



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
KRISHNA VENI DEGREE COLLEGE
C-32694**

**NARASARAOPET
Andhra Pradesh
522601**

**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:	KRISHNAVENI DEGREE COLLEGE NARASARAOPET Andhra Pradesh 522601	
2.Year of Establishment	2005	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	6	
Programmes/Course offered:	14	
Permanent Faculty Members:	74	
Permanent Support Staff:	37	
Students:	1638	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Conducive learning environment along with ICT enabled facilities 2. Empowerment of rural youth through skill based trainings and employment 3. Committed and dedicated management faculty and staff	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 12-10-2023 To : 13-10-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. MEENA CHINTAMANENI	Pro-Vice Chancellor,NMIMS Deemed to be University
Member Co-ordinator:	DR. HARBHAJAN BANSAL	Professor,GURU JAMBESHWAR UNIVERSITY OF SCIENCE AND TECHNOLOGY
Member:	DR. AJAY AGARWAL	Professor,FORENSIC MEDICINE SAROJINI NAIDU MEDICAL COLLEGE
NAAC Co - ordinator:	Dr. M.s. Shyamasundar	

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 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>
1.4	Feedback System

Qualitative analysis of Criterion 1

Krishnaveni Degree College, a private and self financing institution (recognised by UGC under 2f since 2012) is affiliated to Acharya Nagarjuna University, Guntur district, Andhra Pradesh. The college follows the curriculum designed by the university, which is revised by the affiliating university as and when required. The Institution plans and implements various curricular, co-curricular and extra-curricular activities based on the academic calendar issued by the affiliating university.

Housed in 1.5 acres, the campus has a built-up area of around 7000 sq. mts.. The college presently is offering 8 UG and 2 PG programs as well as 40 value-added courses in the areas of Commerce, Chemistry, Computer Science, Life Sciences, Mathematical Science and more than 90% of the students took part in these courses in the last five years. The institution strictly adheres to the academic calendar issued by the affiliating university. Choice Based Credit System (CBCS) has been implemented in all UG programs.

Courses on cross-cutting issues related to Professional Ethics, Gender, Human Values, Environment and Sustainability are integrated into the programs offered by the college in the way of Guest lectures and workshops/ Seminars. The curriculum has about 40% of the courses belonging to project work or fieldwork or internship and all enrolled students successfully completed these courses. The majority of the students benefited from experiential learning through field trips, project works and internships in the last five years evident from the % of placements reported.

The institution takes feedback on academic performance and ambiance of the institution from Students, Teachers, Alumni and Employers and analyzes it.. It is quite evident that the college needs further research orientation as is evinced from the fact that only 4 of their 74 teachers are having a Ph.D. degree and even they seem to have very few research publications.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(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 institution follows the process of admitting students to the programs through a transparent and well-administered mechanism as per the State government rules. Seats are filled against the reserved categories as per the reservation policy of the Government. The teacher assesses the academic proficiency of the students based on their performance in classroom discussions, tests and assignments. Equal attention is paid to slow and advanced learners. Remedial courses are conducted for students to strengthen their basics in various subjects. Advanced learners are motivated to explore their knowledge and share it with the slow learners.

The institute has been recruiting faculty and provides equal opportunity to all the faculty. The institute has currently 74 faculty for imparting quality education. The student teacher ratio is 22: 1. The teaching-learning methods include both ICT and traditional classroom practices that makes learning more effective. Teachers are encouraged to adopt different methods in teaching. The institute has a mentoring system in place where each mentor is assigned about 25 mentees to look after their performance and guide to a better career.

The college maintains a good internal assessment mechanism to monitor the process and progress of assessment. After a thorough assessment, the internal assessment marks that were allotted to the students are sent to the university to publish the final results. Assessment-related grievances are addressed by the concerned faculty.

Program outcomes and course outcomes are outlined by the university and they are designed to equip students to gain required knowledge and skills. Student performance is seen as the realization of learning outcomes on the successful completion of a course or program. The institution computes the attainment of COs and POs and corrective actions are taken wherever required. The process of calculating the attainment has been initiated.

The institution takes utmost care to make sure that all students pass the semester-end examinations. The institute has an average pass percentage of about 85% during the last five years. Furthermore, feedback is taken from the students on the teaching-learning process and actions are taken based on the analysis of the

feedback received.

