the campus.
- Anchoring college functions and celebrations.
- Volunteering with NGOs to support social causes.

Overall, student representation in academic and administrative bodies empowers students to contribute meaningfully to the college's decision-making processes. Their active participation not only strengthens the sense of community but also develops leadership skills, fostering a culture of collaboration and collective growth. Through these efforts, the Student Council plays a critical role in the holistic development of the college and its students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.3.3

**The institution conducts / organizes following activities:**

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

**Response:** A. All four of the above

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:** 11.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.09	2.52	2.12	1.58	1.71

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

## 5.4.2

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

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

#### **Response:**

Alumni Contribution to the Institution through the Registered Alumni Association (Reg. No.547 under Society Registration Act ,2001):

Over the past five years, the Alumni Association of Andhra Mahila Sabha Arts & Science College for Women has made significant contributions to the institution, both financially and through various engagement activities.

#### **Financial Contributions:**

The Alumni Association has demonstrated consistent support through financial contributions over the past five years, as evidenced by the following data:

- Financial Year 2022-2023: INR 3.09 lakhs
- Financial Year 2021-2022: INR 2.52 lakhs
- Financial Year 2020-2021: INR 2.12 lakhs
- Financial Year 2019-2020: INR 1.58 lakhs
- Financial Year 2018-2019: INR 1.71 lakhs.

These financial contributions have played a crucial role in supporting various initiatives and programs aimed at enhancing the academic and extracurricular experience of students at the college.

#### **Engagement Activities:**

The Alumni Association has been actively engaged in organizing a wide range of activities to foster alumni involvement and support the institution's mission. Here are some notable initiatives undertaken by the Alumni Association:

1. **Formation of Plan of Action:** The executive committee of the Alumni Association convened meetings to formulate a plan of action, focusing on centralizing the alumni database through software development. A dedicated software/portal/application was created to streamline alumni

engagement and communication.

2. **Awareness Talks:** The Alumni Association organized awareness talks on relevant topics such as "LSRW Skills" and "Management Models Approach to Career Guidance." Esteemed guest speakers, including successful alumni, shared insights and expertise with current students, enriching their learning experience.
3. **Department-wise Alumni Meets:** Regular department-wise alumni meets were conducted to facilitate networking opportunities and foster a sense of community among alumni. These gatherings provided a platform for alumni to reconnect, share experiences, and contribute to the growth of their alma mater.
4. **Enrichment Activities for Students:** To enhance student learning experiences and promote overall personality development, a diverse range of activities were organized. These included motivational talks, personality grooming sessions, poster-making competitions, and career counseling sessions, tailored to the specific needs of students at different stages of their academic journey.
5. **Pre-placement Activities:** Special emphasis was placed on preparing second-year and final-year students for placements and higher studies. Alumni involvement in pre-placement activities, industrial visits, guest lectures, and discussions on contemporary issues helped students gain valuable insights into career pathways and opportunities.
6. **Engagement as regular faculty :** Seven members of our alumni have been recruited as the regular faculty in various departments like Biotechnology, chemistry, zoology, commerce, statistics, Economics, Maths etc.

Through these initiatives, the Alumni Association has actively contributed to the academic, professional, and personal development of students, while also strengthening the bond between alumni and their alma mater. Their collective efforts have had a lasting impact on the institution's growth and success.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.**

#### **Response:**

The institution exemplifies effective leadership through a deliberate emphasis on values and a participatory decision-making process. By prioritizing its vision, mission, and organizational culture, the institution fosters trust, truth, and empathy within its community. This commitment is reflected in its academic and administrative planning, aiming to offer a holistic educational experience that aligns with the institution's goals.

One of the institution's primary objectives is to provide undergraduate and postgraduate programs with a focus on values and women's development. It creates an environment conducive to learning by offering skill development programs and responds dynamically to the changing needs of the community through initiatives such as NSS, NCC, Scouts & Guides, and Certified Social Work. Moreover, the institution ensures the continuous professional enrichment of its staff through participatory management processes and teacher training programs, thereby nurturing critical thinking and holistic personality development among its stakeholders.

Founded under the visionary leadership of Padma Vibhushan Dr. (Smt.) Durgabai Deshmukh, the institution operates within a unique voluntary organization dedicated to "Building better lives for women." Guided by eminent personalities on the Trust Board, including President Smt. Usha Reddy, the institution has earned certifications such as the green ranking in 2023 (Gold Band) and participation certificates from NIRF, ISO Certification.

The institution's autonomous status allows for decentralization in both academic and administrative functions, supported by the involvement of university professors in various committees. The governance structure, led by the Governing Body, ensures effective leadership, with the Principal overseeing day-to-day operations under the guidance of the Chairman and Secretary.

In the academic realm, the institution's Academic Coordinator plays a crucial role in implementing academic schedules and providing guidance to students, while the Exam Branch, established in 2007, ensures adherence to regulations prescribed by the parent university. The institution's commitment to participatory management is evident in the involvement of various committees, including the Academic Council, Administrative Committee, Finance Committee, and Student Counsellors, facilitating collaboration among stakeholders.

The institution's alignment with the vision of NEP 2020 underscores its commitment to providing quality education to all students, with a particular focus on historically marginalized groups. Despite the government of Telangana's delay in implementing NEP 2020, the institution is proactive in integrating its

principles to achieve multidisciplinary and skill-based education.

The institution's curriculum encompasses a wide range of courses, including languages, literature, music, philosophy, and art. Collaboration with sister institutions enhances the offerings with certificate courses in technology, music, media, and dance. Furthermore, the institution's emphasis on environmental education, value-based education, and life skills development reflects its commitment to holistic learning and societal welfare.

Through initiatives such as NSS and Certified Voluntary Work, students engage in community service activities, promoting social responsibility and civic engagement. The introduction of skill-oriented programs like BBA in Healthcare Management and BSc (Honours) in Computer Science reflects the institution's responsiveness to industry demands and educational trends.

In conclusion, the institution's effective leadership, grounded in values and participatory decision-making, drives its mission of providing enriching and inclusive education. By embracing the principles of NEP 2020 and offering diverse academic and extracurricular opportunities, the institution is preparing students to become active contributors to societal growth and development.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

**Response:**

Andhra Mahila Sabha Arts and Science College for Women relies on detailed perspective and strategic plans for guiding institutional development. These plans serve as foundational frameworks for outlining the college's vision, mission, and long-term strategies, while deployment documents detail actionable steps to achieve these goals.

**Perspective/Strategic Plan:** AMSASCW's strategic plan reflects its core values and delineates objectives for academic and holistic development over a five-year period. The plan is developed through a consultative process involving faculty, staff, students, alumni, and governing body members. It aims to align institutional goals with broader societal needs and trends in higher education. This strategic roadmap encompasses multiple aspects such as academic programs, research initiatives, infrastructure,



faculty development, student support, community engagement, and sustainability.

