SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

AKKINENI NAGESWARA RAO COLLEGE

POST BOX NO 20 GUDIVADA

521301

www.anrcollege.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Akkineni Nageswara Rao College (Autonomous), Gudivada, Krishna District, Andhra Pradesh takes pride in providing student-centered and skill-based education that includes competitive skills, soft skills, and ethics. The college is located in 23.43 acres campus in Gudivada.

The Gudivada College, an inspiration campus for rural students, was founded in 1950 and renamed as Akkineni Nageswara Rao College in 1959. The college meets the educational requirements of students from economically and socially disadvantaged families, particularly in rural areas. The autonomy granted in 2018-2019 opened the ground for the implementation of the Choice Based Credit System in 2018. In 2016, the institution was accredited with 'A' grade by NAAC, Bengaluru, and also certified by ISO 9001:2008 in 2010, ISO 9001: 2015 in 2021 and ISO 14001:2015 in 2022.

Currently, the institution offers eight under graduate and four post graduate programmes. The curriculum is nationally competitive, and pedagogical practices are designed to maintain a high level of education. This is shown by students receiving "Pratibha Awards" from the Government of Andhra Pradesh. Internships and on-the-job training prepare students to handle life's obstacles and to meet the job market.

The college has been transformed into a "Smart Campus," with well-equipped amenities such as spacious classrooms, computer laboratories, a skill development centre, an open gym, indoor and outdoor stadiums, virtual and digital classrooms with interactive boards, a digital library, a dynamic website, CCTV surveillance, an immaculate canteen, sprawling playgrounds and separate hostels for boys and girls.

The College is in the forefront of organising events in response to government directives such as Swachch Bharat Abhiyan, Janmabhumi-Maa-Vooru, Navanirmana Diksha, and others.

The College takes great pleasure in its commitment in providing a well-rounded education to its students, with the intention of fostering their complete development throughout their time there. The success stories of our students, who were able to acquire attractive packages via a variety of campus activities, are evidence of the college's dedication to fostering overall growth. The goal of the institution is to provide students the opportunity to develop their skills and creativity so that they may make a meaningful contribution to the society.

Vision

The vision of the college is to contribute to the advancement of knowledge through teaching, research, publications and dissemination of information. To this end the College strives:

- To train students to acquire good communication skills and leadership qualities and to mould them to be global citizens.
- To offer relevant / need based courses from time to time.
- To promote interaction with industry.
- To develop critical thinking among students.
- To make students conscious of their duty to the society and fellow human beings.

- To inculcate values of equality, unity and justice.

Mission

Akkineni Nageswara Rao College was started, as The Gudivada College in 1950, with the mission of providing education to the youth from agrarian background and to cater to the societal needs by shaping them to be leaders in their chosen fields. The College is a pioneer in the rural setting and has been striving to provide quality education to the students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The college is situated in a notable location spanning around 24 acres, characterised by an eco-friendly environment and the implementation of sustainable practices.
2. Proactive and visionary management that contributes to enhancing academic performance and developing infrastructure.
3. The implementation of the Choice Based Credit System at the undergraduate and postgraduate levels aligns with the guidelines outlined in the National Education Policy of 2020.
4. The campus is equipped with Wi-Fi, CCTV surveillance, LAN facility, and high-speed internet connectivity.
5. Laboratories are fully equipped and updated with cutting-edge equipment.
6. The library contains a collection of 64,682 books and well-reputed journals along with a digital library.
7. The science labs, computer labs, virtual classrooms, and one e-classroom are all equipped with ICT.
8. Prompt administration of exams and timely announcement of results.
9. A highly effective mentorship programme designed to foster the holistic development of students.
10. Scholarships and tuition fee waivers are available for students from Scheduled Castes (SC), Scheduled Tribes (ST), and those who come from financially disadvantaged backgrounds.
11. The College possesses a versatile indoor and outdoor stadium to accommodate the students' requirements.
12. Artistic and Cultural Performances encompass a variety of events such as concerts, seminars, and exhibits.
13. The college offers a wide range of extra-curricular activities, including sports, extension programmes, community service initiatives, and outreach activities led by both students and faculty.
14. The faculty members are fully committed to the institution's mission and demonstrate exceptional expertise.
15. The interface with industries, research, and educational institutes is highly commendable.
16. A heterogeneous and dynamic student body and campus community.
17. Effective collaboration and synergy with industries.
18. Collaborative and nurturing atmosphere within the department and outstanding assistance from the administrative staff.
19. Exemplary performance in administrative tasks with continuous monitoring by the members of the College Managing Committee.
20. Thorough evaluation of the programme, which includes clearly defined programme objectives, course learning outcomes, and assessments of instruction.
21. Engaging students in projects through independent study is straightforward.

Institutional Weakness

1. Students with a low socio-economic status having inadequate proficiency in spoken English.
2. Societal bias against girls venturing outside their homes to pursue higher education.
3. Insufficient awareness regarding forthcoming opportunities.
4. Inadequate government or alternative funding.
5. Restrictions imposed by regulations when providing courses that are tailored to specific needs and cover multiple disciplines.
6. Lacking involvement in the allocation of funds for research. Generate additional grant proposals at the national and state levels and enhance the availability of funds for research assistants.
7. Require increased participation of postgraduate students in research endeavours.
8. Enhance the level of collaborative research and projects among the faculty members.
9. Further improvement can be made to the interaction between the industry and institutions.

Institutional Opportunity

1. Enhancing students' social awareness through socio-cultural and National Service Scheme (NSS) initiatives.
2. Enhance the department's focus on research
3. Expand the selection of digital courses available
4. Seminar series led by students
5. Considering the socio-economic background of the student community, there is an opportunity to prioritise pedagogy in order to facilitate the smooth transfer of knowledge from the faculty to the students.
6. Enhancing the reciprocal relationship between the institution and the community to create a more comprehensive and inclusive educational experience.
7. Establishing a curriculum that leads to job readiness and industry integration by utilising forums for hands-on learning.
8. To support scholars in conducting high-quality research by preparing them for competitive exams such as CSIR, NET, GATE. Additionally, we assist them in securing funds and grants for their research projects.
9. The objective is to foster meaningful collaboration with the industry, ensuring successful involvement of alumni in student placement, and tackling employability concerns.
10. Memorandum of Understanding (MoU) established with international universities to facilitate Twinning and Dual degree programmes.
11. Conducting research on issues that are important for the development of the region's rich cultural heritage.
12. There is a possibility to generate revenue by engaging in consultancy services, training, and implementing capacity building programmes.

Institutional Challenge

1. Lack of funding by the Government for higher education.
2. Historical public perceptions and limited knowledge regarding higher education.
3. Insufficient research resources

4. Challenges associated with the incorporation of credits for transfer students.
5. A significant disparity in the abilities and experiences of the students.
6. To evaluate the course content in order to ensure its relevance to the current industry demands.
7. Inadequate education of the students and deficiencies in fundamental knowledge on certain subjects hinder the advancement of the curriculum.
8. Improving the communication and employability skills of the students has become a significant challenge in today's industry demands.
9. Striving for the comprehensive growth of young individuals, a considerable proportion come from rural areas and are the first in their families to pursue higher education.
10. To establish a platform that facilitates brain-based adaptive learning, with the goal of achieving holistic development. This includes maintaining a balance between curricular, co-curricular, and extra-curricular learning.
11. Creating a comprehensive self-learning environment and learning management system to increase the gross enrollment ratio is an additional obstacle.
12. Shifts in market demand and corresponding skill requirements.
13. Remote location necessitates the engagement and participation of industry experts in curriculum development, research, and student empowerment.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The development of our college curriculum aligns with the guidelines set out by the National Education Policy. It offers students a comprehensive and rigorous education. It provides individuals with the necessary tools and knowledge to effectively confront the difficulties of the contemporary world. Furthermore, we provide professional orientation courses that provide a range of valuable and marketable abilities. These courses include Communication skills, Accounting Package, DTP, MS Office, Digital Marketing, and Yoga Education for Human Excellence.

The curriculum comprises courses on professional ethics, human values, environment, and sustainability. Additionally, it includes seminars and guest lectures aimed at fostering students' awareness of gender problems. The curriculum covers the courses suitable for local, regional and global needs across a wide range of areas. In addition to the above listed activities, co-curricular activities like student meets, research internships and projects, and community service are also given high priority.

The quality and relevance of our curriculum undergo thorough evaluation utilising a number of meticulous approaches. The curriculum undergoes frequent review at Board of Studies meetings, when decisions are made on the addition, removal, or modification of courses. We collaborate with industry experts and alumni to guarantee that the curriculum remains relevant to the current employment market. Furthermore, regular surveys are conducted among students, staff members, alumni, and companies to evaluate the effectiveness of our programme. Ultimately, ANR College makes extensive efforts to guarantee that its students have the highest quality education available.

Teaching-learning and Evaluation

The institution follows the Online Admissions Module for Degree Colleges (OAMDC) for Degree

admissions, APPGCET & APICET counseling schedules for PG admissions by the AP State Council for Higher Education for making admissions. Its teaching, learning, and evaluation methods aim to provide students with the necessary information and abilities to succeed in their courses and future professions. The institution provides students with many opportunities for both theoretical and practical learning. These opportunities are delivered via various instructional methods, including lectures, seminars, quizzes, group discussions, live projects, internships and industrial visits.

The institution also promotes student involvement in extracurricular activities, including Sports and Games by Physical Education Department, Cultural Events by Akkineni Kalapeetam. The faculty of ANR College are highly skilled and experienced, consistently strive to provide an optimum learning environment for students. The institution is committed to providing exceptional education, and all the courses are carefully designed to meet the highest educational benchmarks.

The institution is dedicated to conducting a thorough and unbiased assessment of students' learning. Various foolproof assessment techniques are used to provide a precise and equitable evaluation of the students' performance. Examples of evaluation methods include internal assessments, online tests, PowerPoint presentations, and written assignments. The college mentor-mentee system offers parents frequent information on their child's academic progress, while also assisting students in recognising their strengths and shortcomings and enhancing their performance.

Advanced students are urged to carry out research projects, give presentations, and participate in seminars, workshops, club and committee activities, with the ability to use suitable e-resources and the internet. Additional focus is provided to those who learn at a slower pace. Tutorial sessions are offered to enable students to resolve any uncertainties, revisit crucial subjects, and enhance their overall academic performance. Students with deficient communication abilities may use the specifically designed English Language Lab to enhance their linguistic proficiency. Annually, a comprehensive survey is conducted to assess student satisfaction, and appropriate measures are implemented based on the input received. Essentially, the College makes every effort to ensure that studying is both effortless and pleasurable.

Research, Innovations and Extension

Research

Research is prioritised above all other elements at ANR College to provide a high-quality education. The college places research as its utmost priority and takes all essential measures to foster a research-oriented culture on campus. Research and Development Cells are developed, giving students and staff unrestricted access to the latest research resources and methodologies. The Management is delighted to have granted a sum of Rs.30.00 lakhs approx. as initial funding for diverse research endeavours during the last five years. The faculty has obtained funds from local industry and college administration to back their research endeavours. The college library has made an extra contribution by subscribing to a wide range of e-journals and e-resources, which are beneficial for both students and faculty members in their research endeavours. In addition, a total of 18 seminars and 15 workshops were conducted by the departments of the college to enhance their research efforts.

Innovation

The institution has earned an amount of Rs.54.00 lakhs aporox. for offering consultation services, enabling

Government and non-government organisations to use the campus and facilities for holding tests, both in-person and online.

The College Innovation Council organises several awareness programmes on Intellectual Property Rights (IPR), Start-Ups, and other business topics. ANR College is dedicated to delivering exceptional community service and exceeding expectations via its extension activities.

Extension Activities

Annually, NCC and NSS Units of the college organise a diverse range of extension activities, which include outreach and community involvement events. The projects include blood donation, sapling planting, free health and dental check-ups, eye treatment, vegetable distribution, donation to the Chief Minister's Relief Fund, Govt. of Andhra Pradesh during the COVID-19 pandemic, clean and green initiatives, rice giving to orphanages, and more.

In addition, the college has established Memorandums of Understanding (MOUs) with various academic and industrial institutions. These agreements facilitate student exchange programmes, faculty exchange programmes, research collaborations, and other collaborative initiatives. Through these programmes, students have the opportunity to interact with professionals in their respective fields and gain access to internships and job opportunities.

Infrastructure and Learning Resources

The institution strives to provide its students an optimum learning environment. The management is dedicated to provide excellent infrastructure and instructional components to achieve that objective. There are a total of 64 classrooms with moderate furniture, a portion of them being equipped with LCD projectors and just a small number having a lecture capture system. In addition, the facility has state-of-the-art labs, a comprehensive library, an expansive playground, a fully-equipped gymnasium, and a regulation-sized basketball court. The campus has three seminar halls, an open-air auditorium capable of accommodating 1500 people, a cafeteria, a Students' Cooperative Stores, RO water plants and is equipped with backup power of 180KVA, 82KVA and 10KVA generators along with 100KVA solar power system.

The library is regularly updated with the latest books and journals, guaranteeing that our students have access to the most current content. Over the last five years, a cumulative amount of Rs.8.50 lakhs has been used on the acquisition of books and journals. The institution has made a significant investment in a comprehensive library system, which consists of 64,682 physical volumes and a variety of e-resources. The digital library we provide has an extensive collection of scholarly articles, research papers, and e-books sourced from prestigious universities and research institutions.

In addition, the institution provides a diverse range of online educational resources and video presentations to its students. The Labs are equipped with state-of-the-art equipment, enabling students to carry out experiments and projects effortlessly. The Computer Labs use a diverse range of software, hardware, and other applications, maintaining a student-to-computer ratio of 1:4.95. In general, the institution has made significant investments in its infrastructure and instructional resources, creating a highly advanced learning environment for its students

Student Support and Progression

Students are the primary stakeholders of the college. The institution is dedicated to provide the utmost support and direction to its students. Academic advising, career counselling, and other advanced support services are provided. The college website regularly provides information and updates on many student support services, including the Grievance and Redressal Cell, Anti-ragging Cell, Internal Complaints Committee Cell. Both students and staff have the opportunity to engage in various activities aimed at enhancing their skills and knowledge.

Given that a significant portion of college students have economic difficulties, the institution takes on the task of offering them financial assistance and scholarships. The college expedites the scholarship giving procedure for all deserving students by prominently displaying its well-defined policy on its website.

The institution organises a variety of co-curricular, extracurricular, and sports and games events to promote the holistic development of students. The Department of Physical Education has a position of authority in this field, and many medals and trophies earned at national and international levels are a clear testament to its crucial role in the holistic growth of students.

The institution has a Placement and Guidance Cell, which guarantees that a significant majority of students get job offers from prestigious companies shortly after completing their studies. The institution actively promotes the participation of intellectually gifted students in student councils and other academic and administrative organisations to cultivate their leadership skills and facilitate their development as productive members of society. The registered alumni organisation of the college is called 'ANRCOSA' (ANR College Old Students' Association). It serves as a strong and reliable support for the institution. ANRCOSA invites the eminent alumni on various occasions to share their experiences and provide crucial guidance to the current batch of students. ANRCOSA also provide scholarships and gold medals for encouraging the meritorious students every year.

Governance, Leadership and Management

The institution has a well defined and robust organisational framework that guarantees efficient administration in alignment with the organisation's Vision and Mission. The college creates a Strategic Plan every five years that takes into account the best practices for the college's overall growth as well as the implementation of the National Education Policy.

The institution has a diverse and dedicated management team that convenes often to discuss on the operations and decisions that need to be made. The organisational structure comprises alumni, business professionals, and community members. Governance and decision-making encompass all stakeholders, including administrative personnel, instructional staff, students, and community members. All of the aforementioned factors guarantee the establishment of an efficient management system and the smooth functioning of the institution. E-governance is implemented throughout all aspects of the organisation, including the library, accounting, admissions, exams, administration, and teaching.

The institution offers efficient welfare schemes for both faculty and staff, together with prospects for professional growth. The Internal Quality Assurance Cell (IQAC) of the institution fosters the academic growth of faculty members and provides assistance for enhancing the administrative abilities of workers. The faculty's professional growth is guaranteed by frequent training, workshops, and seminars.

The College implements a well designed approach to gather funds and resources by means of student tuition

fees, alumni donations, individual and corporate sponsorships, and efficient resource allocation. Comprehensive annual audits are conducted both internally and externally to verify the accuracy and authenticity of financial accounts.

