



INSTITUTIONAL ASSESSMENT AND ACCREDITATION **(Effective from July 2017)**

Accreditation - (Cycle - 4)

PEER TEAM REPORT ON **INSTITUTIONAL ACCREDITATION OF** **GOVERNMENT COLLEGE FOR WOMEN** **C-32670**

Guntur
Andhra Pradesh
522001

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	GOVERNMENT COLLEGE FOR WOMEN Guntur Andhra Pradesh 522001	
2.Year of Establishment	1942	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	23	
Programmes/Course offered:	5	
Permanent Faculty Members:	85	
Permanent Support Staff:	44	
Students:	2473	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<p>1. The College has taken measures to preserve the culture and heritage of looms of the region.</p> <p>2. The College has introduced Value added courses that include mushroom cultivation tissue culture lab bacteria culture using Laminar Flow instrumentation apparatus.</p> <p>3. The College has maintained a Green campus through the use of solar energy solid and liquid waste management and e-waste management.</p>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 09-05-2025 To : 10-05-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ASISH KUMAR PANIGRAHI	Pro-Vice Chancellor,The University of Burdwan
Member Co-ordinator:	DR. ALAGER MUTHULAKSHMI	Professor,Mizoram University
Member:	DR. CARMEL MERCYPRIYA	Principal,Avs College Of Arts And Science
NAAC Co - ordinator:	Dr. Ruchi Tripathi	

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	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
1.1.2 QIM	The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements
1.3	Curriculum Enrichment
1.3.1 QIM	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

Qualitative analysis of Criterion 1

The vision of the college focusses on equipping students through '**globally relevant curriculum**'. Curriculum actively integrates contemporary issues with global significance and also of local, national relevance.

Global : 307 components(total courses or units) of the curricula in 485 courses spread over 29 programmes in the last 5 years address the global developmental needs that include *Python Programming course* in Mathematics, *Big Data Privacy and Applications* in *Big Data Acquisition and Analysis course* of the **B.Sc. in Computer Science**, *DNA finger printing* in the course *Immunology and Animal Biotechnology*, and others.

National : 321 components in the last 5 years address the national developmental needs through courses like *Indian Constitution, Medieval Indian History and Culture, Banking and Financial Services, Indian Economy, Extension Education for Rural Development Course* in **B.SC Home science**, *Macro Economics course* in **B.A** and others.

A total of 38 programmes offered across all disciplines address the employability, entrepreneurship and skill development aspects of curriculum. Inclusion of these components is monitored by studying the feedback from students, alumni, employers and teaching faculty. Experts representing the alumni, industry on Boards of Studies discuss needs of job market and society in terms of skills and suggest the revision towards these outcomes. In the total 13 new programmes have been offered during the last 5 years under the UG programmes to direct students towards the employability and entrepreneurship potential.

For Skill Development "Creating an eco-friendly ambience through green practices and offering value-based education through community help and extension activities" directly lays focus on the integration of crosscutting issues into academic and extra-curricular activity.

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

towards various pressing concerns.

32 courses offered across programmes discuss gender issues in terms of empowering women multidimensionally and gender equity in the fields of science, nutrition, and so on. A course in **Community Nutrition**- emphasizes on “Gender value Nutrition education to old Women”

Sustainable environment is incorporated in a total of **83 courses** during the assessment period to address this aspect. The course **Sustainable Aquaculture Management**- trains students of BZC, MZC, ATZC, BTZC, BCZFS in sustainable aquaculture management procedures. Courses titled **Organic Farming, Biofertilizers**- of BtBC, BtZC create awareness in students on the importance of Bio-pesticides, Bio-fuels, Bio-fertilizers and Bio-remediation. The course **Eco Tourism and Sustainable Development** of B.A. TTM- introduces students to the objectives of Eco Tourism in India. Moreover, the institution's Best Practices and National Service Scheme (NSS) programs, in collaboration with various NGO organizations, offer students practical opportunities to engage in value-based work and community service. Although such new courses have been incorporated, the need for courses with greater employability still remains.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student
2.3	Teaching- Learning Process
2.3.1 QIM	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
2.3.2 QIM	The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues
2.3.3 QIM	<i>Preparation and adherence of Academic Calendar and Teaching plans by the institution</i> Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.
2.5	Evaluation Process and Reforms
2.5.3 QIM	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 <ul style="list-style-type: none"> • Examination procedures • Processes integrating IT • Continuous internal assessment system
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	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

