**Government of Andhra Pradesh**
**Commissionerate of Collegiate Education**

**Academic & Administrative Audit of Degree Colleges (2020-21)**

**Format - III A ( To be Filled by Faculty and handed over to Academic Advisor )**

**ZONE :II**
**DISTRICT: KRISHNA**

| | |
|---|---|
| Name of the College and Address | GDC,AVANIGADDA |
| Name of the Lecturer | GOWRI JYOTHIRMAI |
| Name of the Subject | PHYSICS |
| Date of Joining in Degree College/Date of Joining in the present Institution | 01-09-2008<br>Date of joining present station: 05-02-2022 |
| Date of Retirement: | 30-09-2045 |

| S.No | Key Indicator | List of files/ documents to be kept ready as a proof of Key Indicator | Information in support of the key indicator | Key Aspect Scores | Predetermined Weightage (Wi) for Key Indicator | Key Indicator Grade Points (KIGP) (A =3; B=2; C=1; D=0) | Key Indicator Wise Weighted Grade Points (KIWWGP) = KIGP X Wi | KIWWGP as per Academic Advisor's grading | Guidelines |
|---|---|---|---|---|---|---|---|---|---|
| **I-CURRICULAR ASPECTS** | | | | | | | | | |
| 1 | Curricular Planing and Implementation (for Autonomous Colleges - Efforts for Curriculum Desing and Development to be considered) | Preperation and Implementaion of 1. Annual Academic Curriculum Plan 2.Course Objectives & Outcomes | Course wise/Sem wise Records for the Academic Year | 2x5= 10 | 30 | A | 90 | | 1)All five key indicators =3 Grade points/A<br>2)Any four key indicators =2 Grade points/B<br>3)Any two key indicators =1 Grade points/C<br>4)No Indicator=0/D |
| | | 3. Teaching Diary<br>4. Lesson Plans | Course wise/Sem wise Records for the Academic Year | 2x5= 10 | | | | | |
| | | 5. Active Participation in BOS | Invitaion Letter & Attendance | 10 | | | | | |
| 2 | Curriculum Flexibility/Enrichment | 1. Additional inputs related to Curriculum of the courses taught | a)Course wise/Sem wise additional inputs Reports | 10 | 20 | B | 20 | | 1)All three key indicators =3 Grade points/A |

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|---|---|---|---|---|---|---|---|---|---|
| | | 2.Value added courses offered & completed<br>a)Certificate<br>b)Diploma<br>c)Any Online courses like MOOCs | b)Report on Certificate/ Diploma<br>c)Any Online courses like MOOCs | 2x5=10 | | | | | 2)Any two key indicators =2 Grade points/B<br>3)Any one key indicator =1 Grade point/C<br>4)No Indicator=0/D |
| 3 | Feedback system | Feedback on Curriculum by Students<br>a) Collected<br>b) Analyzed<br>c) Action taken | Course wise/Sem wise<br>a)Reports of Feedback<br>b)Analysis Reports<br>c)Action taken Report | 10 | 10 | A | **30** | | 1)All three key indicators =3 Grade points/A<br>2)Any two key indicators =2 Grade points/B<br>3)Any one key indicator =1 Grade point/C<br>4)No Indicator=0/D |
| **II-TEACHING, LEARNING & EVALUATION** | | | | | | | | | |
| 4 | Catering to Student Diversity | 1. Report on grouping of students into Slow, Moderate and Advanced learners<br>2. Course wise activities designed for Slow, Moderate and Advanced learners | 1.Course wise/Sem wise Reports with lists of students (Slow, Moderate and Advanced learners)<br>2.Course wise/Sem wise Activities designed for Slow, Moderate and Advanced learners | 10 | 20 | A | **60** | | 1)All three key indicators =3 Grade points/A<br>2)Any two key indicators =2 Grade points/B<br>3)Any one key indicator =1 Grade point/C<br>4)No Indicator=0/D |
| | | 1. Report on Course wise Bridge Courses conducted<br>2. Report on Course wise Remedial coaching conducted | 1.Course wise/Sem wise Reports on Bridge Courses conducted<br>2.Course wise/Sem wise Report on Remedial coaching conducted | 2x5=10 | | | | | |