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 institution has created basic infrastructure that can facilitate and support research and innovation. This should lead to an impetus among the faculty members and students to go ahead in research. Few teachers in the college have published their research findings in peer-reviewed journals and in books/book chapters.

The institution has been actively taking part in extension activities to help the needy and underprivileged in society through its services. Apart from the academic aspect, opportunities are created to support the holistic development of the students through several community outreach programs organized by 2 NSS Units of the institution. More than 90% of the students took part in extension activities during the last five years.

The college has two NSS Units through which the college renders its social and community services. The NSS units organize a wide range of activities that contribute to environmental protection, AIDS awareness rally, Blood Donation Camps, Sapling Plantation, Water Conservation, and Health and Hygiene. The Institute conducted more than 50 extension and outreach activities during the last five years. They received more than 20 recognitions and awards during the last five years.

The institution through collaboration maintains closer contact with the local community and few industries. It helps to keep the academic activities more realistic and also expands the scope of the learning experience for the students. About 25 collaborations are made with the industries of various sectors for the purpose of training the students.

In the last five years the college signed about 20 MoUs with reputed companies to train and enhance the skills of the students through internships, projects, and industrial visits. These collaborations provide opportunities for internship and career growth and the overall development of the students.

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"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <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

Krihnaveni Degree College has well-established infrastructure for curricular, co-curricular and extra-curricular activities. The college has been consistently upgrading its physical, academic and IT infrastructure to keep abreast of changing times and evolving needs of the students. The administrative facilities include Principal Office, Management Room, Staff Rooms, Laboratories, Training and Placement Room, Seminar Halls, Administrative Room, and Common Room for girls among others.

The college has sports facilities for outdoor games and few rooms where indoor games like chess and carom boards can be played. In addition, the institute has facilities to conduct cultural events. The college promotes socialization by organizing cultural activities on the open stage. The sound system and musical instruments are also available for conducting cultural activities. The basic first aid is available and they have a doctor on call, A tie up with a close by hospital about 1km from college is in place.

The institution has adopted policies and strategies for adequate technology for deployment and maintenance. The college campus is Wi-Fi enabled and has 100% ICT-enabled classrooms and seminal halls. There are three classrooms with smart boards as well. The institute has a fiber internet connection of speed 100 Mbps (FTTH) to cater to various academic needs. Adequate computers are also available in the institution so that each student can make use of them.

The uninterrupted power supply is ensured in the campus through UPS and invertors along with alternative power supply resources using generators and solar power. Purified drinking water is supplied to the students to ensure the health of the students. The institute offers transport facilities even to remote areas where public transport is unavailable.

The library has a diverse collection of books, print journals, newspapers and magazines, access to e-journals

and e-books through DELNET. Maintenance of computers, library, laboratories, classrooms and sports is done periodically. The institute also arranges for preventive maintenance of various facilities so as to reduce the breakdown. The institution spends a significant amount every year on the augmentation of infrastructural facilities and maintenance of the same.

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	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5	
<p>The institution admits the students as per the norms and regulations set by the government and affiliating university from time to time. More than 86% of the students receive scholarship from the government of Andhra Pradesh. The institution provides maximum support to students in their education and progression through fee concessions to help the meritorious students in completing their education.</p> <p>The institution encourages the students by conducting programs that enhance soft skills and ICT computing skills and prepares them in perceiving their professional goals. Various career advancement activities including training and placement, career counselling programs for guiding students towards better career are also conducted.</p> <p>The institution also has a various committees and cells to address student grievances with time bound schedule. Students' grievances and concerns are also addressed through Anti ragging Committee, Discipline Committee, Grievance Redressal Committee, Student Advisory Committee and Counselling Cell are in place for the support and care of girl students. The college has established a women empowerment cell.</p> <p>Quality education provided and skills enhancement activities conducted by the institution are evident in the placement offers to the students. More than 60% of students get placements every year in reasonably good Companies. The institute also motivates students to pursue higher education.</p> <p>Several co-curricular, extra-curricular and sports activities are conducted to facilitate the holistic development of the student and emerge as a socially natural individual. The students are provided with quite an encouraging atmosphere in the college. Students won more than 20 awards at university/state/national levels events. The college provides a plethora of opportunities in the arena of sports and cultural activities. The institute conducts more than 20 sports and cultural events per year.</p> <p>The college has an active registered alumni association. Alumni are enthusiastically coming to college and assisting in placements and motivating them to do better.</p>	

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
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	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	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)
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

The institute is committed to provide quality education in a conducive learning environment even under challenging conditions. The leadership of the institute provides clear vision and mission for the institution. The institute has a Board of Governors (BOG) to plan and monitor various activities of the institution. The institution functions with the objective of academic development. This is evident by 35% girls enrolling in this college. The institute has a prospective plan and has to strive to achieve its vision. These plans are monitored periodically so as to achieve the set goals.

