



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

Sir C R Reddy College

- Name of the Head of the institution

Dr. K A Ramaraju

- Designation

Principal

- Does the institution function from its own campus?

Yes

- Phone No. of the Principal

08812231767

- Alternate phone No.

7702253729

- Mobile No. (Principal)

7702253729

- Registered e-mail ID (Principal)

principal_sircrrcollege@yahoo.com

- Address

NR Peta Near New Bus Stand

- City/Town

Eluru

- State/UT

Andhra Pradesh

- Pin Code

534007

2.Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy)

- Type of Institution

Co-education

- Location

Rural

- Financial Status **Self-financing**
- Name of the IQAC Co-ordinator/Director **Dr. G Ramu**
- Phone No. **9441159874**
- Mobile No: **9441159874**
- IQAC e-mail ID **iqacsircrr@gmail.com**

3. Website address (Web link of the AQAR (Previous Academic Year))

<https://www.sircrreddycollege.ac.in/page.php?type=iqac&id=aqars>

4. Was the Academic Calendar prepared for that year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://www.sircrreddycollege.ac.in/page.php?type=iqac&id=aqars>

5. Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|----------|--------------|-----------------------|-------------------|-------------------|
| Cycle 1 | A | 85.80 | 2005 | 28/02/2005 | 27/02/2010 |
| Cycle 2 | A | 3.13 | 2011 | 27/03/2011 | 26/03/2016 |
| Cycle 3 | A | 3.21 | 2017 | 27/03/2017 | 26/03/2022 |
| Cycle 4 | A | 3.16 | 2022 | 28/06/2022 | 27/06/2027 |

6. Date of Establishment of IQAC

01/11/2004

7. Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount |
|--|------------|----------------|-----------------------------|------------|
| NIL | NIL | NIL | Nil | NIL |

8. Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI [View File](#)

9.No. of IQAC meetings held during the year 4

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? **Yes**
- If No, please upload the minutes of the meeting(s) and Action Taken Report No File Uploaded

10.Did IQAC receive funding from any funding agency to support its activities during the year? No

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Faculty Development program (FDP) on Advanced Trends in Teaching and Learning Organized by Internal Quality Assurance Cell (IQAC), Sir C R Reddy College - Autonomous, Eluru 10th - 14th August 2023

Conducting Annual Academic and Administrative Audit by the constituting both internal and external audit committees. Collecting Feedback from Students, Alumni, Faculty and Parents. Analyzed the feedback and suggestions are given to respective departments if the feedback is not satisfactory.

Organizing invited talks / guest lectures / awareness talks on environmental issues, science and technology, health, commerce and management. Organizing career guidance program, placement drives and awareness programs and state and central govt. Celebrations of National and International Days in association with NCC, NSS, WEC, CIIE and Departments of various disciplines competitive examinations

organizing induction program for freshers students regarding campus discipline, anti - ragging, academic strength, infrastructure facilities for teaching and learning

IQAC took initiative to have functional MoUs and collaborations with reputed academic institutions / industries / NGOs and organizing activities with them for the benefit of student community.

12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

| Plan of Action | Achievements/Outcomes |
|--|-----------------------|
| To implement the recommendation in NEP-2020 in UG & PG Curriculum. | Implemented |
| To encourage the students / faculty to do research projects by utilizing seed money funded by management. | Implemented |
| To update facilities in Research and Development Cell, motivation of faculty to pursue Ph.D., to undertake more research projects and mobilization of funds through Research projects. | Implemented |
| To integrate College-Industry Interface in teaching-learning / research / placement and collaboration with reputed institutes. | Implemented |

13. Was the AQAR placed before the statutory body? No

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|----------------------------|--------------------|
| Nil | Nil |

14. Was the institutional data submitted to AISHE ? Yes

- Year

Part A**Data of the Institution**

| | |
|--|-----------------------------------|
| 1.Name of the Institution | Sir C R Reddy College |
| • Name of the Head of the institution | Dr. K A Ramaraju |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone No. of the Principal | 08812231767 |
| • Alternate phone No. | 7702253729 |
| • Mobile No. (Principal) | 7702253729 |
| • Registered e-mail ID (Principal) | principal_sircrrcollege@yahoo.com |
| • Address | NR Peta Near New Bus Stand |
| • City/Town | Eluru |
| • State/UT | Andhra Pradesh |
| • Pin Code | 534007 |
| 2.Institutional status | |
| • Autonomous Status (Provide the date of conferment of Autonomy) | |
| • Type of Institution | Co-education |
| • Location | Rural |
| • Financial Status | Self-financing |
| • Name of the IQAC Co-ordinator/Director | Dr. G Ramu |

| | | | | | |
|--|---|----------------|-----------------------------|---------------|-------------|
| • Phone No. | 9441159874 | | | | |
| • Mobile No: | 9441159874 | | | | |
| • IQAC e-mail ID | iqacsircrr@gmail.com | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | https://www.sircrreddycollege.ac.in/page.php?type=iqac&id=aqars | | | | |
| 4.Was the Academic Calendar prepared for that year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://www.sircrreddycollege.ac.in/page.php?type=iqac&id=aqars | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | A | 85.80 | 2005 | 28/02/2005 | 27/02/2010 |
| Cycle 2 | A | 3.13 | 2011 | 27/03/2011 | 26/03/2016 |
| Cycle 3 | A | 3.21 | 2017 | 27/03/2017 | 26/03/2022 |
| Cycle 4 | A | 3.16 | 2022 | 28/06/2022 | 27/06/2027 |
| 6.Date of Establishment of IQAC | | | 01/11/2004 | | |
| 7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)? | | | | | |
| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount | |
| NIL | NIL | NIL | Nil | NIL | |
| 8.Provide details regarding the composition of the IQAC: | | | | | |
| • Upload the latest notification regarding the composition of the IQAC by the HEI | | | View File | | |

| | | |
|---|------------------|--|
| 9.No. of IQAC meetings held during the year | 4 | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| 10.Did IQAC receive funding from any funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| Faculty Development program (FDP) on Advanced Trends in Teaching and Learning Organized by Internal Quality Assurance Cell (IQAC), Sir C R Reddy College - Autonomous, Eluru 10th - 14th August 2023 | | |
| Conducting Annual Academic and Administrative Audit by the constituting both internal and external audit committees. Collecting Feedback from Students, Alumni, Faculty and Parents. Analyzed the feedback and suggestions are given to respective departments if the feedback is not satisfactory. | | |
| Organizing invited talks / guest lectures / awareness talks on environmental issues, science and technology, health, commerce and management. Organizing career guidance program, placement drives and awareness programs and state and central govt. Celebrations of National and International Days in association with NCC, NSS, WEC, CIIE and Departments of various disciplines competitive examinations | | |
| organizing induction program for freshers students regarding campus discipline, anti - ragging, academic strength, infrastructure facilities for teaching and learning | | |
| IQAC took initiative to have functional MoUs and collaborations with reputed academic institutions / industries / NGOs and organizing activities with them for the benefit of student community. | | |
| 12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year: | | |

| | |
|--|-----------------------|
| Plan of Action | Achievements/Outcomes |
| To implement the recommendation in NEP-2020 in UG & PG Curriculum. | Implemented |
| To encourage the students / faculty to do research projects by utilizing seed money funded by management. | Implemented |
| To update facilities in Research and Development Cell, motivation of faculty to pursue Ph.D., to undertake more research projects and mobilization of funds through Research projects. | Implemented |
| To integrate College-Industry Interface in teaching-learning / research / placement and collaboration with reputed institutes. | Implemented |
| 13. Was the AQAR placed before the statutory body? | No |
| <ul style="list-style-type: none"> Name of the statutory body | |
| Name of the statutory body | Date of meeting(s) |
| Nil | Nil |
| 14. Was the institutional data submitted to AISHE ? | Yes |
| <ul style="list-style-type: none"> Year | |
| Year | Date of Submission |
| 2025 | 20/01/2025 |
| 15. Multidisciplinary / interdisciplinary | |

The key pillar of NEP-2020 is "Liberal" (holistic and multidisciplinary) education, which sensitizes students to the fundamentally interconnected nature of all human knowledge and enquiry. "Liberal Education can unlock all inherent capacities of human beings intellectual, aesthetic, social, physical, emotional and moral - in an integrated manner". Multidisciplinary education help the students to develop well rounded individuals that possess critical 21st century capacities in various fields, including arts, Science, Humanities, Languages, Social Sciences, Professional, Technical and Vocational. Ethics of social engagement, communication, discussion, debate, and rigorous specialization will also fall under holistic education. Sir C R Reddy College has all multi disciplinary programmes in arts, humanities, science, commerce, profession technical and vocational. Further the curriculum transactions of these programmes lay emphasis on debate, group discussions roleplays, surveys, exposure to communities to acquire social, intellectual, emotional and moral capacities in realistic environment of adopted villages as extension activities. However, it being an autonomous college, and has liberty to introduce the said programmes, necessary discussion have taken place and resolved to introduce some of the courses like, Mathematics, Commerce and Economics (MEC), professional programmes like BBA, and 4-year Degree courses (UG & PG) and integrated B.Ed with undergraduate programmes are planned in near future to fulfill the envisioned recommendations of NEP 2020.