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|---|---|---|---|---|---|---|---|---|---|
| 5 | Teaching-Learning Process | 1. Report on student centered methods implemented (Course wise)<br>2.Report on implementation of ICT in teaching and learning (Course wise)<br>or<br>Report on implementation of Computer/Internet assisted learning (Course wise)<br>3. Report on the Use of LMS tools (Course wise)<br>4. Contribution for the development of LMS in the concerned subject<br>5. Report on innovative pedagogical Tools used | Course wise/ Sem wise Reports | 50 | 50 | B | **100** | | 1)All five key indicators =3 Grade points/A<br>2)Any three key indicators =2 Grade points/B<br>3)Any two key indicator =1 Grade point/C<br>4) Below two=0/D |
| 6 | Teacher Profile and Quality | 1. Report on Seminars/Conferences/ Workshops/ Guest Lectures organized<br>2. Report on Participation in Seminars/Conferences/Workshops/ Guest Lectures/ Invited talks<br>3. Awards and recognition<br>4. Participation in Short term/ Orientation /Refresher courses/FDPs<br>5. E- Content Development /MOOCs (Massive Open Online Courses)<br>6. Aditional Qualifications acquired during the last two years | Reports and Certificates | 30 | 30 | B | **60** | | 1)Any five key indicators =3 Grade points/A<br>2)Any three key indicators =2 Grade points/B<br>3)Any two key indicator =1 Grade point/C<br>4) Below two=0/D |
| 7 | Evaluation Process | 1. Report on Formative Evaluation (CIE) | Department wise reports regarding | 10 | 30 | A | **90** | | 1)All four key indicator Metrics =3 Grade points/A |

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|---|---|---|---|---|---|---|---|---|---|
| | and Reforms | 2. Assignments-Critical, Innovative, text book and Internet based<br>3. Involvement in Summative evaluation<br>4. Maintaining Marks Register & Result Analysis register. | 1. Mid exams, Seminar Reports, Assignment books, Projects and any other tools of Internal Assessment<br>2. Departmental Internal Marks Register for CIA verified by the Principal | 10<br>5<br>5 | | | | | 2) Metrics 1, 2, 4 =2 Grade points/B<br>3)Metrics 1, 2,3 =1 Grade point/C<br>4) Below two=0/D |
| 8 | Student Performance and Learning Outcomes | 1. Announcement and Attainment of Course Outcomes<br>2. Report on Student seminars/ Student demonstrations (Course wise)<br>3. Report on activities like Quiz/ Group discussion/ Poster presentaion (Course wise)<br>4. Report on Field trips (Course wise)<br>5. Report on Student Study projects (Course wise) | Course wise Reports | 5x6=30 | 30 | A | 90 | | 1)All five key indicators =3 Grade points/A<br>2)First KI Metric and any three other =2 Grade points/B<br>3)First KI Metric and any two other =1 Grade point/C<br>4) Below two=0/D |
| | **III-RESEARCH, INNOVATIONS AND EXTENSION** | | | | | | | | |
| 9 | Funding obtained for Research (Govt./Non-Governmental Bodies) | 1. Minor Research Projects<br>2.Major Research Projects<br>3.Consultancy Projects | Letter of intimation and award letters (For Current Year only Either Ongoing OR Completed ) | 5<br>10<br>5 | 20 | | 0 | | 1)All three key indicators =3 Grade points/A<br>2)Any two key indicators =2 Grade points/B<br>3)Any one key indicator =1 Grade point/C<br>4)No Indicator=0/D |
| 10 | Research Publications and Awards | 1. Papers Published in Journals / Chapters published in edited volumes<br>2. Books published as single author<br>3. Books published as Co-Author<br>4. Papers/Chapters published as Co-Author | | 10<br>15<br>10<br>5 | 60 | C | 10 | | 1)Any three key indicators =3 Grade points/A<br>2)Any two key indicators =2 Grade points/B<br>3)Any one key indicator =1 Grade point/C<br>4) No Indicator=0/D |