Institutional Values and Best Practices

The institution has a strong commitment to advancing gender parity and increasing staff, teacher, and student awareness of gender issues. It does this by raising general knowledge of gender identity, gender norms, harassment, and discrimination based on gender.

To help ensure a sustainable future, the institution has put in place a number of energy-saving initiatives. These include 100KVA Solar Power plant, usage of LED bulbs and solar-powered lighting that save energy. Additionally, it actively encourages students to take part in campus-wide sustainability events and engage in sustainable projects.

Well-defined policy papers for energy and environmental consumption have been produced by the college to strengthen its commitment to environmental awareness. The regulations aid in increasing knowledge and directing behaviour that benefits the environment. The organisation has also created an ethics code that provides explicit and model conduct guidelines for everyone, guaranteeing a courteous and welcoming atmosphere.

The college actively recognises important national holidays, including Teachers' Day, NCC Day, Independence Day, Republic Day, and more, in an effort to promote inclusion. These celebrations help foster a welcoming and patriotic environment among college students. The College has put into practice a number of best practices to foster inclusivity, foster a feeling of responsibility, and improve academic progress among students as a whole. Scholarships, Blood Donation drives, Guest lectures by notable individuals, and other programmes are just a few of the many ways students actively participate in community service and activism.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AKKINENI NAGESWARA RAO COLLEGE
Address	Post Box No 20 Gudivada
City	Gudivada
State	Andhra Pradesh
Pin	521301
Website	www.anrcollege.edu

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	PJS Kumar	08674-242145	9440535959	08674-241449	anrcollegegdv@gmail.com
IQAC / CIQA coordinator	Sivanadh Musunuri	08674-245737	9381763303	08674-241449	iqacanrc@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	06-07-1950

Date of grant of 'Autonomy' to the College by UGC	13-10-2017

University to which the college is affiliated		
State	**University name**	**Document**
Andhra Pradesh	Krishna University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	01-12-1975	[View Document](#)
12B of UGC	01-12-1975	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	[View Document](#)	15-05-2023	12	Extension of Approval for the next academic year also received on Eighth May Two Thousand and Twenty Four

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Post Box No 20 Gudivada	Rural	23.43	19152

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Ug,Honours Economics	48	Intermediate	English	30	18
UG	BCom,Ug,Honours Computer Applications	48	Intermediate	English	50	44
UG	BSc,Ug,Honours Chemistry	48	Intermediate with Chemistry	English	30	22
UG	BSc,Ug,Honours Computer Science	48	Intermediate with Mathematics	English	97	76
UG	BSc,Ug,Honours Statistics	48	Intermediate with Mathematics	English	25	21
UG	BCom,Ug,Honours General	48	Intermediate	English	60	42
PG	MBA,Pg,	24	Bachelors Degree	English	120	85
PG	MCA,Pg,Two Years	24	Bachelors Degree with Mathematics at Intermediate	English	120	120

			level			
PG	MSc,Pg,Computer Science	24	Bachelors Degree with Computer Science or Computer Applications	English	30	4
PG	MSc,Pg,ORGANIC CHEMISTRY	24	Bachelors Degree with Chemistry	English	30	30

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	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	2				11				47			
Recruited	1	1	0	2	7	4	0	11	12	35	0	47
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				31
Recruited	20	11	0	31
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	2	0	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	5	4	0	11	35	0	55
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	370	0	0	0	370
	Female	273	0	0	0	273
	Others	0	0	0	0	0
PG	Male	224	0	0	0	224
	Female	198	0	0	0	198
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	202	241	239	216
	Female	122	157	159	142
	Others	0	0	0	0
ST	Male	18	17	14	12
	Female	4	7	9	8
	Others	0	0	0	0
OBC	Male	370	382	376	366
	Female	270	324	366	371
	Others	0	0	0	0
General	Male	105	116	108	111
	Female	127	154	154	157
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1218	1398	1425	1383

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Pg	[View Document](#)
Ug	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The vision of the College is to contribute to the advancement of knowledge through teaching, research, publications and dissemination of information. To this end the College has been introducing and offering relevant and need based

	courses from time to time. The College also follows a general plan to transform itself into a holistic multidisciplinary institution. While the pioneers of the college defined the vision of the organization, successive batches of faculty members have been actively working to make this vision a reality. The vision statements conveyed the 74-year-old organisation's hopes for meeting the changing needs of the future students. The college has been working in such a manner as to clarify how its beliefs and governing principles can help train the students, of this chiefly agrarian locale, to get trained in a holistic environment. The holistic education aimed at in this institution is concerned with the development of every student's intellectual, emotional, social, physical, artistic, creative and spiritual potentials. The College has been striving to engage students in the teaching /learning process and it also encourages personal and collective responsibility. This unique multidisciplinary approach gives scope to the students to learn and explore distinct subjects or curriculum from various disciplines. We do believe that education is not limited to a particular discipline. For instance, our computer students take a subject from humanities / ethics and the arts students also learn computer and soft skills.
2. Academic bank of credits (ABC):	The academic bank of credits is a facility envisioned by the Government of India in the National Education Policy (NEP) 2020. This scheme has provisions for creating a digital infrastructure that will transfer the academic credits earned by the students of higher education institutes within the country. Further we know that the ABC will be entrusted with the responsibilities such as opening, closing, and verifying the individual academic accounts of students. It'll also be responsible to gather helpful in gathering the academic credits earned by the students from their respective higher education institutions, verify the credits, transfer or redeem such credits, and promote them as and when required among its stakeholders. The UGC and Ministry of Education (MoE) say that students will have to manually open an account with the Academic Bank of Credits of India and abide by the Standard Operating Procedure (SOP) as communicated to them by the ABC along with a unique ID that identifies a student's account with the ABC. Further the

	academic bank will start functioning from the 2021-2022 academic year. Since we are an Autonomous and also accredited by NAAC with "A-Grade" we can also open an Academic Bank of Credit for our students. However, since the college is affiliated to the Krishna University, we are waiting for them to start a tab on their website and also guide us on how to be a part of the scheme of things. We are aware that the scheme is highly beneficial to the students as it will include all kinds of courses offered by the Higher Education Institutes, which are recognised by the Grants Commission (UGC), be it Under Graduate Programme, Postgraduate Programme, Ph.D Programme, diploma courses, certificate courses, etc. We will enlighten the students that the credits stored in their individual accounts will give them a much larger scope of freedom in terms of their academic/career choices. Further, they will be able to drop out of their institute from any year/semester and exchange the credits earned so far with a certificate/diploma if eligible. They will also be able to redeem the credits and re-join the same institute or some other institute of his/her choice at the same time or some other time in future and continue from the year/semester his education is pending from. It will not let the time a student has spent for his higher education go waste if he/she decides to drop off the course/institute for any reason. As soon as the affiliating university starts the initiative, we will follow it up from our side.
3. Skill development:	The GOI and UGC have identified that Skills and Knowledge are the driving forces of economic growth and social development for any country and more so in a developing country like India, where the population of youth is of a large percentage. It is said that at present there is a demand – supply mismatch in the country. The Indian economy needs more 'skilled' workforce than is currently available. So, to strengthen it in the higher education system the Government of India (GOI) and the UGC have launched a National Vocational Education Qualification Framework (NVEQF), which was later on assimilated into National Skills Qualifications Framework (NSQF). This is being taken up to make HEIs to be in alignment with the needs of the industry. Realizing the importance and the necessity for developing skills among students, and creating

work ready manpower on large scale, the Commission (UGC) also launched another scheme of B.Voc. Degree programme to expand the scope of vocational education and also to provide vertical mobility to the students admitted into Community Colleges for Diploma programmes to a degree programme in the Universities and Colleges. With a desire to be a part of this initiative of GOI and UGC, Akkineni Nageswara Rao, College, Gudivada also applied for 3 Certificate Courses of UGC (with financial assistance) in the year 2019-20. These courses are in good demand from the day they were introduced. We are aware that the Skill Development Courses help to perform a particular activity in a very experienced manner. The three Skill Development courses we introduced are: (1) GST, (2) Analytical Chemistry and (3) Web Technologies, in Academic year 2019-20 and all the students, who completed the courses were placed in their respective fields. Our stakeholders also say that in this fast-paced world, training in a skill development course is an added advantage and can tip the scales in favour of a trained student. In the days to come we wish to add more number of skill development courses which are relevant to various programmes and also help the students to stay up to date on the requirements of the industry and its allied technology and regulations.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian "Knowledge system includes the knowledge handed over to the present generations from the times of ancient India and modern India. The NEP asks educational institutions to incorporate Lok Vidya into the Curriculum. The indigenous and traditional ways of learning handed down to us from our ancestors, will be touched upon in subjects like, physical sciences, yoga, sports, games, as well as in governance, polity in Bachelor of Arts Subjects, community service and of course in environmental conservation. With the guidance of the APSCHE and the affiliating university will also try to introduce certificate courses / papers in programmes which have scope for these. The cultural wing of the Akkineni Kalaapeetam has been stimulating students with various activities reflecting Indian Culture, Dance. It has also been conducting competitions in painting, essay, elocution and debating. Poetry competitions are also conducted by the Kalaapeetam. Literary personalities are invited from time to time to

	interact with the staff and students and to convey the essence of the Indian Languages and Literatures. Similarly, competitions are also conducted by the Women Development Centre (WDC) to bring out the artistic qualities of the women students. Motivational activities for individuals and groups are also taken up by WDC periodically. Literary activities, book habits, painting, rangoli competitions etc. are also conducted to help bring out the inherent talents as they have been existing in India. It is hoped that such activities taken up by the will strengthen the cultural identity, awareness, and uplift the team spirit of the students and strengthen the social fabric of the region. In the coming days we also wish to look into the feasibility of offering all these in the form of online certificate courses for our students and outsiders too.
5. Focus on Outcome based education (OBE):	Outcome-based education (OBE) has become a buzzword today. The Grants Commission (UGC) in its note, https://www.ugc.ac.in/pdfnews/4598476_LOCF-UG.pdf pointed out that: "The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study." Broadly, we may consider OBE as a student-centric teaching and learning methodology. In OBE the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. OBE aims at clearly focusing and organizing the educational system around what is essential for all students pursuing a specific programme. It is universally expected that a student leaving an academic institution must be able to successfully present, defend, and demonstrate his/her learning experiences.Therefore, ANRC organized a Workshop in 2019 to bring academics together to share their experiences about the issues significant to understanding and implementing Outcome Based

	Education. In the workshop: • The participants discussed issues related to the meaning of the term "outcome-based education" with reference to the subject they have been dealing with. • Defined the key terms and concepts related to OBE and labelled the foundations of outcome-based approaches that they have been following in their institutions and the results that they have seen. • They also looked at the socioeconomic changes at the regional, national and global level while formulating the OBE teaching models / methodologies accordingly. • They decided to review the trends or changes made in classroom interaction, program alignment, external accountability, and system / syllabus transformation once the finding in the workshop are implemented in their respective colleges and classrooms. The College has also prepared themselves to be rational in facing the challenges in implementation of OBE.
6. Distance education/online education:	Online education and Open Distance Learning (ODL) offer an excellent opportunity for students to integrate education seamlessly into their lives, affording them the flexibility to learn at their own pace and convenience. a) As an Autonomous college, aligned with the National Education Policy (NEP), our institution is strategically planning to introduce vocational courses through online platforms in the future. We are fully equipped and prepared to engage in Open Distance Learning (ODL) courses and online education. Our institution has a well-established e-content development room and a Learning institutions like IITs and NITs by being the member of SWAYAM–NPTEL Local Chapter.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been set up in the Institution in 2018 and is functioning along with National Service Scheme (NSS). The Principal is the Chairperson of the Club with NSS Program Officer as the Faculty Convener. Two students are also appointed as student coordinators. 125 students are members in it.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	Yes, The ELC has a faculty convener and a student coordinator, both of whom are appointed by the

whether the ELCs are functional? Whether the ELCs are representative in character?	Principal. The ELC is operating with the following goals. 1. To foster awareness and generate interest among faculty and students through awareness programmes and camps. 2. To provide education to the specific groups regarding voter registration, the electoral process, and other relevant topics. 3. The objective is to acquaint the specific populations with EVMs and educate them on the reliability of EVMs and the integrity of the electoral process when using EVMs. 4. The objective is to educate and empower the target audience about the importance of their vote, encouraging them to use their right to vote with confidence, comfort, and ethical considerations. 5. To streamline the process of voter registration for its eligible members who have not yet registered. 6. The objective is to foster a culture of electoral engagement and optimise well-informed and morally responsible voting, adhering to the principles of 'Every Vote Counts' and 'No Voter to be Left Behind'. The activity report can be seen through the provided link or on the website. https:www.anrcollege.edu The ELC Club imbibe the commitment and character in every member of the institution.
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.	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, disabled persons, senior citizens, etc., The following are the initiatives undertaken by the ELC of the institution. 1. Right to Vote - Pledge 2. Right to Vote - Awareness in the institution and in nearby villages 3. Right to Vote - Invited Lectures 4. Right to Vote - Poster Competition to students 5. Special camp for Voters inclusion and correction 6. Special camp for EVM and integrity of the electoral process 7. Participation in Parliamentary/Assembly Election Duty 8. Promotion of Ethical Voting 9. Promotion of Voting among Senior Citizens
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.	1.The Institution has provided on-site facilities for the District Election Officer to conduct training programmes for School Teachers. 2. The students of the university actively engage in the Government programmes related to the Electoral process.

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.	1. Students who are above 18 years old are educated and encouraged to become registered voters through awareness campaigns and by taking a pledge. The ELC organises annual camps for this purpose.

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
1218	1398	1425	1383	1335

File Description	Document
Provide Links for any other relevant document	[View Document]
Institutional data in the prescribed format (data	[View Document]

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
548	521	571	466	516

File Description	Document
Provide Links for any other relevant document	[View Document]
Institutional data in the prescribed format (data	[View Document]

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	84	75	81	81

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

2.2

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

Response: 107

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
206.81	148.98	143.46	197.49	175.39

File Description	Document
Provide Links for any other relevant document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

In keeping with its vision and goal, the College has always been attentive in designing and implementing curriculum that meet local, national, regional, and global development requirements. The autonomous curriculum follows the guidelines of UGC (CBCS) and affiliating university. It serves local, national, and global development. The courses include socioeconomic challenges, gender equality, environment education, entrepreneurship, innovations, physical and mental health, and sustainable development. Subject curriculum is updated based on local, national, and global events. Programme and Course-specific POs, PSOs, and COs are created for Post Graduate and Undergraduate programmes. A system has been created to measure UG and PG faculty results. Faculty frequently gather and analyze student input. The IQAC recommends pedagogical adjustments based on this analysis. Department Boards of Studies assess the report for remedial actions. Academic Council Meetings examine, revise, and approve reports on instruction techniques and pace. A variety of co-curricular and extra-curricular activities support the student's multi-dimensional growth, which affects national and global development.

Curriculum relevance to local needs:

Sustainable development in local situation includes environment. Student projects, fieldwork, internships, and joint surveys apply and develop knowledge for local needs. The B.Com. curriculum promotes entrepreneurship and learning about local legislation, while the mandatory Community Service Project promotes community growth and social responsibility.

Curriculum relevance to Regional/National needs:

In B.Com., national requirements are addressed through Business Management, Accounting, Auditing, Corporate Governance, Banking, Insurance, Business Environment, Policy, Income Tax, GST, and E-commerce. The curriculum emphasizes National Policies, Central Legislations, and Emerging Concerns by covering Indian Economic Development, Capital Market Economics, Urban Economics, Public Finance, Demography, Constitution, Politics, and History. Participatory Project Planning and Training, Social Work Practices, Concurrent Field Works, and Language & Communication let students engage regional and national society.

Curriculum relevance to global needs:

Innovative Data Science curricula, and value-added courses to meet global development requirements. Our multimedia and visual communication programmes offer practical skills in digital video production,

3D modelling and texturing, web design, graphics, animation, and visual effects to meet global and developing requirements.

Increasing competency in global subjects such as Cyber Security, Data Science, Android Programming, International Economics, Computational Physics, Nanoscience Technology, Python Programming, Robotics, Machine Learning, AI, and Instrumental Methods of Analysis is evident in placements.

