



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
SPACES DEGREE COLLEGE  
C-24076**

**PL PURAM PAYAKARAOPETA  
Andhra Pradesh  
531126**

**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:	SPACES DEGREE COLLEGE PL PURAM PAYAKARAOPETA Andhra Pradesh 531126	
2.Year of Establishment	1993	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	2	
Departments/Centres:	11	
Programmes/Course offered:	8	
Permanent Faculty Members:	58	
Permanent Support Staff:	10	
Students:	1119	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Co-educational self-financed institution 2. Located in a rural area 3. Caters to the needs of the local population	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 14-12-2023 To : 15-12-2023	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. UPENDRA DWIVEDI	FormerVice Chancellor,University of Lucknow
Member Co-ordinator:	DR. SURESH KUMAR SHARMA	Professor,PANJAB UNIVERSITY CHANDIGARH
Member:	DR. SHIVASHARANAPPA HAGARAGI	FormerPrincipal,KLE SOCIETYS BASAVAPRABHU KORE ARTS SCIENCE AND COMMERCE COLLEGE CHIKODI BELAGAVI
NAAC Co - ordinator:	Dr. Shyam Singh Inda	

## 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	<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><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

Spaces Degree College was established in 1993 and it is managed by Sri Prakash Educational Society to cater the educational needs of students from rural and remote areas. The college is affiliated to Andhra University. The college is currently functioning with 8 UG programmes, 58 Teaching and 10 Non-staff members with 1119 students. 9 Teachers from different departments are on the board of studies of the affiliated university. The college is working with Science and Commerce faculties. The curriculum design and its periodical revision is governed by Andhra University in association with Andhra Pradesh State Council of Higher Education (APSCHE). The college follows an academic calendar provided by the university. The curriculum is complemented and reinforced through seminars, workshops and projects by various departments. The institution follows Choice Based Credit and Semester System (CBCSS) for all the programmes. From the current session they have initiated undergraduate honours courses as per guidelines of NEP-2020. The majority of the students who secured admission to the college belong to OBC and other minority communities which indicates an opportunity to those students hailing from backward classes in higher education. Curriculum delivery is done by the college as per the guidelines of the affiliated Andhra University. However, there is more scope for enhancement of the curriculum delivery. The college also has two active NSS units and two NCC units (Boys' and Girls' separate units) that encourage student participation in programs such as Haritha Haram (tree planting), Swachh Bharat Abhiyan, and raising awareness about renewable energy sources, water conservation, and electricity conservation. The College integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum, but it requires more efforts to enhance these components based on NEP guidelines. In addition to the regular curriculum, Add-on / Certificate/Value addition courses are offered by the departments to enhance the employment opportunities of the students. Many students complete certificate/value-added courses through online courses of MOOCs, SWAYAM, NPTEL, etc. Experimental learning is encouraged through internships, field visits, project work and similar activities. The feedback committee of IQAC discusses the curriculum feedback taken from the stakeholders.

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	<b>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</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
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 student's strength in college is 1119 comprising 58% girls and 42% boys. Student teacher ratio is 1:19. Students are encouraged to participate in the teaching-learning activities to develop their holistic personalities and enhance their employability and entrepreneurship skills. The institution assesses the learning levels of the students after admission and organises special programs for slow learners. All together there are 58 permanent teachers. The college identifies slow learners and advanced learners through tutorial systems, test papers, etc. Remedial classes, distribution of additional study materials, peer teaching and Student Support Programme (SSP), etc. are conducted to support slow learners. Internal examinations are conducted in a time bound manner as recommended by the university. Spaces Degree College follows university guidelines in the mechanism of internal assessment which is transparent and robust in terms of frequency and variety. Mechanism to deal with examination-related grievances is in practice. The Programme Outcome, Course Outcome and Programme Specific Outcome of various courses are displayed on the noticeboard and also on the college website Regular conduct of field trips / industrial visits by the institute provides a wonderful opportunity for the students to gain experimental learning experience. There are well-equipped laboratories. The creative abilities of students are expressed through posters. Guest Lectures are also arranged for students to have a good exposure of the competitive world. The students are motivated to undertake study tours/field visits and are advised to submit the projects on such visits, which help them to acquire critical thinking. Lecture methods, PowerPoint presentations, Interactive methods, Group discussions based on syllabi are used in teaching and learning. During the pandemic period, assignments and tests were given via online mode. The college encourages the teachers to use Powerpoint presentations on the academic curriculum, which is an appreciable initiative. POs, PSOs and COs communicated to the students and faculty members through Induction programs, College website and the Department notice board. The college has a 60 Mbps leased line with 250 computers connected through LAN and Wi-Fi. Some of the class rooms and laboratories are equipped with LCD projectors, Smart board panels, Uninterrupted power supply (UPS), etc. which helps students towards interactive learning.

