



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

**Accreditation - (Cycle - 4)**

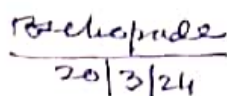
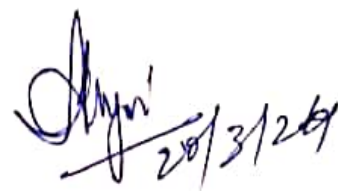
**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
VEMURI SUNDARA RAMAIAH GOVERNMENT DEGREE AND P.G  
COLLEGE  
C-25322**

**Movva  
Andhra Pradesh  
521135**

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

**Section I: GENERAL INFORMATION**

1.Name & Address of the institution:	VEMURI SUNDARA RAMAIAH GOVERNMENT DEGREE AND P.G COLLEGE Movva Andhra Pradesh 521135	
2.Year of Establishment	1984	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	14	
Programmes/Course offered:	2	
Permanent Faculty Members:	26	
Permanent Support Staff:	6	
Students:	304	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. A Government, rural co-educations regular institution 2. Providing education to the socio-economically weaker sections and first generation learners 3. The predominantly women majority students	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 19-03-2024 Visit Date To : 20-03-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. BALU CHOPADE	Former Vice Chancellor, DR BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY
Member Co-ordinator:	DR. PARVEEN AKHTER PANDIT	Former Professor, Central University of Kashmir
Member:	DR. H NANJE GOWDA	Former Principal, MYSORE UNIVERSITY
NAAC Co - ordinator:	Dr. A.v. Prasad	

  
20/3/24  
20/3/24  
20/3/24

**Section II: CRITERION WISE ANALYSIS**

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

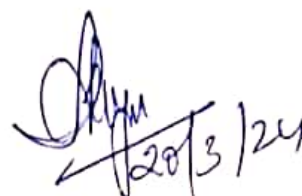
Criterion I - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion I)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</b>
1.4	Feedback System

**Qualitative analysis of Criterion I**

Vemuri Sundara Ramaiah Government Degree and P.G. College was established in 1984 and named after Shri Vemuri Sundara Ramaiah who donated 4.2 acres of land located in the close vicinity of Kuchipudi. The institution is affiliated to Krishna University, Machilipatnam is recognized by UGC under 2 (f) and 12 (B). The college offers 11 UG and 4 PG programs under the CBCS pattern adopted in 2015-16 and is following the semester system. The syllabus is framed and provided by the University and a few teachers of this college are members of different boards of studies of the APSCHE & Krishna University Machilipatnam. They are consulted on academic matters, curriculum design and development. The delivery of the curriculum in the institution is governed by the University Academic Calendar and accordingly the annual curriculum plan, teaching diaries and teaching plans are maintained by all the departments. The course outcomes (COs), program outcomes (POs), program specific outcomes (PSOs) are displayed on the website. The training classes of soft skills and aptitude training are conducted by the Jawahar Knowledge Centre (JKC) and the online Campus Recruitment Training (CRT) program by Andhra Pradesh State Skill Development Corporation (APSSDC) in the college. The college organises several co-curricular, extracurricular activities and commemorative days are celebrated. The curriculum embodies the cross cutting issues like Environmental Studies, Gender issues, Human Values and Professional Ethics. The curriculum is reframed from 2020-2021 and experiential learning is enhanced and the students are involved in community service projects in first year, short-term internships for the second year for practical knowledge, and long-term internships for the third year to enhance job-oriented skills. IQAC collects feedback from stakeholders on curriculum and teacher performance and analyses it. The Institution was accredited by NAAC accreditation in third cycle with A Grade in 2017. The institution is ISO certified regularly.