Advanced learning is promoted through required Interdisciplinary Open Courses, Internships, Value-Added Courses, and Online Courses on Swayam and Coursera. The NEP 2020 curricula enhance character, ethical and constitutional principles, intellectual curiosity, scientific temper, creativity, and spirit of service by deepening knowledge in specialised fields. The Course Outcomes (COs) and Programme Specific Outcomes (PSOs) aim to promote personal growth, enlightenment, constructive public involvement, and productive social contribution through relevance, advanced knowledge, and particular learning results. Learning objectives are driven by the intellectual, occupational, environmental, social, and spiritual demands of contemporary pupils. Alignment of PO-PSO-CO framework shows student knowledge and skill growth.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

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

Response:

ANR College places a strong emphasis on equipping its students with the necessary skills and knowledge to excel in their careers, fostering entrepreneurship, and promoting skill development. To achieve these goals, the college regularly updates and revises its course syllabi to align with the current demands of the job market and industry trends. This proactive approach ensures that students are not only well-prepared for employment but also have the tools and resources to explore entrepreneurial opportunities.

The institution offers a wide range of programs to cater to the needs of diverse individuals. These programs include value-added courses in MS Office, Accounting Package, and DTP along with Undergraduate (UG) and Postgraduate (PG) programs. The institution's programs cover various crucial topics, including communication, problem-solving, critical and creative thinking, teamwork, leadership, digital literacy, and related areas. The programs are meticulously designed with employability in mind, aiming to provide students with a competitive edge as they enter the workforce. Courses such as e-commerce, web designing, employability skill lab, quantitative techniques for business decisions, GST and Customs, and Corporate Accounting, offered within programs like B.Com., B.Com. (Computer Applications) and MBA focus on industry-relevant skills in Marketing, Finance and HR areas for

employability enhancement.

Furthermore, the institution's commitment to entrepreneurship is evident through specialized courses and resources aimed at nurturing entrepreneurial skills. Students are encouraged to think innovatively, develop business acumen, and pursue entrepreneurial ventures. Courses such as international business, e-business, information technology for business, and entrepreneurship development play a pivotal role in empowering students to become job creators and contributing to economic growth and development.

Skill development is another central focus of the institution's programs. Recognizing the dynamic nature of industries and the ever-changing job market, the institution proactively implements measures to ensure that course syllabi remain current, aligning with the latest industry trends and technological advancements. Courses such as Probability theory and distributions, Cost and Management Accounting, Micro Processors Systems, Advanced JAVA, Object-Oriented Software Engineering, Accounting Packages, Cloud Computing, Instrumental Methods of Analysis, and Classical Methods of Analysis are embedded in the programs to equip students with both theoretical and practical skills needed to succeed in their respective fields.

In line with the National Education Policy 2020, the institution offers internship-embedded programs, providing students with valuable hands-on experience through established linkages with reputed organizations and industries. Additionally, the institution offers a range of skill enhancement courses like Mobile Application Development, Synthetic Organic Chemistry, Web Interface Designing Technologies, Income Tax Procedure & Practice, and more, equipping students with practical skills essential for today's dynamic work environment.

Through its commitment to practical learning, the nurturing of employability skills, and the promotion of entrepreneurship, ANR College plays a pivotal role in shaping the future workforce and actively contributing to the nation's socio-economic advancement.

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

1.2 Academic Flexibility

1.2.1

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

Response: 21.57

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

Response: 724

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

Response: 3357

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

A more pleasant and healthier workplace is valued by the college. The college has equal female enrolment. About 60% of academics are women. It also helps examine gender equality concerns. The college's Women Development Centre (WDC) educates women about their rights, obligations, and roles. An Eco Club at the institution protects the college environment. We teach students about sustainable practices by hosting seminars on organic farming, power and water saving, rainwater collection, and trash management on our gorgeous 24-acre site. Professional ethics and human values are taught. Annual endowment lectures on public ethics are held. The Institute's Women Development Centre and Anti-Ragging and Anti-Sexual Harassment Committee combat workplace sexual harassment and empower women. Each year, the College conducts Women's Day Celebrations where female performers unveil hidden talents. NSS units also educate rural community inhabitants on ecological balance.

In order to achieve its goal of an enlightened society, Akkineni Nageswara Rao College deliberately incorporates cross-cutting themes related to gender, the environment and sustainability, human values, and professional ethics into the curriculum. Value-based education and gender sensitization are guaranteed to be incorporated into the UG Syllabus through curriculum design and development.

Professional Ethics:

Development of morally and socially conscious conduct is outlined in the curriculum's program/course outcomes. The programme includes a good number of courses that explicitly address ethical dilemmas

and professional ethics in their respective fields. Cyber security, professional business skills, corporate regulations, corporate governance and business ethics, and so on. Audit courses on professional competency and holistic personality development are required for postgraduate degrees.

Sensitization to Gender

A good percentage of the curriculum courses are specifically focused on gender-related topics and raising awareness of gender issues. The Women Development Centre hosts comprehensive programmes on gender equality and women's empowerment.

Human Values

The curriculum includes subjects on human values and professional ethics. In addition, the college's value education curriculum addresses issues such as promoting integrity, civic duty, honesty, respect, legal compliance, accountability, and tolerance for one another. In order to instill human values, all UG and PG programmes contain a required social service programme courses.

Sustainability and the Environment

The ecology and sustainability have been given top priority by the college in all of its endeavors. The curricula include a variety of courses on environmental studies and disaster management. A few courses that focus on environmental subjects and environmental audit. In PG Chemistry, there is a course on Green Chemistry and Environmental Pollution. There are venues to incorporate cross-cutting concerns, such as the Women Development Centre, Eco Club, Entrepreneurship, Pre-incubation centre. Students learn about many ecosystems, their preservation, and sustainable development through the Eco Club. The first and second years of study will concentrate on community service over the summer break. This will include a focus on gender sensitization, human values, and developing empathy for the less fortunate members of society.

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

1.3.2

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

Response: 45

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

1.3.3

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

Response: 93.33

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: 56

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

Response: 60

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 73.35

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
365	546	521	571	513

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

2022-23	2021-22	2020-21	2019-20	2018-19
602	692	692	722	722

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: 99.42

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
291	347	347	360	360

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
301	347	347	360	360

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

2.2 Catering to Student Diversity

2.2.1

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

Response:

The institution mainly gets students from a range of socioeconomic backgrounds, especially those who

live in rural areas. To deal with this problem, the college set up an approach to monitor and meet all of its students different learning needs.

In the Student Induction Programme, the newly admitted students are oriented on the teaching and learning methods followed in the curriculum, apart from orientation towards their respective syllabus, various curricular, co-curricular, and extra-curricular activities of the college, opportunities and facilities available, etc.

ANR College follows continuous evaluation of the students using test papers, presentations, assignments, class participation, laboratory skills, etc. on every course during all the semesters for assessing the progress of each student and has taken appropriate measures for improvement. The formative assessment of students takes place as teachers handle their classes from the first semester onwards. If the students are unable to follow the topic covered in the class and need one or more repetitions of the same lecture, they are identified as slow learners. On the other hand, advanced learners don't need repeated explanations to grasp the subject. They are quick to answer the questions. The performance of both types of learners in their previous study is also taken into consideration to categorize them. Class tests and internal assessments also aid in identifying student's strengths and weaknesses. The Training and Placement Cell offers instruction in interview techniques and effective communication.

Programmes for Slow Learners

Previous-year question papers and question banks for all subjects are circulated among slow learners. Students are provided with repeated practice on important questions.

Peer teaching: Peer learning and Peer tutoring are encouraged. Mentors use the services of advanced learners to clarify the doubts of slow learners.

College website also offer YouTube tutorials on various topics.

Remedial Coaching: Additional remedial classes are organized for slow learners. Repetition of critical topics helps to improve their performance. Counseling and additional teaching help raise their level.

Programmes for Advanced Learners

To add to their knowledge and abilities, the college provides them with additional reading material, resources, and research-oriented projects.

Walk with a Mentor: A programme offered to above-average performers to improve self-confidence, communication skills, academic performance, and help bring out higher levels of Outcomes.

NPTEL/SWAYAM: The college has a mechanism to encourage advanced learners to register for NPTEL/SWAYAM to complete various courses and to improve their knowledge and skill.

Participation in Fests, Events, Symposiums, and Presentations: We assign advanced learners to various regional, state, and national-level activities to foster student-centric innovative skills. The college encourages industry internships and research-oriented collaborative project work.

Programmes for All Students

The students receive training in career guidance and counseling.

UGC NET/ePathshala materials help clear national-level tests and increase their employability.

JKC Programme: With the association of APSCHE, the college has a JKC center to enhance the skills of the students.

Andhra Pradesh State Skill Development Corporation Center: To improve the skills, APSSDC conducts programmes on skill development, soft skills etc.

Value-added courses are available to enhance employability in different domains.

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

2.2.2

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

Response: 17.65

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Student Centric methods are followed in the college. The advantage of student-centered learning is apparent where learning is engaging and adapted to a student's needs and interests, catering to individual learning goals. ANRC's collaborations, opportunities for internships and innovations, well-equipped labs, extensive ICT infrastructure and community engagement are all synergized towards student-centric learning.

Different student-centric methods commonly used are given below:

Experiential Learning: The students are encouraged to "learn by doing" and by reflecting on the experience. Such experiential learning programs stimulate Academic Reflection, Critical Analysis and Synthesis.

Across various departments of the College, the most commonly used experiential learning activities that students get access to are:

- Field trips/ Industrial study visits: Provided on-site learning experience
- Video Lessons: Students provided an opportunity to follow video lessons.
- Sanitizer preparation: Chemistry Students works on various hygienic solutions.
- Student Internships scale up professional expertise.
- Student teaching/Seminars by all UG and PG students is mandatory in each course
- Village Extension Programmes gave hands-on experience to UG students in their Community Service Project.
- Students gained learning experiences through Akkineni Kalapeetam over Dance, Flash mobs, Vocal Music, Folk Music, Drama, and other art and theatre performances.
- Organization of inter-collegiate events fosters learning beyond curricula

Participative Learning describes a teaching-learning method where students become interactive participants in the process of learning. The process of participation fosters mutual learning and helps as a useful tool used in academic culture as a desired educational outcome. Participative teaching-learning includes strategies that aim to promote a more active role of students in the learning process. Various participative learning methods give students an opportunity to gain Professional knowledge, essential skills and values. Different activities carried out in the College include:

- Role Play by Students of English
- Interdisciplinary projects by students
- Exhibitions organized by Science Departments gives opportunity to students to demonstrate experiments
- Group discussions and Peer Learning
- Participation of students in Webinars
- Participation of students in Flipped classroom
- Few Students completed MOOC courses in Coursera/SWAYAM/NPTEL

Problem Solving Methods is a teaching strategy where students acquire the learning outcomes by facing problems to be solved. By observing, understanding, analyzing and interpreting the problem posed to find a solution, the learners achieve a more holistic understanding of the concepts. Different instances of problem-solving methods used to develop the students' skill set include:

- Case Study Method

- Algorithm Design by Computer Science Students
- Group Research Projects
- Students have freedom to choose interdisciplinary subjects as their Choice Based and Open Elective courses in the syllabi are selected as per the latest industry requirements and advances in respective fields of learning. This gives the students greater flexibility in learning as per individual interests and also helps them acquire learning in line with the industry requirements.

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

2.3.2

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

Response:

Within the walls of ANR College, a robust mentor-mentee structure has been formed. Mentoring is a system that brings together students and experienced persons, known as mentors, in order to give direction, support, and encouragement to the mentees. A mentee group consisting of around twenty students is assigned to each academic mentor. This has been beneficial to the institution in terms of encouraging students' growth in a well-rounded manner. Additionally, it assists in the development of responsible citizens who were well behaved and responsible with regard to their academics and interpersonal skills. The mentor and the respective mentees allotted to each mentor will have a common WhatsApp group and in which the faculty member alone is the Admin. The necessary messages like attendance shortage, any indiscipline nature, parent-teacher meets, failure in examinations etc., will be communicated in the group. For parent-teacher meet the mentee has to make their parents meet the mentor in advance before consulting the Principal. In the parent-teacher meet the mentor in presence of Principal will intimate the behavior, academic information of the respective mentee to their parents. A register is maintained to record the mentee details and the parent signature will be collected in that. The institution has been able to accomplish a number of benefits through the Mentor-Mentee system, some of which are listed below.

- Mentors with industry expertise offered professional advice, assisted with CV development, and provided insights into prospective career routes.

- Mentors provided specialized coaching on study skills, learning how to manage time effectively, and overcoming academic problems.

- The mentors served as sounding boards for the individual's personal worries, provided guidance on how to navigate social settings, and encouraged the individual's emotional well-being.

- The mentees' communication skills were improved and their confidence was boosted as a result of

their consistent connection with their mentors.

- As a result of mentoring, students have developed a stronger feeling of connection and belonging inside the college, which has led to increased student engagement.

Consequences:

Improvements in Academic Performance: Students who have been mentored have been able to attain higher grades and have had greater successful academic experiences.

Improved Career Readiness: Students have been able to acquire the information and abilities necessary to make a smooth transition into the workforce as a result of mentoring programmes, which has provided them with improved career readiness.

Enhanced Self-Confidence: Students who received consistent instruction and support from mentors experienced an increase in both their self-esteem and their confidence.

Stronger Social and Emotional Development: Mentorship offered students in a secure environment in which they could talk about their personal worries and build appropriate coping methods, which contributed to the students' improved social and emotional development.

Improved Institutional Culture: The mentor-mentee system has helped to create a learning environment that is more encouraging and compassionate.

In general, the mentor-mentee system has been a helpful means by which students at our college have been able to attain academic achievement, personal growth, and improved preparation for their future.

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

2.3.3

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

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The Academic Calendar is prepared by the Calendar Committee, broadly following the A.P. State Council of Higher Education guidelines and the affiliating university of Krishna University academic calendar. The academic departments, IQAC and Controller of Examinations (CoE), prepare the annual

plans. The calendar committee takes inputs from different committees.

Preparation of Academic Calendar

- Since all important events of the college are in line with the academic calendar, the calendar committee gathers details and schedules as given:
    - Planned common programmes such as Student Induction Programmes, Faculty Orientation programmes, etc. from the IQAC.
    - Schedule of Mid Term and semester-end exams from the Controller of Examinations.
    - Department level activities such as day observations, intercollegiate events, Seminar/webinars, workshops, alumni meetings etc. from the respective HODs.
    - Proposed activities from club conveners, NCC, NSS etc.
    - Planned sports events from Physical Director, and arts & cultural events from Akkineni Kalapeetam.

- The Academic Calendar specifies details such as:
    - Number of working days; each semester consists of minimum of 90 working days.
    - Government holidays and important festivals.
    - Dates for internal assessments and semester-end examinations.
    - Dates of major co-curricular activities such as College Founders' day, College Annual Day, Sports Day etc.
    - Soft copy of the Academic Calendar is available in college website.

Teaching Plans

- The syllabus of each programme clearly specifies the number of teaching hours required by the courses.
- Course and work allotment to members of the faculty is decided at the department meeting, beginning of every semester. Based on this, the teaching plan for each course is prepared by the respective faculty. This includes topics to be covered, mode of teaching to be followed, proposed assignments/seminars, mode of internal assessment etc.
- A general timetable is issued by the college for all programmes specifying the distribution of classes and allotment of classrooms. The department wise timetables are prepared based on this.
- The teaching staff uses the Teaching Diary as a tool to record their day-to-day progress of the Teaching Plan as per the department timetable. The HOD and Principal reviews the progress periodically. At the end of every month, Teaching Diary is submitted to the HOD and Principal for verification.

Adherence to Academic and Teaching Plans

- Calendar Committee monitors the adherence to the Academic Calendar from time to time.
- Any deviation from the academic calendar is looked by the Calendar Committee which suggests remedial measures/steps to be taken, after taking into consideration the particular circumstances which led to the change.
- At the department level, HoD regularly evaluates and ensures the adherence of faculty to their teaching plans.