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	<b>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</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>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.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

Qualitative analysis of Criterion 3	
<p>The college has not received any grant from Government and non-governmental agencies during the last 5 years. However, the college has given some importance to innovation and extension activities along with teaching and learning. The research component is almost negligible as no paper and book has been published by faculty members during the last 5-years. However, the students are engaged in conducting in house research oriented projects in tuned with the activities being carried out on the campus. The college has its mineral water plant and land for growing fruits &amp; vegetables, dairy farm containing varieties of cattle, own bio-gas plant, vermicompost unit, milk processing unit which helps in deriving a lot of benefits like reduction in pollution, less dependence on harmful chemical fertilizers, pesticides, fossil fuels and production of pure and healthy dairy products. The college hosts SPANDANA, a three-day event that follows the format of a youth festival, each year. Different literary, artistic, and sporting activities are held to support the budding talent. The college organizes several extension activities like self-defense training, etc. The college conducted several programs like cleaning drives and rallies under Swatch Bharat Mission in association with NSS and NCC. The college has received recognitions and appreciation for its extension activities. NSS and NCC Units of the college have participated in the Republic Day parade in New Delhi, flood relief activities like house cleaning, collection and distribution of amenities. Various programs were conducted and important days like Environment Day, Science Day, Human Rights Day, AIDS Day, Women’s Day, etc. are observed by various departments of the college. Mega Blood Donation Camps are organized with the involvement of voluntary organizations and local doctors. Some awareness programs like road safety, girl child education, water conservation, eye camps, free medical camps, Swachh Bharat campaign have been initiated by the college during the last 5 years.</p>	

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></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><b>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.)</b></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><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></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 institution has adequate facilities for teaching - learning viz. classrooms, laboratories, computing equipment, etc. but all classrooms should be made ICT enabled and provide better furniture. The college has 24 classrooms, 9 smart class rooms, 9 science laboratories, 3 computer laboratories, library, seminar hall, besides an administrative office and a few other rooms. Other facilities include Examination hall, Girls waiting rooms, outdoor stadium, Ayurveda hospital, Botanical garden, separate rooms for NCC, NSS, staff rooms for faculty members and Skill Development Room. The college library has SOUL version 3.0 software, approximately 11,373 books with 2,885 reference books and 3 print Journals and 13 magazines. A separate digital section is available with 10 computers for accessing digital resources. Access to online resources such as DELNET is available. The e-library includes subscribed journals, open access to full text journals, subscribed and open access books as well as newspapers, magazines and MOOC on SWAYAM portal. The college has adequate computers, projectors, laptops, printers, scanners, photocopier/scanners UPS with batteries, wi-fi modem, wi-fi routers, digital camera and CCTV cameras. ICT enabled teaching-learning process is also given due importance. The college has adequate facilities for sports ( outdoor, gymnasium, yoga centre, etc.). As a healthy practice, the library can keep open beyond working hours along with books, reference books, eBooks, e-journals, newspapers and periodicals to encourage rural students to cultivate reading habits.

#### 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	
<p>The college is nurturing and inculcating multifaceted talents among students. College provides good infrastructural and academic facilities to all its students. Many students have been benefited by a scholarship which has been provided by the Government. A reliable and adequate Feedback System both at the student and teacher levels is maintained. Capacity building and skill enhancement initiatives are taken up by the college. Grievance Redressal Cell and Anti-Ragging Committee play a pivotal role in protecting students' rights and try to promote a safe and secure environment. Student's participation in the academic and administrative bodies is helping to acquire leadership qualities and executive skills. The college involves students in social awareness programs such as Swachh Bharath, HIV/AIDS awareness rallies, Anti-Drug Addiction campaigns and other community-related issues to develop social consciousness, skills and competencies to foster their holistic development. Meritorious students are nominated as members in various committees and bodies. The college has a registered Alumni Association which aims to continue its interaction and cordial relations with parent, students, faculty and management. It has been engaged to establish alumni networks that contribute towards the development and glory of the College. However, it needs to be strengthened and alumni should be encouraged for fund generation. Blood donation campaigns are also conducted in association with the college authorities. Efforts must be made to enroll a maximum number of outgoing students as alumni. The proceedings of alumni meetings should be properly recorded. The performance of students in sports and cultural activities require special attention and recognition as only few awards/medals have been earned by students during the last 5 years. The Number of students benefitted by guidance for competitive examinations and career counselling offered by the college are very less and need significant improvement.</p>	

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b><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></b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b><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></b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>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)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>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</b>