Qualitative analysis of Criterion 2

Based on the "Slow Advanced Learners Policy" of the college, an assessment strategy has been implemented. It comprises an entry-level diagnostic assessment for first-year students and during the programme assessment for second- and third-year students.

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

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

To support slow learners, college offer *remedial classes, mentoring, peer teaching opportunities, training for presentations, bilingual instructional videos, making notes with the help of handouts, and practice worksheets*. These interventions help slow learners grasp concepts more effectively. Average learners are engaged through *simulations, seminars, collaborative learning activities, debates, group discussions, study projects, and role-playing exercises* which encourage active participation. Advanced learners are provided with opportunities to further enhance their skills and knowledge. This includes *assignments that promote critical thinking, formulating conjectures based on datasets, etc.*

By catering to the specific needs of each learner group, the college strives to create an inclusive learning environment where all students can thrive and reach their full potential. The College engages in curricular transaction using student centric methods and ICT tools. 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

The college implements Mentor-Mentee program to cater to both academic and psychological needs of its students. The primary goal of Mentor Mentee system is to provide comprehensive support to students by counselling them in physical, emotional, and academic spheres. Mentors are a constant support to their mentees in guiding them for many academic initiatives like helping students with the registration on MOOCs courses, Academic Bank of Credits, registering for LMS portal, or on the Job portal of the CCE, on the scholarship portal Jnanabhumi, for online attendance app - FRS Facial recognition system and the like.

Preparation and adherence to Institutional Academic calendar and Teaching plans is an annual institutionalised practice which is reviewed regularly. This proactive approach lays the groundwork for the year ahead, guiding the institution's overall plan, overseen by the Internal Quality Assurance Cell (IQAC).

The assessment and evaluation mechanism of the college is a judicious combination of IT integration and reforms in Formative assessments. The IT integration takes care Programme wise, subject wise Student registrations, Generation & collection of fee applications, Generation of examination timetable, , Streamlining the process of generating admit cards and hall tickets, Examination Scheduling, Coding & Decoding and other examination related activities.

The Examination Management System of the College has planned for complete automation of examinations by introducing Question bank based automated question paper generation, OBE integrated question paper generation and implemented from the academic year 2023-24. The Exam cell strives for a well balanced IT

integration as well as standardised innovative assessment methods.

The college has its Programme outcomes, revised as and when necessary like with the revision of programme structure or NEP 2020. Under the guidance of Academic Council, Boards of studies frame Programme specific and course outcomes following Bloom's taxonomy and ensure that they are aligned to the Programme outcomes. The learning Outcomes are widely publicised by placing them on website.

PO and CO attainment levels are fixed from 0 to 3 levels each level being defined by a set criteria. The departments are directed to maintain a minimum target threshold of 50% for COs of all the courses offered. All the COs of CSP and Internship have a bench mark of 75% and only direct attainment is considered.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Promotion of Research and Facilities
3.1.1 QIM	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 1. There is no document provided for seed funding. 2. 100% faculty members are doctorates but only very few members are involved in research activity. 3. And their publications are not up to the mark. 4. Faculty members are not clear about the impact factors and scopus and web of science etc.
3.3	Innovation Ecosystem
3.3.1 QIM	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
3.6	Extension Activities
3.6.1 QIM	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

Qualitative analysis of Criterion 3

To develop a research culture in the College, institutions Vision and Mission is committed to inculcate the research temperament among students and to increase opportunities of research – oriented career options, institutional Research and Development Cell is effectively promoting research through well defined policies and research ethics, innovation, patent and technology etc. Faculty have all the permissions such as permitted leave for Ph.D. or Post Doctoral Study. The research committee framed policy and guidelines on seed money funding. Three Lecturers have Research Guide supervisorship & 13 scholars are pursuing their research under their guidance. One faculty member & her team obtained a "Patent" for computer controlled Robot for distancing & monitoring. Major Minor research projects from the UGC and DBT was received of amounting 10.06 lakh. Published 67 chapters in books and 157 research articles in UGC approved list journals.