  
20/3/24

rosechandra  
20/3/24

  
20/3/24

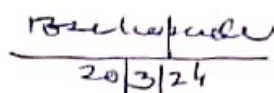


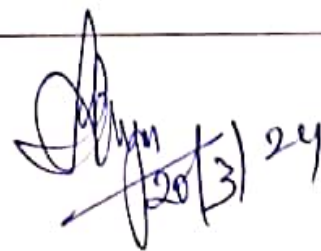
Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i>  Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The admission system is based on the rules, regulations and the reservation policy of the State Government of Andhra Pradesh. The admissions process takes place in centralised online mode through 'OAMDC' (Online Admission Module for Degree Colleges) developed by the State Council of Higher Education, Andhra Pradesh. With 40 full-time teachers the institution has a teacher-student ratio of 1:16. The mentor-mentee system provided to the students in academic and stress-related issues. Academic calendars and teaching plans undergo annual auditing by a team constituted by the CCE. Among the faculty, 9 members have Ph.D., 5 have M.Phil and 14 have NET, SLET, SET. The teachers primarily deliver lectures as teaching method and also make use of ICT in teaching-learning process. The college follows the Choice Based Credit System (CBCS) and abides by the evaluation guidelines provided by affiliating University. The students are oriented about Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) in the induction program and attempt is made to analyse its attainment. The scheme of evaluation is based on the ratio of 25:75 percent internal and external assessment and from this session 2023-2024 it is 30:70 distribution. The internal assessment includes assignments, tests, seminars, quizzes, and group discussions to evaluate student progress. The institution conducts counselling for students for academic improvements. Efforts are made to cater to the needs of slow learners, advanced learners, and differently-abled students. The result analysis is done and remedial classes are conducted for academically slow learners, while advanced learners are encouraged to participate in other activities. The examination system is transparent.

  
20/3/24

  
20/3/24

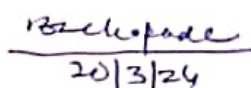
  
20/3/24

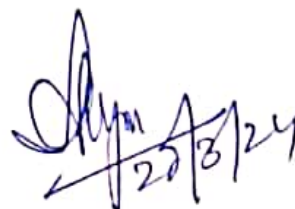
Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

#### Qualitative analysis of Criterion 3

The 9 faculty members have Ph.D. as the highest qualification and 8 members are pursuing their Ph.D. some have M.Phil. and some are NET, SLET and SET qualified. The institution organizes workshops, seminars/webinars, and awareness programmes on IPR. The college has organised one International webinar, one national webinar and 17 other workshops and seminars. During this assessment period the faculties published 25 research articles in UGC CARE listed journals and 21 books/chapters by National/International publishers and in conference proceedings. The ICT is used to deliver the course content to the students. The college has a Librarian but library needs upgradation and other facilities. There are 20,298 books, SOUL 2.0 is installed and some books has been entered but automation is yet to be done. The college has 12 functional MOUs for collaboration. Collaborative activities are carried out in association with reputed institutions. The college has actively involved in extension activities for sensitizing students on social issues. Blood donation camp, Awareness programmes on AIDS, Breast Cancer, Corona virus, Blood Grouping, Voter Enrolment, Tree Plantation, Cleanliness drives, Legal guidance camp are regularly organized through NSS, and NCC. Students are also encouraged to take up study projects and community service projects so as to inculcate social responsibility and mould them as responsible citizens.

  
20/3/24

  
20/3/24

  
20/3/24



Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> <li>teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure


#### Qualitative analysis of Criterion 4

The college has an area of 4.2 acres, with a built-up area of 2 acres. The college has sufficient classrooms, laboratories for Chemistry, Biotechnology, Botany, Zoology, Electronics, Physics, Computer Science, JKC lab and APSSDC lab. The 3 class rooms are ICT enabled. The classroom furniture need to be upgraded. The institution has Wi-Fi enabled campus and a LAN for internet access. There are two computer laboratories equipped with 40 workable computers each. The College has Library with one Stock room and one Reading room which require upgradation. The software SOUL version 2.0 has been installed in the year 2010, the books have been entered but automation is yet to be done. There is a playground of 2 acres, however, the infrastructure for sports facilities is yet to come. The college has a gymnasium with 12 stations and Physical Education Section to look into the sports activities of the students. Some of the students are doing well in the Judo- Karate and athletes. The construction of one Indoor stadium funded by UGC taken up but is halted because of the requirement of additional funds of Rs.106 lakhs for completion. The safe drinking water through one RO plant, separate washrooms, power backup facility and solar energy system available. The girl's washroom need to be equipped with Sanitary Disposal Vending Machines and Girls Waiting Room need to be equipped with furniture and other facilities. The college canteen needs to be re-started.


Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

### Qualitative analysis of Criterion 5

The college prepares prospectus containing information about the vision-mission, rules and regulations, courses offered, student skill enhanced units like Jawahar Knowledge Centre and Career Guidance Cell. The supporting units like Grievance Redressal, Anti ragging, Library services, Sports, and Scholarship details are also provided. The Induction Programme is conducted in the very beginning of the Semester to create awareness of the curricular and co-curricular activities and the facilities provided in the college. The deserving students are given financial assistance through government welfare schemes like Jagananna Vidya Deevena and Jagananna Vasathi Deevena and some NGOs and Philanthropists support the economically backward students offering scholarships and cash prizes. Some of the undergraduates are nominated as members in various committees in the administrative, curricular and extracurricular activities of the Institution. Under the Mentor-Mentee system the guidance is provided to the students about personal and academic issues. The college conducts some value added courses. JKC, and Career Guidance Cell train and guide the students Job-Melas and Interviews by conducting awareness Programmes, Trainings and Guest Lectures. To foster Social responsibility, the programs are organised like Azadi ka Amrit Mahotsav, Swatch Bharath, Anti-Drug Addiction. Students are encouraged to take part in intercollegiate competitions, workshops and training programmes organized by the college as well as other colleges. The institution has a differentlyabled friendly facilities like ramps and wheel chairs. The college focuses to help the needy students by assisting them in availing Scholarships from the APDASCAC, SIDDHARTHA FOUNDATION, and SAMARDHAN TRUST. Laptops were provided from Andhra Pradesh Disabled Senior Citizens and Assistance Corporation (APDASCAC) and Volleyball/Basketball Kits from NGO Bhoomi Organization. The institution promotes the awareness about good health and discipline among students through NCC and NSS units. First-aid facility is available in the college campus. The student support facilities like canteen need to be workable and transport facilities to be offered to the student. The college has a mechanism for redressal of students grievances and a committee exists for this purpose. The cells like Anti-Ragging and Prevention of Sexual Harassment of Women at workplace are in place. The institution has a transparent mechanism for timely redressal of students' grievances. Some students have progressed towards higher education and some placed in the jobs after completion of UG. The alumni association is registered and helps the institution. need to be active. The students of the institution actively participate in various cultural events and sports events at various levels.

  
20/3/24

Rachapudi  
20/3/24

  
20/3/24

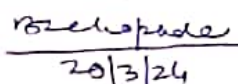


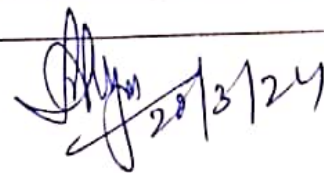
Criterion 6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion 6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<i>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</i>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<i>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)</i>
6.5	Internal Quality Assurance System
6.5.1 QIM	<i>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</i>

#### Qualitative analysis of Criterion 6

The institution has reflected the vision, mission and goals at prominent places. The governance and administration of the College is in line with the Andhra Pradesh Commission rate of Collegiate Education and affiliating Krishna University. The College administration is headed by the Principal assisted by the Staff council, CPDC. The institution promotes decentralization and participative management of teachers and students evident through the constitution of various academic and administrative committees. Every Academic year Annual Academic Action plans are prepared and strategic plans are implemented. The faculty attend Orientation, Refresher, Faculty Development Programmes, Short-term courses and financial support is provided. The facilities such as GPF, CPS, APGLI, maternity leave, paternity leave, Group Life Insurance Scheme, and encashment of Earned leaves are being implemented for the welfare of teaching and non-teaching staff per the State Government rules and regulations. Since the College works under the aegis of RJDCE- Rajahmundry, APCCE and implements e-Governance initiatives in Administration, Finance, Student admissions, Examinations, Class work monitoring OTLM and Grievance Redressal for transparency and accountability. IQAC frames Action plans, schedules, monitors and collection and analysis of Feedback from various stakeholders is done regularly. External Accountant General Audit by AG officials, Academic Audit is conducted by Academic advisors from APCCE as per the Government policy. The performance of the faculty is annually through API scores devised by CCE, and AP during academic audits, which are also used for the award of Career Advancement Schemes for the teachers. Internal Academic Audit is conducted by IQAC. College got ISO 9001: 2015 certification for Educational services, one for ISO 14001:2015 Greenery & ISO 50001:2011 for Energy saving. The institution takes part in NIRF Rankings.

  
20/3/24

  
20/3/24

  
20/3/24



Criterion 7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion 7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.  <i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