Class Cancellation

Faculty shall occupy classes as scheduled in accordance with the timetable. Absences caused by professional obligations, illness, emergencies, or personal responsibilities are admissible, but must be reported to the HoD / Principal, in advance. In the case of absences, a substitute teacher, or provisions for additional assignments or alternate learning activity is arranged. The topics assigned for the period is completed in the next days by the faculty.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 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
69	84	75	81	81

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

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 10.28

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: 11

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

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 7.74

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

Response: 534

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 56.79

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

Response: 46

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 9.6

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
12	8	10	9	9

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

2.5.2

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

Response: 0.95

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
18	23	24	18	9

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
1822	2466	2564	1909	918

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

2.5.3

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

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

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

Response:

The College has made substantial enhancements to its Examination Management System (EMS) by integrating information technology (IT) and introducing innovations in examination methods, such as Continuous Internal Assessment (CIA). The changes have improved and updated several areas of the examination system, making it more secure, confidential, accurate, efficient, and transparent.

The examination procedures have been completely automated utilising the software developed by M/s.Hari Enterprises, Hyderabad. This programme is tasked with overseeing many parts of student

information, such as test specifics, course information, fees, and exam scheduling.

Notable characteristics of the college examination system encompass:

1. Fully Automated System: The examination system is completely automated, with all necessary information, including schedules, notifications, and results, accessible on the college website. We have established a dedicated website (www.anrcollegeexams.com) just for the purpose of publishing semester-end examination results.

1. The results of the semester-end exams are announced within 20 days after completion of the exams, guaranteeing a timely outcome for the students.
2. Revaluation and Personal Verification of Answer Scripts: Students are given the opportunity to request a revaluation of their answer scripts. Following the revaluation, students can also request a personal verification of their answer script. During this process, the answer script will be shown to the student in the presence of a subject expert from the college or department. For this reason, a mandatory charge must be paid. If the applicant benefits from revaluation or personal verification, and achieves a passing grade, they will get a refund of 50% of the exam fee. This refund will be given if the revaluation or personal verification results in an increase of above 10% of the maximum marks.
3. Special exams: In UG Programmes, after the results of each semester are announced, special examinations will be conducted for students who have failed in a maximum of three theory courses (excluding practical exams).
4. Stringent Measures against Malpractice: The College upholds a rigorous position against unjust practices in both theoretical and practical exams. Engaging in any effort by the student to manipulate the teaching or non-teaching staff for personal benefit is seen as a violation of ethical conduct. Instances of misconduct, once detected at any point, are addressed with strict measures. Barcoded Answer Scripts are introduced from the academic year 2022-23.

IT Integration: The incorporation of information technology into the examination process has expedited the entire system, leading to enhanced efficiency and transparency. ICT has facilitated numerous examination operations, such as recording internal and external marks, posting results, and creating mark memos. This has provided increased convenience for all parties involved. In addition, the use of the examination automation software for computing SGPA, CGPA, and grades has not only enhanced the precision of the results, but it has also substantially reduced the occurrence of human mistakes.

An IT-integrated system implemented within the examination cell enables efficient data handling and analysis. The system is accountable for the preservation and arrangement of student records, examination data, and performance measures, which are then used to create useful reports.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Since 2019 admissions, college curricula have included the Outcome Based Education (OBE) paradigm, which guarantees that learning objectives are centered on attainable and quantifiable results. The college organized a workshop under assistance of UGC in 2019 to prepare Programme Outcomes and Course Outcomes. Each faculty member has received appropriate training in OBE, Bloom's Taxonomy, and Question Banking in accordance with the OBE paradigm and methods of evaluation before they are involved in developing the curriculum for their respective programmes.

The outcomes define what the students will be able to do at the end of each course and programme. All COs are mapped with at least one PO.

Communication to the Students

- The POs, COs, and PSOs of all programmes are printed along with the syllabus copy, which is provided to all students.
- POs, PSOs, and COs of all the programmes are displayed on the college website.
- POs, PSOs, and semester-wise COs are displayed on the notice boards.
- A hard copy of the syllabus with POs, PSOs, and COs is maintained in every department for ready reference.
- During the Students Induction Programme, POs and PSOs are explained extensively to the newly admitted students in detail.
- Faculty who handles various courses explain the relationship between each Course Outcome and POs and PSOs at the beginning of a semester.
- Curricular and co-curricular activities are organized in congruence with the vision, mission, POs and PSOs.

Communication to the Faculty

- The faculty are primarily involved in the drafting of POs, PSOs, and COs takes place during the revision and drafting of the syllabus, and thus have very good awareness of the same.
- The POs, PSOs, and COs are communicated to the faculty through orientation programmes, institutional faculty development programmes and departmental meetings
- The importance of the learning outcomes has been communicated to the teachers in every IQAC meeting.

Communication with other stakeholders

- The alumni and employers are communicated with the POs, PSOs, and COs through the college website.

Attainment

- The college follows formative and summative assessments. The teachers assess the students through internal and assignment examinations, as well as through lab work. The faculty, by mapping the COs and aligning them with the questions set in the question papers (whether internal or external), can determine the students' progress towards course attainments based on their performance and marks.

- The overall marks of the students, semester-wise, can be documented by the faculty for generating a course assessment report and in turn, their cumulative performance in the various courses in the programme of study can be arrived at by the end of the programme. Sometimes CO attainment may be high, and in other situations it may be moderate or low. A diagnostic test early on, towards the attainment of COs and POs, will help the teachers take remedial measures. Furthermore, the teachers ask the students to provide oral or written feedback on their PO/CO attainments during their study period.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

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

Response: 81.02

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

Response: 444

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.9

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:

ANR College strives to motivate and empower the academic community by establishing a constant commitment in providing high-quality education. The institution holds a strong belief that research plays a pivotal role in cultivating innovation, generating new ideas, and expanding our knowledge of the teaching and educational processes. The institution's research facilities are frequently updated, and there is a well-defined policy for the promotion of research. Our commitment is to foster research and intellectual exchanges that consistently elevate our faculty's academic expertise and develop our research infrastructure. In addition, we consistently revise the curriculum of our programmes in order to address the demands created by advancements in technology.

Research Policy:

The College adopts a well-structured research policy that aims to create and support a research culture among its faculty and students and implements it to enrich and enhance the professional competence of the faculty members. The research policy of the college outlines its approach to conducting, supporting, and fostering research activities in the college. The research policy encompasses several key aspects.

- Scope of the Research Policy
- Objectives of the Research Policy
- Roles and responsibilities
- Research Policy Implementation Mechanism
- Research Data
- Collaborative Research
- Research Funds

Administrative bodies are responsible for executing the research policy, ensuring conformity, monitoring progress, and assisting researchers in effectively navigating the research field.

Research Facilities:

The institute provides all necessary infrastructural facilities and a conducive environment to promote research activity on campus. The institute is able to fund all the research activities undertaken by the faculty. Laboratories are updated by purchasing new-age equipment like Laminar air-flow chamber, Autoclaves, Hot air-oven, U.V-Double Beem spectrophotometer, Muful Furnace, Water analyser, Ion-Exchange Distill water plant, Ultra Centrifuge machine, Magnetic Stirrer, Kipps apparatus, Sonometer, Ultrasonic interferometer, Micro- processor and Micro controller. Centralized library with a rich collection of physical and electronic subscriptions of journals. 50 Mbps bandwidth internet facility is made available for researchers. The library has subscription to 35 journals, more than 6293 e- journals,

and 1,95, 809 e- books to carry research. To promote research culture, our college encourages organizing workshops/ Faculty Development programs/ conferences/ seminars which involve eminent resource persons from industries and institutes of higher learning. Faculty are encouraged to approach different Govt./Non- Govt. funding agencies to obtain funding for their research. Faculty members are motivated to publish papers in National and International journals for which incentives are provided. The Institution deputes faculty members to various Orientation, Refresher courses, Conferences, and provides financial assistance to enrich their knowledge. Teaching staff are provided incentives for writing books, book chapters with ISBN/ISSN and for filing patents. Great appreciation is given to the faculty who undertakes research work and completes it successfully.

Institutional Support

- Research Award- Faculty who excel in research receive the Research Award (Gold Medal).
- Incentives for Publications
- Incentives for attaining Ph.D.
- Financial assistance to participate and present papers in national workshops, seminars, and conferences

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

3.1.2

The institution provides seed money to its teachers for research

Response: 30.83

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
4.84	5.42	9.12	5.53	5.92

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

3.1.3

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

Response: 8.41

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: 09

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

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 6.8

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

3.2.2

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

Response: 0.07

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

Response: 08

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

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 1.45

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

Response: 1

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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

Response:

ANR College has developed a robust ecosystem that fosters innovation and facilitates the generation and dissemination of technology and information. The fundamental components of the innovation ecosystem at ANR include:

The **Research and Development (R&D) Cell** has a vital role in fostering innovation and advancing entrepreneurial efforts inside the institution. Researchers are urged to convert their ideas into practical applications, get assistance in technology transfer, and receive support in establishing start-up companies.

An **Intellectual Property Rights (IPR) Cell** has been formed to provide assistance and guidance to the stakeholders inside the institution. The cell assists teachers, researchers, and students in comprehending the importance of Intellectual Property Rights (IPR), streamlines the procedure for submitting patents, copyrights, and trademarks, and provides assistance in the commercialization of research results. The cell has aggressively raised awareness of Intellectual Property Rights (IPR) among its staff, researchers, and students by inviting IPR Cell members from reputed organisations, acknowledging the significance of IPR in safeguarding and advancing indigenous knowledge.

The **Entrepreneurship Development Cell (EDC)** at our college is a focused endeavour designed to foster an entrepreneurial mindset and attitude among students. The EDC provides incubation assistance to potential startup concepts, granting access to college infrastructure, resources, and facilities. The EDC offers mentorship and support to students by facilitating connections with experienced entrepreneurs, industry professionals, and faculty members who possess significant insights and recommendations. Thanks to the assistance of the EDC in helping a student to start Business of **Seeds Storage with Paddy**

and Black Gram (Commission Business) in Gudivada and simultaneously started **Aqua culture** Business in Kuramaddali Village, Pamarru Mandal.

The ANR Institution's Innovation Council (IIC) organises seminars and training programmes led by well-experienced industry professionals and accomplished entrepreneurs. These sessions primarily concentrate on many facets of entrepreneurship, including ideation and company development. The college's Innovation and Incubation Centre (IIC) has formulated the National Innovation and Start-up Policy (NISP), a comprehensive framework aimed at fostering innovation, providing assistance to startups, and encouraging entrepreneurship inside the institution. The College advocates for the dissemination of Yoga and Vedic Maths by offering seminars, and workshops. These initiatives aim to raise awareness and highlight the significance of ancient knowledge systems in today's society. The College incorporates lines from Srimadbhagavadgeetha into the curriculum of all postgraduate programmes to cultivate moral and ethical ideals.

All first and second-year degree students are required to take mandatory courses in Telugu, a credit-based vernacular language, and Hindi, the national language. Each subject carries 4 credits. This enables students to have a deeper comprehension of Indian culture through interactive means. The curriculum includes a Life Skill Course called 'Indian Culture and Science' with the aim of preserving and promoting Indian Culture and Traditions. In order to establish a conducive environment for the development and dissemination of knowledge and technology within the Indian Knowledge system, the institution has incorporated courses such as Indian education, Indian Fine Arts, Indian Health Sciences, Indian Agriculture, and Indian Politics and Economy into the curriculum, effective from the academic year 2023-24.

File Description	Document
Upload any additional information	[View Document](#)
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

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

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

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: B. Any 3 of the above

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

3.4.2

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

Response: 2

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

Response: 02

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

3.4.3

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 0.15

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

Response: 16

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

3.4.4

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

Response: 0.03

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

Response: 3

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

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 12.95

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

3.4.6

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

Response: 8.5

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

3.5 Consultancy

3.5.1

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

Response: 54.63

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
14.27	7.82	9.32	10.70	12.52

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

3.6 Extension Activities

3.6.1

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

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

Response:

Since the college is situated in a rural area, it promotes extension activities in the local community to sensitize students to social issues for their holistic development. Through these activities, students are exposed to social issues such as poverty, inequality, environmental concerns and health care disparities. Students understand the complexities of these issues and become more socially aware and compassionate

Community Service Projects: The college has integrated credit-based community service projects into its curriculum, ensuring that all students actively participate in these activities. The activities encompass a diverse array of significant subjects, including raising awareness about food adulteration, assessing water quality indicators, promoting health and hygiene, exploring renewable energy sources, and enhancing digital literacy. The activities are carried out in neighbouring villages, highlighting the college's dedication to community involvement and tackling local issues. By participating in credit-based community service projects, students have the opportunity to make a positive impact on the welfare of the neighbouring villages while simultaneously fostering their own educational growth and personal advancement. The Red Ribbon Club of ANR College provides round-the-clock blood donation services to anyone in need.

Awareness campaigns:

Various social issues, including gender equality, environmental conservation, health awareness for adolescent students in nearby schools, consumer rights and prevention of drug abuse, planting trees, saving water, saving the environment, getting vaccinations (post-COVID-19 time), voter enrolment, digital literacy, protecting endangered species, etc., are frequently addressed through awareness campaigns conducted by the NSS, NCC, Red Ribbon Club, Eco Club, and Women Development Centre. Rallies are organised on social matters as needed to enhance the public's awareness.

Skill-development training programmes

The Women Development Centre organises extension activities that encompass skill development training workshops as well as programmes focused on communication and entrepreneurship abilities. These initiatives aim to empower female students and women. Individuals can improve their chances of finding employment by gaining these skills, while also making a positive impact on the community's economic growth.

Health and Sanitation: The College organised free health check-up camps, awareness campaigns, cleanliness drives, addressing issues like hygiene and sanitation, plantations in adopted villages, and the distribution of medicines for seasonal diseases. These initiatives lead to improved health outcomes and a cleaner environment in the neighborhood.

Awards received by the College:

The awards received by the College, Principal, Faculty members, and various clubs highlight the institution's dedication to social service. The recognition from the government and esteemed organisations reflects the college's positive impact in the region.

The college's involvement in voluntary blood donation camps has been exceptional, earning it the prestigious "Institutional Excellence Award" from the Indian Red Cross Society. Dr. P.J.S. Kumar, Principal, received a 'Certificate of Appreciation' from the Indian Red Cross Society. Sri U. Surya Kumar, former Principal, received "Rotary Excellence in Education" from the Rotary Club, Gudivada. Dr. K. Janakee Devi received the Dr.APJ Abdul Kalam Lifetime Achievement National Award from the International Institute for Social and Economic Reforms, Bangalore. The awards acknowledge the college's outstanding commitment to community involvement and the beneficial influence generated by their extension activities.

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

3.6.2

Number of extension and outreach programs conducted by the institution through organized

forums including NSS/NCC with involvement of community year wise during the last five years

Response: 66

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
36	16	5	5	04

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

3.7 Collaboration

3.7.1

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

Response: 46

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

ANR College (Autonomous) is committed to promoting the holistic development of students by offering comprehensive educational opportunities including all elements of human existence. The College possesses exceptional infrastructure for academics, cultural events and sports. The management's dedication to excellence is shown in the state-of-the-art facilities given for student growth. Physical facilities include:

Campus
The campus has four academic blocks and sports facilities on 24 acres with a built-up area of 19.152 Sq. Mtrs. (2,06,188 Sq. Ft.).

Classrooms
College has 64 classrooms (each holds 60 students). Larger classrooms may hold 90 students and measure 56 to 84 Sq. Mtrs. The classrooms are well ventilated.

Laboratories

The institution places a strong emphasis on practical learning and hands-on experience. This is achieved by establishing specialised labs equipped with advanced equipment and tools, enabling students to undertake experiments and research activities with the utmost quality and precision. 21 labs are available for sciences. The institution also equipped with Botany and Zoology Museums.

Computing Equipment:

In the digital age, the college understands technology's importance in education. Students have access to a variety of computing equipment, including desktops and laptops with modern software and applications like MongoDB, Tableau, Android Studio, NetBeans, and PowerBI. This accessibility lets students investigate, analyse data, program and do other computer-related things.

Library

The abundantly supplied library functions as a repository of valuable knowledge and information. The

library has a vast collection of books, reference materials, research journals, and digital resources. The College Libraries has an area of 1648 Sq. Mtrs. with total seating capacity of 400. The UG library is located in a separate three storied building situated very close to the main block with 1332 Sq.Mtrs. and seating capacity of 300. The PG library is located at Ground Floor of ANR College Old Students Golden Jubilee Building with 316 Sq. Mtrs. and seating capacity of 100.

ICT Enabled Facilities:

The institution has invested in different ICT-enabled facilities to enhance the teaching and learning experience, acknowledging the importance of Information and Communication Technology (ICT) in modern education.