16. Academic bank of credits (ABC):

This autonomous institution is on the way of registering the institution at the outset indigi locker followed by registration of students (outgoing) in the concerned Head login of NAD website. Further, the regulatory body APSCHE and affiliating university have not given instructions to the colleges to register in NAD website. However we will be doing it being an autonomous college. As soon as the semester end exams are completed and before starting the penultimate semester academic session, the registration process would be completed and made use of the benefits of NAD duly giving awareness and wide publicity among all students about this important initiative.

17. Skill development:

Emulating, the skill based curriculum, the institution has a revived approach towards running vocational courses which are being offered by 7 Depts. of the college. The UGC sponsored undergraduate vocational courses are pivotal in producing skilled

graduates intune with industrial revolution 4.0. The introduced B - Vocational programmes enabled the aspiring youth to find employment opportunities in local areas, and a potential Job-given through the set of vocational, employable and entrepreneurial skill imparted to them at different stages of education and training. The courses are: 1. B.Voc. (Internet of Things) 2. B.Voc. (Data Analytics) 3. B.Voc. (Logistics Management) 4. B.Voc. (Retail Management & Information Technology) 5. B.Voc. (Electronic Equipment repair & Maintenance) 6. B.Voc. (Remote sensing & Geographical Information system) 7. B.Voc. (Food Processing and Quality Management) Further Sir C R Reddy college has been undertaking skill based, short term, value based courses as additional curriculum, to enhance their skill and knowledge for better employment or entrepreneurial activity. The courses like Embroidery, Artificial Bangles making, Auditing procedures, Electronic & Electrical Repair, Journalism Horticultural practices etc. The college has started Capacity / Competency Building Centre (CBC) whose prime aim is to cultivate "21st Century Skills" among students including critical thinking, creative thinking, problem solving and digital literacy etc. and has been functioning well with AP state Skill Development Centre, & MoU's with APITA, and other competencies / industries that impart employability skills, interval skills and other skills that enhances that students towards higher cognitive levels to achieve the vision of the institution. Thus the institution has been striving to lay the foundations for a sustainable skill development ecosystem to reap the desired outcomes from the students of the institution.

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

The students of Humanities, at present learning knowledge from ancient India and modern India. Indian knowledge systems include tribal knowledge and indigenous traditional ways of learning covered and included as Vedic mathematics, Yoga & Meditation as co-curricular practices and offered as life skill course (Short term) with certification. Ethno botany as an elective course is also offered by the Dept. of Botany. Further organic farming and natural farming is also planned through the AP Govt. organization - APITA shortly. With regard to promotion of Indian languages, arts and culture, the Dept. of History has been offering 'Tourism Studies' as value added and certificate course through which preservation and promotion of India's cultural wealth is learnt. A 'Cultural Centre' is established with an aim of developing a strong sense and knowledge of their

own cultural history, arts, languages and traditions, through which the students can build a positive cultural identity and self-esteem. It being an autonomous college, in order to fulfill the theme of integrating Indian knowledge systems, the following steps will be initiated during BOS meetings of Depts./ Subjects concerned.

- Improving language teaching to be more experiential and to focus on the ability to converse and interact in the language and not just on literature, vocabulary and grammar of the language.
- Introducing music, arts, and crafts related short-term courses for selected students in the form of Add on course / certificate courses.
- Research Projects / Field Projects on the study of History, Scientific contributions, traditions, indigenous literature and knowledge etc. as a part of augmenting their knowledge about the selected tourist destinations in and around the District.
- Inclusion of modules in the 'Tourism Studies' certificate course, on museums, Art galleries and heritage sites, galleries etc. to develop them into virtual museum / e-museums, to gain employability.
- Teaching Sanskrit in interesting and innovative ways and connected to other contemporary and relevant subjects like Maths, Astronomy, Philosophy, Linguistics, Dramatics, Yoga etc.

While maintaining autonomy, the faculty and students will be trained as a part of robust and rigorous multidisciplinary programmes.

19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):

The college has already done in this direction. Curriculum for all UG and PG programmes for the students admitted in the academic year 2020-21 has been revised in line with NEP-2020 by incorporating modules of Communication Skills, Life Skills, Professional Skills, Indian Culture and values in UG programmes, as foundation courses - compulsory for all UG programmes and benchmarking the same with learning outcome based curriculum framework (LOCF) of UGC. Outcome Based Education (OBE) / Competencies Based Curriculum (CBC) have been framed with CBCS, virtual labs, have been adopted in most of the curriculum leading to online performance of lab experiments during the pandemic period. Evaluation and Assessment / Examination system has been totally revised for pragmatic assessment incorporating questions from question bank prepared during online mid-term examinations case studies, critical thinking and problem solving related to real-time applications, creativity and the Question Papers of end-semester examinations are redesigned in line with Bloom's Taxonomy levels. A blueprint of Question papers is also designed accordingly in all most all subjects of UG &

PG.State of the art innovation and incubation center, entrepreneurship has been established to support the students for their entrepreneurial instincts by nurturing their ideas through Boot camps training them for various aspects of entrepreneurship and providing the seed capital and initial infrastructural support till they cross prototyping stage. A strong Academia industry interface has been developed for training and placement of students APSSDC as knowledge partners offering industry developed courses in the curriculum to ensure high quality placement. Industry internships have been made integral part of the curriculum apart from field projects filled visits, summery etc. to enhance participative and experiential learning in real life situations and to intensity bond with local and other related communities while doing the project works.

20.Distance education/online education:

It is true that online education and opened and Distance Learning (ODL) after some key changes, can play an important role in enhancement of total GER in Higher Education. Despite of the fact that the affiliating colleges are not permitted to offer either ODL courses or online courses as well as per the guidelines of regulatory bodies of the State Govt. Alternatively CR Reddy college has been under taking / Coordinating the ODL courses of BR Ambedkar Open University, IGNOU, and Andhra University on Distance mode. The contact hours and practical sessions in case of science courses, are being taken up by the faculty of the college as per the Academic Schedule of respective universities. Hence except issuing Degree certificate, all other processes from Admission, Academics, Study material distribution, conduct of examinations etc. are being taken up by the college. Further, in case of offering online courses, the regulatory authorities of the state has not permitted the affiliated college including autonomous college due to lack of clarity from higher authorities like state Higher Education council etc. However, the institution is ready to take up both ODL courses and online education for which, a well established 'Media Center' for e-content

Extended Profile

1.Programme

1.1

29

Number of programmes offered during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.Student

2.1 2603

Total number of students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional data in Prescribed format | View File |

2.2 706

Number of outgoing / final year students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.3 2422

Number of students who appeared for the examinations conducted by the institution during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3.Academic

3.1 627

Number of courses in all programmes during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3.2 129

Number of full-time teachers during the year:

| Extended Profile | |
|---|---------------------------|
| 1.Programme | |
| 1.1 Number of programmes offered during the year: | 29 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 2.Student | |
| 2.1 Total number of students during the year: | 2603 |
| File Description | Documents |
| Institutional data in Prescribed format | View File |
| 2.2 Number of outgoing / final year students during the year: | 706 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 2.3 Number of students who appeared for the examinations conducted by the institution during the year: | 2422 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.Academic | |
| 3.1 Number of courses in all programmes during the year: | 627 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |

| | |
|--|---------------------------|
| 3.2 | 129 |
| Number of full-time teachers during the year: | |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.3 | 129 |
| Number of sanctioned posts for the year: | |
| 4.Institution | |
| 4.1 | 786 |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |
| 4.2 | 102 |
| Total number of Classrooms and Seminar halls | |
| 4.3 | 498 |
| Total number of computers on campus for academic purposes | |
| 4.4 | 186 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

- Sir C.R.Reddy College has been offering Nine PG and Twenty one UG, Total 30programmes. The curriculum is designed to provide a holistic and comprehensive education for several students of the catchment area, basing on the guidelines proposed by the UGC, Adikavinannaya University and APSCHE.
- The college adhere to the practice of spelling out

learning outcomes for each programme. The Curriculum is revised in BoS that have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes and implemented in the institution. The college followed general course out comes & specific learning out comes based on blooms taxonomy. POs, PSOs & COs are prepared for knowledge acquaint and skill development of the learners and uploaded in the HEI web site.

- The college is integrated extension programmes in five adopted village for rural enrichment through student and community action and participation for environmental sustainability to the curriculum.