Students and staff are instructed to use online plagiarism check softwares before submitting their publications or reports. Research methodology is incorporated into UG honors programmes where the programmes contain

100 marks projected-based course. The IPR cell create awareness on intellectual property rights such as copy rights, patent trademarks and trade secrets & plagiarism and periodical meetings to this effect are conducted every academic year. During the last 5 years, 4 workshops on IPR, 7 workshops and 3 webinars under innovation ecosystem and 13IKS activities were conducted. NIPAMission, a virtual awareness programme was conducted to faculty & students. However, there is more to be achieved on the research front to move forward.

The College has 33 functional MOUs and Most of these MOUs help college students to complete their internships.

NCC, NSS, Yoga, Dance, Exhibition, cultural pursuits and other various departments conduct extension and outreach activities quite enthusiastically. These activities provide students with experiential learning. They instill social responsibility and concern for the community among the students. During the assessment period 86 such activities were conducted. Five thrust areas namely environmental sustainability, Health & Hygiene, Women and Girl Child Welfare, Social consciousness, Government Initiatives were identified in sensitizing students about community needs and problems.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for</p> <ol style="list-style-type: none"> 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.
4.2	Library as a Learning Resource
4.2.1 QIM	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
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</p>
4.3.3 QIM	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
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<p>There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.</p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words</p>

Qualitative analysis of Criterion 4

The institution supports teaching & Learning experiences, by its infrastructure and diverse facilities. It is facilitated by 132 rooms (in different blocks) conducive to interactive learning. For larger events a Lady Hope open air auditorium, a dedicated Assembly Hall (with capacity of 300 students) & a state of the art AV seminar Hall (with a capacity of 70 students) are available for co-curricular & extra curricular activities that are also used to host seminars, workshop and cultural activities. There are 14 staff rooms and a block of rooms for Principal office and another block of rooms for administrative section. Separate accommodation to NCC, NSS & IQAC. Examination section, a Board Room for the meeting of statutory bodies.

There are 7 gallery halls, 3 virtual class rooms, 3 digital class rooms and 20 LCD enabled class rooms, 39 class rooms that are used for regular teaching. There are 3 departments – Zoology, Botany & Computer Science have Museums. College have 332 computers and 15 printers cum scanners and 16 printers are available. 3 Labs in computer department among which one is allotted for multimedia Lab studios. However, to meet the demands of NEP 2020, more classrooms are required to accommodate all the Majors in the UG programme.

The entire College is Wi-Fi enabled with 21 Wi-Fi hotspots to provide free internet within the campus. The College library is digitized with ILMS 3.0 by SOUL software and has INFLIBNET subscription as well as for DEL NET and NLIST. It has more than 1 lakh 30 thousand e-journals and crores of E-Book.

The Library has 44873 books, SC & ST book Bank in place. The hostel block has 78 rooms. The institution has Gymnasium, Play courts for Foot Ball, Volleyball, Basketball, Kho-kho, Kabaddi & other outdoor games. IT facilities are updated periodically.

The campus training and placement cell (JKC) offers training in soft skills, communication skills and employability skill. In various organizations 1564 students have been placed.

The institution has spent Rs 2,03,52,474 on infrastructure development and augmentation. The institution is also provided with the solar grid as part of green initiatives to reduce the electricity expenditure. AMC of electrical and electronic equipment in place.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1	Student Support
5.1.2 QIM	Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years
5.3	Student Participation and Activities
5.3.2 QIM	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
5.4	Alumni Engagement
5.4.2 QIM	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

Qualitative analysis of Criterion 5

The institute adopts a well-designed policy and mechanism for scholarship facilities to the student from GOs and NGOs. In last five years, 75% of students are benefited through Government Scholarships while 100 students on an average are benefitted from scholarships provided by other agencies like Samarthanam Trust, Bommidala Foundation, Santoor and so on.