**Deployment Documents:** These are designed to transform strategic goals into concrete actions, outlining specific initiatives, timelines, resource needs, and performance indicators. Once the strategic plan is established, the college develops deployment documents to track progress and ensure effective implementation.

The college's 2018-2023 strategic plan includes several significant initiatives:

**Employee Recognition:** Felicitating one best worker from teaching and non-teaching staff each year to recognize their service. Special incentives and welfare funds are provided to Class IV employees to encourage high performance.

**Non-Teaching Staff Development:** Motivational lectures are organized for non-teaching staff, focusing on trends in technology, examination software, and emerging AI tools like ChatGPT.

**New Academic Programs:** The college aims to introduce new UG & PG programs in line with market requirements. Additional certificate courses and skill development programs are also planned to bridge curriculum gaps.

**Student Projects and Seminars:** AMSASCW encourages students to participate in live projects, collect primary data from hospitals and banks, and present their findings at national and international seminars. The college also hosts IQAC seminars to promote quality assurance.

**Community Extension and Sports:** The institution promotes community service through its NSS units and supports student participation in sports, aiming to increase capacity-building activities.

**Faculty Research:** To strengthen academic output, the college encourages faculty to publish in reputed journals and participate in academic conferences. There are also plans to establish a research and incubation center on campus.

**Smart Campus and Entrepreneurship:** AMSASCW seeks to transform its campus into a smart, technology-driven environment, with a dedicated entrepreneurship development cell to support innovative student ideas and internships.

**Green Initiatives and Collaboration:** The college emphasizes sustainability by enhancing green practices on campus. It also plans to establish collaborations with international and reputed national institutions for academic and research exchange.

AMSASCW's comprehensive strategic plan and deployment process ensure that the institution evolves in line with academic, societal, and technological changes, creating a supportive environment for teaching, learning, and innovation.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

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

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

The institution has established a robust performance appraisal system that encompasses both teaching

and non-teaching staff, complemented by effective welfare measures and avenues for career development and progression. These initiatives are vital for maintaining a conducive work environment and ensuring the continuous growth and satisfaction of faculty and staff members.

### **Performance Appraisal System:**

At the culmination of each academic year, the institution conducts an Academic Audit overseen by the Internal Quality Assurance Cell (IQAC). This audit is designed to comprehensively assess performance across all seven criteria outlined by NAAC. Faculty members' performance is evaluated based on their responses to the audit, alongside feedback collected from students. The institution has implemented a biannual feedback mechanism, soliciting input from students at the beginning and end of each semester.

### **Welfare Measures:**

The institution prioritizes the welfare of its faculty and staff members through various measures:

1. Senior faculty members serve as resource persons in Faculty Development Programs (FDPs), workshops, seminars, conferences, and technical paper contests, and also conduct training sessions fostering professional growth and to improve Technical skills.
2. Financial support is provided to faculty members who qualify for paper presentations in seminars
3. Departments are allocated resources to enhance advanced and self-directed learning modules.
4. Skill development programs covering computer literacy and soft skills are organized for both teaching and non-teaching employees.
5. Special allowances and provisions to purchase laptops and cell phones are provided to staff to facilitate improved connectivity and networking.
6. Various types of leaves such as personal leave, child care leave, examination leave, and medical leave are granted to employees based on eligibility criteria and also extended leave of absence upon marriage.
7. Additionally, maternity leave is sanctioned as per government rules for aided staff, while unaided staff receives three months of maternity leave with full salary.
8. Both aided and unaided staffs are entitled to gratuity as per government regulations, further ensuring their financial security and well-being
9. Health awareness camps are conducted on campus, providing free checkups to staff along with students.
10. Opportunities to participate in athletic and cultural events during annual day and teacher's day are offered to staff members.

### **Career Development and Progression:**

The institution conducts Academic audit for faculty members to assess their academic, administrative,

research, and development activities. These evaluations are conducted annually and form the basis for decisions regarding training, increments, promotions, and participation in professional development activities. Eligible aided staff are promoted as Associate Professors/ Professors as per the government career advancement scheme. In case of unaided staff, the evaluation forms are reviewed by the college principal and secretary, who provide guidance on corrective actions to address any academic or administrative concerns identified during the evaluation process.

In conclusion these initiatives play a crucial role in enhancing faculty and staff satisfaction, promoting professional growth, and ultimately contributing to the overall success and reputation of the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 37.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	20	7	10	9

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

### 6.3.3

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

**Response:** 28.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	43	6	2

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

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

#### **Response:**

Institutional strategies for mobilization of funds other than salary and fees and the optimal utilization of resources involve a multifaceted approach aimed at ensuring financial sustainability and resource optimization.

One key strategy involves actively seeking external funding opportunities through grants, donations, and partnerships with government agencies, corporate entities, philanthropic organizations, and alumni networks. This may include conducting fundraising campaigns, cultivating relationships with potential donors, and applying for grants and sponsorships to support specific programs, research projects, infrastructure development, and Entrepreneurship development activities.

- **Manchu Konda donation** Rs 237065/- ( Two lakhs thirty seven thousand and sixty five only)

#### **Donation received from S2Tech foundation USA.**

- 1.Rs11,97,200/-to the students to participate in in the ELDP at IIM Lucknow, IIM Udaipur and ICIIT Patna . A total of 200 students participated in the this program
- 2.Rs 60000/- towards faculty and students for DEmat @Rs500/- each(20 faculty & 100 students)

**Donations Recieved from last two years 2022-2023 2023-2024 from various organizations.**

- \* Smile Foundation - 95,000/-
- \* Om Namami Foundation - 30,000/- sponsored 3 students
- \* WE ARE WITH YOU Foundation 15,000/- 1 student
- \* Nightingale Foundation - 19,750 /- 1 student
- \* Helping hands 11,250/- 1 student
- \* Vaishya Hostel Trust Board 12,000 /- 2 students
- \* Bhadrilal Vishal Foundation 30,000 /- 1 student.

Furthermore, the institution generates revenue by lending the Auditorium for outsiders and others such as offering consultancy services, eg., conducting practicals for the newly started govt. colleges in our labs & training the students. In addition through conduction of different programs, organizing conferences and events, and leveraging intellectual property rights to commercialize innovations and research outcomes.

These activities not only generate additional income but also contribute to knowledge dissemination, industry engagement, and capacity building.

In addition to external funding sources, the institution focuses on optimizing the utilization of existing resources to enhance cost-effectiveness and operational efficiency. This involves conducting regular meetings and reviews of resource allocation, budgeting, and expenditure patterns to identify areas for improvement and streamlining. Adopting sustainable practices, implementing energy-saving measures, such as installing bio gas plant minimizing wastage also contribute to cost reduction and resource conservation.