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|---|---|---|---|---|---|---|---|---|---|
| | | (Note: A maximum of 3 publications in Scopus/Web of Science/ICI or UGC - CARE Listed journals/Any book with ISBN shall be considered) | | | | | | | |
| | | 5.Research Guideship<br>6.Awards in recognition of research work | | 10<br>10 | | | | | |
| 11 | **Extension Activities** | Academic Extension activities through DRC/ Faculty Outreach (Curriculum/ Skill/Domain related) | Reports in the NAAC format | 10 | 20 | | | | 1)All three key indicators =3 Grade points/A<br>2)Any two key indicators =2 Grade points/B<br>3)Any one key indicator =1 Grade point/C<br>4)No Indicator=0/D |
| | | Involvement in activities related to community service<br>a. Sensitising the students about the value of Community Service<br>b. Organising the activity (A maximum of 5 Programmes resulting in Community Service like ODF/Swachh Bharat/UBA etc) | Reports in the NAAC format | 5+5 | | B | **40** | | |
| 12 | **Functional MoUs /Collaborations with Govt and Non Governmental Organisations** | 1.Collaboration with University/ Industry/NGO/ Any other Agency<br>2. Consultancy offered<br>3. Amount generated through Consultancy. | MoUs - 5 points<br>Consultancy offered -10 Amount generated through Consultancy - 5 points | 20 | 20 | C | **20** | | 1)All three key indicators =3 Grade points/A<br>2)Any two key indicators =2 Grade points/B<br>3)Any one key indicator =1 Grade point/C<br>4)No Indicator=0/D |
| **IV - USE OF INFRASTRUCTURE & LEARNING RESOURCES** | | | | | | | | | |

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| 13 | Physical facilities | Infrastructural facilities in the Department/Colleges<br>a. Use of Digital Classrooms<br>b. Use of Virtual Classroom<br>c. Use of Labs<br>d.Use of Library<br>e. N-list usage.<br>f. Maintenance of Departmental Library | Log books related to usage | 20 | 20 | A | 60 | | 1)Any four key indicators =3 Grade points/A<br>2)Any three key indicators =2 Grade points/B<br>3)Any two key indicators =1 Grade point/C<br>4) Below two Indicators=0/D |
| **V- ROLE IN STUDENT SUPPORT AND PROGRESSION** | | | | | | | | | |
| 14 | Student Support | 1. Counseling of students as Mentor/Class teacher<br>a. Student Profile Collection b. Semester wise updation and maintenance.<br>2. Any other Study Material /Guidance<br>a)Academic guidance for the advanced learner (offering suggestions/reference books)<br>b)Handholding the slow learners (offering study material/ question banks)<br>3. Offering merit Scholarships<br>4. Organizing/Participation in Parent Teacher Meetings | Reports in the NAAC format | 20<br>10<br>10<br>10 | 50 | A | 150 | | 1)All Four key indicators =3 Grade points/A<br>2)Any Three key indicators =2 Grade points/B<br>3)Any Two key indicator =1 Grade point/C<br>4)Below two=0/D |
| 15 | Student Progression | Report on Programme/Course wise students' progression to<br>a)Higher Education<br>b)Employment<br>c)Entrepreneurship | Reports in the NAAC format | 10<br>10<br>10 | 30 | c | 0 | | 1)All three key indicators =3 Grade points/A<br>2)Any two key indicators =2 Grade points/B<br>3)Any one key indicator =1 Grade point/C<br>4)No Indicator=0/D |
| **VI- ROLE IN INSTITUTIONAL GOVERNANCE** | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|
| 16 | Participation in Institutional Governance and Leadership | a)Contribution to Departmental Vision & Mission and Departmental Action Plan<br>b)Participation in different institutional committees and preperation of committee reports<br>c)Participation in different institutional activities that focus on value based education<br>d)Contribution to IQAC/quality initiatives | Reports in the NAAC format | 4x10 | 40 | A | **120** | | 1)All Four key indicators =3 Grade points/A<br>2)Any Three key indicators =2 Grade points/B<br>3)Any Two key indicator =1 Grade point/C<br>4)Below two=0/D |
| **VII - BEST PRACTICES** | | | | | | | | | |
| 17 | Best Practices | Identification and Contribution to<br>a)The Departmental Best practices<br>b)Institutional Best practices | Reports in the NAAC format | 20 | 20 | A | **60** | | 1)All Two key indicators =3 Grade points/A<br>2)Any one key indicator =2 Grade points/B<br>3)No Indicator=0/D |
| **Total Grade points** | | | | **500** | | | **1000** | | |