Identification of extent of compliance of the curriculum for attaining POs and PSOs are done by obtaining feedback from alumni/ industry (through IQAC Cell) outgoing students/ direct and indirect assessment. All these have been placed before Board of Studies for deliberation and eventually for approval of Academic Council and in G.B. The curriculum also provides educational experiences through Special lectures, student centric programmes, student seminars, field trips, field projects internships which enhance the learning competencies of students.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload additional information, if any | View File |
| Link for additional information | Nil |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

30

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | View File |
| Details of syllabus revision during the year | View File |
| Any additional information | View File |

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year**629**

| File Description | Documents |
|---|---------------------------|
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | View File |
| Any additional information | View File |

1.2 - Academic Flexibility**1.2.1 - Number of new courses introduced across all programmes offered during the year****150**

| File Description | Documents |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System**30**

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| List of Add on /Certificate programs (Data Template) | View File |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The courses on Value Education, Human Values and Professional Ethics and Environmental Studies are incorporated in the curriculum of all UG programmes as Part-II foundation courses as compulsory subject for all UG programmes and delivered using the spectra of activities in addition to the conventional domain ones. Numbers of programs are conducted for women and girl students such as organization of folk dance competition, hemoglobin check up camps. The committees for Woman Empowerment Cell and Internal Complaint Committee organize programs on Women Empowerment, Laws for Women, Women's Day, Major gender issues are focused and addressed through the activities like Save girl child campaign, Essay and poster exhibitions, wall paper presentations, etc. Value Education becomes important so that it enables the students to interact with our fellow human beings with genuine understanding empathetic attitude and fair tolerance. Students are encouraged to have lively discussions and debates on values that learnt in class room so that the objective of inculcating them in the curriculum is fulfilled.

Learning Outcomes-based Curriculum Framework (LOCF) methodology traits like cross cutting competencies such as have been integrated by the institution. Both graduation & Post graduate students are involved in addition to domain specific proficiencies.

1. Effective communication
2. Critical & creative thinking
3. Sustainable development
4. Social justice
5. Effective problem solving
6. Analytical reasoning
7. Research related skills cooperation
8. Cooperation & Life skills programmes
9. Scientific reasoning
10. Reflective thinking
11. Computer literacy
12. Self directed learning
13. Multicultural competence
14. Moral & ethical awareness
15. Leadership Qualities
16. Lifelong learning

| File Description | Documents |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | View File |

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

11

| File Description | Documents |
|--|---------------------------|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | View File |
| Any additional information | View File |

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

365

| File Description | Documents |
|----------------------------|---------------------------|
| List of students enrolled | View File |
| Any additional information | View File |

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

1941

| File Description | Documents |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | View File |
| Any additional information | View File |

1.4 - Feedback System

| | |
|---|------------------------------|
| 1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni | A. All 4 of the above |
|---|------------------------------|

| File Description | Documents |
|---|---|
| Provide the URL for stakeholders' feedback report | https://www.sircrreddycollege.ac.in/igfeedback |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | View File |
| Any additional information | View File |

| | |
|---|---|
| 1.4.2 - The feedback system of the Institution comprises the following | A. Feedback collected, analysed and action taken made available on the website |
|---|---|

| File Description | Documents |
|---|---|
| Provide URL for stakeholders' feedback report | https://www.sircrreddycollege.ac.in/igfeedback |
| Any additional information | View File |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

1074

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

656

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Assessing students' learning levels and organizing special programs for both slow and advanced learners is a proactive approach to cater to diverse educational needs. It ensures that every student receives appropriate support and challenges according to their pace and capabilities. This approach helps in fostering a more inclusive and effective learning environment where all students can thrive and reach their full potential. It's a great way to promote personalized learning and ensure that no student is left behind.

Slow learners:

1. By providing extra T-L methods for basic understanding of the subject.
2. Remedial classes conducted at zero hours
3. Repeated unit tests.
4. Extra classes in vernacular language
5. Assignments
6. Supervised group work and peer coaching by advanced learners is organized.

Advanced Learners: are made the leaders of the SQCS (Student Quality Circles) where they are encouraged to take up leadership training activities in students council and skill enrolment activities, entrepreneurship activities to expose them to exhibit their creativity and critical thinking skills. There are suggested by:

1. Challenging & creative assignments allotment.
2. Participation in Research activities carried out with seed money provided by the management for selected PG students.
3. Project works under the supervision of faculty.
4. Internship with industries / organizations / Corporate

offices.

5. Student exchange programmes & display of leadership roles in co-curricular & extracurricular activities.
6. Add on courses offered by the depts.
7. To carry out community orientations / Programmes in adopted villages and earn extra credits etc.,

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 01/06/2023 | 2603 | 123 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

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 experiences:

Student-centric methods like experiential learning, participative learning, and problem-solving methodologies significantly enhance the learning experience by focusing on active engagement and critical thinking. These methods have been practiced and reinforced with new ways of learning like core electives, life skill courses, self-paced learning and integrated / embedded partial online courses. Subjects at different levels and they embellish student - centric methods some of them are:

1. Experiential learning

1. Laboratory sessions
2. Poster presentations
3. Simulation laboratory established to promote creativity & critical thinking
4. Drama, fests and role plays in language classes

5. Out reach programme in relevant subjects
6. Embedded internship programme
7. Field and industry visits
8. Field projects & students project, contributes on-site learning
9. Model Making / Chart preparations
10. Organization skills through Inter Departmental & inter collegiate events.
11. Extension activities help students to get first hand information of the socio-economic conditions of the adopted villages as door-to-door surveys are carried out.

2. Participate learning:

1. Training by corporate farms / entities and recruiters
2. Moocs - NPTEL courses
3. Mock interviews
4. Expert lectures and workshops
5. Hands on training programme
6. Presentations and guided seminars
7. Need based industrial visits
8. Group discussions & panel discussions
9. Webinars & Peer Teaching provide ample scope for participative learning
10. Puzzles, Debate, Quiz etc.
11. Wall Magazine

3. Problem Solving Methods:

1. Case studies
2. Soft skill programme
3. Developing Models in simulation lab
4. Project - based learning (QR code, small softwares creation of sensor based devices)
5. Start-up programme in CIIE, EDC
6. Data mining
7. CRT & Competitive exams coaching classes

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Link for additional Information | Nil |

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and

learning

Using ICT-enabled tools and online resources for teaching and learning greatly enhances the educational experience by integrating technology into the classroom. These tools provide a range of benefits. Teachers can leverage online resources like videos, articles, and databases, offering students a vast array of learning materials beyond traditional textbooks. ICT tools, such as interactive whiteboards, educational apps, and simulation software, create dynamic learning environments that engage students more actively. With online platforms, teachers can tailor lessons to meet the specific needs of individual students, whether they are advanced learners or need additional support. ICT tools also foster collaboration through platforms like online discussion forums, collaborative documents, and video conferencing. Online resources break down geographical barriers, allowing students to engage with global content, experts, and peers. Incorporating ICT into education helps make learning more flexible, engaging, and accessible, better preparing students for a digital, interconnected world.

A few of the activities organized by the institution are

Power Point Presentations by Faculty.

Seminars & Conference are digitally organized.

Online Quiz for students.

Video Conferencing with Dellegates through virtual class methods.

Recording of videos lectures in Media center

Online competitions like Project Presentations, Business Quiz, Debates, paper presentation etc., are being organized

Workshops:- Teachers use various ICT tools for conducting workshops on latest methods like SPSS, programinal languages, simulations etc.

Virtual Labs:- Are used to conduct laboratory exercise through simulations.

Visualizers:- To Project text book images, slides, documents etc. easily on LCD screen.

| File Description | Documents |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | https://www.sircrreddycollege.ac.in/academicict |
| Upload any additional information | View File |

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

89

| File Description | Documents |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | View File |
| Circulars with regard to assigning mentors to mentees | View File |

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Preparation and adherence to an academic calendar and teaching plans are essential for ensuring a structured, efficient, and smooth learning process within an institution. These plans are often aligned with institutional goals and the expected learning outcomes. Having an academic calendar and detailed teaching plans available to students and parents promotes transparency and fosters effective communication. Adherence to the academic calendar and teaching plans helps in managing the time effectively for both students and faculty

a) Academic calendar:

The calendar comprises of T-L-E schedules, examinations (CIA, SEE) tentative dates, list of Holidays, celebration of important events etc. The hardcopies of the academic calendar along with the Hand book are issued to all the students, staff, office, management etc., and the soft copy is uploaded on the college website. The same will be placed in Academic council for approval, for changes / suggestions if any will also be communicated to all stakeholders along with MoM of AC. While preparing the academic calendar, the norms of affiliating

University, APSCHE and the UGC notifications will also be kept in view before finalizing the draft of the academic calendar.

b) Teaching Plan: Every member of faculty prepares an advance T-L plan comprising a brief symopsis of the topic, pedagogy, participating student centric activities for effective teaching. Then also maintain teaching dairy - hour wise completed activities. These academic records of the faculty are examined by the faculty in charge of the depts., and submit to the Principal / Dean Academic / IQAC for further verification and suggestions.

| File Description | Documents |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

123

| File Description | Documents |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | View File |
| Any additional information | View File |

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

10

| File Description | Documents |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | View File |

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

1174

| File Description | Documents |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

32

| File Description | Documents |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | View File |

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

251

| File Description | Documents |
|---|---------------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | No File Uploaded |

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

IT integration and reforms in examination procedures, including Continuous Internal Assessment (CIA), significantly enhance the efficiency, transparency, and fairness of the assessment process. This includes the examination process like course registration, attendance, CIA semester endexaminations, fee payment, examination application form, exam time table, seatingarrangement, online exam, issue of hall tickets, declaration of results are automated. This method of automation helps the students to save time and use latest technology. IT integration allows for more accessible assessments for students with disabilities, such as audio-based exams, screen readers, or adjustable exam timings. This ensures that all students are given equal opportunities to demonstrate their capabilities.