Moreover, strategic planning and resource allocation are guided by the institution's long-term goals, priorities, and values, ensuring alignment with its mission and vision.

Collaborative decision-making processes involving stakeholders from diverse backgrounds and perspectives enable the institution to leverage collective expertise and insights in resource management and strategic investment. These expenditures are further approved & monitored by Finance committee, Governing body and the administrative committee.

Continuous monitoring, evaluation, and performance tracking is done by ERP software installed recently, which would also help in assessing the effectiveness of fund mobilization strategies and resource utilization practices.

Overall, institutional strategies for mobilization of funds and optimal resource utilization are integral to ensuring financial resilience, operational sustainability, and the ability to fulfil the institution's core objectives and commitment in education, research, and community service.\*

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.4.2**

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

**Response:** 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	4	5	2

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ non government bodies and philanthropists	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.4.3**

**Institution regularly conducts internal and external financial audits regularly**

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

**Response:**

The institution, managed by the Durgabai Deshmukh Mahila Sabha (Andhra Mahila Sabha) conducts both internal and external financial audits periodically and annually. For the aided section, including general, special, and UGC accounts, the Auditor General (AG) Audit is conducted, with the latest being



for the financial year 2021-22, along with statutory audits in September 2021.

Separate accounts are maintained for the unaided section, covering UG, PG, hostel, provident fund, and professional tax. Budget proposals are meticulously prepared, discussed in the finance committee, and approved by statutory bodies. Expenditure needs are determined, quotations are obtained, and orders are placed with the lowest quotation, following approval. Grants from various sources, such as UGC, RUSA, and the State Government, along with other financial resources like UGC restructured fees and donations, are managed transparently.

The utilization of funds undergoes rigorous scrutiny by various committees, ensuring optimal utilization. Salaries are disbursed punctually, and capital expenditure is approved by statutory bodies. Governance processes laid down by the Andhra Mahila Sabha are strictly followed. A separate audit section, with a Audit Co-ordinator functions from Central Office. The Internal and Statutory Auditors are appointed by the Central Office with the Approval of General Body at their Annual General Body Meeting.

Internal audit is conducted quarterly, covering accounts from April to June, July to September, October to December, and January to March, with biannual audits in the last three years. The audit team scrutinizes the accounts periodically, with funds received from various sources audited by chartered accountants. Utilization certificates, income and expenditure statements, and bills are submitted for further audit. Queries made by the Auditors are duly answered by the Secretary through the compliance report which in turn will be submitted to the Audit Section in Central Office.

The audit process includes the verification of invoices, financial statements, cash books, subsidiary books, and student scholarships, providing suggestions for improvement. Meticulous records, including cash books and vouchers, are maintained, with budget proposals involving collaboration with all stakeholders for expenditure decisions.

In summary, the institution ensures financial transparency and accountability through regular audits, meticulous budget planning, adherence to governance processes, and careful fund utilization, contributing to effective financial management and institutional integrity.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has**

**contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

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

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

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

**Response:**

A primary focus of the IQAC has been to elevate the teaching-learning process. Through systematic evaluations and reviews, the cell has encouraged faculty members to embrace innovative pedagogical techniques and integrate technology into their teaching methods. This emphasis on adopting learner-centered approaches has enriched the academic experience for students and ensured alignment with evolving educational paradigms.

Beyond the classroom, the IQAC has spearheaded initiatives to enhance the institutional framework and operations. By establishing clear policies and procedures, the cell has fostered transparency and efficiency in administrative functions. Furthermore, the implementation of robust feedback mechanisms has facilitated stakeholder engagement, ensuring their satisfaction and input in institutional decision-making.

Central to its mission, the IQAC has monitored and assessed learning outcomes to gauge the attainment of educational objectives. Through rigorous data analysis, the cell has identified areas for improvement and implemented targeted interventions to enhance student learning experiences and academic achievement.

The impact of the IQAC's efforts is evident across various dimensions of institutional functioning:

The contributions of the IQAC are visible in various aspects of institutional functioning:

**1. Enhanced Academic Rigor:** The IQAC has promoted a culture of academic excellence by introducing skill development courses and by encouraging faculty members to engage in scholarly activities such as conduction and participation in national & international seminars and conferences, to pursue professional development opportunities, and maintain high standards of teaching and research.

**2. Improved Student Support Services:** The IQAC has facilitated the development of comprehensive student support services to address the diverse needs of learners through ward counselors, psychologists and legal cell authorities. Career guidance provided by the placement cell, women's empowerment cell and Academic cell; and support for internships, training & extracurricular activities, by the placement cell & Sports Authorities.

**3. Strengthened Quality Assurance Mechanisms:** The IQAC has strengthened internal quality assurance mechanisms through the implementation of rigorous assessment and accreditation processes every year by conducting Academic audit thoroughly, on a NAAC seven point scale. This benchmarks performance against standards, driving continuous improvement.

Top of Form

**4. Evolving Teaching Methodologies:** Teaching methodologies have evolved over time from traditional blackboard teaching to interactive digital classrooms. Peer groups, modular teaching, and online learning platforms have enhanced student engagement and participation.

**5. Enhanced Stakeholder Engagement:** The IQAC fosters collaboration and engagement with stakeholders through participatory decision-making processes and regular communication channels, involving eminent academicians and industrialists apart from alumni and the present students. Stakeholders' voices are valued in institutional planning and decision-making.

Top of Form

Overall, the IQAC at Andhra Mahila Sabha Arts and Science College for Women has made significant contributions to institutionalising quality assurance strategies and processes. Its efforts have resulted in continuous improvement in teaching and learning practices, operational efficiency, and overall institutional effectiveness.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.2

**The institution reviews its teaching learning process, structures & methodologies of operations and**

### learning outcomes at periodic intervals through IQAC set up as per norms

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

**Response:**

The institution, in accordance with the norms, regularly reviews its teaching-learning process, structures, methodologies of operations, and learning outcomes through its Internal Quality Assurance Cell (IQAC). To achieve this objective effectively, the following procedures are meticulously followed:

**\*Preparation of College Almanac:** The IQAC, along with Academic Coordinators and the Principal, prepares the college almanac, aligning it with the parent university's almanac to ensure coordination and synchronization.

**\*Scheduled Meetings:** Meetings are planned and conducted at least three times per year by the Principal and IQAC Coordinator. These meetings serve as platforms for discussion and evaluation of various academic and administrative matters.

**\*Composition of IQAC:** The IQAC comprises academicians, industrialists, alumni, and present students, ensuring diverse representation and perspectives in decision-making processes.

**\*Academic Audits:** Academic audits are conducted by the IQAC to assess the performance of the teaching staff. Teachers who do not meet the required standards may face termination at the end of the academic year or semester.

**\*Approval of New Programs:** Introducing new programs and courses requires approvals from Boards of Studies, Academic Council, and the Governing Body to ensure compliance and quality.