Smart Classrooms:

14 classrooms feature audio/video/LCD for traditional and blended learning. The college features 14 LCD projectors, 2 LED TVs, and 4 interactive boards for advanced learning. WiFi is available at ANR College Campus via 40 Mbps BSNL Leased line along with100 Mbps connections and 10 Mbps Jio leased line connections.

Cultural Activities: The institution promotes variety and talent by providing instruments such as Veena, Drums, Kolatam Sticks, Electronic organ, and more for performing arts.

Sports Facilities: The academic institution offers a wide range of sports facilities, acknowledging the significance of physical fitness. In addition to indoor sports facilities like chess and table tennis, these include outdoor areas for sports like handball, basketball, football, cricket, and athletics.

Gym: The facility offers a fully furnished gym with state-of-the-art workout equipment for fitness lovers in an effort to encourage a healthy lifestyle.

Auditorium: The College has an auditorium that can accommodate a large number of people for lectures, workshops, and cultural performances, among other activities.

By supporting a variety of learning styles and preferences, these facilities also encourage flexibility in the classroom and foster an environment that is more welcoming to all learners.

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

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation

year wise during the last five years

Response: 40.69

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
55.92	55.18	70.28	86.24	87.21

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The College has two libraries namely UG Library and PG Library. The College Libraries has an area of 1648 Sq. Mtrs. with total seating capacity of 400. The UG library is located in a separate three storied building situated very close to the main block with 1332 Sq.Mtrs. and seating capacity of 300. The PG library is located at Ground Floor of ANR College Old Students Golden Jubilee Building with 316 Sq. Mtrs. and seating capacity of 100. The libraries have a collection of approx. 64682 books, 91 journals and magazines, 1992 CDs, and 1535 back volumes of periodicals. The reference section and reading room can hold 400 people at once. Libraries are automated using integrated software. It increases administrative openness and accountability, and makes data quickly available in the right formats. The reading and reference area is accessible. Book organisation follows Dewey Decimal Classification. Users can search book collections by title, author, and publisher using the OPAC (Online Public Access Catalogue). Volumes are barcoded, and users have unique IDs. Users can browse and download e-content from N-LIST, MAGZTER and DELNET at the library. Internet and reprographic services are

available in the library.

Online services and automated libraries

The College Library is one of the earliest and largest college libraries in Krishna District, Andhra Pradesh, with approximately 64,000 volumes in print. The College library is intended to supplement the academic, intellectual, informational, inspirational, spiritual, and recreational needs of the academic community through its extensive resources and services.

- The library is entirely automated with a free and open-source integrated library management system (ILMS). In April 2015, the library was able to operate its operations, such as circulation, more efficiently as a result of this automation.
- The Online Public Access Catalogue (OPAC) enables remote searches of the bibliographic details of all documents in the library. The exclusive website for electronic services of the library provides a link to the OPAC.
- Users have the ability to renew a document remotely through the OPAC, instead of physically visiting the library.
- The Library is equipped with WiFi.
- Unique Provision for academics conducting research.

Electronic resources and digital databases

The library portal at https://www.anrcollegelibrary.com/home offers online resources. Additionally, a subscription to the National Library and Information Services Infrastructure for Scholarly Content (N-LIST) of UGC-INFLIBNET provides remote online access to e-journals and e-books.

Services for verifying similarity: The library offers text similarity checking services for plagiarism using software package: QuillBot.

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

4.2.2

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

Response: 1.04

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
1.11	1.12	2.30	1.97	2.55

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT at colleges is mostly used for academic purposes. Free access is provided by the College to employees and students of the College. For the purposes of administrative and examination operations, the office of the institution and the independent examination cell are equipped with the appropriate information technology infrastructure. Using information technology in a way that is both secure and productive is encouraged by the college's IT Policy. For the purpose of preventing data breaches and virus attacks, we make use of it.

ANR College provides safe and advanced campus hardware, software, and internet infrastructure.

IT policy

- Assures correct access and utilisation of IT resources to prevent misuse.
- Maintains, secures, and assures legal and acceptable use of IT infrastructure on campus.
- Develops plans for secure network resource access.

- This includes setting standards and processes for IT infrastructure acquisition, upgrades, and maintenance, as well as explicit policies for server data backup.

1. Hardware and Software

- College has 4 Servers, 246 Student Computers, 16 Office Computers, and 18 Faculty Computers maintained and protected by professional staff.
- Online classes employ Microsoft Teams, Google Meets, and ZOOM as Learning Management Systems to provide information.
- The technical team trains staff and students on software and hardware usage.
- Purchased licences and agreements for Windows OS updates, Microsoft Teams, cloud services, TALLY, Antivirus.
- The PF sense is implemented to safeguard the network and data.

2. Network

- WiFi is available at ANR College Campus via 40 Mbps BSNL Leased line along with100 Mbps connections and 10 Mbps Jio leased line connections.
- Regularly configured, updated, and maintained by technical personnel in the campus.
- Has a secure domain (https://www.anrcollege.edu).
- The institution follows global naming and IP addressing norms, has its own domain address ('anrcollege.edu'), assigns email addresses to faculty and students.
- The main website has subdomains for all academic departments and component entities of the institution. All of these are safely connected via communication protocols.

3. Surveillance and Security Devices

- Installed CCTV cameras for increased security in all blocks.
- Stored and accessible data for Principal, Vice Principal, Managing Committee, and Security staff.

4. Database

- High-level firewall security and authentication protect official data.
- Automatic midnight backups ensure data security
- Reliable software and licences ensure administrative and academic data server security

5. E-Waste

- The IT policy disposes of e-waste in a safe and secure manner, maximising the use of electronic goods.
- Minor repairs by laboratory assistants and technical staff.
- E-waste and hazardous waste management is done in a safe and secure manner.
- Major e-waste, such as unusable instruments/equipment, CRTs, Printers, and Computers, is sold.

6. Budgeting

The institutional strategy is to update IT infrastructure with 20% of annual expenditure (excluding pay). The College has budgeted an amount of Rs.40,000 to improve its website and subdomains yearly.

Approx. Rs.1.00 lakh subscription for current year internet and Wi-Fi.

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

4.3.2

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

Response: 4.95

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

Response: 246

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

4.3.3

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

Response:

E-learning as opposed to traditional classroom learning is becoming increasingly popular among students. Access to the internet is available to each and every student through a variety of technological channels. As a result, access to electronic information is significantly less difficult and more practicable in comparison to the conventional method of education. The term "e-content" refers to any and all forms of content that are produced and distributed through various forms of electronic media. This includes traditional forms of media such as print and radio, as well as the increasingly complex computer tools that amalgamate sounds, pictures, and text. Both at the 'information' level and the 'technology' level, the creation of e-content requires a significant degree of creative thinking.

The information technology infrastructure at our college is rather advanced, consisting of things like computers, smart boards, LCD TVs, projectors, video cameras, amplifiers, speakers, microphones, and internet access with Wi-Fi provision. These are available in virtual class rooms, computer labs,e-class rooms, digital class rooms, physics labs, botany and zoology museum, and other types of labs. The faculty members are successfully providing the curriculum to the students in the mixed manner by making use of the freeware that is already accessible. In the course of the COVID-19 pandemic, every single member of the teaching staff has delivered courses to the students through the use of online platforms such as Google Meet and Zoom. For the goal of facilitating the delivery of online lessons, the college has subscribed to a service called "Microsoft Teams" and has supplied the teaching staff with email accounts. The students have been provided with links to the YouTube videos that some of our staff members have published their lectures to our college YouTube channel after they have filmed their video lessons and uploaded them there.

Audio video Centre: The institution has developed a specialised room that is outfitted with a range of audio and video equipment in order to ease the development of content, recording, and transmission. Among the products that fall under this category are projectors, microphones, speakers and cameras.

Hardware and Software: The organisation provides a variety of specialised hardware and software to help the process of content generation and editing. It is possible that this includes high-performance computers, professional cameras and microphones, free software for video editing, free software for audio processing, and other similar instruments.

When each of these aspects is taken into consideration combined, it becomes clearly apparent that the organisation has made a substantial investment in the production of high-quality electronic material. In the current digital age, when online learning and multimedia material have become essential components of education and communication, this investment is extremely significant because of the significance of these developments. These facilities have the potential to improve the educational experience of students, to make it easier for students to effectively communicate.

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 45.37

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
111.53	78.28	52.45	88.83	64.60

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

4.4.2

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

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

Response:

The ANR College has a clearly defined policy and procedure for the upkeep of its facilities and infrastructure, as well as for the use of these resources. Assuring the optimum allocation and utilisation of infrastructural facilities, preventing the misuse of college amenities, and ensuring preventative, regular, and corrective maintenance of infrastructure are all aspects that are covered by the Policy and Procedure.

The classrooms are comfortable places to carry out the teaching and learning process since they are outfitted with the necessary infrastructure and are ideal for the purpose. LCDs are installed in several classrooms.

The laboratories are available for use in their entirety, complete with all of the required apparatus and equipment. The institution is equipped with eight laboratories that have all of the essential equipment. Both the Head of Department and the Stores In-charge are responsible for being in charge of the dangerous items that are found in the chemical laboratories.

In order to be prepared for any unanticipated circumstances, fire extinguishers have been strategically installed. Each of the computer laboratories is located in a space that is both big and air-conditioned. The

use of firewalls and antivirus software that is regularly updated helps to protect against attacks that are caused by malicious software and viruses. All of the laboratory's apparatus and consumables are acquired after going through the process of getting estimates and warranties.

Sports facility maintenance falls on the responsibility of Department of Physical Education. Besides managing the gymnasium and other play spaces, the Department oversees the equipment's condition. The computers department has an Annual Maintenance Contracts (AMCs) to maintain the computer systems, solar power systems, web site, online UPS, internet connectivity, and laboratories. The College Managing Committee approved the new infrastructure requirement, which stakeholders raised, and the Principal is accountable for implementing it. CC TV cameras, Air conditioners, Lift and Fire safety equipment are serviced by the service providers. There is an upkeep Complaints Register that is kept in the office of the college for the purpose of recording complaints from both the faculty and the students on the level of cleanliness and upkeep of the infrastructure. The College Grievance Redressal Cell is another avenue via which the concerns can be brought forward.

The housekeeping crew is responsible for doing the ordinary maintenance and cleaning of the campus on a regular basis. The utilisation of the campus for the fulfilment of administrative and public obligations, such as campus drives. The Principal has given the approval for the administration of Central and State competitive examinations on weekends and holidays. Those who are not affiliated with the college are permitted to make limited use of the college facilities, such as the auditorium, classrooms, and seminar halls, provided that they do not interfere with the conduct of academic activities and have received permission from the appropriate authorities.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 70

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
637	813	923	1219	1139

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

Response:

Career counselling is essential for offering students timely and suitable career recommendations and placements inside the college. The college not only teaches skills but also actively cultivates and promotes the technical and leadership talents of its students. A noteworthy endeavour is the

implementation of a "Mentor Mentee" programme, in which experienced educators are matched with students who are focused on their professional development. Every instructor has the duty of mentoring a maximum of 30 students from their individual classrooms, supervising both their academic advancement and general personal growth. This interactive method promotes direct and significant connections among students, educators, and the institution.

The College prioritises the fundamental elements of these programmes, which comprise a carefully organised sequence of activities and experiences aimed at helping students cultivate certain skills, such as goal setting and career planning. During the last five years, the college has effectively coordinated many workshops and seminars showcasing industry professionals, alumni, and career advisors. These programmes have encompassed a diverse range of subjects, spanning from preparing resumes and training for interviews and providing advise on competitive exams.

Career Guidance: The college Career Guidance & Placement cell has a crucial role in promoting responsibility, improving the quality of programmes, and developing strong leadership characteristics in students. These actions cover a broad range of methods, such as reaching out to individuals, evaluating their needs, actively involving them, providing guidance, improving educational materials, coordinating programmes, helping individuals to find jobs, following up with initiatives, offering advice, and making recommendations.

Following the Covid-19 epidemic, several academic departments at the institution transitioned to online platforms and organised multiple programmes to enhance students' job opportunities. Significantly, the institution assumed the initiative in coordinating Technical and Motivational Talks, in addition to Personality Development Programmes. In addition, it provided Campus Recruitment Training (CRT) courses in partnership with the Andhra Pradesh State Skill Development Corporation (APSSDC) to equip all students with necessary skills. The CRT courses encompassed a range of subjects, including the C-Programming Language, among others.

The employment Guidance & Placement Cell efficiently organised training programmes that specifically targeted interview abilities, ensured that students were well-informed about current employment prospects, and improved their soft skills. The College's primary objective is to assist and support each student in their pursuit of academic and professional success, as reflected in its Vision.

The college primarily focuses on offering coaching for a diverse array of competitive tests. Furthermore, the institution provides valuable guidance on emerging trends in cyber security, particularly focusing on embedded systems, IT jobs, software development, and the latest technological advancements. The college has proactively arranged coaching programmes for competitive examinations in collaboration with the Andhra Pradesh State Skill Development Corporation. This effort has had positive outcomes, as students who participated in this coaching programme have effectively obtained jobs in many crucial areas and professions.

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 47.64

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
278	270	186	263	252

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

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

graduated students during the last five years

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

Response: 10.87

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
78	60	54	38	55

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

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 88

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
18	15	17	23	15

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

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

Response:

Response

The state of Andhra Pradesh has stopped holding student council elections in accordance with government regulations. However, a Students' Council is formed by the college by choosing one or more deserving students from each class. The student council facilitates the communication of students' thoughts, passions, and issues to teachers and higher authorities. Additionally, they frequently assist in raising money for college-related events, charitable endeavors, social events, and reform initiatives. Students create skills as an addition to their formal education.

The general aim of the body is to coordinate a wide range of co-curricular & extra-curricular activities apart from practicing and promoting values in the process of living up to the mission of the college. This gives an opportunity to develop leadership by organizing and executing the set goals of the student community by students-aptly for students and by students. In addition, community welfare is also in the front seat while shaping the personality of a student in the college, inculcating the habit of giving back to the society, as a responsible entity of the community. Sustainable nature is the important paradigm to be practiced by students to make our planet livable, with the active participation of students.

College promotes and encourages the involvement of students in organizing college activities. The students learn to co-operate at various levels acquiring the qualities like perseverance, sympathy, empathy, steadfastness, righteousness, discipline etc that are needed for a successful person in life. Social interaction, academic improvement, creative expression and self-responsibility help in influencing the behavior of the student.

Activities of Students' Council

The important events planned and organized by the Students' Council are:

- Teachers' Day
- Freshers' Day
- Farewell Day
- Celebrations of Local Festivals
- College Sports day
- College Annual Day

The Students' Council ensures student participation and involvement in observing important national/ international days.

Students' Council organizes flash mobs and public awareness rallies on national and social issues.

Student Representations in Academic & Administrative bodies / Committees of the institution

The following committees help the students to hone up their leadership and organizational skills. These qualities will definitely style the students successful in their lives and mold them into responsible citizens of the nation. The participation of students in administrative committees will make them to understand the problems that are encountered by the authorities in the course of administration.

- Admissions Committee
- Discipline Committee
- Anti Ragging Committee
- Sexual Harassment Committee
- Science Club Committee
- Staff & Students Amenities and Welfare Committee
- Scholarships Committee
- Games Committee
- Extra-Curricular Activities Committee
- Prizes Committee
- Library Committee
- Magazine Committee
- Calendar Committee
- SC/ST Grievance Cell / Grievance Redressal Committee
- Women Grievance Cell
- Placement & Career Guidance Cell
- Press & Public Relations
- Eco Club

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

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 35.61

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
16.24	15.93	1.91	.62	.91

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

5.4.2

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

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

Response:

The Alumni Association of Akkineni Nageswara Rao College namely Akkineni Nageswara Rao College Old Students' Association (ANRCOSA) has been officially registered under Regd.No.101/2000 in accordance with the regulations outlined in the Registrar of Societies Act. The College actively engages in supporting various management, academic, and administrative activities. The alumni members hold significant positions within the College Management, Teaching staff, and Non-Teaching Staff. The organizing committee of ANRCOSA comprises individuals from various sectors, including industrialists, prominent figures in social and public spheres, educators, and government, banking, and other professionals in India. There are individuals who have chosen to establish permanent residence in foreign countries within the software industry. ANRCOSA meets on a regular basis. It aids the College Management and administration in various areas, including the establishment of infrastructure, coordination of guest lectures, student motivation, implementation of merit cum means scholarships, and facilitation of extension activities. The ANRCOSA has established a corpus fund to offer financial assistance to meritorious students and provide funding for athletes who demonstrate exceptional performance in a range of sports and games. The ANRCOSA annually bestows felicitation to a retired teacher in commemoration of Teachers' Day. Additionally, the ANRCOSA intends to offer comprehensive infrastructure facilities to the placement and career guidance cell.