Exemption for Divyangjan: Have access to know the details Divyangjans. They are exemptedfrom payments of examination fee and their eligibility pass marks is reduced by 10%. Flying Squad: From 2018-19 the flying squad visit is introduced during both internal exams and semesterend to monitor the conduct of exams, fairness, and to maintain in peaceful atmosphere in thecampus. Instant examination was introduced from 2016-17. They are conducted immediately within aweek after the declaration of results for finalyear students with a max of two backlogsin any semester. This provides students to pay full attention to the current yearsubjects and increase the % of pass in the subject. The results and marks are available in the website of the college.The internal assessment components (CIA) is enhanced from 25% to 40% from 2020-21academic year as per Academic Council resolution.These reforms contribute to an overall better learning experience for students.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.sircrreddycollege.ac.in/examcoe |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

Sir C R Reddy College adopted Outcome Based Education (OBE) from 2020-21 to further improve its Quality of education. A clear roadmap is placed at Sir C.R.Reddy College with regard to OBE. Through OBE the college makes explicit the requirements, expectations and takeaway of each programme and course. The Course Outcomes:- (COs) are based on the programme outcomes (POs) and programme Specific Outcomes (PSOs). Clear COs ensure that students understand how each course contributes to their broader academic and professional development. POs set clear goals and expectations for the students throughout their academic journey. The COs are prepared by the course designers in their respective departments. Each course in every programme has a set of desirable goals which would constitute the objectives of that particular course. The PSOs are prepared by the individual Depts. keeping in mind the vision of the college and the respective Dept. and the desired projected goals of the programme. The objectives and outcomes are mapped to analyze students attainment. The Graduate Attributes (GAs):- GAs aim at empowering the students holistically by enabling them to develop academic, professional, social and ethical competencies, thereby making them a competent and committed individual. The HEI stating and displaying POs and COs in college web site for all programs offered by an institution and communicated through course syllabi or orientations ensures that students are aware of what is expected from them at both the program and course levels and helps moving from LOT to HOT level outlined in Bloom's Taxonomy.

| File Description | Documents |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | View File |
| Upload any additional information | View File |
| Link for additional Information | https://www.sircrreddycollege.ac.in/acadm icpos |

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The attainment of Programme Outcomes and Course Outcomes have been evaluated regularly and systematically to ensure the institution is meeting its educational goals. By using a combination of direct and indirect assessment methods, mapping, data analytics, and feedback from stakeholders, we effectively monitor the achievement of outcomes and continuously improve teaching and learning strategies. This process ensures that students acquire the necessary knowledge, skills, and competencies to succeed academically and professionally. It is based on the performance of student in the continuous Internal Assessment and Semester End Examination through different testing components. In both formative tests and summative examinations, if a student attain 60% marks for CO in a particular unit in a course corresponding to a particular level of revised Bloom's Taxonomy, it is taken that he/she has understood, that unit at the specified level and the respective CO has been attained. The average of all CO attainments in the formative tests (written, oral and practical) as well as summative examination is taken as the students attainment of the course outcome in that particular course. For the students belonging to the previous academic years, the attainment level is assessed through the grades awarded to each course. The grades of each course indicate the degree of attainment of the COs for that course. The programme overall attainment level is gauged by the cumulative Grade Point Average (GPA) awarded for the programme.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.sircrreddycollege.ac.in/examattainmennts |

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

706

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://www.sircrreddycollege.ac.in/examdownloads |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://www.sircrreddycollege.ac.in/studentsatisfactionsurvey>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Our HEI has a robust research policy and the continual updating of research facilities are critical to advancing the institution's research capabilities. We are creating a supportive and transparent research environment, offering necessary resources, fostering interdisciplinary collaboration, and regularly reviewing and improving research strategies, the

institution can effectively promote high-quality research. It is ensured that that the policy is available to all stakeholders on the website and properly implemented.

Research facilities: Two separate laboratories are established with all necessary equipment, glassware and chemicals for research and development . Advanced instruments / equipment such as,AAS, HPLC, ovens, incubators,LAF, column chromatography,electrophoresis, microscopes, UV spectrometers, orbital shakers etc., promote researchin the fields concerned. Sir C. R .Reddy. Library procures necessary research material and is a registered members of developing Library Network (DELNET) and subscribes to N-List date base through whichresearchers can access e-Journals and e-books. Plagiarism check software "Plagiarism Checker 'X' software, insources meticulous adherence to research ethics.

Implementation: The curriculum of the college promotes research culture by mandating Projects and internships in UG and PG programmes. The campus is Wi-Fi enabled and access to e-resources through the internet in the library. Central instrumentation lab has been upgraded to facilitate research. The Management encourages faculty to pursue their research under the UGC-FDP. 6 facultyhave completed their Ph.D availing the facility. Research incentives are given to be faculty for acquiring Ph.D, NET/SLET, Publicationsin Scopus, WOS Journals with high impact factory, Books published etc.

| File Description | Documents |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View File |
| Provide URL of policy document on promotion of research uploaded on the website | https://www.sircreddycollege.ac.in/reachpolicy |
| Any additional information | View File |

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

5

| File Description | Documents |
|---|---------------------------|
| Minutes of the relevant bodies of the institution regarding seed money | View File |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving grant and details of grant received | View File |
| Any additional information | View File |

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

| File Description | Documents |
|---|---------------------------|
| e-copies of the award letters of the teachers | View File |
| List of teachers and details of their international fellowship(s) | View File |
| Any additional information | View File |

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

5

| File Description | Documents |
|--|---------------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | View File |
| Any additional information | View File |

3.2.2 - Number of teachers having research projects during the year

29

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |
| List of research projects during the year | View File |

3.2.3 - Number of teachers recognised as research guides

3

| File Description | Documents |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | View File |
| Institutional data in Prescribed format | View File |

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

9

| File Description | Documents |
|---|---|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | https://www.sircreddycollege.ac.in/reachseedmoney |
| Any additional information | View File |

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Creating an ecosystem that supports innovation, research, entrepreneurship, and community engagement requires a holistic

approach that includes dedicated centers, resources, mentorship, funding, and collaboration. Such an ecosystem not only nurtures new ideas and technologies but also prepares students to become innovators and entrepreneurs, ready to make meaningful contributions to society and the economy. By integrating research, entrepreneurship, and community orientation into the institution's culture, the institution becomes a dynamic hub for knowledge creation and transfer, fostering innovation-driven growth. In our college, An ecosystem that supports research, entrepreneurship, and incubation helps bridge the gap between academia and industry, fosters practical learning, and contributes to the development of solutions for societal challenges. Centre for Innovation, Incubation and Entrepreneurship (CIIE) is established in 2018 in consonance with the policy of Govt. of A.P. with an objective to make the college an innovation hub. Students and faculty work for the industry and Govt. Depts. utilizing the services of CIIE. CIIE is making proposals to NSTEDB, STEDS, IEDC, i-STED, STEP, TBI, IEDC and ED cells. An awareness programme was conducted by IQAC for faculty and PG students on writeup project proposal for research and other entrepreneurial activities to industry / NGO and Govt. agencies at District level - DRDA, NABARD etc. A series of boot camps were organized to make them aware on startups and incubations in the field of agriculture, in collaboration with District authorities and NGO - Gramodaya Foundation.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

1

| File Description | Documents |
|--|---------------------------|
| Report of the events | View File |
| List of workshops/seminars conducted during the year | View File |
| Any additional information | View File |

3.4 - Research Publications and Awards

| | |
|---|----------------------------|
| 3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software | A. All of the above |
|---|----------------------------|

| File Description | Documents |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | View File |
| Any additional information | View File |

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

0

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://www.sircreddycollege.ac.in/reachguide |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | View File |
| Any additional information | View File |

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

17

| File Description | Documents |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | View File |
| Any additional information | View File |

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

6

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.sircrreddycollege.ac.in/reach-books |

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

42

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Bibliometrics of the publications during the year | View File |

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

8

| File Description | Documents |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any additional information | View File |

3.5 - Consultancy**3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)**

0

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | View File |
| List of consultants and revenue generated by them | View File |
| Any additional information | View File |

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

| File Description | Documents |
|---|---------------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | View File |
| List of training programmes, teachers and staff trained for undertaking consultancy | View File |
| List of facilities and staff available for undertaking consultancy | View File |
| Any additional information | View File |