**\*Examination Implementation:** The Controller of Examinations conducts regular meetings to ensure the smooth implementation of examinations as per the prescribed almanac, maintaining efficiency and integrity in the examination process.

**\*Student Involvement in College Activities:** The IQAC collaborates with the students' executive body to organize various college activities, including annual day celebrations, national festivals, sports day, freshers day, farewell day, and various competitions/events, fostering student engagement and participation.

**\*Classroom Dynamics:** Each class is assigned a class teacher or ward counselor, responsible for academic and personal counseling. Classes are divided into groups led by selected group leaders, encouraging collaborative learning and peer support.

**\*Emphasis on ICT Facilities:** The IQAC emphasizes the use of ICT facilities, such as digital and smart classrooms and portable LCDs, to enhance teaching effectiveness and student engagement.

**\*Software Facilitations:** Various software solutions, including library information software, examination evaluation and proctoring tools, and mentoring systems, are employed to facilitate smooth operations and enhance student learning outcomes.

**\*Infrastructure development:** The IQAC plays a pivotal role in emphasizing the improvement of infrastructure within the institution, allocating nearly 60% of the budget towards this endeavor. Facilitating a conducive environment for teaching, learning, and overall academic excellence.

**\*Feedback Mechanisms:** Feedback is regularly collected from stakeholders, including students, teachers, parents, Board of Studies members, and examination evaluators, to evaluate the effectiveness of teaching-learning processes and make necessary improvements.

**\*Industry Collaborations and Alumni Engagement:** The institution establishes linkages with industry and professional bodies, conducts entrepreneurship training programs, and strengthens alumni associations to enhance opportunities for students' career development and industry exposure.

These initiatives have resulted in several positive outcomes, including training programs, collaborations with industry partners, and workshops aimed at enhancing students' skills and employability, ultimately contributing to the institution's continuous improvement and academic excellence.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.3

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

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

**Response:** A. Any 5 or more of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

The initiatives encompass various aspects of academic, social, and personal development, aimed at creating an inclusive and supportive environment for women to thrive over the past five years.

#### **1. Sensitization and Curriculum Integration:**

The institution has institutionalized gender equity by sensitizing first-year students at the time of their admission. Furthermore, gender sensitization is incorporated into the curriculum as a credit course in the second semester, ensuring that all students receive foundational knowledge about gender issues and equality from the outset of their academic journey.

#### **2. Expansion of Academic Offerings:**

Recognizing the importance of quality education in promoting gender equity, the college has significantly expanded its academic offerings over the past five years. From offering three Under Graduate courses in 1968, the institution now provides 20 UG Courses and 4 postgraduate courses as on date. This expansion has not only diversified educational opportunities for women but has also increased the college's capacity to cater to student population, currently standing at 2051 students.

#### **3. Skill Development Courses:**

In addition to traditional academic programs, the college has introduced 20 skill development courses as certificate courses in collaboration with the AMS Literacy House, a sister institutions. These courses cover a wide range of fields including fine arts, media, and technical education, incorporating emerging areas such as artificial intelligence and machine learning. By offering these courses, the college equips its students with practical skills and enhances their employability and entrepreneurial potential.

#### **4. Safety and Security Measures:**

The college has implemented various safety measures including

- \* The appointment of 4 security guards to maintain round-the-clock vigilance
- \* Installation of 18 CCTV cameras in and around the campus

- \* Enforcement of a mandatory dress code with ID cards.
- \* Discipline committee monitors student behaviour and ensures adherence to rules and regulations.

### 5. Health and Wellness Programs:

The college places a strong emphasis on the physical and mental well-being of its students.

- \* Conducts awareness programs on various health issues including Cancer, AIDS, and COVID-19
- \* Promotes hygiene practices among students.
- \* Regular counselling sessions provided through mentor-mentee systems
- \* The placement cell offers career counselling regularly

### 6. Sports and Physical Education:

The college's physical education department is well-known for preparing students for national and international competitions, with an impressive 75 participants. Notably, B.Com student E. Shruthi earned four gold medals in the Commonwealth Games powerlifting championship. The department provides advanced gym facilities and thorough training in self-defense disciplines such as karate and taekwondo. Moreover, students have the option to enroll in certificate courses in yoga for improved fitness and well-being.

### 7. Women Empowerment Programs:

The women's cell actively promotes gender sensitization, women's rights, and combating violence. Through workshops, seminars, and street plays, it fosters gender equality awareness on campus. The college's legal aid clinic-DurgaSevaSravanthi, provides para-legal training, empowering students within the legal framework. The college demonstrates a strong commitment to promote gender equity and empowering its students through a multifaceted approach encompassing education, skill development, safety, health, women empowerment initiatives and nurturing confident, capable socially responsible women leaders.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 7.1.2

*The Institution has facilities for alternate sources of energy and energy conservation measures*



1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

**Response:** A. Any 4 or more of the above

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

### 7.1.3

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

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

**Response:**

Our institution, Andhra Mahila Sabha Arts and Science College for Women, is dedicated to promoting proper waste management practices and implementing initiatives to address various types of waste effectively. These efforts are crucial for maintaining a clean and healthy environment and fostering sustainability. Here's an overview of the facilities and initiatives in place for managing different types of waste:

#### **1.Solid Waste Management:**

- We have strategically placed dustbins across the campus to collect solid waste, and dedicated staff ensure proper disposal and cleanliness.
- Our campus features a compost pit for organic waste management, promoting the decomposition of organic matter into valuable compost.
- In addition to composting organic waste, our institution has established a biogas plant in the

hostel premises. This plant efficiently converts organic wet waste into biogas, which can be used for cooking purposes, further reducing our carbon footprint.

- Furthermore, we actively promote vermicomposting as a sustainable method of managing organic waste. Vermicomposting, produced by earthworms consuming organic matter, is rich in nutrients and enhances soil fertility, supporting our commitment to environmental sustainability.
- The college's lush green landscaping, which includes 96 varieties of trees with medicinal values, contributes to natural decomposition and enriches the soil.

## **2.Liquid Waste Management:**

- A well-designed drainage system ensures efficient management of liquid waste, preventing water logging and environmental hazards.

## **3.E-Waste Management:**

- We prioritize awareness and sensitization among students and staff about the adverse effects of e-waste, promoting responsible disposal and recycling practices.
- The college encourages instrument repair to minimize e-waste generation and emphasizes the importance of sustainability and resource conservation.
- Our institution has established a Memorandum of Understanding (MoU) with Earth Box for e-waste management, facilitating proper disposal and recycling of electronic waste.

## **4.Wastewater Recycling:**

- Wastewater from the Reverse Osmosis (RO) plant and wash areas is efficiently managed through recycling, primarily for watering plants. This sustainable practice reflects our commitment to environmental responsibility and water conservation.