Name & Signature of the Principal

30.6.22

PRINCIPAL
GOVT. DEGREE COLLEGE,
AVANIGADDA, Krishna Dist.

Name & Signatures of the Academic advisors

1)

2)

3)

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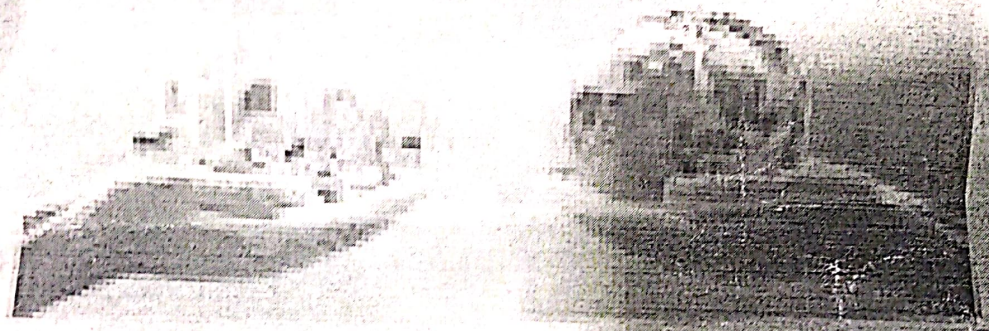
A UGC Sponsored Two-Day National Seminar

On

WOMEN INNOVATION & ENTREPRENEURSHIP IN INDIA

(Facilitators and Barriers, Motivations)

20th & 21st February, 2018



ISBN: 978-81-941483-1-0

Editors

Dr. U. SURYA CHANDRA RAO

Dr. BHAVANA D. M. PILLAIKAR

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DEPARTMENT OF COMMERCE & MANAGEMENT

K. B. N. COLLEGE (AUTONOMOUS)

'A+' Grade (Cycle 3)

Vidyanagar, VISAKHAPATNAM - 530 001

Sponsored by: S.C.S.R.T., Illinois High Schools' Committee

Andhra Pradesh Network for Excellence (UGC - CPE)

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INDIA

IV

...ral problem are discussed in case study

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...terature

...survey the various issues that the empirical studies on women in science addressed, two major recurrent themes are that of early and retention of women in science and the gender differences in career attainment among scientists, with female scientists showing lower levels of attainment vis-a-vis their male peers.

**Entry and Retention:** The problem of losing women power starts at the level of higher studies with enrolment or entry into post-graduate and doctoral degrees programs in science. To start with, the percentage of female enrolment in total enrolment in post-graduate and research degrees in science is much lower for females compared to males, as the various government official statistics will show (5,6).

A quick scan of secondary data from government sources, as also casual observation will show that the percentage of female enrolment in total enrolment in higher studies in science is on the rise, but post-entry the problem persists as many female students drop out of higher studies and research before completion and forfeit their degrees (6). The other aspect of the problem of entry and retention of women is related to retention after entry. It is evident in the context of women who, after having obtained their doctoral degrees, either fail to pursue a career in science or undergo a break in employment after commencing a career. This is reflected in the larger difference between number of women and men doctorates pursuing professional research in comparison with the differences in numbers at the doctoral level, or the percentage of female scientists in tenured positions being lower than percentage of females holding doctoral degrees (7,8). Even those who manage ... to continue and

**Career attainment:** The issue of retention of women practicing science is related to the second policy issue in these area viz. gender gaps in career attainment among male and female scientists. Career attainment measured in terms of nature and duration of employment contracts or rank and seniority or salary shows large differences across genders (1-3).