Competitive Exam Guidance centre of the institute is instrumental in providing guidance to diverse examinations. College student union in place. Active student council takes the initiative to organize significant discussions on topics like Woman's Day and electoral process thereby promoting awareness among the students.

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

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

In last 5 years, 63% of the students are either placed in jobs or have progressed to higher education. In Government exams 1.41% students got qualified, 25 students won prizes at National level in sports, during the last five years, 10 sports activities, 9 academic and technical Fest activities, 51 cultural activities and 130 activities by various clubs were conducted on the campus.

The College has a Registered Alumni Association, that contributes to its development across various avenues. The Alumni association contributed significantly towards institutional development through financial support of Rs 2.20 lakhs in monetary form. Association also contributed water coolers and geysers for hostel students and chairs to seminar hall. Alumni association also assist in motivation of students train them and promote to give guest lectures, talk and seminars

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

6.1	Institutional Vision and Leadership
6.1.1 QIM	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.
6.2	Strategy Development and Deployment
6.2.1 QIM	<p>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</p> <ol style="list-style-type: none"> 1.The perspective plans are vague and not aligned to their outcome. 2. ICT facilities can be strengthened. 3. Focus to be given for Arts Stream placement. 4. UG students can be encouraged to undergo for MOOCs and SWAYAM courses.

6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</p> <ol style="list-style-type: none"> 1. There is no incremental improvement for research and for academic activities. 2. No Career Advance courses for administrative and technical staff members. 3. Placement through sports should be improved.
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources</p> <p>Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words</p>
6.4.3 QIM	<p>Institution regularly conducts internal and external financial audits regularly</p> <p>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</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p>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</p> <p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –</p> <ul style="list-style-type: none"> • 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) <p>Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words</p>
6.5.2 QIM	<p>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms</p> <p>Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.</p>

Qualitative analysis of Criterion 6

The College has provided leadership in implementing its vision to empower the women students with 21st century skills and a holistic personality. The institutional practices also display good governance and management through the

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, undertaking programmes for infrastructure development for sustainable institutional growth, and decentralization & participation in the institutional governance by setting up various academic and administrative committees.

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

Various institutional bodies like IQAC, Academic Council, CoE, and various other student support committees are directed by several policies that incorporate the guiding principles for the college administration in their effective and efficient functioning. The College also has a functioning Placement Cell.

Regarding the administrative set-up the Governing Body (GB) being is the apex body which takes decisions regarding all the academic and non-academic administrative matters. The principal is the head of the college and responsible for all academic and non-academic matters of the college such as academic standards, administrative transparency, student and staff welfare, providing academic and physical amenities, maintaining infrastructure and others.

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

The policies designed set up the procedures and systems in place and these policies along with the government guidelines and the norms laid down in principal's handbook guide the administration's effective functioning.

The institution implements e-governance in its administration, finance and accounts, in the examination system and student admission and support programmes.

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

There are different employee welfare schemes that address wellbeing and provide financial security during service and after retirement from service and provide low cost/no cost health service.

The latest UGC regulations are followed for career advancement. Non-teaching employees are eligible for promotion to the next level if they possess the necessary qualifications and put up the required years of service.

The College is a non-profit organization. The salaries of all the regular employees of the college are paid by the Government of AP. The college has **secured funding of nearly 2 Crore. 10 Lakhs for the construction of additional classrooms and a hostel block of 14 rooms.** Similarly, 42,28,402/- worth scholarships from NGOs and corporate houses were procured for needy students during the assessment period.

Since the college receives funds under various heads like UGC grants, Autonomy grants, CPE funds, RUSA Funds, CPDC funds, Alumni contributions, Exam cell generated income, Scholarships, Special Fee, UG Restructured Courses Fees, PG Courses fees etc., two types of external audits are conducted - one by AP State A.G audit team (Auditor General) conducted periodically and another one by APCCE (Commissionerate of Collegiate Education, AP) team or RJDCE (Regional Joint Director of Collegiate Education) team conducted every year..