## **5.Hazardous chemicals and radioactive waste management:**

- In the Chemistry Department, special hoods are installed to remove fumes from the lab, and proper ventilation systems are in place to ensure safety.
- Instead of conducting experiments with harmful chemicals by the students, only demonstrations are conducted to minimize risks.
- Hazardous liquids are diluted before disposal, and the Chemistry syllabus has been revised to incorporate eco-friendly practices and green chemistry principles.

Additionally, our institution conducts various awareness programs, such as the "Plastic Free Drive," "Save Soil," and "Clean & Green" activities, to promote sustainability and responsible waste management. These initiatives aim to reduce waste generation, increase recycling, and create awareness about environmental conservation among students and staff.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.4****Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.5****Green campus initiatives include**

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

**Response:**

Our institution has taken proactive measures to transform our campus into a green and sustainable environment, aligning with our commitment to ecological responsibility and fostering a harmonious living and learning atmosphere.

**1. Restricted Entry of Automobiles:**

To mitigate our carbon footprint and curb air pollution, we've implemented a policy restricting the entry of automobiles onto campus grounds. This strategy fosters a safer and more tranquil environment conducive to walking and social interactions.

## **2.Use of Bicycles/Battery-powered Vehicles:**

Promoting alternative transportation methods is central to our green initiatives. We actively encourage the use of bicycles and battery-powered vehicles, offering convenient and eco-friendly alternatives to conventional fuel-dependent transportation. This not only reduces emissions but also promotes healthier lifestyles among our campus community.

## **3.Pedestrian-Friendly Pathways:**

We've consciously designed pedestrian-friendly pathways across campus to prioritize walking as the primary mode of transportation. These well-designed walkways not only encourage physical activity but also facilitate greater community interaction among students, faculty, and staff.

## **4.Ban on Use of Plastic:**

In line with global efforts to combat plastic pollution, our institution has implemented a comprehensive ban on the use of plastic in the last ten years, including single-use items such as bags, bottles, and utensils. This initiative aims to minimize the environmental impact of plastic waste and underscores our commitment to responsible resource management.

## **5.Landscaping:**

Our landscaping efforts play a pivotal role in enhancing the aesthetic appeal of our campus while contributing to ecological balance. We prioritize sustainable landscaping practices by incorporating native plants that require minimal water and maintenance.

Our landscaping efforts extend beyond mere aesthetics to include the cultivation of medicinal plants in a dedicated garden and the establishment of a green house, further enhancing the ecological balance and sustainability of our campus environment. This initiative not only adds to the visual appeal of our campus but also serves as a practical resource for education and research on the benefits of medicinal plants. By incorporating these elements into our landscaping strategy, we are not only conserving resources but also promoting biodiversity and fostering a deeper connection with nature within our campus community.

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.6**

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

**The institutional environment and energy initiatives are confirmed through the following**

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

**Response:** A. All of the above

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

**7.1.7**

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

***Write description covering the various components of barrier free environment in your institution in***

*maximum of 500 words*

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

### **Response:**

we are committed to providing a barrier-free and inclusive environment for differently-abled individuals, ensuring that they have equal access to educational facilities and opportunities. Here's a detailed description of the various components of our barrier-free environment:

#### **1.Ramps/Lifts:**

Our institution is equipped with ramps and lifts(sister institution)to facilitate easy access to few classrooms, lecture halls, and other facilities for individuals with mobility challenges. These ramps and lifts are strategically located across the campus to ensure seamless navigation for all students, staff, and visitors.

#### **2.Disabled-Friendly Washrooms:**

We have dedicated disabled-friendly washrooms equipped with grab bars, adequate space for manoeuvring wheelchairs, and other accessibility features. These washrooms are designed to cater to the specific needs of differently-abled individuals, ensuring their comfort and convenience.

#### **3.Signage:**

Our campus is outfitted with signage that includes tactile path lights, display boards, and signposts with Braille markings. These tactile indicators provide navigation assistance to visually impaired individuals, enabling them to navigate the campus independently and safely.

#### **4.Assistive Technology and Facilities:**

We provide a range of assistive technology and facilities to support persons with disabilities in their academic pursuits. This includes an accessible website designed to meet web accessibility standards, screen-reading software for visually impaired students, mechanized equipment for individuals with mobility impairments, and other assistive devices as needed.

#### **5. Provision for Enquiry and Information:**

Our institution offers various support services to assist differently-abled individuals in accessing information and resources. This includes human assistance available at designated enquiry counters,

provision of readers and scribes for students with visual impairments, availability of soft copies of reading materials for digital accessibility, and screen-reading facilities for accessing electronic content.

## 6. Create Awareness:

Additionally, we prioritize ongoing training and awareness programs for faculty, staff, and students to foster a culture of inclusivity and sensitivity towards individuals with disabilities. Our aim is to create an environment where everyone feels valued, respected, and supported in their academic journey.

By incorporating these components into our campus infrastructure and support services, we strive to create an inclusive learning environment that promotes equal opportunities for all individuals, regardless of their abilities or disabilities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.8

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

#### Response:

Creating an inclusive environment that fosters tolerance, harmony, and respect for diverse cultural, regional, linguistic, communal, socioeconomic, and other diversities is a cornerstone of our institution's ethos. We believe in embracing and celebrating differences while promoting unity and understanding among our students, faculty, staff, and the wider community.

One of the key initiatives undertaken by our institution is the promotion of cultural diversity through various programs, events, and activities. We organize cultural festivals, Telugu and Hindi language weeks, and heritage celebrations that showcase the rich diversity of our student body and highlight the traditions, customs, and languages of different regions and communities. These events provide a platform for students to share their cultural heritage, learn from one another and develop a deeper appreciation for diversity.

Moreover, our institution places a strong emphasis on creating an inclusive learning environment where every student feels valued, respected, and supported. We have implemented policies and practices to prevent discrimination, harassment, and bias, and we provide resources and support services to address

issues related to diversity and inclusion. Our faculty and staff undergo training on cultural competency, unconscious bias, and inclusive teaching practices to ensure that they are equipped to create welcoming and supportive classrooms.

In addition to promoting cultural diversity, we organize dialogue sessions, interfaith gatherings, and community service projects that bring together students from diverse backgrounds to engage in meaningful conversations, build relationships, and work towards common goals. These initiatives promote empathy, understanding, and cooperation, and they help to bridge divides and promote social cohesion.

Furthermore, our institution actively engages with the local community to promote inclusivity and social justice. We collaborate with community organizations, advocacy groups, and government agencies to address issues of inequality, discrimination, and marginalization. Through community service projects, outreach programs and partnerships with local schools and NGO's, we work along with our student executive to create a more inclusive and equitable society where everyone has the opportunity to thrive.