3.6 - Extension Activities**3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year**

The institution's commitment to community service, social responsibility, and environmental sustainability is evident through its active engagement in the local villages and outreach programs. These initiatives not only address immediate community

needs—such as healthcare, education, and environmental protection—but also aim to foster long-term sustainable development. The college has adopted several villages in its catchment area as part of its community development initiatives. These villages—Jalipudi, Babukhan Gudem, Chataparru, Katlampudi, and Madepalli—benefit from targeted outreach and support activities, including

- **Medical Camps and Awareness Programs:** Regular medical camps, health screenings, and awareness programs ensure that the villagers receive healthcare support, particularly in rural or underserved areas.
- **Thalassemia Screening:** The college conducts screenings for thalassemia patients through collaboration with the Red Cross Society, helping in early diagnosis and prevention.
- **Gynecological Camps:** Women in the villages are provided with gynecological checkups and awareness sessions about reproductive health and hygiene.
- **Blood Donation Drives:** Through the active participation of NSS , NCC ,YRC, and RRCthe institution organizes voluntary blood donation drives, contributing to the local and regional blood supply

Other activities organized by the institution are Road safety Awareness campaign,Rallies, Health, Chronic diseases, Cleanliness, Gender related issues, Green Environment etc. Swachh Bharath Abhiyan: Clean campus, Green campus. Swachh tha Rally. Environment Preservation & Protection: Development of Medicinal gardens with variety of plan species of medicinal value. Construction of green house & earthworm cultivation, Azoll cultivation etc.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

1

| File Description | Documents |
|--|---------------------------|
| Number of awards for extension activities in during the year | View File |
| e-copy of the award letters | View File |
| Any additional information | View File |

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

25

| File Description | Documents |
|---------------------------------|---------------------------|
| Reports of the events organized | View File |
| Any additional information | View File |

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

2030

| File Description | Documents |
|----------------------------|---------------------------|
| Reports of the events | View File |
| Any additional information | View File |

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

1

| File Description | Documents |
|--|---------------------------|
| Copies of documents highlighting collaboration | View File |
| Any additional information | View File |

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

7

| File Description | Documents |
|---|---------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | View File |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | View File |
| Any additional information | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

The college campus is thoughtfully designed to create an enriching educational environment that balances academic rigor with the necessary resources for practical learning and personal development. With well-equipped classrooms, specialized labs, extensive computing facilities, and ample space for extracurricular activities. The campus covers 34.5 acres, providing ample space for various academic, recreational, and extracurricular activities. The campus is lush green, creating a pleasant environment for students and faculty to learn and grow. The campus features imposing buildings with a range of academic and support facilities such as Main Building, UG Block, Vocational Block, Botany Building, PG Blocks (A, B, C), Central Library Building, Auditorium, Computer Block, Distance Education Block and Gymnasium. 76 Classrooms and Learning Facilities with Good Ventilation and Lighting, Furniture, Green Boards, Charts, and Models, LCD Projectors and Audio Equipment, Auto movable Screens and Side Changers and Internet Connectivity. Bottom of Form The institution is committed to hands-on, practical learning. Laboratories are an integral part of the curriculum, providing students with the opportunity to apply theoretical knowledge to real-world situations. Laboratories Available: 8 Chemistry Labs, 7 Physics Labs, 3 Electronics Labs, 8 Computer Labs (equipped with 463 computers), 2 Zoology Labs and museum, 2 Botany Labs and 2 Geology Labs and museum. Every lab is fully equipped with all necessary sensitive equipments. Computing Equipment Every computer lab is well equipped with monitor, CPU, Keyboard, printers, scanners, LCD projectors, mouse etc. UG and

PG students utilize these labs and become as a professional computer programmer software developer under the guidance of experimented and professional trainers

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.sircrreddycollege.ac.in/arc |

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

The college offers a wide range of sports, cultural, and wellness facilities to promote the holistic development of students. Emphasizing physical fitness, creative expression, and mental well-being, the institution provides resources and guidance to help students pursue their passions.

The sports infrastructure includes a 400m running track, 800m walking track, courts for volleyball, basketball, football, indoor tennis, and table tennis, and chess facilities. Three Physical Directors train students for college, university, zonal, state, national, and international tournaments, with successful participants receiving certificates and medals.

The college also encourages cultural engagement by providing a range of cultural equipment and traditional attire for performances. Cultural activities are central to campus life, with students participating in events on Independence Day, seminars, and festivals. The college has a large, air-conditioned Yerlagadda Kalyanachkravarthi Auditorium with green rooms for practice and performances.

To support mental and physical wellness, the college offers yoga training, with a dedicated yoga practice room, open dias, and lawnfield for sessions.

By offering these comprehensive facilities, the college ensures students develop into well-rounded individuals, prepared for success in their careers and personal lives.

| File Description | Documents |
|---------------------------------------|---|
| Geotagged pictures | View File |
| Upload any additional information | View File |
| Paste link for additional information | https://www.sircrreddycollege.ac.in/sports&games |

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

36

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

11.9

| File Description | Documents |
|--|---------------------------|
| Upload audited utilization statements | View File |
| Details of Expenditure, excluding salary, during the years | View File |
| Any additional information | View File |

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The library serves as a key learning resource center at the institution, aligning with the vision and mission of the college by providing essential information services and access to both printed and digital resources. Its purpose is to support the scholarly and informational needs of students and faculty, offering a conducive and welcoming environment for learning.

The library is overseen by a Library Advisory Committee, chaired by the Principal, which guides its operations and activities. The library houses a substantial collection of 1,13,778 books, including 28,085 reference books and 61 print journals, ensuring comprehensive resources for academic research. In addition to physical resources, the library offers a range of journals, magazines, and newspapers on the first floor, along with a designated e-library area.

The library is fully automated using ILMS New Gen Lib 3.1.5, an advanced Integrated Library Management System (ILMS) developed by INFLIBNET. This software supports multilingual capabilities in both Indian and foreign languages and facilitates smooth library operations. The system uses a barcode system for managing all transactions.

Various sections within the library include:

- Lending Issue/Circulation
- Reading Area
- Reference Section
- Digital Library
- Reprography
- Stack Area

The library is a member of N-List, NDL, and DELNET, expanding access to e-resources for students, staff, and other stakeholders, further enhancing its role as a key educational resource.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://www.sircrreddycollege.ac.in/library |

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | View File |
| Upload any additional information | View File |

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

5

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts | View File |
| Any additional information | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

4497

| File Description | Documents |
|--|---------------------------|
| Upload details of library usage by teachers and students | View File |
| Any additional information | View File |

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The CRR - IT Policy is designed to ensure the proper, secure, and legal use of IT infrastructure on the campus. Its primary objective is to maintain the confidentiality, integrity, and availability of information assets that are accessed, created, managed, and controlled by the college. This policy sets institutional-wide standards and procedures for the effective use of IT resources while addressing various aspects such as usage of IT facilities, copyright compliance, upgradation of IT

infrastructure, cybersecurity, and budgeting.

The policy outlines specific guidelines for the IT Committee, which is responsible for upgrading the IT infrastructure to meet evolving needs and challenges. Key areas covered in the policy include:

- **IT Facilities:** The policy provides a blueprint for purchasing decisions related to IT equipment, live computing systems, servers, software, hardware, and services like Wi-Fi and cybersecurity.
- **Internet Usage:** Instructions are provided for the use of equipment, internet, software, and e-mail in accordance with the institutional guidelines.
- **Computing Facilities and Wi-Fi:** The campus is equipped with 48 Wi-Fi access points and a 100 Mbps leased-line internet connection to ensure robust connectivity for students and staff.
- **Software Usage:** The college utilizes 6 licensed and 4 open licensed software to meet various academic requirements. The software policy includes usage instructions and compliance guidelines for different stakeholders to ensure legal and efficient use.

This policy is integral to maintaining a secure and effective IT environment at the institution.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 2204 | 520 |

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

4.3.3 - Bandwidth of internet connection in the Institution and the number of students

A. 750 Mbps

| | |
|--|---------------------------------|
| on campus | |
| File Description | Documents |
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | View File |
| 4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing | A. All four of the above |
| File Description | Documents |
| Upload any additional information | View File |
| Paste link for additional information | Nil |
| List of facilities for e-content development (Data Template) | View File |
| 4.4 - Maintenance of Campus Infrastructure | |
| 4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs) | |
| 100 | |
| File Description | Documents |
| Audited statements of accounts | View File |
| Upload any additional information | View File |
| 4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – classrooms, laboratory, library, sports complex, computers, etc. | |
| The Infrastructure & Maintenance Committee plays a crucial role in guiding the management and finance departments to prepare the annual budget, incorporating all necessary infrastructure needs. The committee ensures the maintenance of the campus's physical infrastructure and oversees the upkeep of various facilities. | |

For IT and electronic equipment, as well as electrical systems, the college has established Annual Maintenance Contracts (AMCs) with service providers to ensure regular maintenance. Additionally, the college features a Reverse Osmosis (RO) plant, and a 90 kW solar system, both of which are maintained by dedicated professionals, including an Electrical Engineer and a full-time electrician. Maintenance issues are promptly addressed across campus, ensuring the smooth functioning of all equipment.