Alumni Contributions

Financial

Alumni Association avails 10 merit cum means scholarships to deserving students of ANR College. During the last five years, the ANRCOSA has contributed more than Rs.35.00 Lakhs to the welfare of the students.

Besides, 1972-75 batch B.Sc. MPC students made significant contributions, including a donation of Rs.3,50,000/- towards the improvement of infrastructure facilities in the placement and career guidance

cell. Additionally, 1978-81 batch B.Com. students has taken the initiative to establish an incubation centre and has generously donated Rs.1,50,000/- towards the development of its facilities.

In addition to the ANRCOSA, our former students graciously contributed funds towards the enhancement of the college infrastructure and academic endeavors.

Non-Financial Contributions

An engaged alumnae network allows the college to benefit from the expertise and experience of our former graduates, by offering their support to current students, to the institution and to each other. Alumni with a plethora of experience and expertise share their knowledge and skills with current students through guest lectures, seminars, and workshops.

Alumni has generously supported in organizing capacity building programmes, resourceful talks for the benefit of the students of the college. Alumni actively support placement training and placements of the students of College in various organisations in every year.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

ANR College always aim at aligning the governance of the institution with its Vision and Mission.

Vision

The Vision of the college is to contribute to the advancement of knowledge through teaching, research, publications and dissemination of information.

To this end the College strives:

- To train students to acquire good communication skills and leadership qualities and to mould them to be global citizens.
- To offer relevant / need based courses from time to time.
- To promote interaction with industry.
- To develop critical thinking among students.
- To make students conscious of their duty to the society and fellow human beings.
- To inculcate values of equality, unity and justice.

Mission

Akkineni Nageswara Rao College was started, as *The Gudivada College* in 1950, with the mission of providing education to the youth from agrarian background and to cater to the societal needs by shaping them to be leaders in their chosen fields.

As a part of this, the institution has established a harmonious, democratic, and inclusive work environment by involving all stakeholders in the process of planning and decision-making.

The College administration has created a favourable work atmosphere marked by trust, safety, and proficiency to promote creative and innovative processes. Every faculty member actively participates in academic, administrative, and miscellaneous non-mandatory committees. The student nominees also engage actively in the majority of the committees. The leadership of the College Committees consists of senior faculty members, who get additional support from faculty members in subordinate leadership roles. Leadership development encompasses several areas, such as administration, academics, industry collaborations, student assistance, outreach initiatives, alumni participation, and community engagement.

The main goal of the institution's governance is to enable inclusive decision-making processes and

provide openness in the creation, advancement, and execution of different policies and procedures, in compliance with the rules established by statutory bodies. The institution's governance has followed the principles established by the ANR College Management Committee. The governance system comprises many entities, including the Board of Management, Governing Body, Academic Council, Board of Studies (BoS), Internal Quality Assurance Cell (IQAC), Planning and Evaluation Committee, Finance Committee, Research Committee, and other similar bodies. Each of these bodies/committees has a specific role in overseeing the essential areas within its jurisdiction.

The primary focus of these bodies/committees:

1. To identify the educational needs;
2. Effective Planning of the Programmes;
3. Detailed scheduling of Teaching Learning Process;
4. Quality enhancement of teaching fraternity;
5. Creating adequate infrastructure facilities and amenities;
6. Channelizing financial resources and their effective utilization;
7. To conduct periodical review of various activities of the college as well as feedback collected from stakeholders;

The College's IQAC focuses on developing a short-term plan that prioritises improving experiential learning opportunities, promoting faculty development, and increasing community engagement through service-learning projects. Additionally, the long-term plan aims to expand the college's global presence by forming partnerships with international universities, institutes of repute, industry etc., to hone up required skills among faculty and students.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

From its beginning, the College has continually provided students with a high-quality education, and its success has been achieved via the successful execution of initiatives and the efficient functioning of its numerous divisions.

An essential tool for the College's development, the Institutional Perspective Plan articulates the long-

term goals, purpose, and aspirations of the institution. Extensiveness, variety, and quality are the cornerstones of the Institutional Perspective Plan (IPP). Faculty, staff, students, and alumni are all considered stakeholders in its development, which is why a collaborative and open approach is used.

In order to ensure the optimum implementation of the IPP, we adhere to a highly organised methodology. The execution of the strategy is supervised by several committees and cells inside the institution. The committees of utmost importance are the Finance Committee, Governing Body, Research Committee, Academic Council, Library Committee, Examination Committee, Cultural Committee, Sports Committee, Placement Committee, and others. These committees work together in a coordinated manner to promote the overall development of the institution and serve the best interests of its stakeholders.

Administrative Setup:

The institution has an administrative system that is known for its efficiency, effectiveness, and transparency. The duties and responsibilities of the faculty, staff, and administration are well-defined. The Secretary & Correspondent and the Principal are the central figures in this hierarchy. The Secretary & Correspondent possesses the highest level of power and control over all financial matters, whilst the Principal is accountable for the daily functioning and management of the institution. The Principal is supported in these efforts by Departmental Heads, the IQAC Coordinator, and the Office In charge.

Governing Body
The Governing Body of our college consists of representatives from various groups, such as the college's Management, teaching faculty, academic experts, and industrialists. Additionally, it includes a State Government Nominee, a University Nominee, and the Principal of the College, who serves as an Ex-Officio member.

Finance Committee:

The Finance Committee, led by the Principal, is tasked for discussing and making decisions on financial issues. This involves analysing the budget associated with grants received and anticipated from a variety of funding bodies, as well as cash earned from fees and other kinds of revenue obtained from different activities. In addition, the committee examines the audited financial statements related to the institution.

Grievance Redressal Mechanisms:

Many committees exist to settle issues and concerns inside the organisation. These include the Anti-Sexual Harassment Cell, Internal Complaints Committee, Anti-Ragging Cell, and Students' Grievance and Redressal Cell. Complaint boxes and Right to Information Act provide transparency and accessibility to concerns.

Recruitment Procedure:

Our recruiting process adheres to the norms set by the University Grants Commission (UGC) and the Government of Andhra Pradesh. We follow AP Sub-Ordinate employment rules for all our employees. Merit-based appointment and service standards ensure fair and open recruiting at the college. We have committed to adopting and implementing a transparent code of ethics for our whole staff to ensure high standards of professionalism and ethics. The college also maintains structured and documented practices.

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

ANR College's performance assessment approach is constructive, fair, and consistent for teaching and

non-teaching staff. The Principal, Vice-Principal, Heads of Departments (HoDs), and Office Superintendent meet often, watch teaching staff in the classroom, and give non-teaching staff job-specific tasks. Feedback and help are provided via these activities. Faculty are judged on educational effectiveness, research accomplishments, and college community service. Students participate in extensive performance assessments at the end of the academic year. Non-teaching staff are evaluated based on their work tasks and college operations. The management rewards outstanding performance with wage increases and incentives. The College provides several ways to ensure the well-being of its employees, including teaching and non-teaching staff.

- The college allocates 12% of the employees' basic salary to the Employees' Provident Fund (EPF) Organisation, which assists in establishing financial stability for the staff's future.
- Staff members get benefits from the Employee's State Insurance Corporation (ESIC) and a health insurance system, in which 3.25% of their gross pay is set aside to provide health care.
- Gratuity
- The supply of purified cooling water using a Reverse Osmosis (RO) system.
- The campus canteen provides nutritious and sanitary cuisine at reduced prices.
- Sanitary vending machines and incinerators in women's restrooms enhance cleanliness and convenience.
- Providing complete fee waivers to the children of both teaching and non-teaching staff who are enrolled at the college helps the staff in educating their own families.
- Granting exclusive incentives to non-teaching personnel on auspicious events such as Dussehra.
- Providing support for covering registration costs and granting On Duty for academic development programmes.
- The cash rewards for UGC-listed publications acknowledge and compensate for research and academic accomplishments.
- Providing two sets of afrons uniforms to Grade IV non-teaching/domestic staff free of charge.
- Offering gymnasium, athletic, and recreational amenities promotes the physical well-being and relaxation of employees during their free time.
- Non-teaching staff members have the option to get an advance of one month's total income in situations of necessity, without any additional costs or interest.
- Providing monetary support to employees for favourable or unfavourable events
- Offering compensation for employees in the event of unfortunate circumstances occurring within their families.
- Granting employment opportunities to the spouse or family member of non-teaching staff based on compassionate reasons.
- Accidental Group Insurance provides supplementary financial protection to employees.
- Providing medical and maternity leave.
- Post Box Facility, Bank with ATM available in the campus.
- The college management offers a clean loan to all staff members, equivalent to 10 times their gross salary, through the national bank located on campus.

Possibilities for Career Development:

- ANR College is dedicated to fostering the professional advancement and development of its workforce.

- At the start of each academic year, faculty development programmes, training programmes, and workshops are conducted for teaching staff. These activities aim to help them keep informed in

their particular professions and learn new abilities.

- Induction courses for newly hired employees.

- Conduct educational seminars for the teaching staff to enhance their understanding of Intellectual Property rights, patent filing, and publications.
- The College offers funding for research activities and publications to the teaching faculty.

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

6.3.2

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

Response: 62.82

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
57	58	29	43	58

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

6.3.3

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

Response: 76.41

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
49	54	67	77	51

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

ANR College is renowned for its truthfulness and upholds a transparent and responsible financial management system. The Institute adheres to a meticulously designed procedure for securing money and resources to carry out diverse initiatives aimed at enhancing the quality of academics, research, extension activities, infrastructure, student welfare, and staff career development.

Mobilisation of funds:
The College raises finances in accordance with the policies and procedures established by the Management. The finance committee, led by the Principal, oversees the procedure.

The institute obtains the required financial resources for its many activities through the following means:

- Funding provided by the University Grants Commission (UGC) earlier when the college was in Grant-in-Aid scheme, Tuition fee, donations from philanthropists, and other external entities.
- Contributions from the institute's management, stakeholders, non-governmental organisations, individuals, and philanthropists in the form of donations, memorial awards, and endowments are received.
- Alumni contributions to support the institution.
- Revenue gained by leasing college facilities for the purpose of conducting exams for other organisations.

- Sponsorships are sought from both individuals and organisations to provide financial assistance for technical meetings, cultural events, and festivals

Optimum utilisation of funds:

The institute possesses a suitable framework for maximising the use of its available financial resources. The Finance Committee, in collaboration with the Governing Body, makes decisions pertaining to the financial affairs of the institute. Both agencies oversee and promote the appropriate use of given money according to the necessity. The annual budgets are established in accordance with the needs of different Departments and distributed to each Department as needed at regular periods. The accounting office regularly monitors all financial concerns. Simply put, all the funds are used with the goal of improving the academic quality and bolstering the infrastructure of the institute.

In order to achieve high-quality education, sufficient funds are allocated towards

- The implementation of innovative teaching and learning methods, such as the use of ICT tools and college automation software.
- Arranging seminars, conferences, workshops, lecture presentations, training courses, career development programmes, and faculty development programmes.
- Enhancement of infrastructural facilities
- Advancement of research and development initiatives
- Extension initiatives, such as organising free medical camps in the college campus and adopted communities, blood donation camps, and plantation projects, are conducted.
- Improvement of library resources through the acquisition of books, subscriptions to journals, and the development of library infrastructure.
- Implementation of welfare initiatives for both teaching and non-teaching staff.
- Provision distribution at challenging periods like Covid-19 pandemic.

Optimal utilization of resources

The existing physical infrastructure is efficiently utilized outside of regular college hours to facilitate remedial classes, co-curricular activities, extra-curricular activities, and extension activities.
The college infrastructure is used as an examination centre for Government and University examinations.
The library operates outside of college hours to cater to the needs of students, teachers, and alumni.

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

6.4.2

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

Response: 90.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	90.40	0

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The institution regularly performs internal and external financial audits to uphold its reputation and provide stakeholders with confidence in its financial integrity.

Internal financial audits

Internal financial audits serve the principal objective of detecting any financial irregularities, upholding financial accountability, and verifying that the college's financial activities are in line with its strategic objectives. The organisation does monthly internal financial audits. This frequency ensures that financial processes are rigorously monitored. The College established an internal audit committee that is responsible for performing these internal audits. The team operates autonomously and provides direct updates to the College administration.
The internal audits conducted at ANR College encompass a wide range of financial factors, which include, but are not limited to:

- Evaluation of the the institution's budget and financial accounts.
- Analysis of tuition fee collection and distribution.
- Allocation and utilisation of funds for all academic, non-academic, and extracurricular activities.
- Evaluation of adherence to internal financial regulations and processes.

The management is supplied with audit results and suggestions for the purpose of taking suitable action.

External financial audits

External financial audits serve as a means to impartially evaluate the financial well-being of the college and ensure compliance with accounting standards. The audit agency performs yearly external financial audits. The audits are conducted by recognised external auditing organisation of M/s.Suresh and Babu, Chartered Accountants, FRN004254S, Partner: Thotakura Naga Kishore, M.No.:517203, Vijayawada that have expertise in auditing educational institutions.

The management has selected, an external auditing company, to serve as the statutory auditor. The selected company is autonomous and has no previous association with the college to guarantee objectivity.

ANR College's external financial audits involve a thorough assessment of the college's financial statements, TDS transactions, and adherence to Generally Accepted Accounting Principles (GAAP) in every financial year. The audits also encompass an examination of adherence to both national and state financial requirements, such as GST returns.

The audit reports generated by external auditors are sent to several stakeholders, such as the college's accreditation authorities, funders, and government entities, in order to guarantee openness and responsibility.

The external audit team evaluates if the expenditure has been incurred in compliance with the established procedures and systems, as outlined in the standards.

- Are robust internal mechanisms established to monitor expenses and facilitate the approval and payment processes?
- Has the expenditure been incurred within the financial authorities delegated by the institution?
- Has there been diligent record-keeping and secure storage of documents?

Addressing the critical concerns presented by regulatory departments periodically.

The significant discoveries in the audit report have been communicated to the Finance committee. The Finance Committee reviews the audited yearly financial statements and budget forecasts of both consolidated and individual component units. It then presents its recommendations to the Management for approval.

In the event of any significant objection during financial auditing, the audit team promptly corrects any small errors or omissions and implements preventive measures to prevent the recurrence of such problems in the future.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The IQAC, established with a distinct directives, has played a pivotal role in upholding and enhancing the quality of education and institutional procedures.

The institution conducts frequent reviews of all academic activities, including curriculum design and execution, in order to improve the quality of education at the institutional level. The IQAC implements many strategies within the institution to fulfil its Vision and Mission. Below, two of them are described.

1. Mentor- Mentee programme

The IQAC of the college has implemented Mentor-mentee program. The programme aims at connecting faculty (mentors) guide and less experienced students (mentees) to achieve personal and academic development. This method has been implemented with an aim to impart the following among the students with guidance from the mentors

- Skill Development
- Emotional Intelligence
- Career Advancement
- Increased Engagement and Retention
- Diversity and Inclusion

Important outcomes of the mentor-mentee system

- **Personal and Professional Growth:** This includes a boost in self-assurance, a greater understanding of oneself, and the development of important interpersonal skills such as effective communication and collaboration.
- **Organizational Benefits:** Mentees have seen enhanced productivity as they acquired excellent techniques and approaches from their mentors.
- **Academic Success:** Achieving higher marks, gaining a deeper comprehension of the subject matter, and enhancing study habits. Additionally, students acquired enhanced research abilities and increased academic self-assurance.
- **Community Impact:** Mentor-mentee connections have enhanced social capital within communities, cultivating a culture of assistance and cooperation.
- **Enduring Connections:** The mentor-mentee connection extends beyond the official programme, offering long-lasting support and companionship.

Conclusion

Mentor-mentee programme has become indispensable instrument for promoting growth, development, and achievement among students of the institution. This programme has established a well-organized and encouraging atmosphere, enabling individuals to acquire skills, improve in their careers, and develop personally. As a result, both individuals and the institution have had favourable consequences.