Overall, our institution is deeply committed to creating an inclusive environment that embraces diversity, fosters tolerance and harmony, and promotes social justice and equity. We recognize that diversity is our strength, and we are dedicated to cultivating a campus culture that celebrates differences, empowers individuals, and promotes understanding and cooperation across cultural, social, and economic divides.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.9

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

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

**Response:**

Fostering a comprehensive, all-around education is a cornerstone of our academic ethos. In line with this commitment, we recognize the importance of educating our students and staff about their constitutional obligations, values, rights, duties, and responsibilities.

One of the primary ways through which we instil this awareness is embedded within our academic curriculum and extracurricular activities. Our institution integrates themes related to constitutional rights and responsibilities across various courses, ensuring that students receive a well-rounded education that



extends beyond traditional subject matter. Additionally, our faculty members incorporate discussions and case studies on constitutional topics to enrich the learning experience and encourage critical thinking among students.

To further enhance awareness and sensitize our community to their constitutional obligations, we conduct regular meetings on every second Friday in our Gandhi Bhavan. During these meetings, students select topics related to Mahatma Gandhi, Dr.DurgabaiDeshmukh, and other freedom fighters, along with discussions on the Indian Constitution.

These sessions provide a platform for students and staff to engage in meaningful dialogue, reflecting on the values and principles enshrined in our constitution.

Moreover, the institution has introduced add-on courses to all streams of students, such as Universal Human Values (UGC sponsored) and Indian Constitution. These courses supplement the core curriculum and provide students with in-depth knowledge of constitutional principles and ethical values.

In addition to academic initiatives, AMSASCW emphasizes the importance of practical engagement and experiential learning. Our Legal and Psychological Counselling Cell along with Legal Aid Clinic – DurgaSevaSravanthi plays a vital role in creating awareness about the constitution and women's laws, Women Rights through lectures and Para Legal Training. Students are sensitised on the importance of voting. Our students are selected as Ambassadors for the Election Commission of Telangana to create awareness by performing street plays at important public places.

These initiatives empower students to become advocates for social justice and champions of legal literacy within their communities.

Furthermore, our commitment to constitutional awareness is evident in our co-curricular activities and institutional events. Every week, during the student assembly, we begin with the reading of the Indian Constitution's Preamble, reinforcing its significance and principles. Additionally, on national festival days like Independence Day, Republic Day, Women's Day and the birth anniversaries of eminent leaders like Mahatma Gandhi, Dr.DurgabaiDeshmukh, Dr.B.R.Ambedkar, JyothiRaoPhule, Swami Vivekananda and Prof .Jaya Shankar. We organize student competitions and special programs centered around constitutional values and civic responsibilities.

In addition to all these activities, the college conducts national seminars on related topics such as human values, social and constitutional responsibilities, etc. These seminars provide a platform for teaching and non-teaching staff to share their expertise, while students present papers on relevant subjects. The seminars serve as forums for in-depth discussions and knowledge exchange, further enriching our understanding of constitutional principles and ethical values.

By integrating constitutional education into various facets of campus life, AMSASCW aims to nurture socially responsible citizens who are equipped to uphold democratic principles, champion human rights, and contribute meaningfully to society. Through these holistic initiatives, we strive to instil a deep appreciation for our constitutional heritage and inspire a generation of ethical leaders committed to justice and equality.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.10

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

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

**Response:** A. All of the above

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

Certified Voluntary Engagement instils service and civic responsibility, fostering social awareness and empathy by integrating community service into the curriculum. Through voluntary work, students develop interpersonal skills, leadership, and ethics, aligning with holistic education and promoting active citizenship beyond academic excellence.

**3. Context:**

In higher education, the Certified Voluntary Engagement program addresses holistic student development beyond academics. With India tackling societal issues like child labor and illiteracy, institutions aim to instil social responsibility. This structured program enables students to contribute positively, fostering empathy and understanding. Integrating service learning empowers students with civic duty, shaping them into proactive change agents in their communities, crucial for India's societal progress.

**4. The Practice:**

The Certified Voluntary Engagement (CVE) program, part of the Certified Voluntary Work initiative within the Choice Based Credit System (CBCS) curriculum, aims to cultivate social responsibility and ethical citizenship among Indian higher education students. It provides experiential learning opportunities, bridging classroom learning with civic engagement.

CVE's unique feature is its diverse community service approach, requiring students to dedicate hours to activities ranging from campus upkeep to adult literacy and healthcare outreach. This hands-on engagement fosters empathy, teamwork, and leadership skills alongside academic knowledge.

Challenges include time management amid academic demands and logistical hurdles in coordinating with external organizations. Supervising off-campus activities also requires careful planning and oversight.

Despite obstacles, students exhibit dedication, supported by faculty mentorship. CVE's adaptability to student interests across sectors ensures broad engagement and holistic understanding of societal issues.

In summary, CVE embodies a holistic education model, nurturing socially responsible citizens. By integrating service into the curriculum, it equips students with the tools to tackle complex challenges and effect positive change.

**5. Evidence of success**

The Certified Voluntary Work program has led to tangible improvements in campus maintenance, with students actively involved in supervision. Library maintenance efforts have enhanced resource accessibility and provided diverse learning opportunities, improving organizational skills. Community service engagement, including volunteering at hospitals and schools, has fostered empathy and social responsibility among students. These experiences have instilled ethical values and a deeper understanding of societal issues, empowering students as agents of positive change. Overall, the program

successfully fosters social consciousness, ethical values, and community engagement, contributing to a better college environment and nurturing socially responsible citizens ready to address real-world challenges with compassion and empathy.

## **6. Problems Encountered and Resources Required:**

During Certified Voluntary Engagement implementation, challenges included time management amid academic commitments and coordinating with external partners. Parental concerns about weekend volunteering required clear communication. Overcoming challenges necessitates resources like transportation and supervision. On-going support from faculty and administration is crucial to sustain student engagement.

## **7. Additional Information for Adoption/Implementation:**

Certified Voluntary Engagement fosters civic engagement and social responsibility in higher education. Integrating community service into the curriculum nurtures compassionate leaders. For institutions adopting similar practices, providing support and resources is vital, including transportation and mentorship. Partnerships with local communities enhance impact, fostering collaboration for societal betterment.

### **Best Practice: 2**

1. Title of the Practice: Inter Unit Collaborative Skill Development Training.

2. Objectives of the Practice:

Inter Unit Collaborative Skill Development Training empowers students with practical expertise through specialized training in diverse fields. It integrates theoretical learning with hands-on experiences to promote holistic development, aligning skills with career goals for professional success and societal contributions.

3. Context:

In Indian higher education, the gap between academic learning and industry demands poses a challenge, with graduates often lacking necessary skills. Rising competition and job market shifts highlight the need for practical experience. The Inter Unit Collaborative Skill Development Training program addresses this by providing hands-on training and fostering collaboration. Through partnerships and diverse initiatives, it bridges academia-industry gaps, preparing students for success in a competitive job market.