As for Internal Audit, at the end of the financial year, the principal seeks the services of a qualified auditor to conduct internal audit of all the accounts. who also verifies if the expenditure is supported by appropriate resolutions made by the committees concerned.

IQAC of the college is constituted with the principal as Chairperson. Other members are nominated as per regulations of NAAC.

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

To review the teaching-learning process, IQAC has devised effective on-line feedback mechanism in the college. Collected feedback, is then analysed and reviewed by IQAC and observations in the form of recommendations are conveyed to the departments and faculty.

The IQAC is expected to be more proactive and motivate all Faculty members to participate in the improvement of College.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<p>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</p> <p>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</p> <p>1.According to the document regarding gender equity we are satisfied.</p>
7.1.3 QIM	<p>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • e-Waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.5 QIM	<p>Green campus initiatives include</p> <p>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</p>
7.1.7 QIM	<p><i>The Institution has Differently-abled (Divyangjan) friendly, barrier free environment</i></p> <p><i>Write description covering the various components of barrier free environment in your institution in maximum of 500 words</i></p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading
7.1.8 QIM	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).
7.1.9 QIM	<p><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.</p>
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

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

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

The College has integrated gender-related topics into its curriculum. Courses such as "Fundamentals of Family Nutrition," "Community Nutrition," and "Extension Education for Rural Development" emphasize the importance of women's health, nutrition, and empowerment. Other subjects like "Development Economics" and "Indian and Andhra Pradesh Economy" and other subjects include modules on gender development and women's economic contributions. Co-curricular and extra-curricular activities that promote gender equity and sensitization include group discussions, seminars, quizzes, panel discussions, and workshops on gender equity and women's rights.

The institute provides various facilities to ensure safety, well-being, and development of students and staff. The campus has a surveillance system with strategically placed cameras. A Grievance and Redressal Cell addresses issues promptly.

A dedicated Counseling Center, waiting and dining hall, women-exclusive gymnasium, sports activities, are available for the holistic development of the students. Personal hygiene is ensure through various sanitary facilities.

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

The Institution has facilities for alternate sources of energy and energy conservation measures like solar energy, biogas plant, sensor based energy conservation, power efficient equipment like the windmill, etc. Thus the campus is a provider of clean green energy.

*Gender Equity and Sensitization in Co-Curricular and Extra-Curricular Activities **include group discussions, seminars, quizzes, panel discussions, and workshops on gender equity and women's rights.***

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

The College is committed to segregating **solid waste** into degradable and non-degradable categories. at the source by using colour-coded dustbins. The fallen dry leaves collected from old trees and various gardens are used to produce organic compost and is used as manure for the botanical garden.

To ensure a clean and safe potable water supply, a two reverse osmosis plants with a capacity of 5000 liters of water is in operation in the main block and in the Hostel. The wastewater produced from the reverse osmosis (RO) plants has been utilized for plantation near the botany department and also for recharging an open well located at the JKC block.

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

E-waste generated from various departments which cannot be reused or recycled is disposed off centrally through certified eco-friendly vendors.

All the paper waste is collected and sent for recycling through an MOU with ITC authorised agency Suraj Krishan Greeneries limited..

Water conservation facilities are also made available by the college through the borewell/open well, tanks and bunds, waste water recycling and through management of the water bodies in the campus.

Green campus initiatives include by the College include restricted entry of automobiles, use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc. These emphasize that the green initiatives are an integral part of sustainable campus development.

Quality audits on environment and energy are regularly undertaken by the College has received recognition and awards for the same.

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment with Ramps/lifts for easy access to classrooms, Divyangjan friendly washrooms, various signage, tactile pathways for individuals with disabilities, assistive technology and human assistance, etc.