The college follows a policy of optimum utilization of its infrastructure. It shares resources with Distance Education programs such as BRAOU, IGNOU, and AUSDE, and facilitates district administration meetings when required. The campus also supports various NGOs, voluntary organizations, and Alumni events, along with providing facilities like sports fields and equipment for community activities such as school competitions and events for government employees.

For general maintenance, any issues can be reported through the complaint register, with a commitment to resolve them within 24 hours. Regular maintenance of laboratories is ensured through fault registers and immediate repairs. The Library Advisory Committee oversees the proper functioning of the library, and the sports complex is maintained based on regular feedback from students and faculty. This proactive approach ensures the efficient operation of all campus facilities

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

1328

| File Description | Documents |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | View File |
| Upload any additional information | View File |

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

0

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Institutional data in prescribed format | View File |

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

| File Description | Documents |
|---|---------------------------|
| Link to Institutional website | Nil |
| Details of capability development and schemes | View File |
| Any additional information | View File |

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

60

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

| | |
|---|----------------------------|
| 5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees | A. All of the above |
|---|----------------------------|

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |
| Upload any additional information | View File |

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

396

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of outgoing students progressing to higher education

296

| File Description | Documents |
|---|------------------|
| Upload supporting data for students/alumni | No File Uploaded |
| Details of students who went for higher education | No File Uploaded |
| Any additional information | No File Uploaded |

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

0

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for students/alumni | View File |
| Any additional information | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

11

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The Students Forum is a representative body comprising two elected members from each department or class, selected based on their academic performance. Each year, representatives are chosen from the first, second, and third-year classes, ensuring that the forum reflects diverse student perspectives. The forum

consists of Student Council Members, Conveners/Organizing Secretaries of various clubs, and class representatives, all working together under the chairmanship of the Principal.

The forum holds meetings twice a semester, providing students with an opportunity to express their views, needs, and requirements. It plays a vital role in fostering a student-friendly campus by addressing student concerns and promoting active participation in campus affairs.

Students are also involved in academic and administrative bodies like the Academic Council, IQAC, Board of Studies (BOS), and various other committees. Their feedback is instrumental in shaping the institution's curriculum, teaching-learning processes, infrastructure improvements, and co-curricular activities. These meetings are held once a semester to ensure continuous feedback integration.

Beyond academics, the forum organizes and participates in several campus and outreach activities, including:

- Anti-ragging campaigns
- Green campus initiatives
- Swachh Bharat activities like "Swachh Kalasala" and "Vanam-Manam"
- Blood donation drives
- Teachers' Day celebrations
- Cyclone relief activities
- Community service such as food distribution to orphanages and PWD children
- Rural reconstruction and outreach programs in adopted villages

These activities enrich the overall student experience, promoting social responsibility and community engagement.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

5.3.3 - Number of sports and cultural events / competitions organised by the institution

8

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| List of sports and cultural events / competitions organised per year | View File |
| Upload any additional information | View File |

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The Sir C R Reddy College Old Students Association (Regd. No. 05/2003) is a registered body under the AP Societies Registration Act, with the mission of strengthening the bond between the college and its alumni. The association plays a crucial role in fostering lifelong connections, ensuring that the contributions of alumni are effectively channeled to benefit the institution.

The alumni actively contribute to the development of the college by providing both financial and non-financial support. Financially, they help augment the infrastructure and support various academic initiatives. They also engage in academic services and career development programs for current students. The association organizes the Annual Alumnae Meet every year on September 16th, providing a platform for alumni to reconnect with their alma mater.

Alumni also make non-financial contributions, such as participating in the updating of syllabi, introducing new courses, and enhancing the teaching-learning process. They support college events by acting as resource persons during conferences, seminars, and intra- and inter-collegiate fests, and also sponsor various event components. In addition, alumni regularly engage with departments through interactive sessions, career orientations, and induction programs.

The alumni association also organizes career guidance and counseling sessions for students. As part of its outreach activities, the association established a Skill Development Centre in the adopted village of Jalipudi, offering employability skills such as cutting, tailoring, and DTP. The association donated Rs. 3 Lakhs for the centre. The feedback

from alumni on academic and co-curricular activities is valued and actively implemented to improve the college's offerings.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.sircrreddycollege.ac.in/alumni/bylaws |

5.4.2 - Alumni's financial contribution during the year

C. 5 Lakhs - 10 Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

The college employs a multi-layered, student-centered system designed to continuously devise, execute, and review strategies and policies to enhance the quality of education. The specific needs and aspirations of students are the driving force behind governance-related reforms in the college. Below is an overview of the leadership layers, their composition, and functions:

The System of Good Governance: The college benefits from robust leadership through well-defined systems and organizational structures. The Board of Management (BOM) or Governing Body (GB) meets twice a year to discuss matters pertaining to the college, providing effective leadership and proactive management. Their responsibilities include reviewing and approving the institution's audited financial statements and discussing and passing the annual budget recommended by the managing committee.

Managing Committee: This committee is responsible for the routine activities of the college. It exercises general control over the institution's policies and establishes sound traditions to achieve the society's aims and ideals. They set rules and regulations for the appointment and service of teaching staff and other employees of the institution. Additionally, they

control expenditures, ensuring they remain within the sanctioned limits under various budget heads.

Overall, the system ensures that the college maintains high educational standards and constantly evolves to meet students' needs and aspirations. The collaborative efforts of the BOM and the Managing Committee create a balanced approach to governance, fostering an environment of continuous improvement and effective leadership.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

Sir C R Reddy College follows a decentralized and participative governance structure that grants operational autonomy to various functionaries, ensuring efficient and smooth management of the institution. At the top, the Board of Management serves as the apex body, responsible for formulating the overall policies of the college. The Secretary ensures that these policies and guidelines are strictly followed, providing leadership by assigning responsibilities.

To oversee the implementation of policies and manage day-to-day activities, the Management Committee and Office Bearers (MC & OB) are entrusted with critical oversight roles. The Principal delegates powers to various officials, including Vice-Principals, Deans, Heads of Departments (HoDs), and coordinators of different institutional committees. This delegation ensures a systemized governance structure that fosters efficiency.

The Vice-Principals are responsible for managing student-related matters, maintaining discipline, and organizing events. Regular meetings with student representatives from the Student Council and coordinators of various committees are held to discuss and plan the smooth functioning of daily operations and events.

The Heads of Departments (HoDs) are empowered to make decisions in consultation with their departmental faculty members. The Principal regularly convenes meetings with the HoDs to stay

informed about academic planning, departmental activities, and other institutional matters. This collaborative approach to leadership ensures that decisions are well-informed and aligned with the institution's objectives, fostering an environment of shared responsibility and effective governance.

| File Description | Documents |
|---|---------------------------|
| Upload strategic plan and deployment documents on the website | View File |
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The five key pillars that drive the success of Sir C R Reddy College are Affirmative Admission & Selection, Academic System, Faculty Excellence, Infrastructure, and Student Outcomes. These pillars form the foundation for the institution's strategic planning, ensuring its growth and achievement of excellence. The strategic plan, covering the next 5, 10, and 15 years, provides a roadmap for these objectives.

Curriculum development and enrichment involve workshops on Outcome-Based Education (OBE) and analysis of curricula from renowned Higher Education Institutions (HEIs). Consultations with various stakeholders such as the IQAC, expert committees, BOS members, industry professionals, students, parents, and alumni form the primary strategy to enhance the curriculum. Feedback from stakeholders is gathered, and suggestions are implemented to improve academic offerings.

Industry linkages play a crucial role in providing students with opportunities for internships, industry visits, hands-on training, and real-time projects, enhancing experiential learning and employability skills. The institution has signed MoUs with APSSDC, establishing Skill Development Laboratories for UG and PG students.

To support academic growth, the college has procured essential software like MAT, SPSS, and e-campus management tools. Specific

laboratories, including the Simulation Lab, MAT Lab, English Language Lab, and Rural Skill Development Centre, have been set up. Additionally, Video Conference Halls, Virtual Classrooms, and Digital Classrooms equipped with LCD projectors and digital podiums foster a modern and innovative learning environment.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

The organizational structure of the institution is designed to ensure effective governance and smooth operation through various bodies and committees. At the top is the Board of Management (GB), the apex body led by the President, which reviews the overall functioning of the college. The GB is responsible for proposing new academic initiatives, exploring networking opportunities, and suggesting various campus development activities. The Management Committee (MC) and Office Bearers (OB) consist of key functionaries, including the Correspondent, Joint Secretary, Vice President, Treasurer, and Secretary, with top decision-makers from the President down to the Treasurer.