4. The Practice:

The Inter Unit Collaborative Skill Development Training in Indian higher education offers a diverse range of skill development courses, addressing the demand for graduates with practical expertise. Partnering with sister units like AMS Literacy House and AMS Hospital, students access specialized training programs.

Unique to this practice is its focus on hands-on learning. Students gain real-world experience in clinical labs and legal simulations. Moreover, it emphasizes holistic skill development, including soft skills like communication and creativity through performing arts and child psychology courses. While implementing such activities we can overcome challenges like limited resources and logistics and encourages resource sharing. Overall, this initiative responds to higher education challenges by preparing students for the job market. Through collaboration and holistic development, it empowers students to excel professionally and contribute meaningfully to society.

5. Evidence of Success:

Positive student feedback validates the success of the Inter Unit Collaborative Skill Development

Training. Performance in clinical labs surpasses expectations, leading to internship placements. Legal awareness programs enhance understanding, boosting student confidence. In performing arts and skill enhancement courses, students excel, improving employability. Overall, student satisfaction and achievement demonstrate the program's effectiveness in equipping students with practical skills and preparing them for diverse career opportunities.

#### 6. Problems Encountered and Resources Required:

While the collaborative framework addresses many constraints, challenges like scheduling coordination and ensuring equal access persist. Careful planning is needed to optimize resources and minimize disruptions. Proactive measures may be necessary to support underprivileged students. Despite these challenges, collaborative skill development offers significant benefits. Leveraging collective resources provides diverse training programs for student success. Strategic planning and inclusivity commitments ensure all students enhance their skills and reach their potential.

#### 7. Additional Information for Adoption/Implementation:

Institutions adopting the Inter Unit Collaborative Skill Development Training should prioritize partnerships and inclusivity. Access to diverse resources and support systems enhances program effectiveness. Regular assessment ensures continuous improvement. Our institution values holistic student development through practical learning and collaboration. Implementing this program enhances student employability and advances higher education. Through innovation and collaboration, we prepare students for future challenges.

## 7.3 Institutional Distinctiveness

### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

#### **Response:**

Guided by the motto of 'Building Better Lives for Women,' our college is dedicated to nurturing holistic development and empowering women for a brighter future.

One area where our institution excels is in providing comprehensive support for **women's empowerment** and holistic development. From academic programs to extracurricular activities, we offer a wide array of opportunities designed to enrich the lives of our students.

Holistic development of students encompasses their intellectual, emotional, social, physical, and ethical growth. To foster such development, students are trained through a multifaceted approach.

#### **1. Academic excellence:**

Since gaining autonomy in 2007, our college has continuously strived to enhance the quality of Higher education (HE) by embracing innovation and academic excellence. One significant aspect of this pursuit has been the introduction of new skill-based courses designed to meet the evolving demands of the job market. Courses such as Business Analytics, Computer Applications and Health Care have been integrated into our curriculum to provide students with practical skills and knowledge relevant to

contemporary industries.

- Introduced four postgraduate courses to cater the opportunities for advanced study and specialization.
- We were among the second institution in the twin cities to introduce the Choice Based Credit System (CBCS) in the academic year 2011-12, enabling the students to pursue interdisciplinary learning.
- Our students have had the opportunity to represent the college at national and international levels, showcasing their academic prowess and competing with their peers from around the world.

## **2.Extracurricular Activities:**

Encourage in active participation in a wide range of extracurricular activities, including sports, arts, music, drama, and debate. We take pride in the achievements of our students in various extracurricular pursuits. Our students have participated in Games both at the national and international levels, representing the college with distinction. Noteworthy achievements E. Sruthi secured Four Gold Medals in Powerlifting Championship in Commonwealth Games held at New Zealand and 75 students are participated in various games at National Level. Students enthusiastically enrolled in the Yoga and Taekwondo three Months Certificate course, 12 students earned Bronze Medals, 3 secured Silver Medals, and 2 clinched Gold Medals in Taekwondo competitions. AMS is the First college to introduced Scouts and Guides in the state of Telangana.

## **3.Personal Development :**

We offer a variety of initiatives aimed at fostering personal development, including counselling sessions, mentorship programs, and workshops designed to help students explore their strengths, weaknesses, values.

We organize college-level seminars and workshops focusing on life skills. We recently conducted a Training Program in collaboration with NIMSME benefiting 120 students. Furthermore, our collaboration with Sunshine Academy has enriched personal development.

## **4. Social Engagement**

We place a strong emphasis on nurturing socially responsible citizens who actively contribute to the betterment of society. We encourage our students to engage in community service, volunteering, and social justice initiatives, fostering empathy, compassion, and a sense of social responsibility. The College for choice based institution is proud to host chapter of NSS, NCC Sports, CVW, Scouts and Guides are made mandatory.

## **5. Emotional Well-being:**

.We prioritizes students' mental health, offering personalized academic and personal counselling by our dedicated staff. Accessible legal guidance is available through our Legal and Psychological Counselling Cell along with Legal Aid Clinic. Scheduled lectures by mental health professionals to address student concerns effectively.

## **6. Physical Fitness:**

We promote a healthy lifestyle that encompasses yoga, physical fitness, regular exercise with well-equipped gym within the campus premises and nutrition education.

- Students are encouraged to participate in indoor and outdoor sports. Through intercollegiate tournaments, friendly matches, and sports events, students not only develop physical fitness but also foster teamwork, leadership, and sportsmanship among students.
- Seminars and workshops on nutrition education are conducted. We collaborate with renowned institutions like the National Institute of Nutrition (NIN) to provide expert insights and guidance on balanced diets, healthy eating habits, and nutritional requirements.

### **7. Ethical and Moral Values:**

We recognize that fostering a strong foundation of integrity, honesty, respect, and empathy is essential for their holistic development and success in life. To achieve this, we have integrated human and ethical values into our curriculum across various disciplines. Through dedicated courses, seminars, and workshops, students engage in discussions and activities that promote moral reasoning, critical thinking, and ethical decision-making. Students from diverse cultural and religious backgrounds celebrate religious festivals on campus, fostering a sense of unity, understanding, and mutual respect among the student body.

### **8. Leadership Development:**

We provide comprehensive opportunities for leadership development that empower students to take on leadership roles and responsibilities both within the college community and beyond. One of the cornerstones of our leadership development approach is our student government system. Through semi-democratic student elections, students have the opportunity to run for various leadership positions, including class representatives, club presidents, and students executive body members. This process gives students a voice in decision-making.

Furthermore, we actively promote participation in seminars, conferences, and workshops both inside and outside the college. Students are encouraged to present research papers, participate in panel discussions, and showcase their talents as anchors and moderators. Internships and certified voluntary service opportunities are also integral components of our leadership development initiatives.