Qualitative analysis of Criterion 6

College activities are planned in tune with the mission and vision statements of the college. They try to lift the downtrodden and socio-economically deprived sections of the society. The college consists of the Management, Governing body, the Principal, the teaching staff, the non-teaching staff and the students. The IQAC of the college is proactive and enhancing quality in college by conducting student-centric activities. The NSS unit indulges in community development related activities and infuses values of life among the students. The college can think of starting more employability-oriented courses. The institution reviews its teaching-learning process, structures and methodologies of operations and learning outcomes at periodic intervals through IQAC. The Head of the departments supervises the smooth functioning of the academic activities. IQAC plays a vital role in ensuring quality of the functioning of the administrative and academic units of the college. The coordinator of IQAC along with members of other committees works together for the progress of the college. The main sources of income to the college are tuition fee and accumulated funds of the institution. The funds are utilized for infrastructure development, staff salaries and other operating expenses. The teachers are to be encouraged to take more number of minor and major research projects and participate in academic conferences and seminars. The publication of research papers and books of faculty must be strengthened. Various statutory bodies like Alumni, IQAC, college council and other concerned committees constituted are in place. The e-governance platform of the college effectively helps in improving various aspects of academics and administration. The financial audit of the college is carried out by a chartered accountant. The college has to devise effective welfare measures for teachers, non-teaching staff and students. The college needs to mobilize external resources for the growth of the college in the long run.

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	<b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b>  <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	<b>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)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

Qualitative analysis of Criterion 7

The college promotes value based education to the students adhering to its vision and mission. The college ensures access to opportunities to every student without any gender discrimination. Measures initiated by the college towards an inclusive environment that promotes tolerance, harmony, cultural, regional, linguistic, communal and socioeconomic diversity and sensitization among students are commendable. It also reminded students to their values, rights, duties and responsibilities. College shows gender sensitivity in providing



facilities such as: safety and security of students and staff. Constitutions of committees like Anti-Ragging Cell, Internal Complaints Committee, Discipline Ethics Committee, etc., and installation of CCTV cameras, ensure the safety of each student. There are complaint and a suggestion boxes in the campus. The college also focuses on physical health and sports, providing opportunities for students to learn and practice various games and participate in national-level competitions. Some students won Gold medals in inter-collegiate, Association of Indian Universities sports and games competitions in the categories of Rope skipping, shooting ball, Women's hockey, Women's cricket, etc. Value education is considered the need of the hour and the college invites eminent personalities from different professions to talk to students about the importance of ethical values. The college focuses on building an environmentally sustainable campus by restricting plastics on the campus, growing of trees, Biogas Plant (516 cum) & solar power plant. The farm in the campus has about 350 animals (both cows and buffaloes combined) and the dairy is attached to a biogas plant. The college has a code of conduct that initiates and oversees various policies and ethical programmes among students, teachers and non-teaching staffs including the observances of major National and International Days in each year. Green practices are observed on the campus. Two best practices adopted by the college include Renewable sources of energy (Biogas Plant & solar power plant) and Bridging the Gap (College student Placements).

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

#### Overall Analysis

##### **Strength:**

- The College has adequate infrastructure catering to the requirements of the stakeholders.
- The faculty strength is adequate
- The college enjoys good governance with a supportive and caring management
- Despite its rural location, the college has adequate visibility in the region
- Academic performance of the students at the university level is commendable.

##### **Weaknesses:**

- No funding from central & state agencies
- No PG courses and limited UG courses
- Less number of Ph.D./NET/SLET among faculty members because of rural location.
- Lack of communication skills.

##### **Opportunities:**

- Facilities for faculty enrichment
- Students enrichment towards small-scale entrepreneurship through various add-on courses related to Dairy, Bakery, Biofertilizer and Vermicompost production, hydroponics, mushroom cultivation, etc. offered on

campus

- Introduction of PG Courses
- Introduction of Agriculture and Horticulture courses.

**Challenges:**

- Students need to improve their communication skills in English
- Students lack interest in appearing for various competitive exams
- Drop out of students
- Difficulty in recruiting Ph.D./NET/SET qualified faculty members
- Financial resource generation

**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)

- • PG courses be opened
- • Skill development for employability be enhanced
- • More lucrative add-on courses be opened
- • Library automation be done
- • Initiatives to get 12B approval of UGC
- • The management should have a Vision document for the next decade and implement it.
- • Alumni Association activities must be strengthened
- • Hostel facilities for boys and girls
- • Promotion of research environment
- • Decentralization and e-governance
- • Fund generation and mobilization
- • Strengthening of tools to measure direct and indirect methods of assessing POs, PSOs and COs.
- • Initiatives for full implementation of NEP-2020

**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. UPENDRA DWIVEDI	Chairperson	
2	DR. SURESH KUMAR SHARMA	Member Co-ordinator	
3	DR. SHIVASHARANAPPA HAGARAGI	Member	
4	Dr. Shyam Singh Inda	NAAC Co - ordinator	

Place

Date