### 1.1.2 Dual Role, Entry and Retention of Women in Science in India

The problem of impact of dual role related to family care and marriage on career continuity and attainment of women in science in India begins at the stage of higher studies and research in science. Data reveals that a large number of women dropout from higher studies and research in science (9-11). In the Indian context there have been several studies on the problems related to retention of trained scientific women power sponsored by DST, IAS, IAS and NIAS (12). These studies conclude that the complexity of developing interventions for attrition women in Science stems from the diversity in the characteristics of women scientists across the different sub-groups of women in Science. The differences also, perhaps, stem from the different practices the groups have become even with several commonalities among demographic profiles of the women. Differences on important aspects such as professional prospects vs. childcare or family responsibilities are seen. The studies have come up with policy recommendations and interventions related to organizational and educational practices and policy changes with regard to recruitment, selection and evaluation procedures in terms of gender transparency, mandatory disclosures, time bound recruitment, policies related to "two body" problem and long term schemes for re-entry.

ISO 9001:2015 NAAC 'A' GRADE CYCLE II

# KAKARAPARTI BHAVANARAYANA COLLEGE (AUTONOMOUS)

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A College with Potential for Excellence (CPE) All India 99th Rank in NIRF by MHRD (2017)

Recognized as Band Performer in AIHA by Ministry of Education, Govt. of India

Indian Council of Social Science Research

Azadi Ka Amrit Mahotsav

# Certificate

This is to certify that Prof./Dr/Mr/Ms. Jyothis mol of Govt. Degree College, West Godavari has Participated/Presented a paper titled Status of Women in Schools of Select Institutions in India in the ICSSR Sponsored Two-Day National Seminar on 'SOCIAL INNOVATION & ENTREPRENEURSHIP IN INDIA' organized by Department of Commerce & Management, K.B.N. College (Autonomous), Vijayawada on 25th & 26th February, 2022.

Convenor

Principal

# Teaching Learning Centre, Ramanujan College
# University of Delhi

In collaboration with

K.L.E. SOCIETYS S.K. ARTS COLLEGE AND H.S.K. SCIENCE INSTITUTE,
VIDYANAGAR HUBBALI, KARNATAKA

under the aegis of

MINISTRY OF EDUCATION

PANDIT MADAN MOHAN MALAVIYA NATIONAL MISSION ON TEACHERS AND TEACHING

सत्यमेव जयते
Ministry of Education
Government of India

This is to certify that

## GOWRI JYOTHIRMAI

of

**Lecturer in Physics, Department of Physics, Government Degree College , AVANIGADA-521121, Krishna.Dist, Andhra Pradesh.**

has successfully completed ONLINE TWO - WEEK REFRESHER COURSE IN

**"PHYSICS"**

from *10- 24 April, 2022*

and obtained *A+*.

Blockchain Hash: 0x078b14047eaa13eb695d1b21906179db55a7816cf28af95a01a18dec4f4fd00f

Prof. S. P. Aggarwal
(Principal & Director)
Teaching Learning Center ,
Ramanujan College

Dr. Nerle Umadevi V
(Principal)
K.L.E. Societys S.K.Arts College
& H.S.K. Science Institute

INTELLECTUAL PROPERTY INDIA
PATENTS | DESIGNS | TRADE MARKS
GEOGRAPHICAL INDICATIONS

सत्यमेव जयते

NIPAM
NATIONAL IP AWARENESS MISSION

Government of India
Ministry of Commerce and Industry
Department for Promotion of Industry and Internal Trade
Office of the Controller General of Patents, Designs and Trade Marks

# CERTIFICATE

This is to certify that, **MS. GOWRI JYOTHIRMAI , PHYSICS , FACULTY** of **GOVERNMENT DEGREE COLLEGE, AVANIGADDA, KRISHNA DISTRICT , A.P** has successfully participated in IP Awareness/Training program under

**NATIONAL INTELLECTUAL PROPERTY AWARENESS MISSION**

**on March 09,2022**

Organized by
**Intellectual Property Office, India**

**Date:March 10,2022**

(RAJENDRA RATNOO, IAS)
CONTROLLER GENERAL OF
PATENTS, DESIGNS & TRADE MARKS