The Principal serves as the head of the institution and is responsible for executing academic and administrative activities. The Principal coordinates with various key officials, such as Vice Principals, Deans, Controller of Examinations (CoE), Heads of Departments (HoDs), IQAC Coordinator, and coordinators of different cells and committees. Regular meetings are held with these officials to resolve issues and ensure the smooth functioning of the institution, including statutory meetings like the Academic Council (AC), Governing Body (GB), and Finance Committee (FC) as per the regulations of UGC

The college office consists of administrative and support staff who assist in the day-to-day operations. The institution follows a well-defined procedure for the appointment, promotion, and performance appraisal of staff, particularly for the un-aided

staff. The HR Policy document outlines the qualifications required for recruitment, promotion policies, and performance appraisal methods. Manpower planning is conducted annually, considering the sanctioned posts and departmental workload to ensure proper staffing levels.

| File Description | Documents |
|---|---|
| Paste link to Organogram on the institution webpage | https://www.sircrreddycollege.ac.in/organogram |
| Upload any additional information | View File |
| Paste link for additional Information | https://www.sircrreddycollege.ac.in/academicpolicies |

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Documen | View File |
| Screen shots of user interfaces | View File |
| Details of implementation of e-governance in areas of operation | View File |
| Any additional information | View File |

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

Faculty members are provided on-duty leave or permission to attend academic programs, act as resource persons, or engage in consultancy work at state and national levels. Additionally, education leave is granted for staff pursuing Ph.D. under the FDP of the UGC scheme.

The institution offers medical insurance to all staff members, based on the terms and conditions of the welfare society.

Maternity leave is also provided to eligible staff. Financial assistance includes seed money for research projects, support for attending national and state academic programs to present research, and funding for membership fees for professional bodies. Financial incentives such as provident fund and gratuity policies are available for all staff members. Staff are also rewarded for accomplishments like publishing research papers in reputed journals, acquiring a Ph.D., securing major projects, winning awards, publishing books, or obtaining patents.

Other benefits include free Wi-Fi, in-campus banking and canteen facilities, and access to a gymnasium. CCTV cameras ensure the safety and security of staff and students. The institution also promotes women empowerment and has anti-ragging and anti-sexual harassment committees.

To foster professional growth, the institution offers training and development programs for staff to acquire and enhance their professional competencies. It also provides financial support for staff participation in national and international FDPs, workshops, and training programs to advance their skills and knowledge.

Preference is given to children of staff for admission of their children into Sir C R Reddy Public School.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

0

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

1

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | View File |
| Upload any additional information | View File |

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

119

| File Description | Documents |
|---|---------------------------|
| Summary of the IQAC report | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View File |
| Upload any additional information | No File Uploaded |

6.4 - Financial Management and Resource Mobilization**6.4.1 - Institution conducts internal and external financial audits regularly**

Sir C R Reddy College is committed to maintaining a robust financial and accounting system that safeguards stakeholders' interests, ensuring transparency and accountability in all financial matters.

Internal Audit is conducted annually to evaluate the implementation of management policies and guidelines. This audit ensures that accounting systems are followed correctly and aligned with institutional policies. After completion, an internal audit report is submitted to the administration for review and corrective actions.

Following the close of the financial year, a Statutory Audit is

carried out. This external audit involves a detailed examination of the college's financial records to verify the accuracy of accounts. The balance sheet is reviewed to ensure it provides a fair representation of the college's financial position, while the income and expenditure account is checked to confirm that income exceeds or aligns with expenditures.

Separate external auditors are appointed for both internal and statutory audits to maintain objectivity. Major areas covered in the audit include the Income and Expenditure statement, Payments and Receipts, asset and liability verification, and ensuring the timely filing of statutory payments and Income Tax returns. This auditing process ensures the college maintains financial integrity and accountability.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

0

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | View File |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | View File |
| Any additional information | View File |

6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Sir C R Reddy College has a structured financial mechanism in place to forecast and manage its financial requirements through the preparation of annual budgets. The college ensures effective and efficient use of funds by involving all departments, support services, institutional committees, and the office in the budgeting process. Before the commencement of each academic year, each department and service is required to prepare a budget proposal with justifications for every item, which is

then submitted to the finance committee for approval.

The college primarily generates earned income from various student fees collected during the academic year. These fees form the main source of funding for the institution. In addition, funds are mobilized by the management and institution from various external sources for specific activities. These include donations, grants, and sponsorships from members of the society, NGOs, and industrialists, which help fund welfare programs and outreach activities aimed at benefiting rural communities.

The college also establishes special funds for infrastructure development, furthering its commitment to improving facilities and resources. All funds are routed through designated accounting entities to ensure they are used for the purpose they were mobilized. Any surplus generated from these funds is reinvested into the institution to support future growth and development. This financial structure ensures transparency, accountability, and the optimal use of resources for the benefit of the college and its stakeholders.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

Sir C R Reddy College conducts regular Academic and Administrative Audits (AAA) to ensure continuous improvement in both academic and administrative practices. The IQAC oversees the entire process, conducting both internal and external audits to assess the effectiveness of the institution's operations.

Internal Academic Audit: The IQAC evaluates the curriculum and academic practices, ensuring that syllabi are regularly updated to meet current trends and industry demands. Feedback and suggestions from various departments are incorporated into the syllabi, ensuring the inclusion of employable and skill-oriented

courses, such as certificates, diplomas, and advanced diplomas. The implementation of Outcome-Based Education (OBE) through revised Bloom's Taxonomy is also reviewed. Additionally, the internal audit evaluates the arrangement of field visits, internships, extension activities, and industry-academia collaborations, ensuring the academic program remains relevant and enriching.

External Academic Audit: Experts from outside the institution provide constructive feedback and recommendations. These insights are utilized to develop the academic and curriculum plans for the next academic year, ensuring the institution stays aligned with academic standards and student needs.

Administrative Audit: The administrative audit is also carried out by external experts, who assess the institution's administrative processes. A proforma-based evaluation is used, and based on the audit findings, the institution is awarded a score, guiding future improvements in administrative practices. This comprehensive audit mechanism fosters continuous development in both academic and administrative areas.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

External Academic Audit: The IQAC (Internal Quality Assurance Cell) plays a vital role in evaluating the teaching-learning (T-L) environment and academic facilities at Sir C R Reddy College. The Principal formed an external audit committee composed of three esteemed academicians from reputed institutions to conduct a comprehensive external academic audit. The expert committee carried out the Academic and Administrative Audit (AAA) by visiting all departments, inspecting classrooms, and evaluating academic facilities to assess the T-L process.

The IQAC also sought innovative ideas and feedback from

students, teachers, employers, alumni, and the institution's administrative and statutory bodies to assess the effectiveness of the T-L environment. To evaluate the learning outcomes, the IQAC implemented a benchmark strategy by comparing the entry-level performance (first semester) with exit-level performance (last semester) of UG and PG students. This comparison uses statistical indicators such as the 'Z' critical values for UG students and 'T' critical values for PG students.

A significant improvement in performance between the two semesters is considered a benchmark for the effectiveness of the T-L process. The results of this analysis are shared with the staff council at the end of each academic year. If a significant difference in performance is observed, it indicates the positive impact of the T-L process and any remedial measures undertaken by the departments. The analysis of UG and PG students' outcomes highlighted the need to strengthen the T-L process further.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

| File Description | Documents |
|--|---|
| Paste the web link of annual reports of the Institution | https://www.sircrreddycollege.ac.in/igannual |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institution has initiated several measures to promote gender equity during the year, creating an inclusive and supportive environment for all.

Gender Sensitization Workshops and Programs: Aligned with the UN SDG Goal-4 (Gender Equality), regular workshops and awareness programs are conducted to sensitize students and staff on gender issues, equality, and respect. Topics such as gender-based violence, legal rights, and creating an inclusive campus culture are covered. Every year, International Women's Day is celebrated with exhibitions and stalls organized by women on campus, with a state-level dignitary attending. Students participate in talk shows and programs on physical safety, legal security, cyber security, and health. Additionally, entrepreneurship workshops and orientations on the Prevention, Prohibition, and Redressal of Sexual Harassment are held.

Community-Level Initiatives: The college conducts women empowerment and skill development programs in adopted villages, offering courses in artificial bangle making, beauty and wellness, tailoring, and computer literacy (DTP), fostering women's entrepreneurship.

Safety and Security Measures: The campus is under 24/7 surveillance with 90 CCTV cameras and nine security guards for round-the-clock protection. A counseling center has also been established to provide students a safe space for discussing

issues and receiving guidance and support.