#### Qualitative analysis of Criterion 7

The college has taken some environmental and social initiatives. The institution has installed a total 20 KV Roof top solar power panels to harness the solar energy since 2018. Excess solar energy generated by rooftop solar modules are exported to the grid of electricity distribution utilities to tap into the renewable energy and conserve energy through use of LEDs, CFLs etc. RO purifier plant with a rooftop of 500 liters capacity is there to provide pure water. Waste water recycling - waste water from RO plant is being used for cleaning toilets. The paper is saved by the use of e-communication through WhatsApp, e-mails and SMS to students and staff. The environmental friendly practices like disposal of all the plastic and other waste matter near the beaches to save the endangered aquatic life is taken care in association with NCC and NSS. The Eco-club in collaboration with the Department of Botany creates environmental awareness among students by conducting programmes like Vana Mahotsav, Plantation Drive, Swachh Bharat Abhiyan to fulfill the objectives of Clean India Mission. Botanical garden is maintained with medicinal, ornamental plants. The college is maintaining rain water harvesting pits. The Women Empowerment Cell organises a number of awareness workshops on gender equality. Girl Child Safety, Disha App, Voters Day, Constitutional Day, and orientation programmes to impart moral values and ethics. Celebrated the national festivals, cultural and social gatherings like Telugu Bhaasha Dinostavam, Martyrs' Day and National Unity Day. Hand full of Rice Programme and Adult literacy are the two best practices of the Institution. Another best practice that is cash prize distribution to students who scored maximum marks in the semester end exams and Chalivendram (Free water distribution during summer) is also followed by few departments.

#### Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

##### Overall Analysis

##### Strength:

- A good teacher-student ratio.
- Sufficient Infrastructure

*20/3/24*

*20/3/24*

*20/3/24*

- Good pass percentage of student
- Dedicated teaching & non-teaching staff members
- Providing education to socially-economically weaker and first generation learners.
- Majority of the students consist of girls
- Providing education to the weaker sections of the rural society

#### Weaknesses:

- Poor percentage of student enrolment
- Low retention rate of students
- Lack of research and publications
- Lack of add on locally required job oriented courses
- Lack of adequate transportation services for students coming from remote villages.
- Lack of transport and workable canteen facilities
- Less support for Faculty Development

#### Opportunities:


- Scope for research projects and conducting seminars and conferences.
- Introduction of Internships in On Job Training
- Introduction of Need-based / Restructured/ Market Oriented courses.
- Designing of indigenous modules as add-on certificate courses.
- enhancing access to training for competitive exams through the Jawahar Knowledge Centre.
- Effective utilization of ICT enabled classrooms.
- Opportunity in the promotion of sports/cultural events.
- Developing online resources for library
- Increasing footfall of faculty and students in library

#### Challenges:

- Starting of research culture in the institution
- Publication of Papers and books by the teachers
- Training the student in localised vocational and Skill Development Courses.
- Providing job market courses.
- Decreased enrolment in conventional courses.
- Arranging invited lectures, seminars, workshops.
- Arranging faculty development programs on regular basis

  
20/3/24

rschopade  
20/3/24

  
20/3/24



**Section IV: Recommendations for Quality Enhancement of the Institution**

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

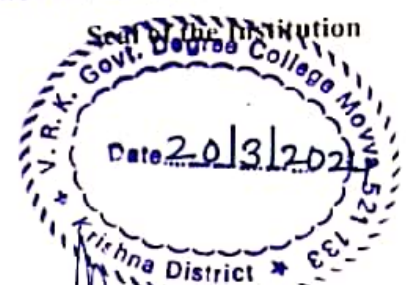
- • The institution may take initiatives to attract students for enrolment
- • Research activities of the faculties need to be initiated through projects
- • The institution may provide better training to faculties in ICT
- • Automation of library, updating of computers and upgradation of classroom furniture may be taken up
- • Implementation of Outcome Based education in practice
- • The institution may start job oriented and local demand certificate course.
- • The college may focus on providing training to students as a part of internships
- • The Institution may take more initiatives for the placement and progression of the students
- • The institution may further get engaged in community based programs
- • The Institution may provide transport, hostel and canteen facilities to the students
- • The bridge courses on English language may be taken up as the medium of curriculum being English introduced recently.

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

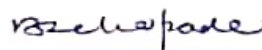
Signature of the Head of the Institution

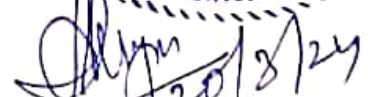
PRINCIPAL

V.S.R.GOV'T.DEGREE & P.G.COLLEGE  
MOVVA-521 135, KRISHNA Dt., A.P



  
20/3/24

  
20/3/24

  
20/3/24

Sl.No	Name		Signature with date
1	DR. BALU CHOPADE	Chairperson	<i>[Signature]</i> 20/3/24
2	DR. PARVIEEN AKHTER PANDIT	Member Co-ordinator	<i>[Signature]</i> 20/3/24
3	DR. H NANJE GOWDA	Member	<i>[Signature]</i> 20/3/24
4	Dr. A.v. Prasad	NAAC Co - ordinator	

Place

M.D.V.G.

Date

20/3/2024