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

To promote an inclusive environment, the college conducts 6-days student induction programme for freshers (SIP). Semester-wise bridge courses and orientation courses are conducted for Telugu and English-medium students to reduce their cultural, and linguistic differences. Social and cultural awareness is created through the celebration of traditional festivals like Sankranti, Christmas and Bakrid. Sanskrit, Telugu, Urdu and Hindi are offered as Part I languages to make all the students communicatively competent in the vernacular Indian languages as well. The institute has a code of ethics for students, teachers and other employees. National festivals like Independence Day and Republic Day are celebrated which reflects the attempts of the college in inculcating the value of harmony and coexistence. The language departments conduct World Language Day and Hindi Diwas day, Kargil day to promote linguistic and cultural diversity.

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

Section III:Overall Analysisbased on Institutional strengths,Weaknesses,Opportunities & Challenges(SWOC)

Overall Analysis

Strength:

1. Government College for Women, Guntur (A), is the only college for women in the Guntur division and having been established in 1942, it holds importance for catering to the educational needs of women from all sections of the society.
2. Library is fully automated providing an enabling environment for the students.
3. Registered Alumni Association providing support in terms of funds and other educational needs.
4. The College has a significant number of MOUs and collaborations with government and non-government organisations.
5. The college has active Placement, Counselling and Training Cells for the benefit of the students.
6. The Physical Education Department is adequately placed with students winning prizes and medals at both state and national levels.

Weaknesses:

1. Limited government scholarship for different programmes.
2. There are only 50 percent ICT enables classrooms.
3. Even when the College has been declared as autonomous, the college has limited autonomy in disbursement and utilization of funds.
4. The college has inadequate research facilities for both students and faculty members.
5. The college is located in an area where there are very few local industries and NGOs for resource mobilization.
6. The recruitment of temporary teaching and non-teaching staff are limited by the policy of the government leading to staff shortage.

Opportunities:

1. CSR funds have been tapped earlier and thus this avenue of resource mobilization can be availed for future purpose too.
2. Research centres and hostel facilities for students may be extended since land is available within the

campus.

3. The Alumni may be encouraged to provide donation for the development of the institution.
4. Innovation and incubation centres may be explored for the benefit of the students and faculty.
5. More number of hands-on training and field-oriented courses may be introduced to acquaint the students with the ground reality.
6. Impart multidisciplinary skill-oriented courses to strengthen the knowledge base of the students.

Challenges:

1. Competition with established neighbouring institutions is a matter of concern for the college to increase student enrollment.
2. Declining trend in admission to conventional degree programmes as opposed to programmes offered by private institutions.
3. Adoption of fast changing technology is a big challenge for the college with limited resources.
4. High drop-out ratio amongst the girl students owing to socio-economic backwardness of the rural population.
5. To recruit regular teaching and non-teaching staff is a challenge for the College although it has been declared autonomous.
6. Inadequate research funding and infrastructural facilities poses challenges for furthering research among students and faculty.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- The College should start M.Sc. and M.Com. programmes to cater to the demands of the aspirant students.
- The library should be equipped with e-books, journals and competitive examination books to facilitate the needs of the students.
- A dedicated banking service is required inside the campus to facilitate the banking needs of the students and the college in general.
- Additional class rooms to meet the requirements of the NEP 2020 should be in place.
- New building infrastructure along with extension of the college hostel is of immediate need.
- Faculty recruitments especially for subjects like Sanskrit, Sociology, Psychology, Urdu and Hindi should be done on an urgent basis.
- Visual aids are to be installed to strengthen the teaching learning process.
- Establishing new labs is the need of the hour.
- Permanent faculty should be recruited for the PG departments which are presently run by the guest faculty.
- New courses with greater employability like video editing, animation, digital fluency, AI and Machine Learning, Management courses should be introduced to attract more students.
- Single Major Honours programme should be started for Sociology and Psychology.
- Promotion policy as per state rules should be implemented especially for non-teaching staff.
- College should explore more meaningful contributions of Alumni.
- The College should enhance the possibilities of CSR funding.
- Innovation and Incubation centres should be established.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. ASISH KUMAR PANIGRAHI	Chairperson	
2	DR. ALAGER MUTHULAKSHMI	Member Co-ordinator	
3	DR. CARMEL MERCYPRIYA	Member	
4	Dr. Ruchi Tripathi	NAAC Co - ordinator	

Place

Date