These measures promote gender equity and ensure a secure, supportive environment.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://www.sircrreddycollege.ac.in/wec |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

B. Any 3 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

The institution has established comprehensive facilities for managing both degradable and non-degradable waste:

- 1. Solid Waste Management:** The college has established vermicompost units on campus for the disposal of biodegradable waste generated from gardens, trimmings, and vegetable waste from the canteen and hostel mess. Paper waste is collected by an external agency for recycling. The use of single-use plastic is strictly prohibited within the campus, and green protocols are followed for all official meetings, seminars, and conferences. A plastic-free zone is maintained around the campus, and any plastic waste found is collected by NSS students and sent for recycling through an external agency.
- 2. Liquid Waste Management:** Wastewater from the RO processing unit is utilized for maintaining toilets across the campus. Additionally, recharge pits and rainwater harvesting systems are installed at key points on campus,

which help store rainwater and raise the groundwater table. This water is also used to replenish the bore wells on campus and in surrounding areas.

3. **E-Waste Management:** Old computers and processors from various computer labs, classrooms, and offices are sent to the college hardware lab, where students learn about hardware assembly and components. E-waste in any form is collected and sent to external recycling units for proper disposal.
4. **Hazardous Chemical Waste Management:** The Chemistry Department follows a green chemistry policy to minimize the use of chemicals by conducting micro-scale experiments, reducing hazardous chemical waste.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geotagged photographs of the facilities | View File |
| Any other relevant information | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for

A. Any 4 or All of the above

greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

| File Description | Documents |
|--|---------------------------|
| Geotagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | View File |
| Any other relevant information | No File Uploaded |

7.1.7 - The Institution has a disabled-

A. Any 4 or all of the above

friendly and barrier-free environment:
Ramps/lifts for easy access to classrooms and centres
Disabled-friendly washrooms
Signage including tactile path lights, display boards and signposts
Assistive technology and facilities for persons with disabilities:
accessible website, screen-reading software, mechanized equipment, etc.
Provision for enquiry and information:
Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of facilities | View File |
| Policy documents and brochures on the support to be provided | View File |
| Details of the software procured for providing assistance | View File |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

The institution fosters a rich cultural environment by incorporating traditional practices and promoting diversity. For all significant functions, the portico and verandahs are adorned with vibrant rangoli, preserving the cultural heritage of India. Folk arts play a central role in inter-collegiate cultural competitions, showcasing India's rich artistic traditions. To emphasize linguistic diversity, the college celebrates International Mother Language Day (Matru Bhasha Diyonotsavam) with various creative competitions. In addition to English and Telugu, the college offers Hindi and Sanskrit to promote multilingual education.

The campus is designed to be disabled-friendly, ensuring that persons with disabilities (divyangjan) are integrated into mainstream activities. To promote good citizenship, tolerance, and communal harmony, the college observes Communal Harmony Week, led by NSS volunteers. The college choir is trained to perform during cultural and religious occasions, and readings

from The Bhagavad Gita, The Bible, and the Quran are included in events to foster spiritual unity.

In the hostels, students live an inclusive life, forming lasting friendships that transcend religion and region. The college actively participates in social outreach activities, including visits to old-age homes and orphanages where students and faculty distribute materials, engage in cleaning, and plant trees. Additionally, awareness programs for migrant laborers and neighborhood youth on issues like drug and alcohol addiction are conducted, fostering an inclusive environment both on and off-campus.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |

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

The college promotes the spirit of unity by teaching students from diverse backgrounds to embrace a pluralistic approach to life and cultivate tolerance. It provides an inclusive environment by celebrating all major festivals, showcasing diverse cultures through various events, and conducting programs focused on national integration. These initiatives promote the arts while reinforcing tradition and unity.

To celebrate cultural and regional diversity, the college takes several steps. For all significant functions, the portico and verandahs are adorned with traditional rangoli, adding a cultural dimension and keeping this art form alive. Folk arts of India play a vital role in inter-collegiate cultural competitions, allowing students to engage with and appreciate different cultural expressions. The college also celebrates International Mother Tongue Day (Matru Bhasha Diyonotsavam) with a series of creative competitions to highlight linguistic diversity. In addition to English and Telugu, the college offers courses in Hindi and Sanskrit to promote multilingual education.

The campus is designed to be disabled-friendly, ensuring that persons with disabilities (divyangjan) are integrated into the mainstream. To promote good citizenship, tolerance, and communal

harmony, the college observes Communal Harmony Week under the leadership of NSS volunteers. The college choir participates in cultural and religious events, with readings from The Bhagavad Gita, The Bible, and The Quran included. Hostel students experience an inclusive life, fostering lasting friendships across regions and religions.

| File Description | Documents |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | View File |
| Any other relevant information | View File |

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics - policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | View File |
| Any other relevant information | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institution actively celebrates and organizes a variety of national and international commemorative days, events, and festivals, promoting cultural diversity, social awareness, and

national integration.

1. International Women's Day: The college celebrates this day by honoring distinguished women from various fields and recognizing the efforts of the Women Empowerment Cell and the Cell for Prevention of Sexual Harassment. The event emphasizes gender equality and women's rights.
2. Cultural Festivals: The college celebrates key festivals such as Pongal, Telugu New Year Day (Ugadi), Deepavali, Christmas, and Holi
3. Founders' Day: Founders' Day is marked with special programs and celebrations that reflect the values and vision of the institution's founders.
4. Gandhi Jayanti: NSS volunteers organize Gandhi Jayanti through "Shramadhan,"
5. Teacher's Day: The management, in collaboration with the Literacy Cell, honors exceptional teachers with the Best Teacher Award, recognizing their contribution to education.
6. National Integration Day: Celebrated with the involvement of NSS volunteers, this day fosters national unity and harmony.
7. Yoga Day: Organized to promote the importance of physical and mental well-being through yoga practices.
8. World Environment Day: It is aimed at raising awareness on environmental conservation with the theme "Save Plants, Save Earth."
9. National Science Day: Celebrated to honor the birth anniversary of Nobel laureate Sir C.V. Raman, with various scientific activities and competitions.

| File Description | Documents |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | View File |
| Any other relevant information | View File |

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Title of the Practice: "Socio-Economic Upliftment of People in Adopted Villages through Community Engagement" - A Commitment Beyond Campus

Objectives of the Practice:

1. To identify and solve the various problems faced by people in adopted villages.
2. To educate the villagers about government schemes and ensure they are aware of how to apply and benefit from them.
3. To raise awareness about literacy and the value of education among school children in the adopted villages.
4. To empower the rural poor through hands-on training and entrepreneurial programs.
5. To foster cordial relationships between the college and the people of the adopted villages.

The Context: Local bodies encourage students to understand civic responsibilities and introduce them to the ground realities of rural life. Various extension activities are undertaken in five adopted villages through different college units, including NSS, NCC, YRC, RRC, Women Empowerment Cell, and the Student Council.

The Practice: Extension activities are a cornerstone of Sir C R Reddy College, reflecting the institution's long-standing commitment to society. These multifaceted initiatives are carried out by various college units and aim to improve the socio-economic conditions of rural communities.

Resources Required:

- Institutional budget allocation for extension and outreach activities in all five adopted villages.
- Special grants from government bodies (District/State/GoI).
- Involvement of alumni for financial support and collaboration on developmental activities in the villages.

This practice ensures sustainable development and positive change within the rural communities

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://www.sircrreddycollege.ac.in/igbest |
| Any other relevant information | https://www.sircrreddycollege.ac.in/igbest |

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The college has developed tailor-made programs in collaboration with APITA (through an MoU with the AP Information Technology Academy) to enhance skills in soft skills, communication, entrepreneurship, and personality development. The Department of English and the Department of Computer Science also offer value-added courses focusing on soft skills.

The Career Guidance and Placement Cell aligns with its motto, "STEP IN AS A STUDENT AND STEP OUT AS AN EMPLOYEE," by facilitating significant placement opportunities. The cell maintains strong relationships with HR managers across diverse sectors, including Pharma, IT, Banking, Insurance, Corporate Education, and Retail. Notable companies such as MSN Laboratories, Divis Laboratories, HETERO Drugs, Tata Consultancy Services (TCS), WIPRO, ICICI Bank, and HDFC Life Insurance, among others, are examples of the cell's effectiveness in securing placements for students.

Additionally, various foundations, including Naandi Foundation and Gupta Foundation, support student development by offering training programs and financial assistance, such as merit scholarships. Naandi Foundation, in collaboration with APSSDC's

Employability Skills Centre (ESC), conducts both online and offline training programs for registered students, further enhancing their employability.

Through these comprehensive initiatives, the college plays a vital role in fostering students' career readiness and overall personal growth.

| File Description | Documents |
|---|---|
| Appropriate link in the institutional website | https://www.sircrreddycollege.ac.in/igdistinctiveness |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

- Planning to organize Faculty Development Programmes and National / International Seminars / Conferences to empower faculty and students.
- Planning to increase functional MoUs with Industries / Educational Institutions to fill the gaps between industry and institution and to improve employability skills of our students.
- Faculty up gradation by improving their knowledge in advanced modules in core subject or multi-disciplinary subjects by completing online certificates courses.
- To prepare a Detailed Project Report (DPR) to apply funding from government / private sector / industry / institution to promote research culture in our college.
- To conduct workshops for faculty and students to fill the gaps between industry and institution.