Governance and leadership at the college entails participative management by the governing body, the principal, teaching and non-teaching staff and the students. These stakeholders collaborate in carrying out their professional responsibilities and in accomplishing the vision and mission of the college. Various committees are framed for the purpose of smooth and effective functioning of the institution.

The institute has implemented e-governance in various administrative areas for effective functioning. Various welfare measures have also been in place for both teaching and non-teaching staff. The Institute extended financial support to more than 60% of the faculty every year to attend conferences and workshops. In addition, the institute also organized more than 20 professional and administrative training programs for its employees. On average more than 60% of the faculty undergo FDPs every year. The institute has an effective appraisal system in place to shape the career of the faculty.

The institution has system for internal and external auditing procedures. The institute mobilizes its resources effectively for the effective development of the institution.

IQAC has been working to improve teaching-learning activities at the institutional level. Moreover, IQAC has brought in various quality initiatives. IQAC implemented Feedback from students on infrastructure and established women empowerment cell to enhance quality aspects at the institute level. In order to improve teaching-learning, the IQAC implemented mentor system and ICT enabled facilities.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & 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	
<p>Krishnaveni Degree College maintains a well-balanced gender equity not only in terms of the number of job opportunities given to women but also their representation in the Institution. Women empowerment Cell was established to maintain safety and security of the women faculty and girl students. The Institute has taken various steps to minimize, recycle and reuse different types of wastes generated by the Institute.</p> <p>Natural water resources are effectively utilized by keeping in place waster harvesting pits at various important locations on campus. The Institute has implemented various green practices and promoted and improved eco-friendly environment on the campus. Various audits such as energy, green, and environment are conducted for the Institution. The Institute provides access to various facilities for <i>divyangans</i> through its infrastructural facilities.</p> <p>Individual centric development through mentoring system and Focused and skill-based training for enhancing employability skills have been two best practices implemented by the Institution. The Institute has imparted various skills to the students to make them employable by the end of their program duration. Regular assessments and tailored training yielded the best results in terms of placement offers. Mentoring system implemented by the institution showed a positive impact in various functional areas of the institution. Although the students come from a rural background, they are trained to be employable.</p> <p>The Institute has organized numerous extension activities and received many awards in this regard. In addition, the Institute has helped many individuals, families and villages through its philanthropic activities.</p>	

KVDC is trying to show its distinctiveness in helping others and sharing social responsibilities through various activities across the local area and thereby improving focus and skills of the students.

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

Overall Analysis

Strength:

- Proactive and visionary management.
- Committed faculty
- Student-centric teaching
- Good infrastructure with ample scope for expansion and improvement

Weaknesses:

- Low research output
- Absence of more faculty with Ph.D. qualifications.
- Lack of diversity among students
- Student intake majorly from lower socioeconomic strata

Opportunities:

- Industry Institute connect
- Enrich syllabi by add on/ value added courses
- Increase diversity of students.
- Attract more PhD faculty

Challenges:

- Vernacular medium student intake
- Retention of the faculty
- Industry Institute linkage
- Collaborations with institutes of national and international repute

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)

- • Enhance e-resources in the library.
- • Mobilisation of resources from external sources.
- • Personality development programs must be strengthened.
- • Faculty competency to be enhanced
- • OBE should be practised more seriously across all programs
- • Should apply and seek NIRF ranking
- • Need to introduce more PG and professional programs
- • Introduce Non-credit English course (spoken and written skills)
- • Recruit more Ph.D. faculty
- • More teachers need to be encouraged and incentivized to undertake research.

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

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. MEENA CHINTAMANENI	Chairperson	
2	DR. HARBHAJAN BANSAL	Member Co-ordinator	
3	DR. AJAY AGARWAL	Member	
4	Dr. M.s. Shyamasundar	NAAC Co - ordinator	

Place

Date