2. Use of ICT Tools in Teaching Learning Process:

The IQAC promotes the use of ICT tools in teaching and learning process and offers guidance and assistance in implementing various innovative teaching methods, including flipped classes, online video lectures, Jigsaws, skill-oriented programmes, online quizzes, problem-based learning, student seminars, case studies, and the use of PowerPoint presentations. All departments keep a record of these activities. The faculty effectively supplements the conventional chalk and board approach with the use of LCD and Smart boards to offer lectures.

The faculty at ANR College utilised video conferencing platforms such as Google Meet and Zoom to conduct synchronous online classes. Recordings of these sessions were sent to students who were unable to attend in real-time, ensuring the uninterrupted progress of the syllabus during the COVID-19 pandemic.

The IQAC oversees the subscription and renewal of Digital Library resources, which grant access to academic databases such as DELNET and INFLIBNET.

At the end of each academic year, the IQAC collects stakeholder feedback using Google Forms. Scientific courses at the institution use free Virtual Labs and Simulations to enhance lab experiences. Faculty members attend workshops, training, and professional development courses from the IQAC to improve their ICT skills for teaching.

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

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

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

Response:

The IQAC conducts periodic evaluations of the teaching, learning, and operational techniques, which involve assessing the curriculum, teaching methods, assessment tactics, and other components of the learning process. The purpose of these studies is to identify areas that need improvement. The IQAC monitors the institution's operations to measure its development and ensure a constant enhancement of the quality of education it offers. This practice improves the learning results for students and ensures that they are adequately equipped for their future employment. In general, an efficiently operating Internal Quality Assurance Cell (IQAC) plays a vital role in upholding excellent educational standards and providing significant benefits to its students.

1. Implementation of Creative Pedagogical Techniques to Enhance Teaching-Learning Processes:

To improve the teaching-learning process, IQAC promotes and helps the faculty members to use a number of healthy practices. It ensures that teachers use ICT tools like LCD and Smart boards in teaching learning practices such as online video lectures, online quizzes and using power point presentations to deliver lectures. It also provides orientation to the faculty to implement innovative teaching learning methods such as flipped classes, Jigsaws, skill oriented programmes, problem based learning, case studies and student seminars. Every department keeps careful records of these operations. Apart from their academic programme, students are urged to work on real projects and take part in exhibits to enhance their teamwork, critical thinking skills, and experiential learning.

According to National Education Policy, the college uses an internship-integrated curriculum.

In order to enhance the efficacy of this practice, the institution arranged internships for all students in esteemed organisations, corporations, and industries. This endeavour was made successful by the implementation of the following measures:

- Memorandums of Understanding (MoUs) were created with well-reputed organisations.
- An Intern Programme Coordinator was designated as the Placement Officer.
- Each intern was assigned a mentor to oversee the mentee's growth.

All departments organise invited Guest Lectures with distinguished academicians from renowned universities/organizations to enhance students' understanding. The IQAC formulates a strategic plan to implement these educational techniques at the start of the academic year, and conducts a thorough evaluation at the conclusion of each semester.

2. Feedback from stakeholders:

Feedback gathering from stakeholders is essential for accountability and ongoing development. Students, instructors, alumni, employers, and members of the community are examples of stakeholders. The task of creating and executing feedback gathering systems falls to IQAC.

 The following procedures are used by the institution to guarantee thorough feedback:

1. Gathers input on a variety of topics, including facilities, instruction quality, support services, and general satisfaction, from students, staff, and alumni once a semester. Anonymous feedback is occasionally collected to guarantee open and truthful replies.
2. Asks companies that hire graduates for feedback in order to evaluate the graduates' abilities and level of readiness for the workforce.

By using these procedures, the college is better able to maintain its goal of providing high-quality education.

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

6.5.3

Institution has adopted the following for Quality assurance*:*

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

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The College takes proper care to sensitize all the students on gender equality. Senior women staff, members of the Women Development Centre (WDC), also show the facilities in the college for women students.The separate infrastructural facilities to girl students like separate waiting rooms, rest rooms, special zones in libraries, separate timings in the gymnasium for taking part in the extracurricular activities.

- **Gender Audit**: The institution conducted a thorough gender audit to evaluate the existing level of gender equality inside the institution. This audit encompassed the collection of data about gender ratios among students, teachers, and staff, as well as the examination of policies, procedures, and occurrences pertaining to gender discrimination.
- **Curricular Inclusions**
  - The college has 46.6% (Average of last five years) female students and 36 female faculty members on roll, which makes up 64% of the total faculty Gender-based dissertations.
  - Equal Representations in academic and administrative responsibilities by women in various portfolios including Vice-Principal, HODs (78%), female faculty (64%) IQAC Members (31%), Academic Council (43%), BOS Members (60%), and Facilitators of Committees/ Clubs/ Centers (59%)
  - High Enrolment of girl students among co-educational institutions in and around.
- **Co- Curricular Initiatives**
  - Gender-related concerns are addressed by the Women's Development Center, the Anti-Ragging Cell, and the Grievance Redressal Cell. There are complaint and suggestion boxes available for the female students as well.
  - The Student Induction Programs (both unisex and exclusively for female) include sessions on gender awareness, safety and security measures, Anti sexual harassment, and anti-ragging
  - Workshops, invited presentations, and seminars on human rights, legal rights, cyber security, physical safety, and medical awareness are organized to help improve gender consciousness. Women wings of both NCC and NSS units exist and function well to promote gender parity.
- **Other Activities**
  - Appointing a boy and a girl to serve as class representatives ensures gender equity at the classroom level.
  - Mobile DISHA App, promoted by Andhra Pradesh Police Department installed in all girl student's mobile to ensure safety.

- Exclusive Vehicle Parking for Women

- **Facilities for Women on Campus**
- **Safety Procedures**
    - Surveillance cameras have been installed throughout the campus.
    - Security personnel are on duty to closely monitor entry at gates.
    - Staff and students are required to have identity cards.
    - Registration officials record all visitors to the campus.
    - Separate hostel facilities for boys and girls.
    - A female student counselling cell has been established as a part of Women Development Centre. The Counselling Cell deals with matters concerning the emotional and psychological health of female students.
    - The provision of amenities including common halls, sanitary pad vending machines and incinerators, on-call ambulances, and restrooms has demonstrated special consideration for female students and staff.
- **Other initiatives**
    - Commemoration of significant occasions like International Women's Day, National Girl Child Day, and Women Entrepreneurship Development Programs to support and empower women. The goal of the self-defense program is to help female students become independent.

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

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

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

7.1.3

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

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

Response:

There is an established procedure for the disposal of solid, liquid and hazardous material disposal. The administration and the Management take safety measures for disposing the different wastes from the campus. Solid waste in the college includes both biodegradable and non-biodegradable items.

Solid Waste Management:

Disposal of Solid garbage: Both the Administrative and Academic Buildings are equipped with garbage collecting containers. On campus, any food products that are discarded are disposed off in the composting pits. Universal Print Systems (UPS) did recycling on the paper waste that was generated by the institution. In order to remove the waste from the septic tanks on a regular basis, the skilled professionals who are responsible for the task are called upon.In addition to being collected as distinct garbage, sanitary waste, which is mostly comprised of sanitary napkins, is disposed of by means of inclinators that have been specifically installed for this waste.

Liquid waste management:

The waste water generated by the Reverse Osmosis (RO) facilities is discharged into the campus garden. Prior to being released into pits, the liquid chemical waste produced in labs is subjected to neutralisation. Precipitation and surface water from the campus are directed towards rainwater collection pits and a bundh that has been built near the college's main entrance. This approach helps to increase the water table levels for the bore wells located inside the college premises and the neighbouring communities.

Effluent from toilets and wash basins is sent into drains that eventually link to the drainage system.

e-Waste Management:

IT infrastructure that is maintained on a regular basis by technicians enhances both its functional efficiency and its longevity, which in turn reduces the amount of electronic waste that is produced. Reuse of electronic trash through refurbishment. It is necessary to replace obsolete computers with the most recent configuration. In order to dispose of the electronic trash generated by the college in general and the Computers Department in particular, purchasers of such material are contacted on a regular basis.

Hazardous chemicals and radioactive waste management:

The implementation of functional measures to deal with hazardous waste, including radioactive waste and dangerous chemicals. The use of radioactive materials and hazardous chemicals is strictly prohibited in laboratories by law. In order to safely handle concentrated acids, fume hoods are utilised. Waste glasses are is gathered in a separate location and then disposed.

Waste recycling system:

The college implements successful reduction and reuse measures with the help of the students. The use of plastic items is significantly diminished in order to mitigate the accumulation of plastic trash. Single-use products are avoided and substituted with steel plates and water glasses at all campus locations. Students and staff are urged to recycle the notebooks and single-sided printed sheets. The functional electrical components serve as spare parts for repairs. Leaves and other organic waste materials are gathered into pits to produce nutrient-rich manure. Few departments of college have established Plastic Bottle Gardens on the College campus as a means of recycling old plastic bottles.

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

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds

4.Waste water recycling

5.Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or more of the above

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

7.1.5

Green campus initiatives include

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

Response:

Green campus initiatives include:

1. Automobile access is limited: ANR College always prioritises environmental sustainability. Vehicle usage on campus is strictly prohibited for both staff and students. The automobiles are situated in clearly designated parking zones. Implementing automobile limits effectively mitigated the problem of excessive traffic congestion on campus roadways.

2. Bicycle Usage: The students of ANR College employ bicycles as a means of transportation. It is ecologically sustainable and mitigates pollutants. Students are driven by the advantages of cycling due to its role as a physical activity that offers cardiovascular benefits, enhances muscle strength, and increases general fitness.

3. Ban on Use of Plastic: Our institution firmly enforces a restriction on the use of plastic. Single-use plastic goods such as bottles, carry bags, utensils, straws and cups are fully prohibited. Both staff and students are educated about this ban to raise awareness. Annually, on July 3rd, our college observes International Plastic Bag Free Day, during which students are informed about the detriments of plastic consumption, a significant catalyst of environmental degradation. The National Service Scheme (NSS) units of our institution undertook the task of gathering and disposing of trash plastic bottles, carry bags, cups, and other items in both the college campus and the town of Gudivada. Additionally, they actively educate students and the general public about the negative consequences associated with the use of plastic.

4. Pedestrian Friendly pathways: The College's pedestrian-friendly walkways prioritise the safety of

students, staff, and visitors by offering designated and well-maintained locations for walking. The use of automobiles by the personnel and students on the campus is absolutely prohibited in order to establish a more secure environment for individuals navigating the college. The routes on campus frequently have spacious sidewalks and crosswalks that are equipped with appropriate signage, so enhancing the inclusivity and accessibility of the college campus for all individuals within the college community.

5. Landscaping with trees and plants: Landscaping with trees and plants improves the aesthetic appeal of a college campus, resulting in a more welcoming and aesthetically pleasing setting. The lush foliage and many hues of the plants contribute to the liveliness and serenity of the campus, enhancing its appeal for students, faculty, and guests. ANR College has a picturesque environment adorned with a diverse array of ancient, mature, and young trees, as well as an assortment of herbs, shrubs, and saplings. Trained gardeners take great care to build and maintain green landscape. The lawns and trees offer a shaded and aesthetically pleasing atmosphere. Surrounded by nature, stress levels are diminished and mental well-being is improved. Vegetation, such as trees and plants, has the ability to provide a tranquil and serene environment, which can enhance the mental well-being and equilibrium of students and staff.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

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

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

ANR College works to provide an inclusive, all-encompassing learning environment where disabled students and staff are not discriminated against. The institution assists people with various degrees of impairment to maximise their benefits from its academic and non-academic courses. Teaching and administrative staff, as well as students, must follow the principles.

1. Ramp: The institution has ramp facilities for those who have impairments, which makes it easier for them to reach different sections of the campus. Both the Main Block and the Library Building have ramps and wheel chairs readily available at their respective entrances. These ramps have a lower gradient, which makes it easier and safer for wheelchair users to travel about without difficulty.

2. Toilets that are accessible to people with disabilities: The campus has separate restrooms for people with disabilities. These restrooms have been developed in line with standard criteria to enable persons

who have physical impairments. It is the responsibility of the institute to take further precautions to guarantee that these restrooms are kept in a clean and sanitary state. In order to facilitate simple identification, signboards have been positioned outside of these restrooms. These restrooms are reserved solely for the use of people who have access restrictions.

3. Signboards: Signboards are an essential component in the process of providing assistance to those with disabilities who are present within the institution. A number of signboards and display boards have been strategically placed around the campus in order to direct students and visitors to the many buildings, departments, and services that are available. The freedom of movement is ensured by the presence of sufficient illumination along the walkways. By providing impaired students with the ability to travel the campus without experiencing any uncertainty, these signboards add to the comfort and confidence of these students.

4. Provision for information and inquiries: The college provides a centralised gathering place for all of the many stakeholders to get assistance. For the convenience of Divyangjans, the office includes a specialised counter that handles queries, the payment of tuition fees, transportation, and information regarding various scholarship programmes, among other things. Office assistants at the office are responsible for attending to all of the requirements of Divyangjan as well as those of other guests.

5. Appointment of Scribes: In order to ensure that Divyangjan students were successfully able to take part in the examinations, our institute made the necessary arrangements. Candidates with different abilities (Divyangjan) who are enrolled in our college are permitted to take the examination in accordance with the concessions that are provided. These concessions include the provision of scribes during the examination, additional time to finish the examination, grace marks, and other similar benefits. These concessions are determined by the percentage and nature of the candidate's disability, and they are subject to the norms that are prescribed by the college.

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

7.1.8

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

Response:

The college has been making various endeavours and launching programmes to create an inclusive atmosphere that promotes tolerance and peace among individuals from different cultural, regional, linguistic, communal, socioeconomic, and other diverse backgrounds. The institution has always prioritised raising awareness among students about the cultural, regional, linguistic, communal, and socio-economic diversities of both the state and the nation.

Cultural activities: The college upholds the principle of cultural equality and inclusivity, as seen by the absence of prejudice among students of many castes, religions, and regions. The college faculty and students collectively commemorate regional festivities such as Telugu New Year's Day (Ugadi), Pongal, Dussehra, Holy, Semi-Christamas and Ganesh Chaturthi. The organisation also guarantees that significant occasions such as New Year's Day, Teacher's Day, Women's Day, Yoga Day, Cancer Day, and AIDS Day are commemorated not just for entertainment but also to foster a sense of unity and social cohesion. The observance of Hindi Divas and Telugu Bhasha Dinotsavam, MathruBashaDinotsvam at the campus exemplifies the fostering of language peace. Commemorative days such as Gandhi Jayanthi, Jagjivan Ram Jayanthi, Birth Anniversary of Abdul Kalaam, and Srinivasa Ramanujam are held to foster emotional and religious sentiments among the students and teachers. To cultivate a generation of young individuals who possess a noble mindset and a strong sense of moral responsibility, it is imperative to incorporate lessons on tolerance and peace via the observance of significant national events like as Independence Day, Republic Day, and Voter's Day.

Cultural activities are held on annual days and foundation days, during which students dress in apparel that represents many religions and civilizations. This practice allows students to familiarise themselves with the diverse cultures within our nation and promotes the development of tolerance and harmony towards cultural, regional, and linguistic differences.

Collective economical activities: A strong infrastructure supports a variety of sports, intellectual, and cultural activities. These activities promote student physical development, peace, and collaboration. The institute has held awareness activities in nearby villages, lectured on computer literacy, and promoted health and hygiene as part of its socioeconomic endeavours. Extension courses seek to support student progress in a complete environment. New students are introduced to the college through an induction course. Internal Complaints Committee, Examination, and Anti-Ragging Grievance Redressal Cells are among the institute's grievance redressal cells. These cells solve issues impartially, regardless of ethnicity or culture. The college has separate codes of ethics for faculty and students, independent of cultural, geographical, linguistic, communal, social, or other differences.

The College has updated its curriculum to incorporate subjects pertaining to human rights, peace, tolerance, love, compassion, harmony, the advancement of social values, environmental preservation awareness, and ethics. These projects contribute to the promotion of quality education, the economic empowerment of disadvantaged individuals, and the establishment of social cohesion.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9

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

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

Response:

Raising awareness of the constitution's commitments, values, rights, duties, and responsibilities is essential for instilling civic duty and understanding the legal and ethical framework of a nation among students and staff. The college's attempts to teach students ethics, values, human rights, and social responsibility are noteworthy and contribute to their holistic growth.