### **9. Cultural and Global Awareness:**

Our college has implemented various measures to enhance cultural and global awareness among students. Alongside civil services and competitive examinations coaching, a specific focus is placed on current affairs, ensuring that students are well-versed with global events and trends. The college has established an International Cultural Forum, which serves as a platform for promoting cultural exchange and understanding. This forum organizes cultural competitions that celebrate diversity and foster cross-cultural dialogue, promoting tolerance, appreciation, and respect for cultural diversity.

### **10. Career Readiness:**

Over the past five years, the Placement Cell has been instrumental in ensuring student success, achieving a commendable placement rate of 80.34% through campus drives.

Collaborating with esteemed international company S2 Tech Ltd, USA, our Entrepreneur and Leadership Development Programme equips students with vital skills through sessions at esteemed institutions like IIM Lucknow, IIT Patna, and IIM Udaipur. 280 students have benefited, with one honoured for innovation internationally.

File Description	Document
Appropriate webpage in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



## 5. CONCLUSION

---

### Additional Information :

The college continues to build on this rich heritage through strategic collaborations and partnerships. A Memorandum of Understanding signed with Neer Interactive Solutions Pvt. Ltd., and IIT Hyderabad focuses on cutting-edge technologies like Geo-spatial AI and Digital Twins, fostering innovation in sectors such as defence, industry, environmental safety, and wildlife conservation. AMSASCW also collaborates with a range of institutions, including Goa Shipyard, PVNRTVU, and the animal husbandry department in Ongole, exploring AI's potential in tackling diseases like FMD, LSD, and Brucellosis. In addition the Retired Faculties are providing their services to the institution as Adjunct Faculty.

Training initiatives are a core focus at AMSASCW, with programs designed to enhance both academic and entrepreneurial skills. The Entrepreneur Leadership Development Program, sponsored by S2 Tech USA, with 100 students completed an intensive course to promote women entrepreneurship, with additional training provided by IIM Lucknow, Udaipur, and IIT Patna. The college also partners with organizations like Learning Links Foundation and Aradhya Biotech Pvt. Ltd. to offer diverse training opportunities. Conducting one-week certificate courses, such as Good Manufacturing Practices, with 92 students participating in collaboration with WEEES FRATERNITY.

AMSASCW organizes a variety of seminars and industry visits to broaden students' exposure to real-world applications. A noteworthy seminar on Natural Product Based Research featured prominent scientists discussing breakthroughs in healthcare, chemicals, energy, and environmental conservation. Career guidance programs, including visits to T-Hub and Tech Mahindra, prepare students for successful careers. The college's placement cell actively connects students with leading companies, with placement drives featuring organizations like Sutherland Global Services, TAO DIGITAL, and Spiders. Dr.K. Jhansi Rani was National Level Moocs Co Ordinator for UG Public Administration and reviewer for Public Policy and Governance.

Through these collaborations, training programs, and career support initiatives, AMSASCW continues to empower students to excel academically and professionally, embodying Dr. Durgabai's legacy of social service and women's empowerment.

### Concluding Remarks :

Looking ahead, AMSASCW aims to continue its tradition of innovation and progress. The college plans to expand its academic offerings with new undergraduate and postgraduate programs, focusing on emerging fields like data science and business analytics. The college is also planning to introduce Apprenticeship-embedded degree courses in collaboration with Life Sciences Skill Sector Degree Courses (LSSSDC), Centre for Research in Policies & Schemes (CRISP), Telangana State Council of Higher Education (TSCHE), and the Commissionerate of Collegiate Education (CCE). These include B.Sc. Life Sciences, B.Sc. Marketing & Sales (Pharma & MedTech), B.Sc. Pharmaceutical Manufacturing & Quality, B.S.C Gaming and B.B.A. Tourism & Hospitality, B.B.A Retail Operations, B.A H.E. P Special, Public Governance, B.A Fashion Designing, B.Com

Finance, M.A Public Policy & Governance, M.A English and M.S.C Botany. These initiatives will provide students with practical experience and industry-based skills, enhancing their employability.

AMSASCW is committed to strengthening its industry partnerships and collaborations. By expanding its network of MOU's the college seeks to offer more internships, industry-based projects, and career opportunities to its students, focusing on practical experience and industry engagement aligns with AMSASCW's mission to prepare students for successful careers.

To promote holistic development, AMSASCW plans to increase its emphasis on co-curricular and extracurricular activities -Sports facilities, Art programs, and Community service initiatives, ensuring that students have a well-rounded college experience. The college is also dedicated to sustainability, with plans to implement more green practices and environmental projects, fostering a sense of responsibility and stewardship among its students.

The college's placement cell and career development centre continue to play a crucial role in supporting students' career aspirations, aiming to enhance its placement drives and career guidance programs to help students transition from academia to the workforce. The college's goal is to ensure that every graduate leaves with the skills, knowledge, and confidence to succeed in their chosen field.

In summary, AMSASCW's future is marked by a commitment to innovation, industry engagement, and holistic student development. By building on its strong foundation and embracing new opportunities, poised to continue its mission of empowering women and contributing to a brighter future.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.3	<p><b>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</b></p> <p>2.4.3.1. <b>Total teaching experience of full-time teachers as of latest completed academic year</b>            Answer before DVV Verification : 363            Answer after DVV Verification: 399</p> <p>Remark : Input edited as per data template</p>																				
5.2.2	<p><b>Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years</b></p> <p>(eg: NET/SLET/ Civil Services/State government examinations etc.)</p> <p>5.2.2.1. <b>Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>85</td> <td>14</td> <td>14</td> <td>14</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>14</td> <td>14</td> <td>14</td> <td>14</td> </tr> </tbody> </table> <p>Remark : Input edited as per data uploaded by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	85	14	14	14	14	2022-23	2021-22	2020-21	2019-20	2018-19	19	14	14	14	14
2022-23	2021-22	2020-21	2019-20	2018-19																	
85	14	14	14	14																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	14	14	14	14																	
6.3.2	<p><b>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b></p> <p>6.3.2.1. <b>Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>29</td> <td>7</td> <td>17</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	42	29	7	17	13	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
42	29	7	17	13																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

33	20	7	10	9
----	----	---	----	---

Remark : Input edited as Multiple financial supports provided to teacher in a year to be considered once only

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	126	6	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	43	6	2

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students on rolls year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2051</td> <td>2013</td> <td>1771</td> <td>1465</td> <td>1094</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2051</td> <td>2013</td> <td>1771</td> <td>1465</td> <td>1094</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	2051	2013	1771	1465	1094	2022-23	2021-22	2020-21	2019-20	2018-19	2051	2013	1771	1465	1094
2022-23	2021-22	2020-21	2019-20	2018-19																	
2051	2013	1771	1465	1094																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2051	2013	1771	1465	1094																	
2.2	<p><b>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</b></p> <p>Answer before DVV Verification : 59</p> <p>Answer after DVV Verification : 116</p>																				