The ANRC promotes the development of global citizens and runs a number of initiatives to educate staff and students about their constitutional duties and responsibilities, including values and rights.

Every year, the Student Induction Program (SIP) highlights the importance of constitutional duties, citizen responsibilities, and the responsible role of nation builders.

Considering the Indian Constitution's Preamble: The College uses all major platforms, such as the College Magazine (YUVA KALPANA), the College Calendar, Teaching Dairies, the NCC/NSS/Practical records, notebooks (from the store), and other elements of the Indian Constitution constitute the curriculum in Undergraduate Programs, to spread the principles and fundamental obligations of the constitution.

The Indian Constitution's basic rights and obligations have been integrated into the curriculum.

The college's Value Education program educates students on morality and responsible citizenship, encouraging them to live moral lives that benefit the self, society, country, and all of nature.

Independence Day, Republic Day, Constitution Day and Voters Day are observed to encourage civic engagement and patriotism among staff members and students. In an effort to instill in the students a sense of civic responsibility, the nation observes the birthdays of its leaders. Students took the Swachhata Pledge and took part in the Swachh Bharat Abhiyan cleaning campaign.

Voter Day Pledge is held annually.

Engagement with the local community: Through social extension activities such as village exposure programs, blood donation, rescue-relief operations during floods and COVID; and visits to old-age homes, orphanages, etc., students and staff are made aware of their constitutional rights and civic responsibilities.

By planning discussions, quizzes, seminars, and a pledge to raise awareness among students and staff about the need to work toward an India free of corruption, Vigilance Week and Anti-Corruption Day were commemorated.

In addition to celebrating Girl Child Day, stakeholders are made aware of human dignity through an awareness program called "Say NO to Drugs," "Illegal Trafficking," and "Human Rights."

Programs for gender equity and sexual harassment prevention are designed to raise awareness among staff members and students of the values of justice, liberty, equality, and fraternity.

The college often conducts programmes to educate and raise awareness about Human Rights, Fundamental Rights, Legal Awareness, Traffic Awareness, Civil Safety, Values, and other related topics. Furthermore, the institution has incorporated courses such as Environment education, environment audit, solar energy, Human values, and Professional ethics into the curriculum. These courses aim to provide students with knowledge about environmental legislation, global environmental issues, and to instill ethical principles and respect for human rights.

The staff and students have demonstrated a strong commitment to community development and civic consciousness through their actions, which is indicative of the effectiveness of the awareness programs and sensitization on duties, values, obligations, and responsible citizenship.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)

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:

BEST PRACTICE - I : Earn While You Learn Programs

Title of the Practice: Earn While You Learn Programs

Objectives:

- Financial Independence
- Practical experience
- Enhanced Professional Opportunities
- Develops Valuable Skills
- Self-confidence

Context:

ANR College claims that family financial constraints may diminish students' academic attention, resulting to more dropouts and absences. Either side is responsible for not giving pupils job-ready skills and credentials. The COVID-19 pandemic has hurt middle-class and daily wage workers. The above classes make up most ANR College applicants, with a minor percentage from the upper middle class. The COVID-19 pandemic and suspension of in-person sessions have hurt student attendance, especially marginalized individuals. To address these difficulties, we introduced the Earn While You Learn

(EWYL) initiative in the college to help students and their families pay tuition.

Activities planned:

- Grading
- Data entry
- Library
- Grass cutting
- Plantation etc.

Evidence of Success:

Effective EWYL programmes can result in various favourable consequences:

Decreased Student Debt: By generating income while pursuing their education, students can complete their studies with reduced student loan obligations, providing them with a financial advantage in their future endeavours.

• Enhanced Graduation Rates: The presence of financial stability can assist students in maintaining concentration and mitigating the likelihood of dropping out as a result of financial limitations.

• Enhanced Job happiness: Graduates possessing pertinent work experience frequently secure employment opportunities that align more closely with their aptitudes and passions, resulting in elevated levels of job happiness.

Challenges encountered and Resources required:

1. Time Management: Striking a balance between work and studies can present difficulties. Proficient time management abilities are essential for students to flourish in all domains and prevent exhaustion.
2. Identifying Pertinent Employment: It might be challenging to locate employment that corresponds to the student's area of study and offers excellent educational opportunities.
3. Financial Constraint: Although EWYL programmes are designed to alleviate financial strain, there exists a potential for the neglect of academic pursuits if employment becomes the predominant means of generating revenue.
4. The availability of Earned Work Your Life (EWYL) programmes may exhibit variability contingent upon factors such as geographical location, educational establishment, and industry.

By giving graduates the hands-on experience employers want, EWYL courses may improve worker skills. EWYL courses combine academics with hands-on experience and financial independence, making them effective. To ensure a successful experience, carefully assess the conditions, challenges, and outcomes.

BEST PRACTICE - 2: Faculty Development Programme

Title: Faculty Development Programme

A.N.R. College has been conducting Institutional Level Faculty development program to foster the

faculty's knowledge, skills, and professional competence

Objectives: Faculty preparation and teaching dynamism improve college education. A good teacher helps pupils learn and apply it in society. Thus, enriching the faculty, from freshmen hired this year to senior teachers working for some time, with vitality in key domains of teaching, assessing, research, professionalism, and administration improves educational environment and student performance.

The Context: Every year, recruits replace vacancies. They may be fresh teachers. Annual Faculty Development Programmes are conducted by senior staff to prepare teachers. The institution seek Retired staff and Resource Persons from other colleges to share their expertise with new staff. A schedule is needed for this curriculum. The times may not suit resource persons. The college must compensate resource personnel Travelling Allowance and Honorarium with restricted funds. Despite obstacles, the College has arranged the FDP for over a decade.

The Practice: The FDPs include introduction to teaching, familiarising teachers with the current trends and advancements in their fields, and introducing the new curriculum as part of reforms like CBCS. FDP training helps educators become better teachers. Additionally, some FDP seminars include research, journal articles, and administrative duties. FDPs aim to improve the instructional vitality of academic institutions by reorienting personnel. With many institutions implementing self-financed courses, it is crucial to strengthen the abilities of faculty members hired by management. FDPs organised by institutions are important here. College Level FDP prepares new teachers to instruct and coach future students. Thus, educational institutions must provide necessary FDP for teachers. Faculty are reminded to adopt proper attitudes, follow teaching and learning procedures, and construct appropriate academic interaction structures.

5. Evidence of Success: The FDP participants' feedback is gathered regularly. After training, new teachers who were nervous began instructing confidently. They took notes from the lectures and asked questions. They utilised some or all class resource methods. These FDP-trained instructors exhibit noticeable confidence gains. FDP learning has strengthened the academic atmosphere. These educated instructors use what they learned in FDP courses with appropriate adjustments in their classrooms. The trainer-training goal is attained.

Problems Encountered and Resources Required: The anxiety of the fresh recruitees in the initial days is aproblem. Some of them find it difficult to follow the lectures in English. The timings of the FDP are not veryconvenient say the participating teachers. Inviting the known resource persons from different places andmeeting their Travelling Allowance and Honorarium is an additional financial burden on the College. The smallsize of the FDP batch of teachers is a disincentive to the Resource Persons coming from outside. Some of thenew teachers are uninterested in the training and motivating those takes a lot of time

Outcome: Faculty Development Programme (FDP) improves teachers' abilities and knowledge. An FDP may result in:

Better Teaching: Participants learn new teaching techniques, tools, and tactics. This improves classroom engagement and effectiveness.

Improved Content Knowledge: FDPs may concentrate on particular subjects, helping instructors keep current on research and advances.

Development of Assessment Techniques: FDPs may provide instructors new ways to assess student learning and development.

Increased Collaboration: FDPs allow teachers to network, exchange best practices, and develop learning communities.

Educational requirements Alignment: Many FDPs assist teachers meet national or institutional requirements.

A well-designed FDP may boost teaching and learning significantly.

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:

EMPOWER STUDENTS AS FUTURE LEADERS AND ENTREPRENEURS

The mission of AkkineniNageswara Rao College is to make a contribution to the expansion of knowledge by means of education, research, publication, and the sharing of information. From time to time, the College has been launching new courses that are focused on the requirements of the students in order to make this goal a reality. In addition, in order to provide students with training in 21st Century Skills, the college has been organising courses that make use of the services of college personnel as well as external resource persons in order to assist students in developing their communication skills. In the same vein, there is a strong focus placed on equipping students with leadership characteristics. To this purpose, the National Cadet Corps and National Service Scheme wings of the college have been providing students with training to become global citizens. Additionally, since the college became an independent undergraduate and graduate college, up to 20% of the university's curriculum has been altered to make it more student-focused and to accommodate the requirements of the site.

The institution has taken all the steps to equip students with the skills and mindset to become future leaders and entrepreneurs through various initiatives. The following are few such measures:

1. **Creating an Attitude of Growing Mindset**:

   - Encourage Curiosity and Exploration: The ANRC has established a setting in which inquiries are appreciated, and students are allowed to explore a variety of ideas and ways on their own. A love for learning and problem-solving has been sparked as a result of this, which is vital for future business leaders and venture investors.
   - Interaction between the industry and academia: There are undergraduate and postgraduate courses that require students to have interaction with industry and present a project report: these programmes are available to students. These students have been advised by the College, and the

relevant Memorandum of Understandings (MOUs) have been made with various businesses in order to encourage contact between the academic world and the business world, as well as for the purpose of student training.

- The teachers have been recommending subjects to the students as supplementary content to the mandated curriculum that is being taught to the students in order to foster development of critical thinking among the students and to establish a research mindset in them.

2. **The Acquisition of Necessary Abilities:**

- **Problem-Solving and Critical Thinking:** In order to move beyond memorization and instead force students to confront real-world situations that call for critical analysis and innovative solutions, students are forced to engage in critical thinking and problem-solving activities. They are now more ready to deal with difficult problems that they may encounter in their roles as leaders or entrepreneurs. In addition to this, in order to instill in pupils the ability to think critically and do research, instructors have begun offering subjects to students as supplementary material to the specified curriculum that is being taught to students.
- **Collaborative and Teamwork:** The college has made it possible for students to work together on projects by providing them with opportunity to do so. As a result, they have been able to strengthen their communication skills, their ability to negotiate, and their understanding of the significance of utilising the varied capabilities that exist within a team.
- **Capacity for Effective Communication:** Strong communication skills are essential for both business executives and business owners. As a result of this, the institution has organised events such as debates, group discussions, and presentations to assist students in developing their communication abilities.
- In order to instill the ideas of equality, unity, and justice, appropriate programmes are organised, and invited lectures given by resource individuals are given.
- The National Service Scheme (NSS) team works in the areas that are nearby to raise awareness among students about the responsibilities they have to society and to their fellow humans.

3. **Encouraging Risk-taking and Resilience:**

- **Celebrate Failure as a Learning Opportunity:** In order to change the perception of failure from something that should be avoided to something that is a natural part of the learning process, the administration of ANRC encourages students to take calculated risks and learn from setbacks, which helps them build resilience.
- The college, which is located in an agricultural setting, is aware of the context in which its students come from and has been making efforts to assist them in becoming established in their lives.
- There have also been a number of campus recruiting efforts that have been carried out in order to assist students in finding employment as soon as they have finished their studies.

4. **Providing Practical Experience:**

- **Project-Based Learning:** The incorporation of projects into undergraduate and graduate programmes has made it easier for students to apply their knowledge to the solution of issues that are encountered in the real world. The development of a business strategy, the capacity to

organise a college event, and the creation of a social impact campaign are all outcomes that have resulted from this.

- **Participation in Mentorship and Internship Programmes:** Internships and mentorships are two concepts that have been created in order to facilitate the connection between students and professionals. The real-world knowledge and advice from seasoned business executives and entrepreneurs that this has offered has been really beneficial.

5. Inspiring Creativity and Innovation:

- Entrepreneurship Programmes: The college has implemented a number of programmes, including classes, events, seminars, and conferences, through the Entrepreneurship creation Cell (EDC), in order to educate students on many aspects of business, including product creation, marketing, and business principles. Their spirit of entrepreneurship has been stoked as a result of this, and they have acquired the skills necessary to transform their ideas into reality.

- The members of EDC share the experiences of young businesspeople and leaders who have achieved success, which provides them with exposure to innovation and role models.

By implementationof these measures, college has empowered students to become resourceful, adaptable, leaders and entrepreneurs.

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

5. CONCLUSION

Additional Information :

A small number of 110 students and 20 faculty members were enrolled when the institution first opened its doors for educating the students of neighbouring villages in the year 1950 among the first 10 colleges affiliated to Andhra University. Over the course of its existence, it has seen substantial expansion, and at the current time, we are pleased to educate a student body consisting of around 1200 students, with the assistance of a committed staff of 60 educators. The admissions procedure for our different programmes is conducted in accordance with the Online Admissions Module for Degree Colleges (OAMDC) at UG level and APPGCET & APICET at PG level, which is in accordance with the guidelines of the Government of Andhra Pradesh. Our institution is affiliated with Krishna University, Machilipatnam and recognised by AICTE. We are dedicated to ensure that students from all categories, such as SC, ST, OBC, Minorities, and students with varying strengths and abilities, get the reservations that they are entitled to.

We often arrange Workshops/ Seminars/ Conferences/Guest Lectures to actively involve our students, fostering their scientific interest and social conscience. Additionally, our students have obtained online credentials via the Swayam (MOOCS) Platform. We have formed vital connections with industry and institutions to improve our educational programmes, provide internships and practical training opportunities for students, enable faculty exchanges, and build partnerships for outreach initiatives and student placements.

Being a socially conscious organisation, we often visit elderly homes and orphanages and provide needy youngsters in rural areas access to primary education. Our students get a strong feeling of social responsibility and dedication from these activities. Awards have been given to our college in recognition of our excellent extension efforts and contributions to community development.

Our Student Council is an essential component in the process of planning and carrying out a wide range of sports and cultural events that take place inside the institution.

Concluding Remarks :

Within the region of the Krishna District, ANR College is a remarkable and large educational establishment that provides an education that is unmatched by other educational institutions. The autonomy of our institution has enabled us to consistently introduce innovative programmes and courses that are in accordance with the changing requirements of society.

We really appreciate all of our stakeholders' opinions and thoughts because they help us grasp the intricacies of the actual world. By setting criteria for programme planning, curriculum design, and syllabus revision based on these observations, we are able to provide a wide variety of courses and demonstrate a methodical approach to curriculum restructuring. This demonstrates our steadfast dedication to achieving the goals and missions of our institution.

At ANR College, we proactively plan many training and capacity development programmes and place a high priority on teacher quality. Since the previous accreditation cycle, we have emphasised the importance of research activities and achieved significant progress in this regard. Our outreach and extension initiatives, which are still very much a part of our institution's character, are our strong points.

The library is essential in the support of all academic programmes and research-related activities. We utilise the most recent technology to guarantee the efficient operation of all of our divisions and the quality of our programmes. The IQAC has expanded its scope to include all facets of our college's operations, thereby ensuring that the highest standards are maintained.

Efforts of the Placement and Guidance Cell give the opportunity to our students to get training that will increase their employability potential. We recognise the significance of sports and games as fundamental elements of holistic education, we are actively providing opportunities in this aspect of education.

In spite of the fact that it is entering its 74th year, the institution has not wavered from its objective to provide young minds with the tools necessary to meet the complex problems that are present in both personal and professional life. The implementation of the NEP is propelled ahead by our unyielding commitment to achieving the highest possible standards and our forward momentum.

The College is running towards its Platinum Jubilee year.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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.** Answer before DVV Verification : Answer After DVV Verification :45 Remark : DVV has removed repetitive course
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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes basis the supporting shared by HEI
3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.3.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification : 25 Answer after DVV Verification: 16 Remark : DVV has made the changes basis the supporting shared by HEI
3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years** 3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years** Answer before DVV Verification : 50 Answer after DVV Verification: 3 Remark : DVV has made the changes basis the supporting shared by HEI
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 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.** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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46	25	11	11	05 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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36	16	5	5	04	 Remark : DVV has made the necessary changes basis the supporting shared by HEI
5.3.1	**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years** 5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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33	15	6	23	15 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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18	15	17	23	15	 Remark : DVV has made the changes basis the supporting shared by HEI

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations