

# **Government College for Women (A) Guntur, Andhra Pradesh**



## **Best Practice : “Culture Sustentation : Loom, Craft and Performing Arts”**



## **Internal Quality Assurance Cell**

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1. **Title of practice:** Culture Sustentation: Loom, Craft and Performing Arts

2. **Objectives:**

- Educating students and staff about cultural, economic, and environmental implications of reviving handloom products for communities.
- Raising awareness on promotion of indigenous art forms unique to our region revival and Indian Knowledge Systems.
- Opportunities for skill development beyond academic pursuits.

3. **Context:**

Cultural preservation, reflected in various types of craft such as weaving, artefacts, pottery and arts not only gives sustainable livelihood to communities but holds them emotionally to roots and identity of one's culture. This practice is responsibility of HEIs as future citizens are moulded and they would be guardians of such heritage of our culture. Practice

The staff council of college has resolved in 2021 that the college would take initiatives in adopting handloom, to get to know various weaving units that abound in Guntur district and to encourage students to know and practice art form of our region. In this direction following activities have been taken up for the last 3 years.

"Looms in Bloom" -- observance of 'Handloom Day' every Friday/ Saturday. Teaching and non-teaching staff adopted handloom for one day a week. Moreover, during significant events like Graduation Day, College Annual Day and on National festivals staff members voluntarily don handloom. In this pursuit we hosted 3 handloom exhibitions by KSR handlooms, Chirala, Mangalagiri Weavers and Bhattiprolu Weavers and helped generate approximate revenue of 4 lakhs 16 thousand and promoted local entrepreneurship.

To make students study dynamics of such entrepreneurship departments of Economics and Home Science have involved students in field trips to Pedana where Kalamkari hand paint is used on fabrics, to Chirala weavers; or training them in Indian Dyeing and Hand Block printing for 15 days in February 2023 or even in short term internships for 8 weeks in Dyeing and Printing at AP Weavers Service Centre, Vijayawada in 2023 and in Surface Enrichment Techniques in Textiles at Harika Printers Guntur in 2022. In addition, students are trained in glass and fabric painting and bangle making.

The traditional ethnic and folk-art form of Andhra Pradesh, Kolatam, is not much patronized except in temple festivals. Initially interested students are trained in this vibrant dance form for a week in 2023. Observing enthusiastic participation of students, department of Telugu offered a 3-credit certificate course in this folk-art form. The students could see aesthetics and body dynamics that would lead to physical wellness.

Recognizing role of yoga in India's cultural heritage and its global influence on well-being, NCC and NSS units organized a five-day training program and a certificate course in yoga.

4. **Evidence of success:**

- Consistent and enthusiastic participation in wearing handloom during designated events and Fridays.
- Collaboration with local artisans or handloom industries, contributing to their economic sustenance, visibility, support.
- Certification in folk art and yoga

5. **Problems encountered and resources required:**

- Balancing academic schedules
- Need for additional financial resources to arrange some art forms and to invite external cultural groups.
- Lack of educational materials on the significance of handloom traditions.

## Best Practice: Culture Sustentation: Loom, Craft and Performing Arts

### Details of Activities Taken up

<b>Academic year</b>	<b>Activity taken up</b>	<b>Date</b>
2024-25	“Looms in Bloom” -- observance of ‘Handloom Day’ - <b>Loom</b>	Once a Week
	Walk for Weavers- Girls Show casing handlooms- <b>Loom</b>	13-08-24
2023-24	“Looms in Bloom” -- observance of ‘Handloom Day’ - <b>Loom</b>	Once a Week
	Handloom Exhibition by KSR Handlooms -- <b>Loom</b>	10-04-2023
	Internship in Indian Dyeing & Hand Block printing- <b>Craft</b>	August 2023
	Handloom Walk--- <b>Loom</b>	10-01-2024
	Certificate Course in Kolatam- <b>Performing Art</b>	March 2024
2022-23	“Looms in Bloom” -- observance of ‘Handloom Day’ --- <b>Loom</b>	Once a Week
	Field trip to Weavers: KSR Handlooms -- <b>Loom</b>	<b>19-04-2022</b>
	Handloom Exhibition by Mangalagiri weavers -- <b>Loom</b>	04-11-2022
	Internship in printing and Dyeing-- <b>Craft</b>	November 22
	Handloom Walk- <b>Loom</b>	04-01-23
	Field trip to Weavers- KSR Handlooms	<b>17-02-2023</b>
	Training in Kolatam folk dance form- <b>Performing Art</b>	Feb’ 23
	Training in block printing -- <b>Craft</b>	Feb’ 23
	Training in Glass Painting -- <b>Craft</b>	Feb’ 23
	Training in Thread Bangle making-- <b>Craft</b>	Dec 22
2021-22	Handloom Exhibition by Bhattiprolu weavers -- <b>Loom</b>	Jan 22
	Field trips to weavers Hand Craft jewellery, Machilipatnam - <b>Craft</b>	Dec 21
	Field trips to weavers Pedana Kalamkari craft	Dec 21
2018-19	Training in block printing -- <b>Craft</b>	Aug 2018

## GOVERNMENT COLLEGE FOR WOMEN (A) GUNTUR

### Looms in Bloom- Observance of Handloom day

2023– 24

The objectives of promoting the wearing of handloom clothes are:

1. **To Provide Financial Support:** Encourage the purchase of handloom garments to provide financial support to artisans and uplift the handloom industry.
2. **To Encourage the Handloom Industry:** Foster a broader appreciation for handloom by increasing demand, thereby sustaining the industry and preserving traditional crafts.
3. **To Encourage and Motivate Faculty and Students:** Inspire faculty and students to support local artisans and wear handloom, promoting pride in cultural heritage.
4. **To Develop Integrity Among Staff and Students:** Build a sense of responsibility and integrity by encouraging ethical fashion choices, emphasizing sustainability and cultural preservation.
5. **To Organize Exhibitions for Handloom Garments:** Facilitate exhibitions to showcase handloom products, making them more accessible and motivating staff and students to purchase handloom garments.

The initiative undertaken by the Government College for Women, Guntur, to promote and support India's handloom industry is both impactful and culturally enriching. This program fosters pride in Indian heritage and reflects a conscious commitment to preserving traditional crafts. By organizing activities such as handloom exhibitions, a dedicated handloom walk, and establishing the weekly practice of wearing handloom attire among both faculty and students every Friday, the college has woven a meaningful connection between education and cultural responsibility.

The college's Staff Council,(20.10.2021) through a formal resolution, has encouraged the regular wearing of handloom clothes as a demonstration of solidarity with the artisans and agricultural workers who sustain this traditional industry. This practice aligns closely with the mission of the Women's Empowerment Cell, which seeks not only to support the economic well-being of handloom workers but also to instill in students a sense of pride in their cultural heritage. Wearing handloom garments serves as a reminder of the immense skill and labor that goes into these fabrics, fostering appreciation among students and inspiring broader societal awareness.

As educators and citizens, wearing handloom clothing conveys a powerful message about sustainability, economic empowerment, and cultural preservation. The commitment shown by the faculty members in adopting this initiative sets a meaningful example for students, emphasizing the values of responsibility, respect for heritage, and community support. This ongoing program not only revitalizes interest in

handloom crafts but also strengthens the socio-economic fabric of the community, ensuring that these traditional skills are honored and sustained for future generations.

## **OUTCOMES OF WEARING HANDLOOM GARMENTS**

### **1. Economic Support:**

- Provides sustainable livelihoods for weavers.
- Promotes fair trade practices.

### **2. Cultural Preservation:**

- Helps preserve traditional weaving techniques.
- Fosters a sense of identity and pride in local crafts.

### **3. Environmental Benefits:**

- Sustainable production with lower resource consumption.
- Biodegradable materials reduce environmental impact.

### **4. Health and Comfort:**

- Made from natural, breathable fibers that are skin-friendly.
- Reduced chemical exposure from fewer synthetic materials.

### **5. Fashion and Uniqueness:**

- Offers distinctive, unique designs and patterns.
- Versatile for various occasions and personal styles.

### **6. Social Empowerment:**

- Empowers women through skill development and employment.
- Strengthens community bonds and collaboration.

### **7. Awareness and Advocacy:**

- Promotes sustainable fashion choices.
- Raises awareness about the impact of textile production.

These outcomes collectively contribute to a more sustainable and ethical fashion ecosystem while supporting artisans and preserving cultural heritage.

The Government College for Women in Guntur is excited to announce a series of initiatives aimed at promoting and supporting the handloom industry. As part of these efforts, the college will be organizing exhibitions showcasing the rich variety of handloom fabrics and techniques.

Additionally, students will participate in a handloom walk show, where they can proudly wear and display handloom garments, celebrating the artistry and cultural heritage behind these textiles. To further encourage this initiative, students are invited to wear handloom clothing once a week, specifically on Fridays, fostering a sense of pride and appreciation for traditional craftsmanship.

These initiatives not only aim to raise awareness about the significance of handloom textiles but also seek to empower local artisans by supporting their work. By engaging in these activities, the college hopes to inspire students and the community to embrace sustainable fashion choices while honoring the skills and traditions of handloom weaving.

### CONDUCTED PROGRAMMES BY WOMEN EMPOWERMENT CELL

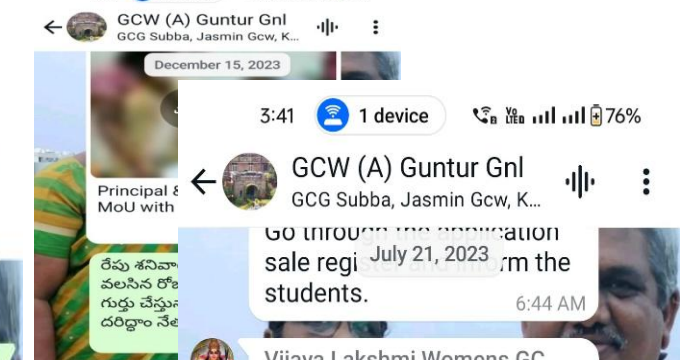
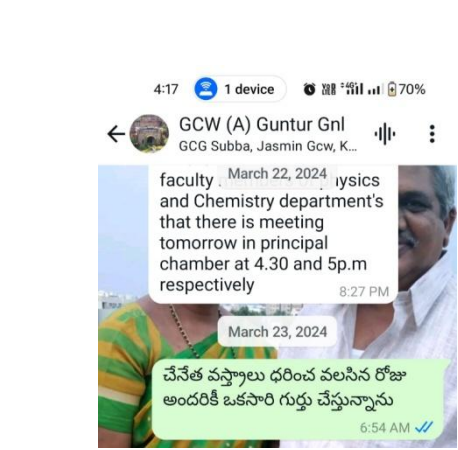
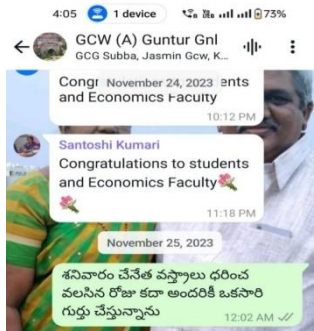
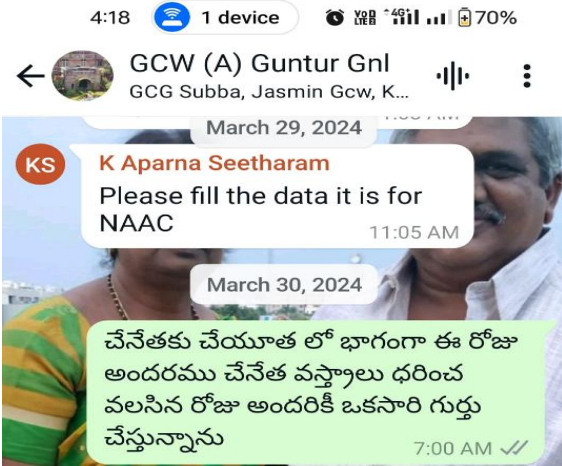
In the academic year 2023 -24, the handloom walk event has been organized."

On special days, such as August 15 and January 26, wearing handlooms is mandatory.

The WEC is committed to continuing its efforts in promoting and celebrating the art of handloom weaving, paving the way for ongoing support of local artisans and the preservation of cultural heritage.



extension activities reports to the mail id [criterion3\\_extension@gcw.guntur.ac.in](mailto:criterion3_extension@gcw.guntur.ac.in) on or before Monday



Weekly reminders in regional language about wearing handloom

**GOVERNMENT COLLEGE FOR WOMEN (A), GUNTUR**  
**THREADS OF TRADITION: WALK FOR WEAVERS – 2024**

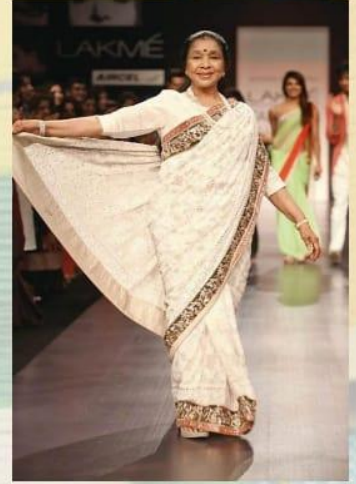


**GOVERNMENT COLLEGE FOR WOMEN (A), GUNTUR**  
**WOMEN EMPOWERMENT CELL**

*Threads of Tradition :*  
**Walk for Weavers**

**President : Dr. V. R. Jyothsna Kumari (Principal)**

**Chief Guest : Bollapragada Sridevi**



*Venue : Assembly Hall*

*Date : 13/08/2024*

*Time : 11:00 AM*

**Government College for Women (A), Guntur**

## **Threads of Tradition: Walk for Weavers - 2024**

Date: 06-08-2024

### **CIRCULAR**

As part of our ongoing efforts to celebrate India's rich handloom tradition, the college is organizing the **Threads of Tradition: Walk for Weavers - 2024** under the Best Practice initiative, in honour of National Handloom Day. This year's event will be held on August 13th, 2024, at 11:00 AM in the Assembly Hall. The event aims to highlight the diversity of Indian handloom heritage through the active participation of students, who are encouraged to wear handloom attire representing different states.

Students who wish to participate are requested to register their names with Dr. P. Vijayalakshmi, Lecturer in Telugu, no later than August 11th, 2024. Let's come together to honour our handloom traditions, showcasing the beauty and craftsmanship that make this heritage so special. Your involvement will contribute significantly to the success of this event, and we look forward to a vibrant display of cultural pride.

**Convener**

**Principal**

Women Empowerment Cell

**Threads of Tradition: Walk for Weavers - 2024 Report**

**Date:** 13-08-2024

**Time:** 11:00 AM

**Venue:** Assembly Hall

**Organized by:** Women Empowerment Cell

**Aims and Objectives:**

**Threads of Tradition: Walk for Weavers - 2024** was held to mark National Handloom Day and to celebrate India's handloom heritage. The event aimed to inspire students and faculty to take pride in traditional handloom clothing. The key objectives were:

- To show the beauty and variety of Indian handlooms.
- To encourage students to wear handloom clothes and feel proud of this heritage.
- To spread awareness about the different handloom traditions in India.
- To recognize and reward students for creatively wearing traditional handloom outfits.

**Description:**

The event was inaugurated by **Dr. V.R. Jyotsna Kumari, Principal**, and honored by the presence of **Smt. Bollapragada Sridevi, Member of the National Institute of Naturopathy and Founder of Nidhivanam**, as the chief guest. Nineteen students from various departments participated, dressed in vibrant handloom sarees and traditional attire representing different regions of India. This presentation effectively showcased the rich diversity and heritage of Indian handloom craftsmanship.

In her address, **Dr. Jyotsna Kumari** emphasized the significance of safeguarding the handloom sector, underlining its pivotal role in shaping India's cultural identity. She extended her congratulations to the participants for their commendable efforts in promoting handloom traditions and expressed her appreciation to the Women Empowerment Cell for organizing the event.

The chief guest, Smt. Bollapragada Sridevi, spoke about the challenges currently faced by the handloom industry and emphasized the importance of supporting local weavers. She remarked, "Our handloom industry has gone through difficult times, but events like this bring much-needed attention to the dedication of our weavers and their role in preserving India's cultural heritage." Special guests were presented with handloom garments as a token of appreciation for their support of this traditional art form. The event was judged by **Dr. V. Bhavani**, HoD, Department of Telugu, **Dr. M. Naga Prasanna**, Department of Zoology, and Dr. T. Anita Susan, Department of Zoology. The active participation of faculty members and students played a significant role in ensuring the overall success of the event.

**Prize Winners:**

1. **First Prize:** Kum. Priyanka, III BSc (DS)
2. **Second Prize:** B. Durga Devi, II BA (SHT)
3. **Third Prize:** G. Madhavi, I BSc (M.S.Cs)

The event was coordinated by **Dr. P. Vijayalakshmi**, with support from **Dr. V. Bhavani**, **Dr. K. Lakshmi Prameela**, and **Dr. P. Anuradha**.

**Outcomes:**

**Threads of Tradition: Walk for Weavers - 2024** achieved its goals by:

- Increasing appreciation for handloom fabrics among students and staff.
- Providing a platform for students to showcase the cultural diversity of India.
- Raising awareness about the importance of supporting local weavers and artisans.

**Conclusion:**

The event was a great success, providing an opportunity for students and staff to celebrate India's handloom heritage. It emphasized the importance of preserving this cultural tradition and supporting the weavers who sustain it. Through active participation, the event highlighted the value of India's handloom industry and its continued relevance for future generations.

**List of Participants:**

Sl. No.	Name of the Participant	Group and Class
1	K.Priyanka	III BSC Datascience
2	SK.Karishma	II BA FE
3	K.Kavya	III Bsc Data Science
4	M.Sailaja	II BA Spl Telugu
5	P.Fathima	III Bsc Data Science
6	K.Leelavathi	III Bsc Computer Science
7	D.Jyothi	II BA Spl English
8	M.Reshma	III Bcom AT
9	V.Swetha	III BA PEP
10	K.Jyothi	III BA PEP
11	R.Sravani	II Bcom CA
12	G.Madhavi	III Bsc MSCS
13	A.Soumya	IIIBcom Banking
14	P.Thirupathamma	II Bsc Physics
15	D.Sravani	IIIBsc DS
16	S.Pallavi	III BA CE
17	T.Elleswari	III BZC
18	B.Gayathri	III SHT
19	M.Madhubala	II CA



Smt. B. Sridevi, Member of the National Institute of Naturopathy and Founder of Nidhivanam, served as the Chief Guest and highlighted the economic and cultural value of handloom crafts, urging support for local artisans and their timeless work.



Prize distribution



Students Ramp Walk



Group photo of the participants alongside the Principal and Chief Guest.



Felicitation for the Chief Guest by the Principal

## GOVERNMENT COLLEGE FOR WOMEN (A) GUNTUR

### “Looms in Bloom” -- observance of ‘Handloom Day’

2022 – 23

The objectives of promoting the wearing of handloom clothes are:

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5. **To Organize Exhibitions for Handloom Garments:** Facilitate exhibitions to showcase handloom products, making them more accessible and motivating staff and students to purchase handloom garments.

The initiative undertaken by the Government Degree College for Women, Guntur, to promote and support India’s handloom industry is both impactful and culturally enriching. This program fosters pride in Indian heritage and reflects a conscious commitment to preserving traditional crafts. By organizing activities such as handloom exhibitions, a dedicated handloom walk, and establishing the weekly practice of wearing handloom attire among both faculty and students every Friday, the college has woven a meaningful connection between education and cultural responsibility.

The college’s Staff Council,(20.10.2021) through a formal resolution, has encouraged the regular wearing of handloom clothes as a demonstration of solidarity with the artisans and agricultural workers who sustain this traditional industry. This practice aligns closely with the mission of the Women’s Empowerment Cell, which seeks not only to support the economic well-being of handloom workers but also to instill in students a sense of pride in their cultural heritage. Wearing handloom garments serves as a reminder of the immense skill and labour that goes into these fabrics, fostering appreciation among students and inspiring broader societal awareness.

As educators and citizens, wearing handloom clothing conveys a powerful message about sustainability, economic empowerment, and cultural preservation. The commitment shown by the faculty members in adopting this initiative sets a meaningful example for students, emphasizing the values of responsibility,

respect for heritage, and community support. This ongoing program not only revitalizes interest in handloom crafts but also strengthens the socio-economic fabric of the community, ensuring that these traditional skills are honoured and sustained for future generations.

## **OUTCOMES OF WEARING HANDLOOM GARMENTS**

### **1. Economic Support:**

- Provides sustainable livelihoods for weavers.
- Promotes fair trade practices.

### **2. Cultural Preservation:**

- Helps preserve traditional weaving techniques.
- Fosters a sense of identity and pride in local crafts.

### **3. Environmental Benefits:**

- Sustainable production with lower resource consumption.
- Biodegradable materials reduce environmental impact.

### **4. Health and Comfort:**

- Made from natural, breathable fibers that are skin-friendly.
- Reduced chemical exposure from fewer synthetic materials.

### **5. Fashion and Uniqueness:**

- Offers distinctive, unique designs and patterns.
- Versatile for various occasions and personal styles.

### **6. Social Empowerment:**

- Empowers women through skill development and employment.
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### **7. Awareness and Advocacy:**

- Promotes sustainable fashion choices.
- Raises awareness about the impact of textile production.

These outcomes collectively contribute to a more sustainable and ethical fashion ecosystem while supporting artisans and preserving cultural heritage.

The Government College for Women in Guntur is excited to announce a series of initiatives aimed at promoting and supporting the handloom industry. As part of these efforts, the college will be organizing exhibitions showcasing the rich variety of handloom fabrics and techniques.

Additionally, students will participate in a handloom walk show, where they can proudly wear and display handloom garments, celebrating the artistry and cultural heritage behind these textiles. To further encourage this initiative, students are invited to wear handloom clothing once a week, specifically on Fridays, fostering a sense of pride and appreciation for traditional craftsmanship.

These initiatives not only aim to raise awareness about the significance of handloom textiles but also seek to empower local artisans by supporting their work. By engaging in these activities, the college hopes to inspire students and the community to embrace sustainable fashion choices while honoring the skills and traditions of handloom weaving.

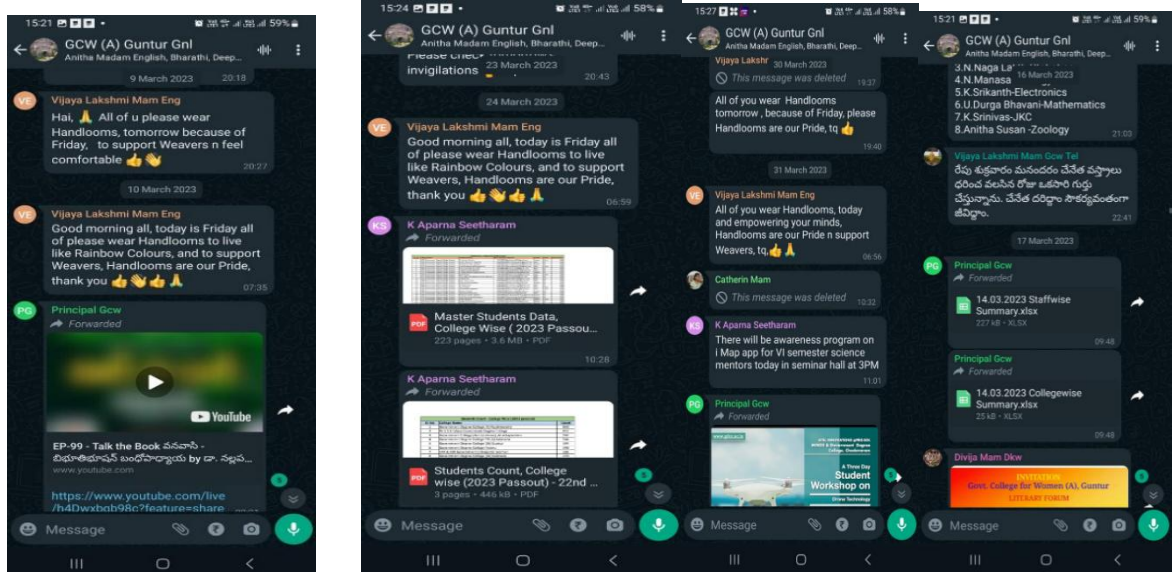
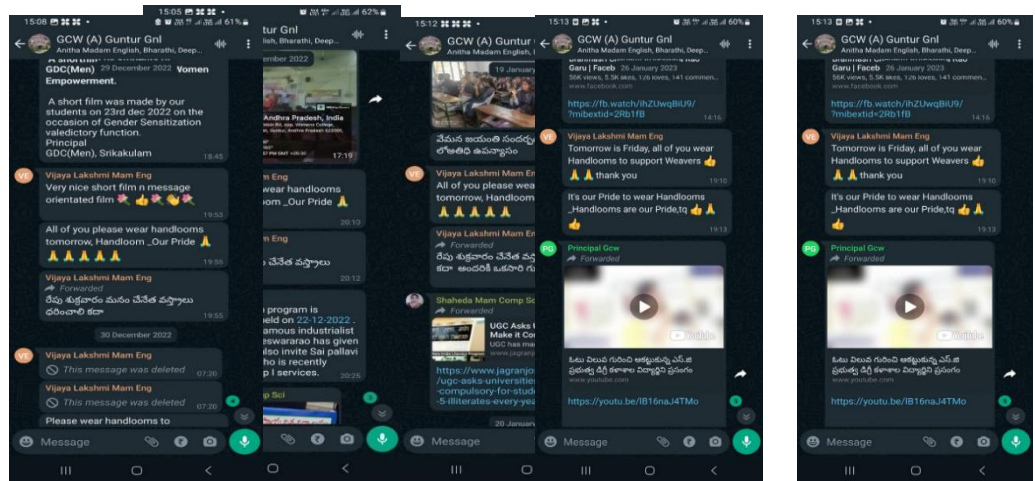
### CONDUCTED PROGRAMMES BY WOMEN EMPOWERMENT CELL

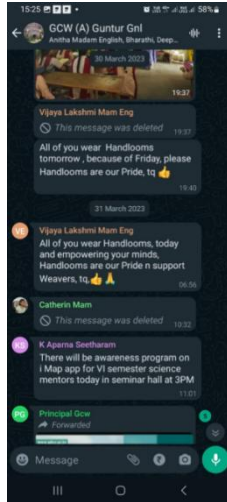
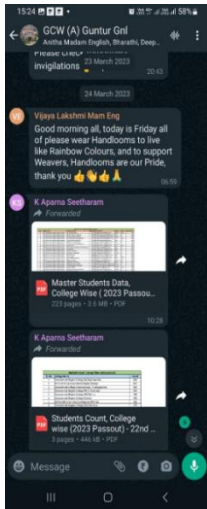
In the academic year 2022 -23, an exhibition of handloom textiles was organized at the college by the handloom weavers of Mangalagiri.

In this exhibition, purchases amounting to approximately 1,00,000 rupees were made.

On special days, such as August 15 and January 26, wearing handlooms is mandatory.

The WEC is committed to continuing its efforts in promoting and celebrating the art of handloom weaving, paving the way for ongoing support of local artisans and the preservation of cultural heritage.





Weekly reminders in college WhatsApp group requesting members to wear handloom on the select day

## **A Report on Handloom Exhibition**

**Name of the Activity:** Handloom Exhibition

**Organized by:** Women Empowerment Cell (WEC)

### Introduction

The Handloom Exhibition, organized on April 10, 2023, by the Women Empowerment Cell (WEC) of our college, aimed to promote the rich tradition and culture of India through its handloom industry. As one of the oldest cottage industries in the country, the handloom sector reflects the diverse craftsmanship of various regions. However, with the advent of modernization and industrialization, this industry has been losing its prominence. To combat this trend and to encourage interest in wearing handloom textiles, the WEC took the initiative to organize an exhibition and sale, thereby creating awareness and fostering appreciation for these unique products.

### Objectives

The primary objectives of the Handloom Exhibition were:

1. To educate students and staff about the significance of the handloom industry, its cultural heritage, and the craftsmanship involved in producing handloom textiles.
2. To provide a platform for local weavers, particularly KSR Handlooms from Chirala, to showcase and sell their products, thus sustaining their livelihoods.
3. To promote interaction between students, faculty, and local artisans, fostering a deeper appreciation for traditional crafts.
4. To motivate students and staff to incorporate handloom textiles into their wardrobes, highlighting their beauty and cultural significance.

### Description of the Activity

The handloom exhibition was successfully conducted on the college premises under the guidance of the Women Empowerment Cell. With participation from KSR Handlooms of Chirala, the event featured a wide range of both stitched and unstitched dress materials, including sarees, showcasing the exquisite craftsmanship of local artisans.

The exhibition attracted an impressive turnout of approximately 300 students and 160 staff members. The stalls were adorned with vibrant textiles, and the atmosphere was filled with enthusiasm as attendees explored the variety of handloom products available. The response from the college community was overwhelmingly positive, with many visitors expressing their appreciation for the craftsmanship and cultural significance of the items on display.

Sales during the exhibition reached an impressive total of Rs. 170,000, demonstrating the strong demand for handloom products within the college community. The moderate pricing and availability of ready-made tops contributed to the enthusiastic participation, especially among students.

## Outcomes

The Handloom Exhibition resulted in several significant outcomes:

1. The exhibition generated sales of Rs. 170,000, providing vital financial support to local weavers and reflecting a strong interest in handloom products among students and staff.
2. Participants gained a deeper understanding of the handloom industry's cultural significance and the craftsmanship involved in producing these textiles, fostering a sense of pride in traditional Indian crafts.
3. The event successfully facilitated interaction between students, staff, and local artisans, enhancing mutual respect and appreciation for the skills and challenges faced by weavers.
4. The positive response from the college community indicated a growing interest in incorporating handloom products into daily wear, supporting sustainable fashion choices.

## Conclusion

The Handloom Exhibition organized by the Women Empowerment Cell served as an effective platform to promote the traditional handloom industry while engaging the college community in meaningful interactions with local artisans. By creating awareness and encouraging the purchase of handloom products, the event contributed to the preservation of cultural heritage and supported the livelihoods of weavers. The enthusiastic participation and impressive sales figures demonstrate the potential for future exhibitions to further enhance appreciation for handloom textiles and foster a culture of sustainability within the college. This initiative not only highlighted the importance of traditional crafts but also paved the way for continued efforts to promote local artisans and their invaluable contributions to Indian culture.





"The college principal is starting the handloom exhibition."



"Students purchasing handloom products."

# Report on “Art of Indian Dyeing and Hand Block printing”

## Introduction

The Department of Home Science strives to nurture skills essential for human development, emphasizing growth across physical, physiological, psychological, social, and economic dimensions. To align with this mission, the B.Sc. Home Science (Clinical Nutrition and Dietetics) program aims to imbue students with knowledge and expertise in **Indian indigenous techniques ethnic art forms like dyeing and block printing** so as to cultivate entrepreneurial and employability skills.

Dyeing and block printing are traditional textile decoration techniques that embody both **artistry and cultural heritage**, these techniques are integrated into the curriculum to not only develop students' technical skills but also to encourage **entrepreneurship and foster a deeper appreciation for historical and cultural traditions**. With this perspective the “Art of Dyeing and Block printing” was offered as a certificate course to provide hands on exploration of the traditional art of tie and dye along with block printing techniques and to sensitize the students on historical significance and broaden the cultural awareness and appreciation.

Through this course the students have learn the fundamentals of fabric manipulation, colour application by dyeing and block printing, scientific principles behind the dyeing process and its method of application acquainting various dye classes such as acid dyes, basic dyes, naphthol dyes, vat dyes, natural dyes and examined its suitability to different fabrics etc.

Further this course develops their foundational understanding of textiles design principles emphasizing the integration of tie and dye with block printing to create unique and aesthetically pleasing fabrics enable them to take up this skill as a career option to get settled as an entrepreneurs. Also assist the students to take up this surface enrichment technique as an entrepreneurial activity at household/cottage level.

## Procedure

“**Art of Indian Dyeing and Hand Block printing**” was organized by the Dept of Home science as certificate course from 27-02-2023 to 11-03-2023 for the students of I BSc, II BSC, III BSC Home science (50), Government college for Women(A), Guntur on the basis of 1.5 hours per day for 12 days. The entire course was dealt by a resource person cum entrepreneur B.Rama, Block printer, Rajahmundry.

The students were taught on in Tying techniques, Naphthol dyes, Vat dyes and Direct dye class respectively etc. dyeing of the tied samples were made with single, two and three colors, post treatments were given for enhancing the fastness properties of dyed goods.

## Objectives

1. To make the students to understand the art and science behind the dyeing and block printing techniques and processes
2. To sensitize the historical significance and broaden the cultural awareness and appreciation
3. To foster creativity and artistic expression by encouraging students to explore diverse colour combinations, patterns and motifs in their tie and dye block printing samples preparation
4. To acquire skills and techniques used in designs, colour to create designed fabric patterns and preparation of combination of tie and dye block printing as surface embellishments on textiles.
5. To motivate the students to take up dyeing and block printing as an entrepreneurial activity

## Outcomes

1. Understood the art and science behind the dyeing and block printing techniques and processes
2. Students sensitized the historical significance and broaden the cultural awareness and appreciation.
3. Enable students to foster creativity and artistic expression in designing the textiles
4. Acquired skills and techniques of surface embellishments of fabrics.
5. Motivated the students to take up dyeing and block printing as an entrepreneurial activity.

## List of Students participated in the certificate course

S.no	Name of the Student	Class/ year	Reg number
1.	B.Sai swetha	III BSc HSc	20208003
2.	B. Sunila mercy	III BSc HSc	20408004
3.	B. Priyanka	III BSc HSc	20408005
4.	J.Sujatha	III BSc HSc	20408006
5.	J.Prathyusha	III BSc HSc	20408007
6.	K. Tejeswini	III BSc HSc	20408008
7.	K.Krupa Rani	III BSc HSc	20408010
8	K.Harshini Priya	III BSc HSc	20408011
9	K.Vijaya Varshitha	III BSc HSc	20408013
10	M.Theressa	III BSc HSc	20408014
11	Md, Ambreen Sulthana	III BSc HSc	20408015
12	P. Bhavana	III BSc HSc	20408017
13	G. Priyanka	III BSc HSc	20408018
14	Sd. Sameena	III BSc HSc	20408020
15	S. Priyanka	III BSc HSc	20408021
16	Sk. Ayesha	III BSc HSc	20408022
17	T. Tulasi Kumari	III BSc HSc	20408027
18	SD. Nahida	III BSc HSc	20408028
19	V.Bhavitha	III BSc HSc	20408029
20	Y.HadassaBlessy	III BSc HSc	20408030
21	A Praneetha	II BSc HSc	21408001
22	B Gowthami	II BSc HSc	21408002
23	D Nagalakshmi	II BSc HSc	21408003
24	I Kavya sri	II BSc HSc	21408005
25	K Archana	II BSc HSc	21408006
26	K Durga bai	II BSc HSc	21408007
27	K Susmitha	II BSc HSc	21408008

28	K Mounika	II BSc HSc	214080011
29	M Neha Chandrika	II BSc HSc	214080012
30	M Rushitha	II BSc HSc	214080013
31	M Kavya deepika	II BSc HSc	214080014
32	M Keertiswari	II BSc HSc	214080016
33	M Vijaya Lakshmi	II BSc HSc	214080017
34	N Bhavana	II BSc HSc	214080018
35	P Suvartha	II BSc HSc	214080019
36	P Aruna	II BSc HSc	214080020
37	Sk Kareema	II BSc HSc	214080023
38	Sk Nazima	II BSc HSc	214080024
39	Sk Parveen	II BSc HSc	214080022
40	Sk Shadika	II BSc HSc	214080024
41	T Vedasree	II BSc HSc	214080025
42	V Akhila	II BSc HSc	214080026
43	D.Venkata durga	IBsc[HS]CND	22408001
44	G.Mercy	IBsc[HS]CND	22408002
45	Hepsibah.P	IBsc[HS]CND	22408004
46	J.Durga bai	IBsc[HS]CND	22408005
47	Sk. Afrin	IBsc[HS]CND	22408008
48	M.Leela jyothi	IBsc[HS]CND	22408009
49	Shaik.Naziya	IBsc[HS]CND	22408011
50	Shaik. Shafina begum	IIBsc[HS]CND	22408012
51	Shaista sheereen	IIBsc[HS]CND	22408013
52	T.Bajidbi	IIBsc[HS]CND	22408014

## Evidences



Designing the sari for dyeing





**Block printing Tying & Knotting of sari before dyeing**

**GOVERNMENT COLLEGE FOR WOMEN (A), GUNTUR**  
**HANDLOOM WALK SHOW – 2023-24**

**Brochure:**



*Celebrating Handloom:*

**HANDLOOM WALK SHOW**  
**HANDLOOM DRESS COMPETITION**

**SHOW OFF YOUR UNIQUE STYLE**

**2 PM, 10TH JANUARY 2024**  
**GCW(A), GUNTUR**

**CHIEF PATRON:**  
**DR.V.R.JYOTSNA KUMARI, PRINCIPAL**

**CONVENER: DR.D.DHATRI KUMARI**  
**CO-CONVENER: DR.M.NAGA PRASANNA**

**ORGANIZING COMMITTEE:**  
**DR.T.ANITA SUSAN, SMT.K.SUBBA RATHNAMMA, DR.D.ANITHA, DR.D.NAGA CHANDRIKA**

**GOVERNMENT COLLEGE FOR WOMEN (A), GUNTUR**

**Circular:**

**GOVERNMENT COLLEGE FOR WOMEN (A), GUNTUR  
HANDLOOM WALK SHOW  
CIRCULAR**

**Date: 05.01.2024.**

In celebration of the vibrant Sankranthi festival, the Committee for Handloom Walk, as part of our college's **BEST PRACTICE** initiative (Handloom Promotion), is thrilled to announce the Handloom Walk Competition scheduled. This cultural extravaganza aims to showcase the rich diversity of India's handloom heritage, and we invite all students to participate enthusiastically.

**Event Details:**

**Date: 10.01.2024 (Wednesday)**

**Time: 2:00 pm**

We encourage participants to adorn themselves in handloom apparel such as sarees, half-sarees, lehengas, chudidars, and traditional attire representing various states. This event provides a platform to exhibit the elegance and cultural significance of our nation's handloom traditions.

For those eager to participate, please submit your names to the respective lecturers, Dr. D. Dhatri Kumari from the Department of Telugu, and Dr. M. Naga Prasanna from the Department of Zoology, before **4:00 pm on 08.01.2024 (Monday)**.

Your active involvement in this event is crucial in making it a grand success. Let us come together to celebrate the beauty and richness of our handloom traditions.

We look forward to your enthusiastic participation!

**Handloom Walk Committee**

Dr. Dhatri Kumari  
Dr. M. Naga Prasanna  
Dr. Anita Susan  
Smt. K. Subba Ratnamma  
Dr. D. Anitha  
Dr. D. Naga Chandrika

*V.R. Prasanna*  
Principal 5/1/24  
PRINCIPAL  
GOVT. COLLEGE FOR WOMEN (A)  
GUNTUR

*Dr. D. Dhatri Kumari*  
*R. Anitha*  
*Dr. M. Naga Prasanna*  
*Dr. Anita Susan*  
*Smt. K. Subba Ratnamma*  
*Dr. D. Anitha*  
*Dr. D. Naga Chandrika*

## Handloom Walk Show Report

**Date:** 10-01-2024

**Time:** 2:00 PM

**Venue:** Lady Hope Open Theatre

### **Aims & Objectives:**

The Handloom Walk Show Committee, part of our college's best practice initiative, organized this event with the following aims:

- To promote and encourage the wearing of handloom clothes among staff members and students.
- To provide a platform to exhibit the cultural heritage and diversity of our traditions.
- To support local weavers and artisans by encouraging the purchase of handloom products directly from them.

### **Description:**

In celebration of the vibrant Sankranti festival, our college hosted the Handloom Walk Show on January 10th, 2024, at the Lady Hope Open Theatre. The event aimed to promote handloom fabrics and showcased their elegance, diversity, colours, traditions, and cultural significance.

We were honoured to have Smt. V. Vanaja, Assistant Director of Handloom and Textile for Guntur District, as the chief guest. Our esteemed principal, Dr. V.R. Jyoshna Kumari, along with enthusiastic staff members and students, participated in the Walk Show, displaying handloom attire from various states, reflecting the rich cultural heritage of our nation. A total of 20 students wore traditional handloom outfits, including sarees, half-sarees, lehengas, and churidars, while 25 staff members also proudly participated in the event.

Smt. Vanaja emphasized the importance of purchasing from APCO handlooms and directly from weavers, supporting their craft and livelihoods.

The winners of the event were:

- First Prize: O. Swarupa, III BA (SHT)
- Second Prize: Harshavardhini, III BA (CE)
- Third Prize: Sravani, II BA (CE)

Additionally, Sindhupriya, II BCom (CA), received a consolation prize for her impressive participation.

The event was judged by Academic Coordinator Dr. K. Padmaja, NAAC Additional Coordinator Dr. P. Nirmala Kumari, and Dr. T. Anitha Susan from the Department of Zoology.

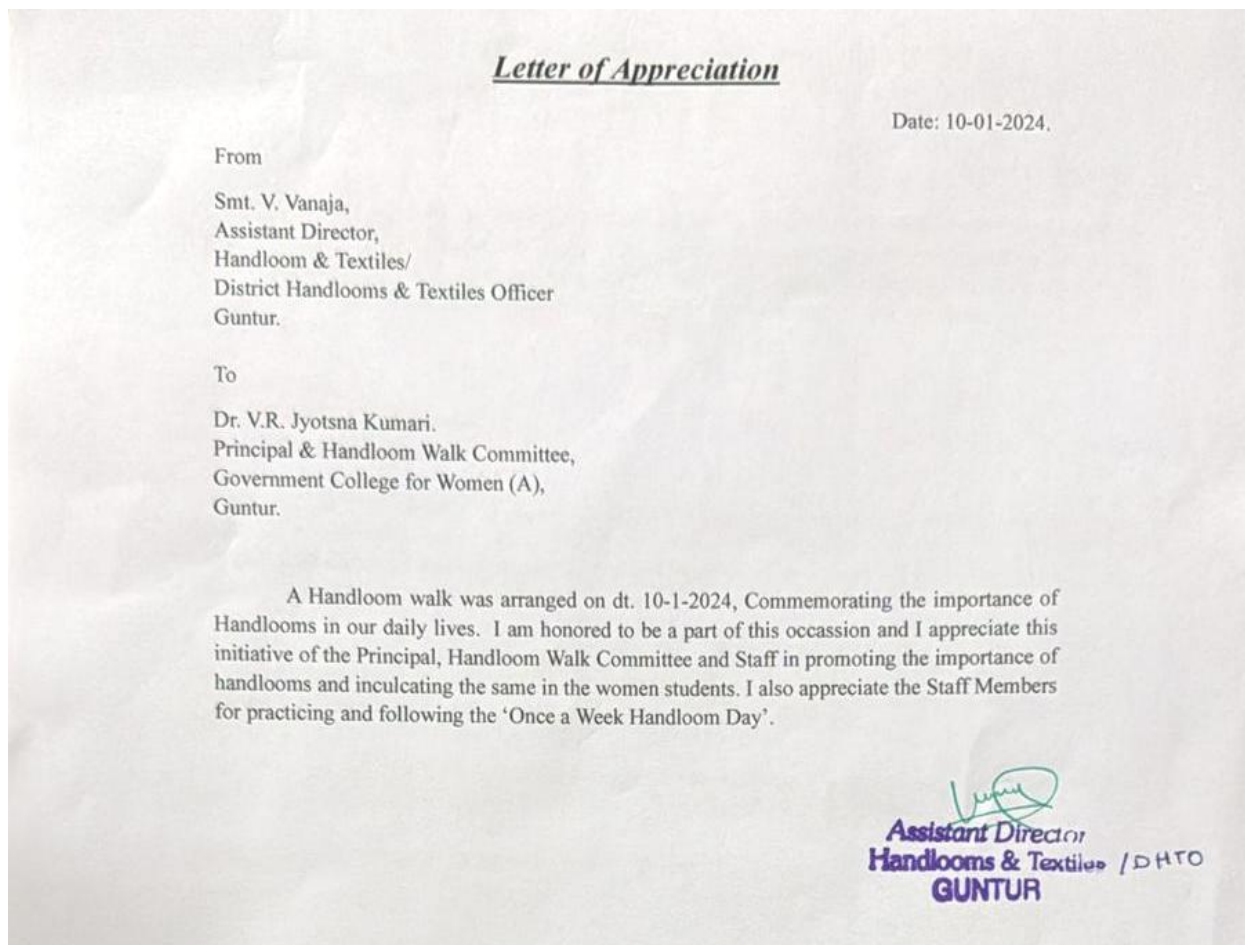
The Handloom Walk Committee, led by Convener Dr. D. Dhatri Kumari and members Dr. M. Naga Prasanna, Dr. T. Anita Susan, Smt. K. Subbarathnamma, Dr. P. Anitha, Dr. D. Naga Chandrika, and Smt. Uma Nischal, played a pivotal role in the success of the event.

**Outcomes:**

The Handloom Walk Show successfully achieved its aims by:

- Encouraging a deeper appreciation for handloom fabrics among the college community.
- Providing a platform for students and staff to showcase the cultural diversity and heritage of different states through their attire.
- Raising awareness about the importance of supporting local weavers and artisans for their sustainability and improved livelihoods.

Overall, the event was a vibrant celebration of our nation's rich handloom traditions and successfully promoted the use of handloom fabrics within our college community.





Brochure Release





Handloom Walk Show inaugurated by the Principal, Dr. V.R. Jyotsna Kumari, Vice-Principal, Smt. P. Nirmala, and Academic Coordinator, Dr. K. Padmaja.







Principal Dr. V.R. Jyotsna Kumari with Handloom Walk Committee Members and prize winners.



Group photo of all participants and faculty.



Felicitation of the Chief Guest and the Principal.



# Govt. College for Women (AUTONOMOUS) - GUNTUR. 1942 (Estd.) College with Potential for Excellence



## Department of Telugu & Cultural Committee

### Certificate Course in Kolatam

#### Certificate Course

11-03-2024 to 30-03-2024

### Kolatam Certificate Course Report

**Venue:** Government Women's College (A), Guntur

**Dates:** 11-03-2024 to 30-03-2024 (31-03-24 Valedictory Session)

**Organized By:**

- **Cultural Committee Convener:** Dr. D. Dhatri Kumari
- **Department of Telugu Incharge:** Dr. V. Bhavani
- **Committee Members:** Dr. N. Vijayalakshmi, Dr. S. Divija Devi, Dr. P. Vijayalakshmi,

**Instructor:** Smt. K. Kalyani

#### **Introduction:**

Based on the success of the training given in the traditional art form of Kolatam in the AY 2022-23 and the interest shown by students, a comprehensive certificate course in Kolatam has been designed and offered in the academic year 2023-24.

The Kolatam Certificate Course was an initiative of the Department of Telugu and the Cultural Committee at Government Women's College (A), Guntur. The course aimed to preserve and promote the traditional art form of Kolatam among the degree students. Designed to offer a blend of theoretical knowledge and practical skills, the course provided an in-depth understanding of Kolatam, covering its history, techniques, and performance aspects. Spanning 45 hours, the course equipped students with the necessary skills to perform Kolatam with precision and expressiveness.

#### **Purpose of the Certificate Course:**

The Department of Telugu and the Cultural Committee organized this course specifically for students who are interested in preserving and promoting traditional art forms, particularly Kolatam. One of the primary goals of this course is to provide students with a comprehensive understanding of Kolatam, including its history, techniques, and cultural significance. By completing this course, students will be better equipped to perform Kolatam confidently and expressively in both academic and cultural settings.

Additionally, the course is designed to enhance their appreciation of traditional arts, ensuring they not only preserve these cultural practices but also contribute to their continued relevance in modern society

**Objectives of the Certificate Course:**

1. To provide students with a deep understanding of the history, cultural significance, and traditional techniques of Kolatam, fostering an appreciation for this ancient art form.
2. To equip students with the practical skills necessary to perform Kolatam confidently and expressively, enabling them to participate in cultural and academic events with proficiency.
3. To empower students to contribute to the preservation and promotion of Kolatam, ensuring that this traditional art form remains relevant and continues to be practiced by future generations.

**Week-wise Syllabus Allocation (Total 45 Hours)**

**Week 1: 11-03-24 to 17-03-24 (Total Hours: 16)**

1. Inauguration Session and Introduction to Kolatam: History, Cultural Significance, and Basic Steps (Step 1: Thattimettu) (1 hour)
2. Basic Kolatam Movements: Hand Gestures and Footwork (Step 2: Sarruku) (1 hour)
3. Coordination Exercises and Understanding Rhythmic Patterns in Kolatam (Step 3: Jati) (1 hour)
4. Rhythm Training: Timing and Advanced Footwork Variations (Step 4: Gopu) (1 hour)
5. Formation Techniques for Group Performances (Step 5: Mullu) (1 hour)
6. Advanced Hand Gestures and Movements (Step 6: Chittika) (1 hour)
7. Musicality and Expression in Kolatam (Step 7: Dippu) (1 hour)
8. Incorporating Music into Kolatam Performances (Step 8: Ettumettu) (1 hour)
9. Learning Traditional Kolatam Choreographies (Step 9: Samantakam) (1 hour)
10. Introduction to Costume and Props Used in Kolatam (Step 10: Veppu) (1 hour)
11. Advanced Footwork Variations and Coordination Exercises (Step 11: Lakshmi Thalam)(1 hour)
12. Practical Sessions: Rehearsals for Final Performance (1 hour)
13. Incorporating Music into Kolatam Performances (Step 12: Suddha Nrittam) (1 hour)
14. Advanced Hand Gestures and Movements (Step 13: Patakam) (1 hour)
15. Formation Techniques for Group Performances (Step 14: Alarippu) (1 hour)
16. Musicality and Expression in Kolatam (Step 15: Kudippu) (1 hour)

**Week 2: 18-03-24 to 24-03-24 (Total Hours: 15)**

17. Wrap-up and Final Evaluation, Additional Practice and Review (Step 16: Nattuvangam) (1 hour)
18. Advanced Footwork Variations and Coordination Exercises (Step 17: Thillana) (1 hour)
19. Learning Traditional Kolatam Choreographies (Step 18: Jatiswaram) (1 hour)
20. Polishing Choreography and Execution (1 hour)
21. Padam: Learning the Art of Storytelling through Dance (Step 19: Padam) (1 hour)

22. Practical Sessions: Rehearsals for Final Performance (1 hour)
23. Javalli: Expressing Emotions in Dance (Step 20: Javalli) (1 hour)
24. Thillana: Mastering the Finale (Step 21: Thillana) (1 hour)
25. Advanced Footwork Variations and Coordination Exercises  
(Step 22: Thodayamangalam) (1 hour)

26. Final Wrap-up and Course Completion (1 hour)
27. Final Wrap-up and Course Completion (1 hour)
28. Final Wrap-up and Course Completion (1 hour)
29. Final Wrap-up and Course Completion (1 hour)
30. Final Wrap-up and Course Completion (1 hour)

**Week 3: 25-03-24 to 30-03-24 (Total Hours: 14)**

31. Final Wrap-up and Course Completion (1 hour)
32. Final Wrap-up and Course Completion (1 hour)
33. Final Wrap-up and Course Completion (1 hour)
34. Final Wrap-up and Course Completion (1 hour)
35. Final Wrap-up and Course Completion (1 hour)
36. Final Wrap-up and Course Completion (1 hour)
37. Practical Session: Performance Rehearsals (Step 23: Adavu) (1 hour)
38. Practical Session: Performance Rehearsals (Step 24: Konnakol) (1 hour)
39. Practical Session: Performance Rehearsals (Step 25: Nritta) (1 hour)
40. Practical Session: Performance Rehearsals (Step 26: Hasta Mudra) (1 hour)
41. Practical Session: Final Performance Assessment (Step 27: Padam) (1 hour)
42. Practical Session: Final Performance Assessment (Step 28: Javalli) (1 hour)
43. Practical Session: Final Performance Assessment (Step 29: Thillana) (1 hour)
44. Practical Session: Additional Review and Final Practice (1 hour)
45. Last Instructional Class: Final Preparation for Performances (1 hour)

**Valedictory: 31-03-24**

46. Valedictory Session and Certification of Completion (1 hour)

**Note:** The classes will be held daily from 4:00 PM to 6:00 PM, and adjustments will be made to the schedule to accommodate students' convenience. These changes will ensure that all participants can fully engage in the course activities.

**Scheme of the Assessment:**

1. The assessment scheme shall consist of practicals and attendance.
2. A Practical Examination will be conducted at the end of the course, carrying a total of 40 marks.

3. The distribution of marks will be as follows:

- Practicals: 40 marks
- Attendance: 10 marks

**Evaluation:**

To pass the course, students must achieve a minimum of 90% in both practicals (40 marks) and attendance (10 marks), for a total of 50 marks. Students who meet this requirement will be awarded a certificate for successfully completing the course.

**Procedure:**

Introduction and Orientation: Provide an overview of course objectives, structure, and expectations.

1. Practical Sessions: Engage in hands-on training covering Kollatam movements, footwork, hand gestures, and formations.
2. Theoretical Sessions: Attend lectures and participate in discussions on Kollatam history, music theory, and choreographic principles.
3. Performance Practice: Participate in rehearsals for the final showcase, focusing on technique and expression.
4. Feedback and Evaluation: Receive individualized feedback sessions to assess progress and guide improvement.
5. Final Showcase: Present Kollatam performances, followed by feedback and celebration.

**Brief Description:**

The Kollatam Certificate Course was inaugurated on March 11, 2024, by Principal Dr. V.R. Jyotsna umari, who delivered an inspiring message highlighting the importance of preserving traditional arts like Kollatam. She encouraged students to actively engage in the course and contribute to keeping this cultural legacy alive.

The course, facilitated by Smt. K. Kalyani, followed an activity-based, student-centric approach. Students worked in pairs and small groups, engaging in practical demonstrations and interactive learning sessions. This method provided hands-on experience with Kollatam movements and choreography, enhancing students' understanding of the art form.

The curriculum covered a broad range of topics, from the history and origin of Kollatam to advanced movements. Students learned to integrate music and rhythmic patterns into group performances, with special focus on costumes and props to enhance the visual appeal.

The program was coordinated by Dr. D. Dhatri Kumari and Dr. V. Bhavani, whose leadership ensured the course's success. Committee members Dr. N. Vijayalakshmi, Dr. S. Divija Devi, and Dr. P. Vijayalakshmi contributed significantly to its smooth execution.

A total of 24 students enrolled in the course, which was organized by the Cultural Committee and the Department of Telugu. Only students with 90% attendance were allowed to participate in the final practical examination.

All students successfully completed the course and received certificates at the Valedictory Ceremony. The Kolatam Certificate Course was a great success, fostering both skill development and a deeper connection to cultural roots. The Department of Telugu and the Cultural Committee expressed their gratitude to the Principal for her support and to all participants and faculty for their contributions. The course helped strengthen students' appreciation for their cultural heritage, ensuring the continuation of this traditional art form for future generations.

**Outcomes:**

1. Participants developed proficiency in Kollatam techniques, including footwork, hand gestures, and coordination.
2. Participants gained a deeper understanding of the cultural and historical context of Kollatam and its significance within South Indian traditions.
3. Participants enhanced their creativity and collaboration skills through choreography workshops and group performances.
4. Participants had the opportunity to showcase their skills and accomplishments in a final performance, celebrating their journey in the Kollatam Certificate Course.



Model Certificate

**Photos:**



The brochure for the Kolatham Certificate Course was released by Principal Dr. V.R. Jyotsna Kumari, along with the Cultural Committee and the Department of Telugu.



Principal Dr. V.R. Jyotsna Kumari inaugurated the Kolatam Certificate Course, underscoring the importance of preserving traditional art forms.



Instructor Smt. Kalyani explained Kolatam techniques, focusing on its cultural significance and discipline.



Instructor Smt. Kalyani demonstrated the basic steps and techniques of Kolatam, focusing on the discipline required for mastery. Department of Telugu faculty members Dr. N. Vijayalakshmi, Dr. S. Divija Devi, and Dr. P. Vijayalakshmi participated in the inauguration program and delivered sessions to the students on the economic value and cultural importance of the Kolatam art form.



Practice sessions were held at the college ground and monitored by Dr. V. Bhavani and Dr. D. Dhatri Kumari.



Students paired up and practiced key steps such as Thattimettu, Sarruku, and Jati, enhancing their skills through collaborative learning.



Practice Session at Seminar Hall



Practice session at Seminar Hall





On 31-03-2024, during the Valedictory Session, certificates were distributed by Dr. V.R. Jyotsna Kumari, Principal.



The instructor, Smt. Kalyani, was felicitated during the ceremony for her contributions to the course and dedication to teaching Kolatam.



A group photo with the principal, committee members, and students taken after course completion, capturing the moment of achievement as certificates were distributed.

## GOVERNMENT COLLEGE FOR WOMEN (A) GUNTUR

“Looms in Bloom” -- observance of ‘Handloom Day’

2021 – 22

The objectives of promoting the wearing of handloom clothes are:

6. **To Provide Financial Support:** Encourage the purchase of handloom garments to provide financial support to artisans and uplift the handloom industry.
7. **To Encourage the Handloom Industry:** Foster a broader appreciation for handloom by increasing demand, thereby sustaining the industry and preserving traditional crafts.
8. **To Encourage and Motivate Faculty and Students:** Inspire faculty and students to support local artisans and wear handloom, promoting pride in cultural heritage.
9. **To Develop Integrity Among Staff and Students:** Build a sense of responsibility and integrity by encouraging ethical fashion choices, emphasizing sustainability and cultural preservation.
10. **To Organize Exhibitions for Handloom Garments:** Facilitate exhibitions to showcase handloom products, making them more accessible and motivating staff and students to purchase handloom garments.

The initiative undertaken by the Government Degree College for Women, Guntur, to promote and support India’s handloom industry is both impactful and culturally enriching. This program fosters pride in Indian heritage and reflects a conscious commitment to preserving traditional crafts. By organizing activities such as handloom exhibitions, a dedicated handloom walk, and establishing the weekly practice of wearing handloom attire among both faculty and students every Friday, the college has woven a meaningful connection between education and cultural responsibility.

The college’s Staff Council,(20.10.2021) through a formal resolution, has encouraged the regular wearing of handloom clothes as a demonstration of solidarity with the artisans and agricultural workers who sustain this traditional industry. This practice aligns closely with the mission of the Women’s Empowerment Cell, which seeks not only to support the economic well-being of handloom workers but also to in still in students a sense of pride in their cultural heritage. Wearing handloom garments serves as a reminder of the immense skill and labor that goes into these fabrics, fostering appreciation among students and inspiring broader societal awareness.

As educators and citizens, wearing handloom clothing conveys a powerful message about sustainability, economic empowerment, and cultural preservation. The commitment shown by the faculty members in adopting this initiative sets a meaningful example for students, emphasizing the values of responsibility, respect for heritage, and community support. This ongoing program not only revitalizes interest in handloom crafts but also strengthens the socio-economic fabric of the community, ensuring that these traditional skills are honored and sustained for future generations.

## **OUTCOMES OF WEARING HANDLOOM GARMENTS**

### **8. Economic Support:**

- Provides sustainable livelihoods for weavers.
- Promotes fair trade practices.

### **9. Cultural Preservation:**

- Helps preserve traditional weaving techniques.
- Fosters a sense of identity and pride in local crafts.

### **10. Environmental Benefits:**

- Sustainable production with lower resource consumption.
- Biodegradable materials reduce environmental impact.

### **11. Health and Comfort:**

- Made from natural, breathable fibers that are skin-friendly.
- Reduced chemical exposure from fewer synthetic materials.

### **12. Fashion and Uniqueness:**

- Offers distinctive, unique designs and patterns.
- Versatile for various occasions and personal styles.

### **13. Social Empowerment:**

- Empowers women through skill development and employment.
- Strengthens community bonds and collaboration.

### **14. Awareness and Advocacy:**

- Promotes sustainable fashion choices.
- Raises awareness about the impact of textile production.

These outcomes collectively contribute to a more sustainable and ethical fashion ecosystem while supporting artisans and preserving cultural heritage.

The Government College for Women in Guntur is excited to announce a series of initiatives aimed at promoting and supporting the handloom industry. As part of these efforts, the college will be organizing exhibitions showcasing the rich variety of handloom fabrics and techniques.

Additionally, students will participate in a handloom walk show, where they can proudly wear and display handloom garments, celebrating the artistry and cultural heritage behind these textiles. To further encourage this initiative, students are invited to wear handloom clothing once a week, specifically on Fridays, fostering a sense of pride and appreciation for traditional craftsmanship.

These initiatives not only aim to raise awareness about the significance of handloom textiles but also seek to empower local artisans by supporting their work. By engaging in these activities, the college hopes to inspire students and the community to embrace sustainable fashion choices while honoring the skills and traditions of handloom weaving.

#### CONDUCTED PROGRAMMES BY WOMEN EMPOWERMENT CELL

In the academic year 2020-21, an exhibition of handloom textiles was organized at the college by the handloom weavers of Bhattiprolu.

In this exhibition, purchases amounting to approximately 80,000 rupees were made.

On special days, such as August 15 and January 26, wearing handlooms is mandatory.

The WEC is committed to continuing its efforts in promoting and celebrating the art of handloom weaving, paving the way for ongoing support of local artisans and the preservation of cultural heritage.

20-10-21

The Staff Council members have met under the chair of the principal Dr. V. R. Jyotsna Kumari at 3.30 p.m in the principal's chamber.

- Agenda :
1. Re Constitution of Committees in view of the transfer of many teaching faculty members.
  2. Completion of Syllabus for Semester 2 by 25th October.
  3. Preparation of Dept. Action plans.
  4. Monitoring of student attendance.
  5. Handloom day.

Resolutions :

It is resolved to reconstitute all the academic, administrative and autonomy statutory committees, as ~~at~~ many staff members ~~have~~ are transferred to other colleges and also entered the college on transfer, in view of general transfers.

It is resolved to complete the syllabus for Semester 2 students by 25th October as the semester end exams will be starting from 1-11-2021.

It is resolved to prepare dept action plans since first year students ~~have~~ will be joining the college soon.

It is resolved to continuously monitor student attendance by making the attendance in registers as well as in Bio metric machines.


It is resolved that all the faculty members will use OYAP app and also student attendance on Mobile app.

It is resolved to inform all the students about the renewal of scholarships and ensure that all the students have renewed

themselves for the scholarship  
 It is resolved to wear handloom on every Friday to support <sup>Heaven's</sup>  
 V.R. Jyo <sup>20/10/21</sup>  
 PRINCIPAL

Members.

1. K. Jagan <sup>20/10/21</sup>



D. VIJAYA SRI, Dept. of Phys  
 M. Srivani Dept. of History

2. ~~333~~ <sup>20/10/21</sup>

3. ~~GCIA~~ <sup>19.10.21</sup>

4. ~~Preethi~~

5. N. Ankan <sup>20/10/21</sup>

6. K. Vijaya Kumar <sup>20/10/2021</sup>

7. SK. M. Zubin - <sup>20/10/21</sup> Dept. of URDU

8. N. Madhura <sup>20/10/21</sup> Dept. of History & Tourism

9. An. Praveen <sup>20/10/21</sup> Dept. of Sanskrit

10. Dr. Ch. Bhaskar Rao <sup>20/10/21</sup> History

11. Dr. N. Vijay <sup>20/10/21</sup> Sk. K. S.

12. Dr. V. Manoj Kumar <sup>20/10/21</sup> Sociology

13. Dr. D. Madhusudana Rao <sup>20/10/21</sup> Mathematics

14. Dr. G. Padmini Devi <sup>20/10/21</sup> Sanskrit

15. P. Sriathy <sup>20/10/21</sup> Commerce

16. D. Vijay Sree <sup>20/10/21</sup> Biochemistry

Government college for women (A)  
Guntur.

Circular

20-10-2021

As per the resolution passed in the staff council meeting held on 20-10-2021 all the teaching and non-teaching staff are informed to attend college in handlooms every Friday without any deviation.

It is mandatory for all the faculty to wear handlooms on 22nd and 29th of October in view of Friday.

P.V. Lakshmi → Dr.

[Signature]

[Signature]

[Signature] K. [Signature]

[Signature]

G. Padma

[Signature]

[Signature]

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[Signature]

[Signature]

V.R. [Signature]  
PRINCIPAL  
GOVT. COLLEGE FOR WOMEN (A)  
GUNTUR.

Government college for women (A) Guntur  
30.6.2022.

As per the resolution passed in the staff council meeting held on 20-10-2021 there with remind all the faculty to attend college wearing handloom on 1<sup>st</sup>, 8<sup>th</sup>, 15<sup>th</sup>, 22<sup>nd</sup>, 29<sup>th</sup> of the month of July 2022.

*V.R. [Signature]*

PRINCIPAL  
GOVT. COLLEGE FOR WOMEN (A)  
GUNTUR.

*[Handwritten signatures and initials]*  
Latha B  
G. Radha  
G. Sreedha  
[Signature]  
[Signature]  
[Signature]

Government college for women (A) Guntur  
circular

1-12-2021

As per the resolution passed in the Staff Council meeting held on 20-10-2021 there with remind all the faculty to attend college wearing handloom on 3rd, 10th, 17th and 31st of this December 2021

*V.R. [Signature]*

PRINCIPAL  
GOVT. COLLEGE FOR WOMEN (A)  
GUNTUR.

*[Handwritten signatures and initials]*  
K...  
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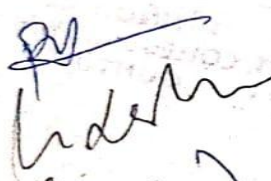

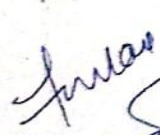
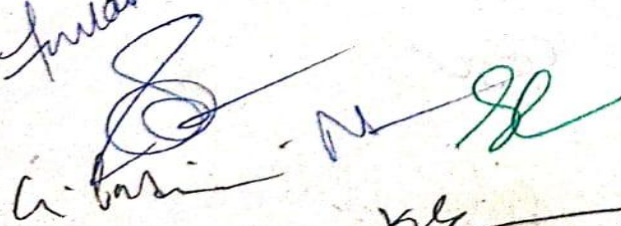


Government college for women (A) Guntur  
Circular.

1-9-2022

As per the resolution passed in the staff council meeting held on 20-10-2021 there with remind all the faculty to attend college wearing hand loome on. 2<sup>nd</sup>, 9<sup>th</sup>, 16<sup>th</sup>, 23<sup>rd</sup>, 30<sup>th</sup> of this september 2022.

V.R. 

PRINCIPAL  
GOVT. COLLEGE FOR WOMEN  
GUNTUR.



A Photo Gallery of Staff both teaching and non teaching men as well as women in handloom attires from the weavers of Mangalagiri, Pedana, Pondur etc.





## DEPARTMENT OF COMMERCE

### FILED VISITS TO HANDLOOM INDUSTRY

The Department of Commerce continues to contribute to the best practices adopted by the college, demonstrating its commitment to supporting handloom weavers. As part of these efforts, the department has organized field visits to handloom industries during the academic years 2021-22 and 2022-23. These visits provided students with opportunities to interact with weavers, gaining insights into the challenges and opportunities within the handloom sector. Through these experiences, students also learned about the significance of handlooms in preserving cultural heritage and promoting sustainable livelihoods.

#### **I. Visit to Pedana on 19-04-2022**

Pedana is renowned for producing Machilipatnam Kalamkari, a traditional block-printing art form that has received Geographical Indication (GI) status. This craft involves intricate hand-block printing and vegetable dye-based colouring on cotton and silk fabrics. Pedana is a key centre for preserving this ancient art, which is integral to Andhra Pradesh's cultural identity and contributes to the local economy. It holds cultural, historical, and economic importance for its contribution **to Kalamkari art and handloom traditions**, playing a vital role in both **heritage preservation** and **rural livelihood** in Andhra Pradesh.

**Number of Students Participated: 15**

**Faculty Participated: 03**

#### **Objectives:**

- Understanding the traditional handloom weaving process.
- Gaining knowledge about the types of handloom products produced.
- Observing the use of technology in handloom production.
- Exploring the challenges faced by the handloom industry.

#### **Procedure:**

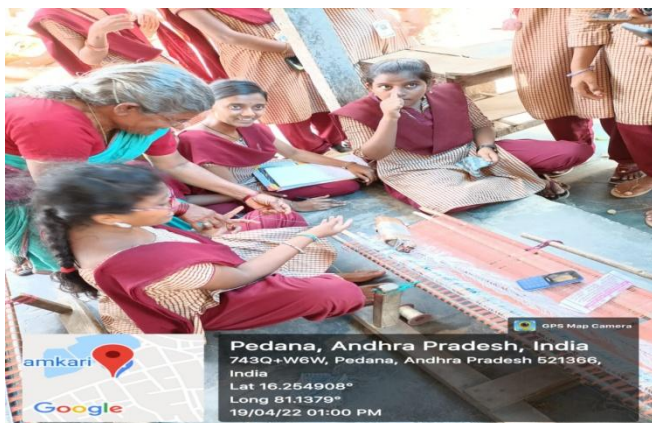
The department of commerce conducted Field visit the Handloom industry at Pedana, Krishna Dist. 15 students and 3 staff member went to the Handloom Weavers and observed the process directly. During the visit, students actively interacted with the weavers, into crucial aspects of the industry. They discussed several aspects such as production costs, packaging strategies, distribution channels, and sales mechanisms. The aim was to provide students with practical knowledge and a deeper understanding of the various components involved in the handloom business. In addition to learning about the operational aspects, participants took the opportunity to inquire about the challenges faced by the handloom industry.

Weavers shared valuable perspectives on issues such as market competition, changing consumer preferences, and any other hurdles encountered in their daily operations.

### Outcomes:

- Students gained a deeper understanding of the traditional handloom weaving process, appreciating the skill and craftsmanship involved.
- Students had the opportunity to interact with industry experts, enabling them to seek insights and guidance for potential future endeavors in the field.
- Participants learned about the industry's efforts towards sustainability, including the use of eco-friendly dyes and environmentally conscious production practices.

### Photos:



## **Report on Short term internship Dyeing and Printing at AP Weavers Service Centre, Vijayawada**

### **Introduction**

The BSc Home Science program aims to develop managerial and entrepreneurial skills among students by addressing contemporary educational challenges, thereby enhancing both the quality of education and employability. As part of this mission, a short-term skill-based internship was organized to the students providing them with hands-on exposure to **indigenous and ethnic art forms**. This internship, conducted at AP Weavers Service Centre in Vijayawada, was specifically designed to promote traditional crafts, helping students gain **practical experience and appreciate the cultural heritage of local textile arts** while fostering creativity and entrepreneurship.

To meet this objective short term and skill internship was planned and implemented to the students of II BSc Home science (13) to AP Weavers Service Centre, Vijayawada for one month from 14-08-2023 to 14-09-2023.

The AP Weavers Service Centre, under the ministry of Handloom, Government of India was established in the year 1968 operating in the city of Vijayawada, Krishna District Andhra Pradesh, was dedicated to support the hand loom products and rendering technical advice to the students community. The qualified technical personnel in the discipline of design, dyeing, processing, weaving etc. are acted as resource persons to train the students. This institution is working under different sections such as weaving section, design section, dyeing laboratory, printing section library and documentation section.

The students have undergone intensive training for one month right from learning techniques such as selection of material, pre- treatments used for material preparation, tying techniques, method of application of dye classes and its suitability to different fabrics, printing, weaving on hand loom etc. Hands on experience were done through sample making in all the techniques.

### **Objectives**

- To promote knowledge and skills on indigenous and ethnic art forms like textiles dyeing, printing and weaving as a part of short term internship
- To understand the art and science behind the textiles surface embellishment techniques
- To impart practical skills which contribute to the preservation of the region's rich cultural heritage.

- To foster a sense of responsibility towards sustaining these valuable traditions for future generations.

### Learning Outcomes

- Enable them to enhance their understanding of region specific indigenous crafts
- Acquired practical skills which contribute to the preservation of the region's rich cultural heritage.
- Enable students to inculcate a sense of responsibility towards sustaining these valuable traditions for future generations.

### List of students participated

S.No	Name of the student	Year
1.	B Gowthami	III B.Sc. Home science
2.	D Nagalakshmi	III B.Sc. Home science
3.	P.Aruna	III B.Sc. Home science
4.	K Archana	III B.Sc. Home science
5.	K Durga bai	III B.Sc. Home science
6.	K Mounika	III B.Sc. Home science
7.	M Neha Chandrika	III B.Sc. Home science
8.	M Rushitha	III B.Sc. Home science
9.	N Bhavana	III B.Sc. Home science
10.	P Suvartha	III B.Sc. Home science
11.	Sk Parveen	III B.Sc. Home science
12.	T Vedasree	III B.Sc. Home science
13.	V Akhila	III B.Sc. Home science

### Evidences



### AP Weavers Service Centre, Vijayawada



# GOVERNMENT COLLEGE FOR WOMEN (A), GUNTUR

## HANDLOOM WALK SHOW: 2022-23

### Brochure



### Handloom Walk Show Report

**Date:** 04-01-2023

**Time:** 10:30 AM

**Venue:** Lady Hope Open Theatre

**Organized by:** Handloom Walk Committee

#### **Aims and Objectives:**

The Handloom Walk Show 2023 aimed to celebrate India's diverse handloom heritage and promote cultural appreciation among students and faculty. It provided participants with a platform to showcase traditional handloom attire from various states, fostering pride in cultural diversity. The key objectives were:

- Highlighting the artistic and cultural richness of India's handloom traditions.
- Encouraging students to actively participate and take pride in wearing and promoting handloom attire.
- Increasing cultural awareness and appreciation within the college community.

- Recognizing and awarding participants for their creativity and representation of traditional handloom styles.

**Description:**

The Handloom Walk Show was held under the guidance of Principal Dr. V.R. Jyotsna Kumari, with Smt. V. Jaya, former Vice-Principal of AC College, as the chief guest. The event featured 22 students from various departments, who dressed in colorful handloom sarees, lehengas, and other traditional outfits, showcasing the beauty and craftsmanship of India's rich culture.

During the event, Principal Dr. V.R. Jyotsna Kumari spoke about the importance of preserving and promoting our cultural heritage. She praised the students for their active participation. Vice Principal Smt. P. Nirmala Kumari, Academic Coordinator Dr. K. Padmaja, IQAC Coordinator Dr. D. Madhusudan Rao, along with other teaching and non-teaching staff and students, attended the event and contributed to its success with their support.

Chief guest Smt. V. Jaya appreciated the students for their colorful and diverse presentations and stressed the need to support local artisans and weavers. She highlighted the importance of events like the Handloom Walk Show in keeping India's cultural heritage alive.

Prizes were awarded to the following students for their outstanding contributions:

- First Prize: D. Devi Sri, I BSc (M.S.Cs)
- Second Prize: B. Durga Devi, I BSc (M.S.Cs)
- Third Prize: B. Keerthi, I BSc (M.S.Cs)

Dr. D. Dhatri Kumari, along with a team of faculty members including Smt. K. Subbarathnamma, Smt. D. Uma Nischal, Dr. D. Naga Chandrika, Dr. T. Anita Susan, Dr. P. Anitha, and Dr. M. Naga Prasanna, worked hard to ensure the event ran smoothly and included engaging activities throughout the day.

**Outcomes:**

The event successfully achieved its aims by:

- Encouraging a deeper appreciation for handloom fabrics among the college community.
- Providing a platform for students and staff to showcase the cultural diversity and heritage of different states through their attire.
- Raising awareness about the importance of supporting local weavers and artisans for their sustainability and improved livelihoods.

**Conclusion:**

The Handloom Walk Show 2023 highlighted the college's dedication to promoting heritage and tradition through educational activities. It celebrated India's rich culture while fostering a sense of unity and pride among students and attendees.

**Evidence:**



Principal Dr. V.R. Jyotsna Kumari inaugurated the Handloom Walk Show 2023 and delivered the opening remarks, highlighting the significance of supporting handloom artisans and encouraging active participation in the event.

Dr. D. Dhatri Kumari, Convenor of the Handloom Walk Committee, welcomed the audience and highlighted the importance of the event in promoting handloom crafts and preserving cultural traditions.

Smt. V. Jaya, former Vice-Principal of AC College, served as the chief guest and highlighted the economic and cultural value of handloom crafts, urging everyone to support local artisans and their timeless work.



The walk Show featured photos showcasing various traditional handloom crafts, highlighting the rich heritage of handloom weaving throughout the event.

Staff and students in the audience admired the traditional saree styles and intricate handloom patterns showcased during the Handloom Walk Show.

The Chief Guest distributed prizes to the winners, recognizing their outstanding performances during the Handloom Walk Show

Chief Guest Smt. V. Jaya is felicitated at the Handloom Walk Show, joined by faculty and students dressed in vibrant handloom sarees.



Participants, Principal, Chief Guest, and committee members celebrating the success and collective efforts of the Handloom Walk Show.





Principal, Chief Guest, and faculty members marked the conclusion of the Handloom Walk Show, celebrating the collective effort and participation in the event.



## DEPARTMENT OF COMMERCE

### FILED VISITS TO HANDLOOM INDUSTRY

#### **KSR Handlooms Pvt. Ltd, Chirala, Prakasam Dist. 17-02-2023**

KSR Handlooms Pvt. Ltd Situated in Chirala, Andhra Pradesh, boasts a state-of-the-art infrastructure with in-house manufacturing units for Warping, Dyeing, Weaving, Printing, Embroidery, Garments, Finishing, and a dedicated R&D design studio. The company employs over 2000 weavers, both directly and indirectly, as an integral part of its system. At the heart of KSR Handlooms' operations lies the Hand Crafted Weaving Technology Unit, which embraces ancestral fabric weaving methods. The commitment of KSR Handlooms is to discover and integrate each of these weaving styles, notably the Kuppadam style from Chirala, to honor and understand the rich traditions of handloom weaving.

KSR Handlooms Pvt. Ltd stands at the intersection of tradition and innovation, with a firm commitment to preserving the diverse weaving styles of India. The integration of ancestral techniques with modern technologies in weaving, printing, and dyeing reflects the company's dedication to craftsmanship. KSR Handlooms continues to weave a narrative that honors tradition while embracing the advancements of the digital age in the ever-evolving textile landscape.

Number of Students Participated: 74

Faculty Participated: 04

#### **Objectives:**

- To provide the knowledge to the students to have the better understanding of the handloom and textile industry.
- To provide students with opportunities for direct interaction with professionals and experts at KSR Mills, allowing them to gain real-world perspectives on industry challenges and opportunities.
- To equip students with practical knowledge and experiences that will better prepare them for future careers in commerce-related fields, instilling a practical mindset for their professional journey.

#### **Procedure:**

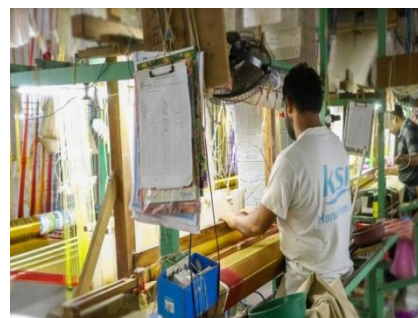
The Department of Commerce organized a field visit to KSR Mills in Chirala, aiming to provide students with practical exposure to Handloom industrial operations. During the visit, students observed manufacturing processes, supply chain dynamics, and engaged with professionals to gain real-world

insights. During the field visit, students actively engaged with the staff working at KSR Mills, gaining valuable insights into the challenges and prospects within the Handloom & Textile industry. This interaction provided students with firsthand knowledge, allowing them to better understand the dynamics and nuances of the commerce sector, thereby enhancing their overall learning experience.

**Outcomes:**

- Gained valuable insights into the practical challenges and prospects within the Handloom & Textile industry, providing a realistic perspective beyond theoretical knowledge.
- Enriched academic knowledge by gaining hands-on experience in manufacturing processes and supply chain intricacies, equipping students with a well-rounded skill set for future commerce careers.
- Students have the opportunity to network with professionals, potentially opening doors to internships, job placements, and mentorship.

**Photographs:**



## **Handloom Exhibition: Celebrating Tradition and Supporting Local Weavers**

### **Introduction**

The Handloom Exhibition, held on November 4, 2022, at our college premises, was a significant initiative aimed at promoting the cultural heritage of handloom textiles while supporting local artisans. This event aligned with the central government's directive encouraging the use of handloom clothing, emphasizing the importance of preserving traditional crafts. The exhibition served not only as a marketplace but also as an educational platform to foster awareness and appreciation for handloom products among staff and students.

### **Objectives**

The Handloom Exhibition was organized with the following key objectives:

1. Educate participants on the cultural significance and environmental benefits of handloom textiles.
2. Provide a platform for local artisans to showcase and sell their hand-woven products, enhancing their economic viability.
3. Motivate staff and students to incorporate handloom clothing into their regular attire, fostering appreciation for traditional crafts.
4. Cultivate a supportive community that actively promotes and values local handloom textiles.

### **Description**

The exhibition was strategically organized following the central government's directive requiring all staff to wear handloom clothing every Friday. To assist in this initiative, the college set up a vibrant exhibition featuring skilled weavers from Mangalagiri, known for their exquisite cotton and pattu sarees.

### **Inauguration**

The event was inaugurated by Dr. V.R. Jyothsna Kumari, the principal of the college, who underscored the significance of supporting local artisans and the role of handlooms in our cultural identity. Her presence added credibility and excitement to the event.

### **Exhibition Layout**

The exhibition was well-organized, with distinct sections dedicated to various types of handloom products:

- **Cotton Sarees:** Displaying colorful patterns and lightweight fabric suitable for everyday wear.
- **Pattu Sarees:** Showcasing rich, traditional designs ideal for festive occasions.
- **Accessories:** Handloom bags, stoles, and other complementary items were also available for purchase.

## **Participation and Engagement**

The exhibition attracted a total of 405 participants, including staff members and students, who engaged with the weavers, learning about the intricacies of handloom weaving. The weavers were present to share their stories and demonstrate their craft, fostering a personal connection between the artisans and the attendees.

## **Outcomes**

The outcomes of the Handloom Exhibition were overwhelmingly positive and included the following:

1. Participants reported a greater understanding of the cultural significance of handloom textiles and their environmental advantages, leading to more informed choices in clothing.
2. The exhibition facilitated direct sales for local artisans, significantly boosting their income and providing them with a platform to showcase their craftsmanship.
3. A strong commitment was observed among staff and students to incorporate handloom clothing into their wardrobes, particularly on designated days, promoting a culture of traditional wear.
4. The event fostered a sense of community among participants, encouraging ongoing support for local crafts and interest in future initiatives that celebrate handloom textiles.

## **Conclusion**

The Handloom Exhibition was a successful endeavor that achieved its objectives of raising awareness about handloom textiles and supporting local weavers. The enthusiastic participation of staff and students not only underscored a collective commitment to preserving traditional crafts but also enriched the cultural fabric of our college community. By empowering local artisans and promoting the use of handloom products, the exhibition set a positive precedent for future events that celebrate and support traditional arts. Moving forward, the college plans to organize similar initiatives, further strengthening the bond between the community and local artisans while continuing to promote the importance of handloom textiles in our daily lives.

**Principal Permission Letter**

**30.10.2022**

To,  
The Principal,  
GCW (A), Guntur.

Respected Madam,

Sub: Requesting permission for Handloom Exhibition in our college , in seminar hall-Reg.

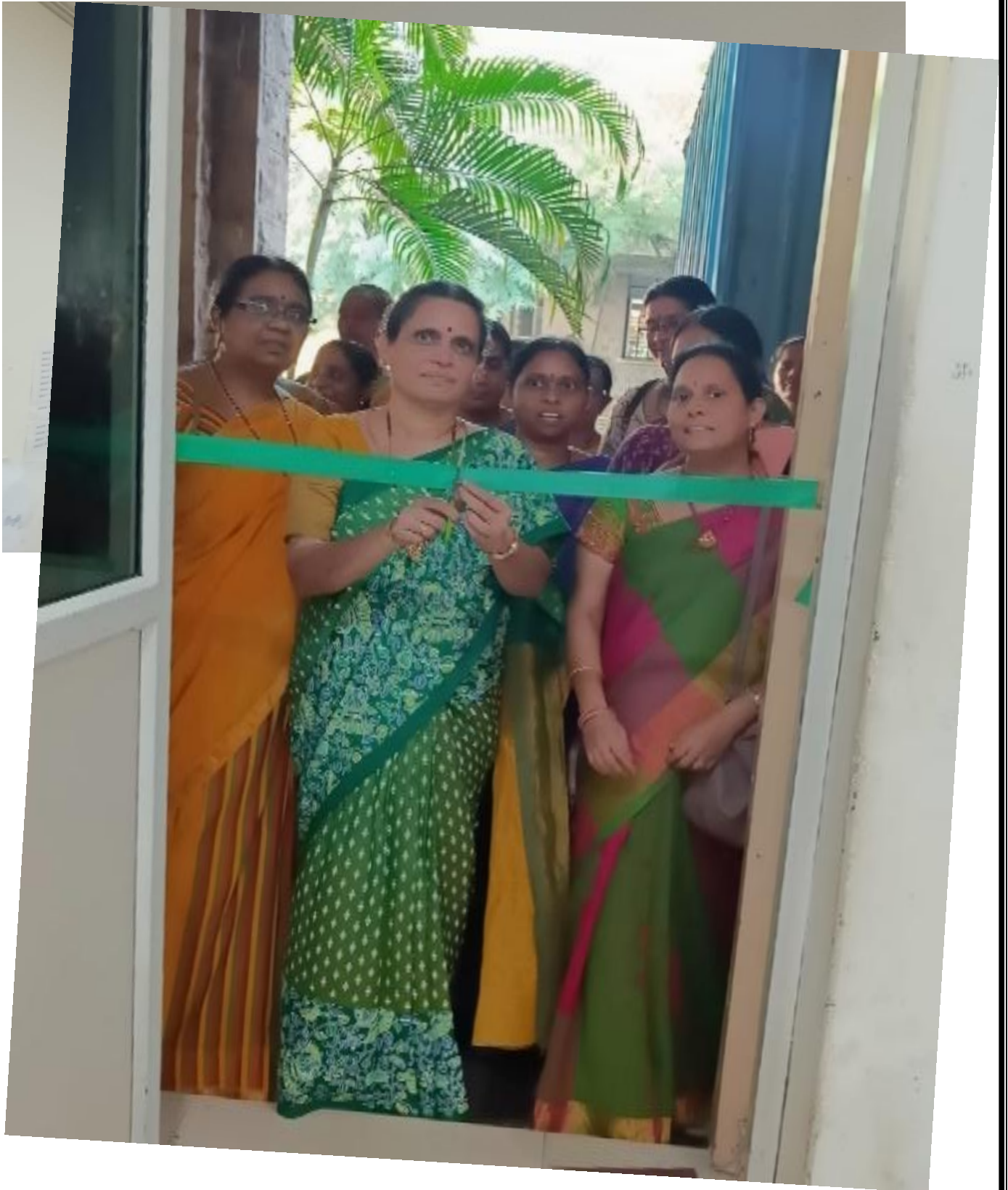
This is to bring for your kind consideration that Women Empowerment Cell is conducting "Handloom Exhibition"-by Mangalagiri Weavers weavers in Seminar Hall on 04-11-2022 at 11A.M., all faculty members and students are invited to the Handloom Exhibition.

Please give the permission for conducting the programme.

Convener  
(Women Empowerment Cell, GCW, Guntur)

  
Principal

**PRINCIPAL**  
GOVT. COLLEGE FOR WOMEN (A)  
GUNTUR.



"The principal is inaugurating the handloom exhibition."



Staff purchasing handloom products.

# One Week Short Term Training Programme in Kolatam

**Dates:** 08-02-2023 to 16-02-2023

**Venue:** Government College for Women (A), Guntur

**Organised by:** Cultural Committee

**No. of Students Participated:** 36

**No. of Faculty:** 2

## Introduction

The Kolatam Short Term Training Programme offers an immersive one-week experience into the traditional Indian folk dance form of Kolatam. This ancient dance, also known as Kolannalu or Kolatam, is characterized by rhythmic movements, intricate patterns, and the use of sticks (kolas) to create a captivating visual and auditory experience. Held at the Government College for Women (A) in Guntur, Andhra Pradesh, the programme aims to preserve and promote this vibrant cultural heritage, fostering a deeper appreciation and understanding of its historical and artistic significance.

## Aims & Objectives

1. **To provide basic training in Kolatam:** Enabling students to master both basic and intermediate techniques, fostering a deep understanding of this traditional dance form.
2. **To enhance cultural awareness:** Promoting appreciation and understanding of traditional Indian folk arts, and the historical and cultural context of Kolatam.
3. **To foster community and collaboration:** Encouraging teamwork and collective creativity through group practice sessions and performances.
4. **To develop essential skills:** Improving coordination, rhythm, and musicality, culminating in a final performance that showcases the skills and knowledge acquired during the programme.

## Daily Schedule (3:30 PM to 6:30 PM)

Each day, from 3:30 PM to 6:30 PM, students will engage in a structured programme designed to blend theoretical knowledge with practical experience, focusing on different aspects of Kolatam:

1. **Introduction to Kolatam:** An overview of the history and cultural significance of Kolatam.
2. **Basic Techniques:** Warm-up exercises and foundational steps, including "Kothimooku" and "Chekkadapulu."
3. **Technique Refinement:** Stick movements and rhythmic patterns to enhance precision and coordination.
4. **Group Practice:** Sessions to synchronize movements and develop teamwork.
5. **Choreography and Performance:** Preparation for the final performance, incorporating more complex sequences such as "Jada Kolatam."

6. **Cultural Discussions:** Interactive discussions on the evolution of Kolatam and its regional variations.

#### Description

The Kolatam Short Term Training Programme was inaugurated by Principal Dr. V. R. Jyotsna Kumari, marking the beginning of an enriching cultural journey at the Government College for Women (A), Guntur. The Cultural Convener, Dr. D. Dhatri Kumari, coordinated the programme, ensuring smooth execution of the daily activities. The training sessions were conducted by the esteemed instructor Smt. Kalyani, who provided comprehensive training in the basics of Kolatam.

The college campus served as the vibrant venue for the programme, fostering a conducive learning environment. The members of the faculty, particularly Dr. D. Chandrika, played a pivotal role in supporting the programme, contributing to its overall success.

Participants embarked on a journey through the rich tapestry of Kolatam, guided by experienced instructors who are passionate about preserving this traditional art form. The programme included:

- Students learned essential movements and patterns, progressing to more complex sequences.
- Instructors provided insights into the historical and cultural backdrop of Kolatam, fostering a deeper connection to the art form.
- Collaborative practice sessions helped students to form groups and synchronize their steps.

#### Outcomes of the Programme

By the end of the one-week Kolatam Short Term Training Programme, students

1. Had a solid foundation in the basic and intermediate techniques of Kolatam.
2. Develop improved coordination, rhythm, and musicality.
3. Gained a deeper understanding and appreciation of the cultural and historical significance of Kolatam.
4. Experienced the joy and camaraderie of performing as part of a group.
5. Acquired confidence to showcase their talent and skill as performing art.

This programme not only aims to teach the dance form but also to instill a lasting appreciation for the cultural heritage it represents, ensuring that the legacy of Kolatam continues to thrive for generations to come.

#### List of Students

S.No.	H.T. No.	Name of the Student	Group & Class	Year
1	20105005	B. Nagalakshmi	BA (PEP)	III
2	20105009	I. Sridevi	BA (PEP)	III
3	20105015	P. Vidya	BA (PEP)	III
4	20105017	S. Venkata Lakshmi	BA (PEP)	III
5	20105013	M. Karuna	BA (PEP)	III

6	21102003	B. Esther Rani	BA (SHT)	II
7	21102005	D. Elizabeth	BA (SHT)	II
8	21102008	G. Indrajya	BA (SHT)	II
9	21102012	K. Yamini	BA (SHT)	II
10	21102014	K. Anusha	BA (SHT)	II
11	21102017	M. Sandhya	BA (SHT)	II
12	21102019	O. Swarupa Rani	BA (SHT)	II
13	21102020	P. Anusha	BA (SHT)	II
14	21102022	P. Jyothi	BA (SHT)	II
15	21102024	R. Rajeswari Bai	BA (SHT)	II
16	21101010	Ch. Devika	BA (HEP)	II
17	21103020	V. Saidamma	BA (CE)	II
18	21103019	T. Amulya	BA (CE)	II
19	21105008	D. Mercy	BA (PEP)	II
20	21105015	K. Akhila	BA (PEP)	II
21	21105023	P. Sravani	BA (PEP)	II
22	21105029	S. Hemalatha	BA (PEP)	II
23	21105033	T. Ruthu Kumari	BA (PEP)	II
24	22202008	B. Srilatha	BCom (CA)	I
25	22202036	Md. Afroz	BCom (CA)	I
26	22202039	M. Lakshmi Priya	BCom (CA)	I
27	22202046	Sk. Guljar Begum	BCom (CA)	I
28	22202052	V. Varshitha Ram Noidu	BCom (CA)	I
29	22203001	A.V. Gayathri	BCom (Banking)	I
30	22202055	T. Mounika	BCom (CA)	I
31	22105004	J. Lakshmi Prasanna	BA (PEP)	I
32	22202009	K. Harika	BSc Data Science	I
33	22308002	B. Navya Sri	BSc Data Science	I
34	22308012	M. Sruthi	BSc Data Science	I
35	22202021	P. Jessy	BSc Data Science	I
36	22202008	Navya	BA (SHT)	I

Signature of the Convener

Signature of the Principal

## Work done Statement

### Summary

- **Total Sessions:** 7
- **Total Hours:** 21
- **Daily Time:** 3:30 PM to 6:30 PM

### Activities Breakdown:

1. **Introduction to Kolatam:** 3 hours
2. **Basic Techniques:** 6 hours
3. **Technique Refinement:** 6 hours
4. **Group Practice:** 6 hours

This table provides a clear and concise schedule with a total of 21 classes, ensuring a detailed hourly breakdown of each class and activity for the Kolatam Short Term Training Programme.

S.No.	Date	Time	Hour	Activity Name	Kolatam Step
1	08-02-2023	3:30-4:30PM	1	Introduction to Kolatam	-
2	08-02-2023	4:30-5:30PM	2	Introduction to Kolatam	-
3	08-02-2023	5:30-6:30PM	3	Introduction to Kolatam	Warm-up Exercises
4	09-02-2023	3:30-4:30PM	4	Basic Techniques	Warm-up Exercises
5	09-02-2023	4:30-5:30PM	5	Basic Techniques	Kothimooku
6	09-02-2023	5:30-6:30PM	6	Basic Techniques	Chekkadapulu
7	10-02-2023	3:30-4:30PM	7	Basic Techniques	Kothimooku
8	10-02-2023	4:30-5:30PM	8	Basic Techniques	Chekkadapulu
9	10-02-2023	5:30-6:30PM	9	Basic Techniques	Warm-up Exercises
10	11-02-2023	3:30-4:30PM	10	Technique Refinement	Stick Movements
11	11-02-2023	4:30-5:30PM	11	Technique Refinement	Rhythmic Patterns
12	11-02-2023	5:30-6:30PM	12	Technique Refinement	Stick Movements
13	12-02-2023	3:30-4:30PM	13	Technique Refinement	Rhythmic Patterns
14	12-02-2023	4:30-5:30PM	14	Technique Refinement	Stick Movements
15	12-02-2023	5:30-6:30PM	15	Technique Refinement	Rhythmic Patterns
16	13-02-2023	3:30-4:30PM	16	Group Practice	Synchronize Movements
17	13-02-2023	4:30-5:30PM	17	Group Practice	Develop Teamwork
18	13-02-2023	5:30-6:30PM	18	Group Practice	Synchronize Movements
19	14-02-2023	3:30-4:30PM	19	Group Practice	Develop Teamwork
20	14-02-2023	4:30-5:30PM	20	Group Practice	Synchronize Movements
21	14-02-2023	5:30-6:30PM	21	Group Practice	Develop Teamwork

Evidence:



Students practicing Kolatam, a traditional folk dance of India, showcasing their dedication to preserving cultural heritage.



Practise session began with basic Kolatam steps at infront of Lady Hope open Auditorium Kolatam practice session unfolds in front of the Lady Hope open auditorium, with dancers in vibrant attire moving rhythmically in sync, holding colorful sticks.



## **Short term Internship at Harika Printers, Guntur on Surface Enrichment Techniques in Textiles**

### **Introduction**

In tune with the mission statement of the Dept this internship cultivate self sufficiency skills among the students to become successful entrepreneur in the field of apparel and textiles. To achieve this outcome the curriculum is enriched with the provision, this short term and skill based internship aims to introduce and promote **Indian Indigenous ethnic art forms** at Harika Prints.

### **Procedure**

As a part of short term internship the Students of II BSC Home science (07) had undergone intense skill internship for 8 weeks from 25-10-2022 to 29-12-2022 at Harika Prints, Guntur. Students gained in depth knowledge of surface enrichment techniques of textiles taught in the theory and gained hands on experience on various processes and methods applied to enhance the appearance, texture and functional properties of textile surfaces at this training institute by application of **traditional Indian techniques like dyeing, printing, bathik, block printing** etc.

Students were trained on how fabric enrichment can be done by various methods like right from white plain fabric to surface enriched end product of fabric that contains various types of tie designs, patterns, printings etc., on fabric, also learned marketing skills in all these provided a great experience of entrepreneurship.

### **Objectives**

- To sensitize the students towards the Indian Indigenous ethnic art forms
- To gain first-hand experience of functioning of printing and dyeing as an enterprise.
- To examine the range of hand loom textiles like cotton, Georgette, Crepe, organdy, Chanderi silks, Kota etc. and their suitability for printing and dyeing.
- To learn about the traditional and modern techniques used in dyeing and block printing.
- To analyse the relationship between surface enrichment techniques and marketability of textile products
- To understand the art and science behind the dyeing and block printing techniques and processes

### **Outcome of the programme**

- Sensitized the students towards the Indian Indigenous ethnic art forms

- Gained an insight about functioning of Harika prints as an enterprise on first handed.
- Understood the art and science behind the dyeing and block printing techniques and processes
- Enable them to explore the design principles behind block printing and dyeing, including pattern creation, color selection, and motif placement.

**List of students participated in the Short term internship**

Sno	Name of the student	Class	Reg no	Name of the internship
1	J.Sujatha	II BSc HSc	20408006	Surface enrichment teshniquesat Harika Print
2	K.Krupa Rani	II BSc HSc	20408010	
3	M. Theresa	II BSc HSc	20408014	
4	Md. Ambreen sulthana	II BSc HSc	20408015	
5	S. Priyanka	II BSc HSc	20408021	
6	T. Tulasi Kumari	II BSc HSc	20408027	
7	Sd. Nahids Fazal	II BSc HSc	20408028	

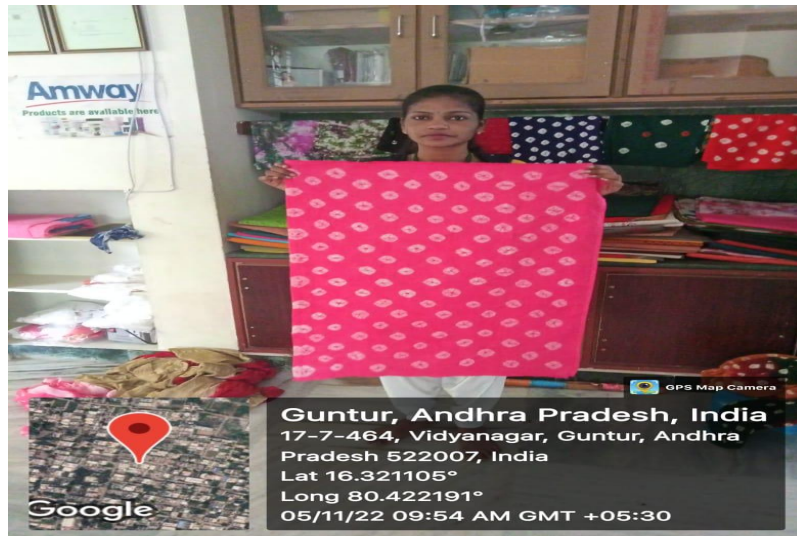
**Tie and Dye technique done on the samples by the students**





Block printing technique done on the samples







## **A Report on the Two-Day Workshop for students on Glass Painting & Fabric Painting**

**Activity Title:** Two-Day Workshop on Glass and Fabric Painting

**Organized by:** Women Empowerment Cell in partnership with Fevicryl India Pvt. Ltd.

**Dates:** February 2nd & 3rd, 2023

**Number of Participants:** 25 students

### **Introduction**

The Women Empowerment Cell (WEC) of the college, in collaboration with Fevicryl India Pvt. Ltd., organized a two-day workshop on Glass Painting and Fabric Painting on 2nd and 3rd February 2023. This workshop aimed to uplift and support traditional handmade art by providing hands-on training to students in these art forms. With a growing demand in the market for handcrafted artwork, this initiative sought to empower students with the skills needed to create and monetize their creations. A total of 25 students participated in the event, gaining practical knowledge of techniques used in glass and fabric painting.

### **Objectives of the Activity**

The primary objectives of the workshop were:

- To provide hands-on training in glass and fabric painting, equipping students with practical techniques to master artistic skills.
- To nurture students' abilities in traditional handmade arts, promoting cultural heritage preservation while integrating modern artistic trends for versatility.
- To empower participants with entrepreneurial skills, guiding them on how to monetize their talents and create market-ready artworks for income generation.
- To foster creativity and artistic expression through comprehensive instruction in painting techniques, such as color theory, shading, layering, and brushwork.

### **Description of the Activity**

The workshop unfolded over two days, featuring intensive practical training sessions. The event commenced with an inaugural ceremony, where the Principal, Dr. V.R. Jyotsna Kumari, addressed the participants and inaugurated the workshop at 11 a.m. on February 2nd, 2023. The sessions were led by Ms. Syamala, an expert trainer from Fevicryl India Pvt. Ltd., who provided thorough guidance and training in various painting techniques. The activities were closely monitored and supported by the Women Empowerment Cell's team, headed by Convener Dr. P. Vijaya Lakshmi, along with other members to ensure the smooth running of the workshop.

During the workshop, students explored a range of techniques and skills in both glass and fabric painting:

- Training included techniques such as applying colors on glass surfaces, using outline markers to define design boundaries, and mastering methods to achieve transparency, vibrancy, and depth.
- Participants were taught how to draw and paint on various fabrics using techniques like shading, layering, and manipulating brushstrokes to create textures and dimensions.
- The training emphasized practical skills, including mixing colors to achieve desired tones and understanding the different types of paints suitable for glass and fabric applications.

The workshop's interactive format encouraged participants to ask questions, receive personalized feedback, and experiment with different techniques. This hands-on approach facilitated a learning environment that promoted artistic freedom, resulting in the creation of unique and personal artworks by the end of the training.

### **Outcomes**

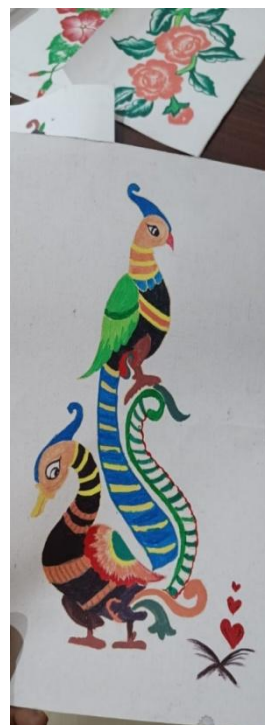
The workshop yielded significant and impactful outcomes:

1. Participants gained practical techniques in glass and fabric painting, enhancing their artistic skills and confidence in their abilities.
2. Students developed an understanding of traditional handmade arts, fostering a sense of pride in cultural heritage while exploring modern artistic trends.
3. Attendees learned how to monetize their artistic talents, gaining valuable insights into creating market-ready artworks for potential income generation.
4. The training fostered creativity and artistic expression, equipping students with knowledge of painting techniques such as color theory, shading, and brushwork.

### **Conclusion**

Overall, the two-day workshop was a resounding success in empowering participants with a valuable and versatile skill set, while simultaneously promoting traditional handmade art and supporting the participants' personal and professional growth. The program provided not just artistic knowledge, but also practical pathways for leveraging creativity into economic opportunity.






Students who are learning paintings

"Fabric paintings made by Students."

Government college for women (A) Guntur  
Women Empowerment Cell  
Glass Painting & Fabric Painting Attendance & Feedback  
02.02.2023 & 03.02.2023

S.no.	StudentName	Course	02.02.2023	03.02.2023	Student Signature	Feedback
1.	D.Sravani	SHT	✓	✓	D.Sravani	It is very full
2.	M.Haripriyanka	SHT	✓	✓	M. Haripriyanka	good
3.	B.Bhavana	HEP	✓	✓	B Bhavana	Good
4.	J.Lakshmi Prasanna	PEP	✓	✓	J. lakshmi Prasanna	Good.
5.	M.Hemasree	BCOM	✓	✓	M. Hemasree	Good
6.	B.Gayathri	SHT	✓	✓	B.Gayathri	Good
7.	V.Swetha	PEP	✓	✓	v. Swetha	Good -
8.	G.Sukanya	BZC	✓	✓	G.Sukanya	Good
9.	R. Vara Lakshmi	BZC	✓	✓	R. Varalakshmi	Very good.
10.	Y.Elleswari	BZC	✓	✓	Y. Elleswari	Good
11.	M.Madhu Bala	MZC	✓	✓	M. Madhu Bala	Good
12.	K.Navya	SHT	✓	✓	K.Navya	Good.

13	Sk.Shahina	BZC	✓	✓	SK.Shahina	Good
14	K.Harika	DS	✓	✓	K Harika	v. Good
15	G.Manasa	DS	✓	✓	G. Manasa	Good
16	K.Lakshmi	SHT	✓	✓	K.Lakshmi	Good.
17	M.Sruthi	DS	✓	✓	M. Sruthi	v. good
18	Ch.Nagurbai	BCOM	✓	✓	Ch Nagurbai	Very Nice.
19	P.Sujan	BZC	✓	✓	P-Sujan	Very Good
20	D.Meghana Lakshmi	BZC	✓	✓	D.M. Lakshmi	Very good.
21	N.Kaveri Bai	BCOM	✓	✓	N. kaveri bai	very good.
22	V.Lavanya	HEP	✓	✓	v. Lavanya	Good
23	V.Anjali	CLOUD	✓	✓	V. Anjali	Good
24	N.Anjali	MBC	✓	✓	N. Anjali	Good
25	G.Hepsiba	CE	✓	✓	G. Hepsiba	Good

V.R.   
PRINCIPAL  
GOVT. COLLEGE FOR WOMEN (A)  
GUNTUR



# Govt. College for Women (AUTONOMOUS) - GUNTUR. 1942 (Estd.)

College with Potential for Excellence

Name of the Activity: Training in Thread Bangle Making

Organized by: Women Empowerment Cell

Date of the Activity: 12-12-2022 to 16-12-2022

Number of students who participated: 25

Name of the Trainer: Dr P. Vijaya Lakshmi, Convener, WEC

### Objective of the Activity:

- To impart hands-on training in thread bangle making as a self-employment measure
- Make the students understand the nuances of product management.

### Description of the Activity:

A skill-oriented training programme in thread bangle making was organized by the Women Empowerment Cell of the college from 12-12-2022 to 16-12-2022 for twenty-five students. Students were made to purchase the material required for this training programme. The training programme was inaugurated by Dr. V.R. Jyotsna Kumari, Principal of the college. Students were given training in doing the embellishments with mirrors, silk thread, and beads by Dr P. Vijaya Lakshmi, Convener, Women Empowerment Cell. Members of the committee assisted her in training the students.

### Outcome:

Students understood the art & craft of thread bangle making

Students understood the aspects involved in purchasing raw  
Material for product making.





Women Empowerment Cell  
Thread Bangil Making Attendance & Feedback  
12.12.2022 to 16.12.2022

S.No	Name of the Student	course	12.12.2022	13.12.2022	14.12.2022	15.12.2022	16.12.2022	Student Signature	Student Feedback
1.	B.Gayathri	SHT	✓	✓	✓	✓	✓	B. Gayathri	Good
2.	K.Naya	SHT	✓	a	✓	✓	✓	K. Naya	very good.
3.	K.Havila	SHT	✓	✓	✓	✓	✓	K. Havila	good.
4.	K.Lakshmi	SHT	✓	✓	✓	✓	✓	K. Lakshmi	Good.
5.	Sk.Prthyusha		✓	a	✓	✓	a	Sk Prthyusha	Good
6.	Y.Puspa Rani	BTBC	✓	✓	✓	✓	✓	Y Puspa Rani	Good
7.	M. Durga Bai	FEP.	✓	✓	✓	✓	✓	M. Durga Bai	Good
8.	M.Madhulekha	MZC	✓	✓	✓	a	✓	M. Madhulekha	Good.
9.	G.Rajya Lakshmi	MZC	✓	✓	✓	✓	✓	G. Rajya lakshmi	Very Good.
10.	N.Anjali	MBC	✓	✓	✓	✓	a	N. Anjali	Good

## **A Report on Handloom Exhibition**

**Name of the Activity:** Handloom Exhibition

**Organized by:** Women Empowerment Cell (WEC)

### Introduction

On **January 10, 2022**, the Women Empowerment Cell (WEC) of our college took a significant step in promoting traditional crafts by organizing a Handloom Exhibition to celebrate "Handloom Day." Bhattiprolu, a town in the Guntur district, is renowned for its rich heritage of weaving exquisite cotton fabrics. This initiative aimed to create awareness about the unique qualities of handloom textiles, encourage the use of sustainable fashion, and support the livelihoods of local artisans.

The exhibition served as a platform for local weavers to showcase their artistry while allowing students and staff to engage with the handloom community directly. The event successfully attracted a diverse audience of approximately **500 participants**, fostering a sense of community spirit and appreciation for traditional crafts. By highlighting the significance of handloom textiles, the initiative aimed to instill values of sustainability and social responsibility among attendees.

### Objectives

The Handloom Exhibition was structured around several key objectives:

1. To educate students and staff about the importance of handloom textiles and the skills involved in making them, helping them understand their cultural value.
2. To give local weavers from Bhattiprolu a platform to showcase and sell their products, helping them sustain their livelihoods.
3. To promote interaction between students, faculty, and local artisans, fostering appreciation for traditional crafts and creating a learning environment.
4. To highlight handloom products as eco-friendly alternatives to mass-produced textiles, encouraging responsible consumer choices.
5. To motivate students interested in the textile industry by showcasing various career paths in design, marketing, and entrepreneurship related to handloom products.

### **Description of the Activity**

The Handloom Exhibition, meticulously organized by the Women Empowerment Cell, showcased a vibrant array of handloom products that celebrated the rich weaving tradition of Bhattiprolu. The event attracted enthusiastic participation from approximately 500 attendees, including students, staff, faculty, and representatives from neighboring junior and vocational colleges. A dedicated team of 138 student volunteers played a pivotal role in managing logistics and assisting visitors throughout the exhibition. Local weavers set up colorful stalls displaying a variety of handloom

products such as sarees, shirtings, and dresses, each stall adorned with beautifully crafted textiles reflecting the area's cultural heritage. The atmosphere was lively enhanced by music and cultural performances that further engaged attendees.

In addition to the exhibition, workshops were conducted where local weavers shared their skills and knowledge about the weaving process. Students had the unique opportunity to observe live demonstrations and participate in hands-on activities, allowing them to appreciate the intricacies of handloom weaving. Throughout the exhibition, attendees were encouraged to purchase handloom products directly from the weavers, providing immediate financial support to the artisans and fostering meaningful conversations about the craftsmanship behind each piece. Informational materials were distributed to raise awareness of the environmental benefits of handloom textiles, such as their reduced carbon footprint and the preservation of traditional skills, aiming to inspire attendees to make informed choices about their fashion consumption.

### **Outcomes**

The Handloom Exhibition resulted in several positive and impactful outcomes:

1. The exhibition generated Rs. 80,000 in sales, directly benefiting local weavers and demonstrating strong interest in handloom products within the college community.
2. Attendees gained a deeper understanding of the cultural significance of handloom textiles and expressed a commitment to support local weavers in the future.
3. The event fostered connections among students, staff, and local artisans, promoting appreciation for traditional crafts and encouraging shared learning experiences.
4. Participants learned about the environmental benefits of choosing handloom products over mass-produced textiles, reinforcing their commitment to sustainable fashion.
5. Students involved in organizing the event gained practical experience in event management, communication, and teamwork, while also exploring potential career paths in the textile industry through interactions with local artisans.

### **Conclusion**

The Handloom Exhibition organized by the Women Empowerment Cell was a resounding success, achieving its objectives of raising awareness, supporting local artisans, and promoting sustainable practices. The event not only showcased the rich tradition of handloom textiles from Bhattiprolu but also highlighted the importance of community engagement and responsible consumer choices. By bridging the gap between consumers and producers, the exhibition fostered a culture of empathy, appreciation, and support for traditional crafts. The WEC is committed to continuing its efforts in promoting and celebrating the art of handloom weaving, paving the way for ongoing support of local artisans and the preservation of cultural heritage.





Ocational students watching a handloom textile exhibition



"Male staff observing the handloom textile exhibition."



"Ladies staff observing the handloom textile exhibition."



# Govt. College for Women (AUTONOMOUS) - GUNTUR. 1942 (Estd.) College with Potential for Excellence

## SOCIO ECONOMIC PROFILE OF IMITATION JEWELLERY MANUFACTURERS IN MACHILIPATNAM

### 1. INTRODUCTION:

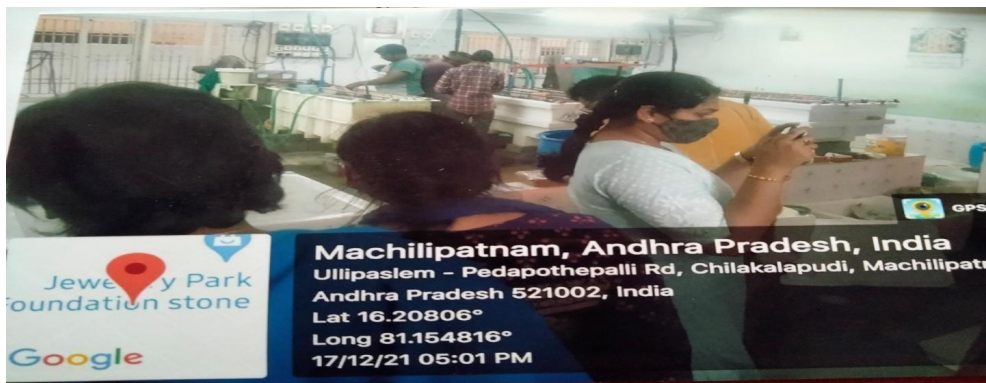
'Imitation Jewellery' is widely demanded not only in India but also various other countries of the world. Gift articles, earrings, necklace, Jumka, Bajuband, fancy belts, jada set, bangles, rings, dances, etc, offering a wide range of 'imitation jewellery' including aravanki. Particularly in India, there is a huge market for the same and they are wide

### 2. Objectives:

1. To study the role of gold covering jewellery manufacturing industry in India.
2. To examine the possible threats to imitation jewellery units.

### 3. Methodology:

Data has been collected primarily contacting some jewellery workers with interview type questions. Then rest of the information is collected as secondary sources like journals, articles, news reports, and Government reports.



## MACHILIPATNAM IMITATION JEWELLERY PARK:

Machilipatnam is most popular gold covering jewelry manufacturing industry hub in India .nearly 200 units are engaged in the industry. This industry giving employment to nearly 30000 artisans and other peoples. This jewelry commonly known as "chilakalapudi bangaram". this industry produce bangles, chains, neck lace, ear rings, tops, hangings, 1 eg chains ,rings, dance sets, all types of stone items. Be it Bharatnatyam, Kuchipudi or Kathak, all has given importance to Jewellery in presenting the art.

The number of items forming the jewelry of an Indian woman is numerous, ranging from the Bangles, earrings, necklace, hairclip, belly chains, Finger rings, etc. Indian Imitation jewelry is worn by not only people of India but all over the world, it has huge attraction and demand. India is the largest exporter of jewelry from long time. There are 235 registered units in Machilipatnam and there are many unregistered units who operate their activities in the markets. However, the Manufacturing units of imitation jewellery in Machilipatnam facing certain difficulties which hinder the growth in the market. Following table present the demographic profile of the Manufacturers in Machilipatnam

### Problems identified in the industry

1. The rise of machine-made imitation jewellery from other regions and countries like China poses a significant threat. These machine-made products are often cheaper, making it difficult for traditional hand-made jewellery from Machilipatnam to compete in terms of price.
2. The industry relies heavily on skilled artisans for intricate designs. However, there is a shortage of skilled labor, as younger generations often prefer different career paths due to the perception of low wages and limited growth opportunities in the traditional craft sector.
3. The cost of raw materials, such as beads, stones, and metals, has been on the rise. This increase impacts the overall production costs, making it difficult for manufacturers to maintain profitability while keeping the products affordable for consumers.
4. The industry suffers from inadequate infrastructure, including a lack of

modern manufacturing facilities, storage, and marketing facilities. This limits the industry's ability to scale production and meet increasing demand.

5. Many artisans and manufacturers in Machilipatnam struggle with limited access to larger markets. This is partly due to the lack of effective marketing strategies, digital presence, and connections to national and international buyers.
6. Copying and counterfeiting are common problems in the imitation jewelry market. Original designs by Machilipatnam artisans are often replicated by other manufacturers, diluting the uniqueness of their products and affecting their brand value.
7. Small-scale art and businesses often face difficulties in securing loans or financing to expand their operations. This limits their capacity to invest in better equipment, training, and technology.
8. Although there are some government schemes, the industry often feels that there is insufficient support specifically targeted at the imitation jewellery sector in Machilipatnam. Better access to subsidies, export incentives, and promotional events could help in improving the industry's global reach.
9. Consumer preferences are shifting towards more contemporary styles and fast fashion. This change can reduce the demand for traditional designs, requiring art to constantly adapt their styles, which can be challenging without sufficient market research.
10. The industry sometimes faces criticism for the environment a limp act of certain materials and production methods. Sustainable practices are becoming more important to consumers, and the industry may need to adapt to more eco-friendly methods, which could require additional investment.

**Suggestions:**

To address the challenges facing the imitation jewelry industry in Machilipatnam, Andhra Pradesh, a multi-faceted approach is necessary. Here are some potential solutions for each of the issues highlighted by the industry units and Labour

1. Promote the heritage and unique craftsmanship of hand-made jewelry through marketing campaigns. Emphasizing the value of traditional designs, such as those that incorporate Kalamkari art, can create a niche market.

2. Develop new designs that combine traditional techniques with modern styles to appeal to a wide range of consumers. This can differentiate local products from mass-produced alternatives.
3. Partner with fashion designers, brands, and influencers to create limited-edition collections, highlighting the exclusivity and cultural significance of Machilipatnam's jewellery.
4. Better Pay and Incentives: Improve wages and provide incentives like profit-sharing or bonuses based on sales to make the industry more attractive as a career choice for young people.
5. Establish and strengthen co-operative societies to purchase raw materials in bulk, reducing costs through collective bargaining power. This can help in securing better deals and discounts from suppliers.
6. Lobby for government subsidies or tax rebates for the purchase of essential raw materials to reduce production costs.
7. Seek grants and funding from government bodies to develop modern production facilities, storage spaces, and packaging units.
8. Public-Private Partnerships (PPP): Collaborate with private companies for infrastructure development, where the private sector can bring in expertise and resources, and the public sector can offer support through land or subsidies.
9. Technology Upgradation: Invest in modern tools and equipment to improve productivity and the quality of hand-made jewelry. Government assistance in technology upgradation schemes could be sought.
10. Develop e-commerce platforms or leverage existing ones to market the jewelry globally. This includes setting up websites, social media marketing, and collaborating with online market places.
11. Branding and Story telling: Create a strong brand around the heritage of Machilipatnam jewellery, emphasizing the cultural significance of Kalamkari and the artistry involved. This can attract customers who value authentic, handcrafted products.
12. Crowd funding Platforms: Utilize crowd funding platforms to raise funds for specific projects, such as new design collections or infrastructure upgrades.
13. Engage in advocacy efforts to encourage the government to introduce schemes

specifically for the imitation jewellery industry, such as tax breaks, subsidies, or export incentives.

14. Incentives for Exporters: Create incentives for exporters of Machilipatnam jewelry to enter international markets, such as simplifying export procedures and offering rebates on export duties.
15. Eco-friendly Materials: Shift towards using eco-friendly materials in jewelry production, such as recycled metals and natural dyes, to appeal to environmentally conscious customers.
16. Sustainable Production Practices: Implement sustainable practices in the manufacturing process, such as reducing water usage and waste generation. Certifications for eco-friendly practices can enhance brand value.
17. Consumer Education: Educate consumers about the efforts made by the industry towards sustainability. Highlighting these practices can create a positive image and attract a loyal customer base.

#### CONCLUSION:

All the respondents who engaged in the manufacturing imitation jewelry are male and the majority of the units belong to the age group of 40-55 years and no female were engaged in such kind of units. It is suggested that, involving female members of the family in the activities of the business or manufacturing units would help the industry to provide an opportunity to empower women entrepreneurship and increases percentage of GDP as well.

Most of the respondents completed their matriculation and their graduation and a very less percentage of the respondents are post graduates.. The major sources of raising capital are from savings, borrowed from their friends, borrowed from banks, borrowed from family members and relatives, only 5% of there spondents got grants from government, 6.25%of there spondents through government loan and 2.5% of the respondents raised capital by selling their property. Availing to such kind of benefits can reduce burden on the units. Banks should take initiative steps to generate awareness about such schemes among the manufacturers would be helpful to a great extent.

**The Ancient Arts of Kalamkari: Problems and Prospects With Special Reference  
To Pedana, Andhra Pradesh**

**1. Introduction:** Kalamkari is an ancient textile printing art that finds its roots in the state of Andhra Pradesh. Kalam implies pen and Kari means art a name given by the Mughals when they discovered the art during their reign over the Deccan region. Kalamkari is the art of drawing and painting with a bamboo pen using natural dyes. There are two main styles of Kalamkari. The block printed that is practiced in the town of Machilipatnam and the hand painted style that is largely practiced in the town of Srikalahasti. Present study is to bring some insights on Kalamkari units in a small village Pedana near Machilipatnam city, Andhra Pradesh.

**Objectives:**

1. To examine the history and growth of Kalamkari products.
2. To examine the existing potential market and possible threats to Kalamkari units.
3. To offer suggestions to policy makers and entrepreneurs.
4. To explore the rich heritage of the kalamkari tradition, analyze its cultural significance and artistic techniques and assess its relevance for future generation

**Methodology:** Data has been collected primarily contacting some kalamkari workers with interview type questions. Then rest of the information is collected as secondary sources like journals, articles, news reports, and Government reports.



**Brief History of Kalamkari:** The textile tradition in India is said to be more than 3000 years old. The Indian silks and brocades have been famous among the rich around the world but the simple Kalamkari on cotton made a wide impact and revolutionized the textile trade in India in the 18th and 19th century. Though the art of dye painting fabrics is known as an ancient tradition in India it is not certain as to when it all began but certain

evidences revealed that the origins of the art were found in since 16th century. Kalamkari gained popularity as a temple art in the south of India in the Kingdom of Vijaynagar. It flourished around Hindu temples as supplements for murals in the interiors of temples. At that time the themes were mainly religious. Minstrels would paint mythological figures on cloth and wander from place to place singing and spreading the word of God. It was a part of a popular cult and due to its vast rural base became a representative of the grass root culture of India. Simultaneously the art of textile painting and printing also existed in western India in the states of Gujarat and Rajasthan. From contemporary trade records it appears that the principal cotton painting centres in the 16th and 17th century were Burhanpur in Khandesh, Sironj in Rajputana (now M.P), Agra, Petaboliand Palakollu on the Golcondas aboard and certain towns like Kalahasti in hinterlandof Madras.‘ Das (1992). The interconnection of the western and deccan styles took place only later in the early 16th century when the Mughals subjugated the Vijaynagar Kingdom. The painting tradition did not have a specific name until the Sultans of Golconda discovered the art. They gave it the name Kalamkari, kalam ‘meaning pen and \_kari‘ implying art. In the 17th century, Kalamkari saw a rise in demand from the Mughals, Persians, Dutch as well as the British. The Kalamkari fabrics of India with jewel bright colours, printed and painted in fascinating and intricate designs caught the fancy of women in Englandand France and became the fashion for daily wear.‘

**About Pedana Kalamkari Work:** Pedana is a small town just 13 km from Machilipatnam,the Krishna district headquarters in coastal Andhra Pradesh. This small place has carved aniche for itself with its own style—Kalamkari block printing. Over 1,200 artisan families inpedana survive on making vegetable dyes, blocks and printing of 25 distinctive Kalamkari textiles, including bedsheets, lungis, kerchiefs, curtains, Punjabi suits and sarees. Kalamkarihas got rich heritage from ages by making various products in different styles. Most of the units are small and labour intensive. These units are providing employment to women and youth of pedana. Materials used in making Kalamkari : Cotton Cloth Indigo Blue Alzarin

Anar A solution of alum, tamarind and Indian madder root Pobbaku Ventilago Madraspatana Gartan (Surudu Chekka) Myrobalan Mango Barkand Pomegranate

**Problems of Kalamkari Units:** The Kalamkari art provides employment to thousands of people, not only to artisans but also designers, activists etc. But the drawback is that

the industry is quite unorganized since it is cottage based and decentralized. Kalamkari units in pedana are also no exception. They are also facing a plethora of problems, which are:

1. Lack of design, innovation and technology upgradation. Highly fragmented industry.
2. Unstructured and individualized production systems
3. Lack of strong umbrella sector organizations.
4. Limited capitalization and low investment.
5. Insufficient market information on export trends opportunities and prices. Limited access to credit.
7. Limited resources for production, distribution and marketing.
8. Limited e-commerce competence among producer groups.
9. Lack of adequate infrastructure, absence of latest technology Along with these issues, some external factors are also affecting the units in pedana: Increasing threat from imitative designs

**Government and Institutional Support to Kalamkari Units** Governments have been extending their support to Kalamkari Units with respect to finance, subsidies, Exhibitions, trade shows, Export promotion activities etc. Few important schemes are: Baba Saheb Ambedkar Hastshilp Vikas Yojana

1. Marketing Support and Service Scheme Design and Technology Upgradation Scheme
2. Export Promotion Scheme
3. Research and Development Scheme
4. Training and Extension Scheme
5. Bima Yojana for Handicrafts Artisans 6 Special Handicrafts Training Projects

**Major concerns and Suggestions to Policy Makers & Kalamkari Entrepreneurs:**

**1. Marketing network of Kalamkari:** Absence of systematic marketing network has been a discouraging factor in the Kalamkari segment. The artisans must be organized by themselves

under the co-operative umbrella for marketing their products by themselves. For this more and more linkages must be developed with outside parties.

**2. Tourism-Centred crafts:** For the crafts culture to be appropriately propagated and its commercial potential duly explored, development of tourism can go in tandem with the development of crafts. There is a great deal of scope for craft-centered tourism

possibilities to be explored. Strict registration norms for ancient Kalamkari work to reduce imitated items. Design registration of Kalamkari : Design registration of Kalamkari should be done. That means whatever designs any artisan has introduced on any item should be registered. Then no one can copy it.

3. **Price uniformity in Kalamkari:** The prices of Kalamkari products are very much erratic and not uniform. There is significant difference in prices of the same item if purchase from two shops or from two places. In this situation the customer feels very much exploited and harassed. This might have very bad repercussion on the demand of the products. Pricing of the product should depend on categorization of art in each craft, skill exhibited and quality of raw materials

4. **More Research and Development in Kalamkari:** For improving the quality of the products Research and Development is a must. Many more new items and new designs can be developed with the help of Research and Development. Environmental problems need to be addressed. European nations are sensitive to toxin substance, e.g., azo dyes in textile crafts. Child labour is, no doubt, another emotive issue

5. **Role of technology :** Product innovation and improvements in design as well as manufacturing technologies occur in the formal sector of economy on a routine basis.

6. **Value Addition in Kalamkari :** The various specialized organization, like Development Commissioner (Handicrafts and textiles), may help the local units to produce various value added items which would not only help to penetrate the local market, but also help in exporting of such items to foreign countries. Window Display of Kalamkari products : In whatever possible manner, all the promotional and marketing organization, must display the local items in various airports, railway stations, bus stands, commercial centers, etc. This will help the local art to get more orders from foreign tourists, traders, marketing organization etc.

Window display is emerging as the new mantra in retail and is fast changing from a dull, uninteresting exhibition of wares to a dynamic form of advertising.

#### **Outcomes of the field trip:**

1. Students have had first-hand knowledge of the traditional Kalamkari art techniques, including natural dyeing processes, intricate hand-painting, and block printing methods used by artisans in Bandarand Machilipatnam.

2. The field trip had fostered an appreciation among students for the cultural and historical significance of Kalamkari, helping them understand the rich heritage and stories that are woven into the fabric of this art form.

3. Students learned about the economic aspects of the Kalamkari industry, including the challenges faced by artisans, the role of local industries in supporting their livelihoods, and the importance of promoting traditional crafts in modern markets.

4. The trip successfully provided students with insights into potential career opportunities in the field of traditional arts, design, and handicrafts, as well as the scope for skill development in areas such as textile design and sustainable practices.

**Conclusion:** Kalamkari is such a product that when a buyer likes it, he is prepared to pay a price, which may be far in excess of the standard price of the product. The prime consideration is his liking of the product. Channel agents, such as middle men, retailer or distributor try to capitalize on such possibilities and earn significant profit almost wholly at the cost of the craftsmen. Kalamkari product may be categorized on the basis of price, export on domestic market, ease of maintenance, ease of storage, utility value or decorative value and modernity or traditional orientation.

### **Best Practice: Block Printing (2-08-2018 to 13-08-2018)**

1. **Need Addressed and the Context:** Block printing is a popular printmaking technique that originated in China more than a thousand years ago. India is one of the largest manufacturers and exporters of block printed fabric in the world. It is capable of yielding highly artistic results, some of which are unobtainable by any other method. Less cost of making design, low cost of maintenance, evergreen demand in the world wide market are the facts, made this as most desirable enterprise by many of the women also. Moreover Home science students have a course on tie & dye in final year as this course is newly introduced the students at the same time the staff need expertise on block printing techniques hence a workshop on block printing was initiated. The objective of this workshop is not only to impart skill along with that to continue this as an entrepreneurial activity. Hence the students undergone training that can help to establish a unit of block printing as an enterprise.
2. **The Practice: The objective of Home science is to impart employable and entrepreneurial skills so that they can become Succeedfull entrepreneurs.** Block printing is a fabric enrichment technique dealt as a sub topic of Tie and Dye course. Through this workshop the students will gain knowledge about Pigment colours, natural dyes fixers and adhesives used to mix colours, suitability of colours for various kinds of fabrics, method of printing by wooden blocks etc, hence, the skills acquired through this workshop helps the students to become self employed in this field.
3. **Objectives of the Practice:**
  - To impart skill in block printing techniques for promotion of entrepreneurial skills
  - To popularize block printing technique as one of the popular Indian art form
  - To Sensitize students on the traditional indogenous art forms like block printing
  - To Provide technical knowledge on block printing as one of the enterprise
4. **Evidence of Success: Initially this workshop** made the students to practice and prepare samples and the same has been planned as an entrepreneurial activity by printing on sarees. They printed 28 sarees each with different designs and sold these sarees to the staff of college and their relatives with a price of 600 Rupees. Total amount invested for this enterprise is 14,322 Rs/- and the amount gained is 16,800 Rs/-

5. Profit gained in this enterprise is 2478 Rs/- . They carried out this block printing sarees one week and encouraged the staff to wear it on Independence Day i.e., August

6. **Resources:**Sarees, dyes, lab equipment etc.

### Outcomes

- Gained skill in block printing techniques for promotion of entrepreneurial skills
- Popularized block printing technique as one of the popular Indian art form
- Sensitized students on the traditional indigenous art forms like block printing
- Provided technical knowledge on block printing as one of the enterprise.

### List of Participants for the Workshop organized on Block printing from 2-8-18 to 7-8-18

1.	A.Sukanya	III BSc Home Science	GDC(W), Guntur
2.	A.Manonmai	III BSc Home Science	GDC(W), Guntur
3.	Ch.Sujatha	III BSc Home Science	GDC(W), Guntur
4.	D.Sirisha	III BSc Home Science	GDC(W), Guntur
5.	G.Sandhya Rani	III BSc Home Science	GDC(W), Guntur
6.	G. Mounica	III BSc Home Science	GDC(W), Guntur
7.	J. Lavanya	III BSc Home Science	GDC(W), Guntur
8.	J. Meghana	III BSc Home Science	GDC(W), Guntur
9.	M. Martha Kumari	III BSc Home Science	GDC(W), Guntur
10.	M. Velangini	III BSc Home Science	GDC(W), Guntur
11.	N. Sri Sai Lakshmi Ananya	III BSc Home Science	GDC(W), Guntur
12.	N. Devika Rani	III BSc Home Science	GDC(W), Guntur
13.	N. Geethanjali	III BSc Home Science	GDC(W), Guntur
14.	P.Sonia	II BSc Home Science	GDC(W), Guntur
15.	Sk . Aziza	II BSc Home Science	GDC(W), Guntur
16.	SK.Shireen	II BSc Home Science	GDC(W), Guntur
17.	V. Neelima	II BSc Home Science	GDC(W), Guntur
18.	Y. Swetha vardhini	II BSc Home Science	GDC(W), Guntur
19	k.lakshmi prasanna	II BSc Home Science	GDC(W), Guntur
20	A.Sasi kala	II BSc Home Science	GDC(W), Guntur

21	D.Anjali Bai	II BSc Home Science	GDC(W), Guntur
22	Sk.Haseena	II BSc Home Science	GDC(W), Guntur
23	Sk.Naseema	II BSc Home Science	GDC(W), Guntur
24	M.Jeswin Blessy	II BSc Home Science	GDC(W), Guntur
25	B.Shanthi	II BSc Home Science	GDC(W), Guntur
26	K.Praise Jyothi	II BSc Home Science	GDC(W), Guntur
27	P.Dharani	II BSc Home Science	GDC(W), Guntur
28	A. Madhavi	II BSc Home Science	GDC(W), Guntur
29	B.Rohitha	II BSc Home Science	GDC(W), Guntur
30	L.Kavitha	II BSc Home Science	GDC(W), Guntur

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## Printing on sarees



# Government College for Women (A) Guntur, Andhra Pradesh



**Best Practice : "3 Ls- Learning, Literacy and Life Skills-Boulevard for Learner Autonomy."**



**Internal Quality Assurance Cell**

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## 1. Title of the Practice: 3 Ls- Learning, Literacy and Life Skills-Boulevard for Learner Autonomy.

### 2. Objectives of the Practice

- enhancing students' abilities by integrating 4Cs into the curriculum.
- empowering students' effective navigation of digital world with information and technology literacy.
- Preparing students for diverse environments through cultivation of life skills.
- Promoting a culture of lifelong learning and meaningful contribution to the society.

### 3. The Context

Undergraduate programmes with their focus on preparing students for employment or higher education emphasise on the core subject knowledge and skills. However, this approach often ignores the essential 3 Ls -Learning, Literacy, Life Skills- which prepare the students to face the real-world challenges. Further, students must become expert information consumers and creators in the current context of information explosion. Recognizing this gap, 3Ls (Learning, Literacy, Life Skills) framework is integrated into our curriculum. This practice aims to bridge the theory-practice divide and equip graduates with the necessary skills.

### 4. The Practice

**I. Learning skills:** 4Cs: Critical thinking, Creativity & Innovation, Collaboration, Communication are the universal requirements of any career. Departments plan that these are incorporated into curricular transaction.

**Critical thinking:** Apart from the regular course components with a focus on critical thinking, college planned and implemented a sustained periodical programme where students of all semesters and streams take an online exam, using Testmoz platform, every 15 days with questions from reasoning, arithmetic, general English and general knowledge. Mathematics students are involved in real data-based projects while Chemistry students, through the activity titled "New Zeal", review scholarly research papers and present through.

**Creativity & Innovation:** Scavenger hunt, creation of modular designs, CO-PO computation by maths students, "Prerana" by department of Home Science, Android mobile app for maintaining student data base, and creating profiles by department of computer science, are some examples of creative innovation nurtured in students.

**Collaboration:** Across all programmes, college encourages group projects, collaborative Community service projects and presentations, as part of formative assessment.

**Communication:** Apart from the regular Viva voce in all the papers of CE course, communication of project findings through viva voce in CSP, short- and long-term internships, "Pranam Patriots" presentations on unsung heroes, Engage in Signage in "Azadi ka

Amruthmahotsav, Studio Talk titled “embracing Equity” Literary Forum are some instances of additional opportunities to hone students’ communication.

## **II. Literacy skills:**

Information Literacy: Student assignments, presentations provide ample opportunity and “Digital herbarium depository, QR codes for plants” of Dept. of Botany are an example.

Media Literacy: A seminar presentation like “Women leaders make the world better” needed students to seek information and authenticate and thus reflect the ability to the right information from right source.

Technology Literacy: Assignments using software, Podcast assignments in Communicative English, Workshop on R Studio by department on Statistics, Usage of Chat Gpt, Library Blog, Preparation of ppts using Gamma App by Physics students, projects using online datasets by department of Mathematics, workshop on Excel, Numerical methods using Scilab, Computational Mathematics using Scilab, Numerical methods using Excel VBI, projects using MATLAB, teaching with Chemdraw are examples.

## **III. Life Skills: FLIPS**

Flexibility and Adaptability: Periodical workshops on coping mechanism for stress, wellbeing

Leadership and Responsibility: The college Student union, NCC, nurture it on regular basis while activities like “Preparation of Constitution of GCW” give an added opportunity.

Initiative and Self-Direction: Inculcated through students’ own selection of area of study for projects, assignments and seminars as well as in student union activities.

Social and Cross-Cultural Interaction: Opportunities to participate in National Integration camps, project studies like ‘Access People with Disabilities (PWD) Vote: Bridging Gaps, Building Voices’; ‘Ballot Brilliance: A Comprehensive Election Awareness Initiative’ by political science students made them interact with even the vulnerable sections of the society.

## **5. Evidence of Success**

1. First prizes in district level competitions like quiz, elocution, essay writing
2. P. Priya Sri, III BZC represented the state of AP in National Youth Parliament
3. Two Best state level Community service projects
4. Winners of district level youth festival
5. Two students participated in pedal for freedom cycle rally on anti-human trafficking.
6. 10 students qualified in Group 2 preliminary examination

## **6. Problems Encountered and Resources needed.**

- Lack of awareness on part of faculty about these skills
- Training for faculty for extending it uniformly across the whole college
- Diffidence and inhibition on students’ part.

## Documentation for the Best Practice

**Title: 3 Ls-Learning, Literacy and Life Skills-Boulevard for Learner Autonomy.**

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11	Teach Hindi to non Hindi students	Hindi
12	Drama Performance , and Skit on Gender equity	English
1	Group projects as part of formative assessment	All departments
2	Collaborative Community Service Projects and presentations as part of formative assessment. (Details are in the departments)	All departments
1	Developing Communication skills- CE & SE Viva Voces Developing Oral literacy Studio Talk titled "embracing Equity" Pranam Patriots PPT making	English

2	Communication of project findings through viva voce in CSP	All Departments
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# **ACTIVITIES REFLECTING CRITICAL THINKING SKILLS**

# **Government College for Women(A), Guntur**

## **Report on online Exams (for Competitive Exams)**

### **On Testmoz platform**

#### **Introduction to the activity:**

Today's world of employment requires the work force with critical and creative thinking abilities. The selection process of such work force includes assessing such abilities of the candidates, mostly through online competitive exams. As prospective potential job seekers, competing in such selection processes, the students need adequate regular practice in taking such assessments. The college has planned to give regular opportunities of practice in tests like General Knowledge (GK), General English (GE), Quantitative Aptitude (QA), and Critical Ability (CA) in online mode. The programme has been introduced from the year 2022-23.

#### **Objectives:**

By taking part in this coaching/training programme, students will be able to:

- Practice taking time-bound online tests in the selected areas: GK, GE, QA, and CA.
- Develop the ability to process information in a time-bound manner and prepare themselves for the real-world tests or competitive exams.
- Acquire critical thinking skills that help them in competing in the area of employment.

#### **Procedure:**

A committee was constituted with a coordinator and representative members from physical sciences, life sciences, arts, commerce, and languages.

- Question Banks for General Knowledge (GK), General English (GE), Quantitative Aptitude (QA), and Critical Ability (CA) are prepared. The question bank has been regularly updated by the addition of new questions and thus upgraded regularly.
- An online testing platform, "Testmoz," is purchased for deploying the tests twice a month. The link to the test is generated and shared with students via WhatsApp groups.
- In order to give students comfortable timings, they are asked to take the test beyond the college hours. However, adequate checks and balances are put in place to avoid unfair methods.
- Since the participation in the test is voluntary, students are expected to perform honestly, to self-evaluate their performance and preparedness for real-world competitive exams.
- It was decided to deploy the test monthly twice.
- The test results are analyzed, and mentor wise feedback is given to the students who are the mentees of that particular teacher.

#### **Outcomes:**

- Students have received regular, periodical practice in taking online competitive tests.
- Developed the critical thinking skills needed for future employment and competitive exams.

#### Test No-1

An online objective test has been conducted on Testmoz on 17/3/2022

Total No. of students who took test was - 257 students.

Physical Sciences:102

Life Sciences:40

Arts: 75

Commerce: 40

#### Test No-2

An online objective test has been conducted on Testmoz on 21/3/2022

Total No. of students who took test was - 218 students.

Physical Sciences:92

Life Sciences:62

Arts:13

Commerce:51

#### Test No-3

An online objective test has been conducted on Testmoz on 23/3/2022

Total No. of students who took test was - 143 students.

Physical Sciences:42

Life Sciences:31

Arts:30

Commerce:40

#### Test No-4

An online objective test has been conducted on Testmoz on 1/4/2022

Total No. of students who took test was - 30 students.

Physical Sciences:12

Life Sciences:8

Arts:8

Commerce:12

#### Test No-5

An online objective test has been conducted on Testmoz on 20/2/2023

Total No. of students who took test was - 310 students.

Physical Sciences:112

Life Sciences:85

Arts:70

Commerce:43

#### Test No-6

An online objective test has been conducted on Testmoz on 23/2/2023

Total No. of students who took test was - 194 students.

Physical Sciences:77

Life Sciences:63

Arts:29

Commerce:25

#### Test No-7

An online objective test has been conducted on Testmoz on 27/9/2023.

Total No. of students who took test was - 844students.

Physical Sciences:340

Life Sciences:101

Arts:170

Commerce:233

#### Test No-8

An online objective test has been conducted on Testmoz on 13.10.2023.

Total No. of students who took test was - 890 students.

Physical Sciences:306

Life Sciences:242

Arts:136

Commerce:206

#### Test No-9

An online objective test has been conducted on Testmoz on 3.12.2023.

Total No. of students who took test was - 291 students.

Physical Sciences:103

Life Sciences:94

Arts:24

Commerce:70

#### Test No-10

An online objective test has been conducted on Testmoz on 18.11.2023.

Total No. of students who took test was - 249 students.

Physical Sciences:167

Life Sciences:51

Arts:40

Commerce:31

#### Test No-11

An online objective test has been conducted on Testmoz on 12.12.2023.

Total No. of students who took test was - 679 students.

Physical Sciences:260

Life Sciences:201

Arts:67

Commerce:151

#### Test No-12

An online objective test has been conducted on Testmoz on 19.02.2023.

Total No. of students who took test was - 148 students.

Physical Sciences:73

Life Sciences:32

Arts:14

Commerce:29

#### Test No-13

An online objective test has been conducted on Testmoz on 12.3.2024

Total No. of students who took test was - 372 students.

Physical Sciences:177

Life Sciences:78

Arts:41

Commerce:76

#### Test No-14

An online objective test has been conducted on Testmoz on 30.03.24

Total No. of students who took test was - 50 students.

Physical Sciences:35

Life Sciences:14

Arts:1

Commerce:0

#### Test No-15

An online objective test has been conducted on Testmoz on 25.05.24

Total No. of students who took test was - 67 students.

Physical Sciences:23

Life Sciences:17

Arts:10

Commerce:17

#### Test No-16

An online objective test has been conducted on Testmoz on 01.07.24

Total No. of students who took test was - 48 students.

Physical Sciences:11

Life Sciences:11

Arts:16

Commerce:10

#### Test No-17

An online objective test has been conducted on Testmoz on 13.07.24

Total No. of students who took test was - 50 students.

Physical Sciences:11

Life Sciences:21

Arts:08

Commerce:10

#### Test No-18

An online objective test has been conducted on Testmoz on 09.08.24

Total No. of students who took test was - 180 students.

Physical Sciences:29

Life Sciences:60

Arts:52

Commerce:39

Test No-19

An online objective test has been conducted on Testmoz on 06.09.24

Total No. of students who took test was - 49 students.

Physical Sciences:06

Life Sciences:24

Arts:13

Commerce:06

Test No-20

An online objective test has been conducted on Testmoz on 28.09.24

Total No. of students who took test was - 171 students.

Physical Sciences:02

Life Sciences:60

Arts:31

Commerce:78



I request all the faculty members to forward the following to their respective groups and motivate them to take the online test. Online Test for Competitive Exams (09.08.2024)- Commerce : [testmoz.com/13815740](https://testmoz.com/13815740)  
Passcode: 0908  
Online Test for Competitive Exams (09.08.2024)- Arts : [testmoz.com/13837250](https://testmoz.com/13837250)  
Passcode: 0908  
Online Test for Competitive Exams (09.08.2024)- Physical Sciences : [testmoz.com/13837256](https://testmoz.com/13837256)  
Passcode: 0908  
Online Test for Competitive Exams (09.08.2024)- Life Sciences: [testmoz.com/13837262](https://testmoz.com/13837262)  
Passcode: 0908



Previously it had A grade. Now got B++ only. 7:1

I request all the faculty members to forward the following to their respective groups and motivate them to take the online test. Online Test for Competitive Exams (06.09.2024)- Life Sciences : [testmoz.com/13892810](https://testmoz.com/13892810)  
Passcode: 0609  
Online Test for Competitive Exams (06.09.2024)- Physical Sciences : [testmoz.com/13920654](https://testmoz.com/13920654)  
Passcode: 0609  
Online Test for Competitive Exams (06.09.2024)- Arts : [testmoz.com/13920654](https://testmoz.com/13920654)  
Passcode: 0609  
Online Test for Competitive Exams (06.09.2024)- Commerce : [testmoz.com/13920666](https://testmoz.com/13920666)  
Passcode: 0609

GCW (A) Guntur Gnl  
GDC, GDC, GDC GUNTUR Rafi SIR, G...

28 September 2024

I request all the faculty members forward the following to their class groups and motivate them to write online test.

Online Test for Competitive Exams (28.09.2024)- Commerce : [testmoz.com/13971436](https://testmoz.com/13971436)  
Passcode: 2809

Online Test for Competitive Exams (28.09.2024)- Arts : [testmoz.com/13973836](https://testmoz.com/13973836)  
Passcode: 2809

Online Test for Competitive Exams (28.09.2024)- Physical Sciences : [testmoz.com/13973902](https://testmoz.com/13973902)  
Passcode: 2809

Online Test for Competitive Exams (28.09.2024)- Life Sciences : [testmoz.com/13973902](https://testmoz.com/13973902)  
Passcode: 2809

GCW (A) Guntur Gnl  
GDC, GDC, GDC GUNTUR Rafi SIR, G...

I request all the faculty members forward the following to their class groups and motivate them to write online test.

Online Test for Competitive Exams (13.07.2024) at 7.30 pm  
Online Test for Competitive Exams (13.07.2024) - Life Sciences : [testmoz.com/13787570](https://testmoz.com/13787570)  
Passcode: 1307

Online Test for Competitive Exams (13.07.2024)-Physical Sciences : [testmoz.com/13788216](https://testmoz.com/13788216)  
Passcode: 1307

Online Test for Competitive Exams (13.07.2024)- Arts : [testmoz.com/13788218](https://testmoz.com/13788218)  
Passcode: 1307

Online Test for Competitive Exams (13.07.2024)- Commerce : [testmoz.com/13788228](https://testmoz.com/13788228)  
Passcode: 1307

GCW (A) Guntur Gnl  
GDC, GDC, GDC GUNTUR Rafi SIR, G...  
6:34 am

I request all the faculty members to forward the following to their class groups and motivate them to write the online test.

Today Online Test for Competitive Exams (01.07.2024) at 7.30 pm

Online Test for Competitive Exams (01.07.2024)-Commerce : [testmoz.com/13768574](https://testmoz.com/13768574)  
Passcode: 0107

Online Test for Competitive Exams (01.07.2024)-Arts : [testmoz.com/13768668](https://testmoz.com/13768668)  
Passcode: 0107

Online Test for Competitive Exams (01.07.2024) - Physical Sciences : [testmoz.com/13768670](https://testmoz.com/13768670)  
Passcode: 0107

Online Test for Competitive Exams (01.07.2024) - Life Sciences : [testmoz.com/13768672](https://testmoz.com/13768672)  
Passcode: 0107

10:49 am

GCW (A) Guntur Gnl  
GDC, GDC, GDC GUNTUR Rafi SIR, G...  
25 May 2024

I request all the faculty members to forward the following to their class groups and motivate them to write the online test.

Today Online Test for Competitive Exams (25.05.2024) at 7.30 pm

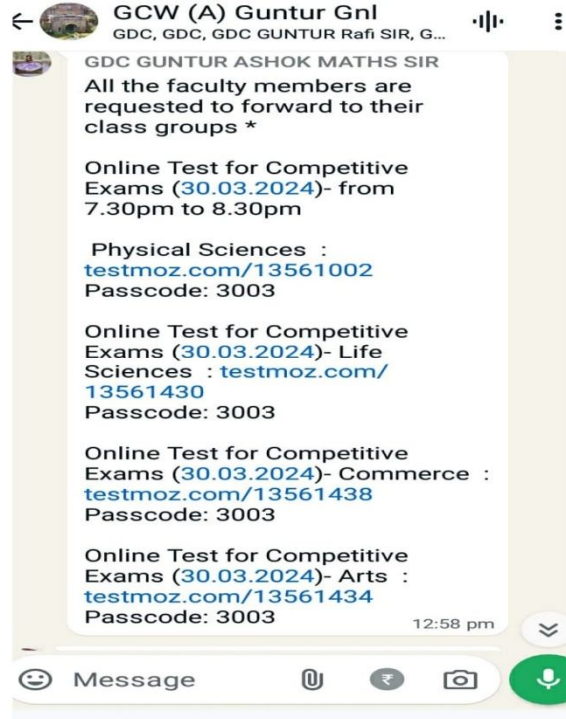
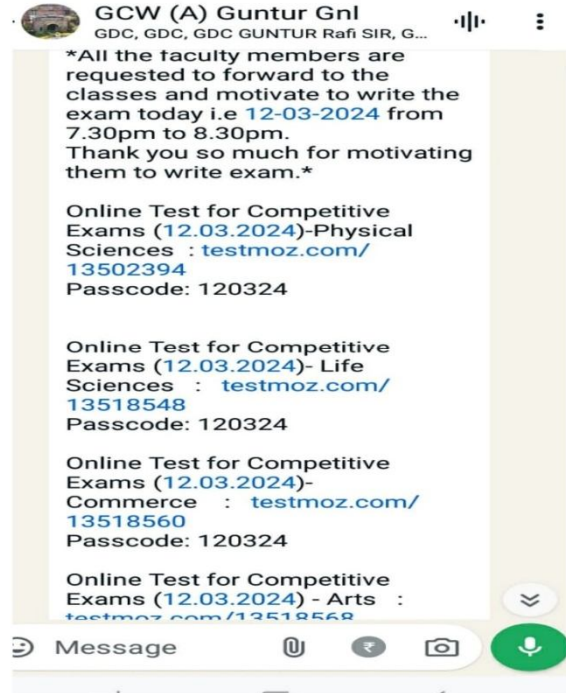
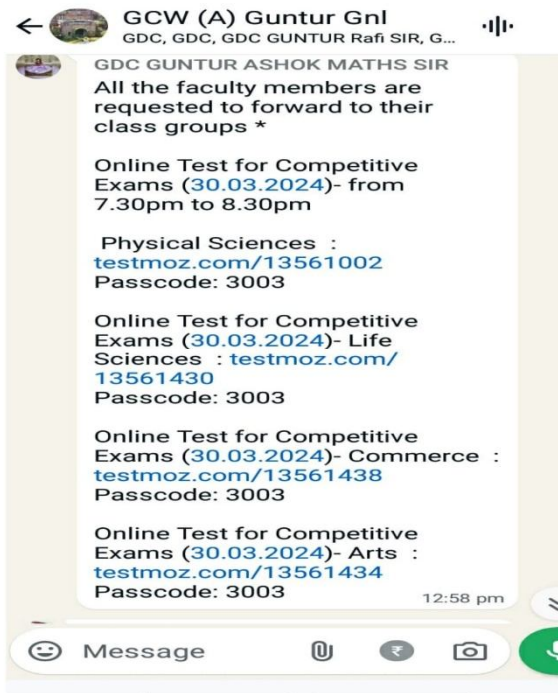
Physical Sciences 📌  
[testmoz.com/13687278](https://testmoz.com/13687278)  
Passcode: 2505

Life Sciences 📌  
[testmoz.com/13689096](https://testmoz.com/13689096)  
Passcode: 2505

Commerce 📌  
[testmoz.com/13689110](https://testmoz.com/13689110)  
Passcode: 2505

Arts 📌  
[testmoz.com/13689106](https://testmoz.com/13689106)  
Passcode: 2505

11:23 am



Online test links shared with students: A Sample



# LABEL DETECTIVE

**INTRODUCTION:** The Tink Hub, a best practice initiative by the Home Science Department, serves as an innovative platform designed to nurture a diverse range of skills among students, including entrepreneurial abilities, creative skills, and critical thinking. Tink Hub is a space where students engage in a series of planned activities each year, exploring practical applications of their knowledge while encouraging them to innovate. As part of our department's ongoing commitment to fostering **scientific temper** and encouraging the development of **critical thinking** skills, The department of Homescience planned an interactive activity titled "**Label Detective**"- Tink Hub Activity. This initiative was designed to equip students with the ability to critically analyze food labels, assess product health claims, and make informed choices regarding the nutritional value and safety of ready-to-eat (RTE) and packaged food items. The "Label Detective" activity, as a best practice, this activity allows students to engage with real-world scenarios, assessing various aspects of food products through a systematic investigation of food labels. Over the years, students have examined ready-to-eat and packaged food products, focusing on health assessments, age-appropriate suitability, and disease-specific dietary recommendations. This initiative was designed to equip students with the ability to critically analyze food labels, assess product health claims, and make informed choices regarding the nutritional value and safety of ready-to-eat (RTE) and packaged food items showcasing its role in improving analytical skills and informed decision-making.

**Objectives:**

- Develop students' ability to critically evaluate food labels.
- Enhance understanding of food labelling regulations and nutritional data.
- To cultivate a scientific temper among students, promoting critical thinking and evidence-based reasoning in nutrition

**Procedure:**

Students were grouped together. Each group comprised a mix of students from both levels to encourage peer learning and knowledge exchange.

**Year 1: Label Detective- Navigating the Path to Healthier Eating"**

- Students conducted a market survey, collecting labels of ready-to-eat and packaged food products.

- They were tasked with identifying the nutritional content, ingredients, and health claims.
- Using this information, they assessed the products to determine which were healthier options, considering factors like fat, sugar, and sodium content.

### **Year 2: LABEL DETECTIVE - Cracking the Code for Age-Appropriate Products''**

- Building upon their foundational knowledge on nutrition and Meal management courses , students next analyze food products based on their suitability for various age groups, including children, adults, and the elderly.
- They evaluated whether the nutritional profile of the products met the dietary needs of each group.
- Emphasis was placed on factors such as vitamins, minerals, and caloric content appropriate for various stages of life

### **Year 3: Food Products Suitable for Specific Diseases**

- In the third year, the focus shifted to food products suitable for individuals with specific diseases, diseases like **cancer, hypertension, cardiovascular disease (CVD), and diabetes.**
- Students selected food products and examined labels to determine their suitability for people with dietary restrictions or health conditions.
- They assessed whether the products were low in sugar, gluten-free, low in sodium, or aligned with other health-related criteria.
- Students applied their theoretical knowledge to practical scenarios, sharpening their ability to make informed and reasoned decisions regarding nutrition and health.

### **Outcomes:**

- Learn teamwork, co-ordination and collaboration
- Cultivate scientific inquiry by engaging in market research.
- Bridge theoretical learning with practical knowledge through real-life market research

## Photographs



Market survey by students



Market survey by students



## **Department of Mathematics**

### **SIGMA: Skills Integration for Growth and Mastery**

The vision of the college is to empower women students with essential 21st-century skills, which are crucial for thriving in the current Gen Z era. In line with this vision, the Department of Mathematics is committed to integrating the 4 Cs (four key learning skills) into the curriculum through various curricular and co-curricular activities. Additionally, with the rapid advancement of digital technology, students are expected to develop strong technological literacy to adapt to the demands of globalization. Training students in these skills prepares them to make informed decisions, solve complex problems, and act decisively when needed. To achieve this, we have created a framework that conducts a variety of activities aimed at cultivating critical thinking, creativity and innovation, collaboration, and communication skills among the students.

Objective:

To integrate the critical thinking skills and digital technology into the Mathematics curriculum through curricular and co-curricular activities, equipping students to make informed and decisive choices in their future careers and life.

To achieve this objective, the department planned the following platforms

Adaptive problem solving:

In this platform, we encourage students to modify and adjust their problem-solving approaches rather than relying on fixed methods. This involves being flexible, learning from experience, and applying creativity and critical thinking to discover solutions that may not be immediately apparent. Students are urged to explore multiple strategies, think innovatively, and adapt their mathematical approaches. At the same time, they develop key 21st-century skills: critical thinking, creativity, collaboration, and communication.

Expected Outcomes:

After completion of their graduation, students will

- be able to analyze complex problems, evaluate different perspectives, and apply logical reasoning to arrive at informed and effective solutions in both academic and real-world scenarios.
- develop strong collaboration skills, effectively working in teams, sharing knowledge, and contributing to group projects

- improve their communication skills, being able to articulate ideas clearly and confidently in a variety of formats, including presentations, reports, and group discussions.
- equipped to adapt to the evolving 21st-century workforce, using critical thinking skills to make informed decisions and act decisively in their personal and professional lives

Activities conducted:

### **OBE: Computation of CO-PO**

Calculating Course Outcomes (CO) and Program Outcomes (PO) requires strong critical and logical thinking skills. Since the Academic Year 2021, the college has implemented CO-PO computations across all programs, guided by the additional IQAC coordinators' procedures. Due to faculty members' busy schedules, there was interest in outsourcing these calculations. In response, students from the Mathematics Department volunteered to undertake this task.

#### **Objectives:**

- To compute the CO-PO attainment for designated courses.
- To provide a graphical analysis of the CO-PO computations.

A group of 14 students was selected and organized into 10 teams, with courses evenly distributed among them. Students received thorough training and were advised to complete this work after college hours. Each teacher contributed Rs. 2 per script, and the students calculated the OBE attainments from AY 2021 to AY 2024.

#### **Outcomes:**

- Successfully computed CO-PO attainments for all assigned courses.
- Earned Rs. 1,42,720 through this initiative.

### **Capstone Projects**

Over the last three years, the Department of Mathematics has engaged students in capstone projects that apply numerical interpolation techniques to real-world data, fostering practical problem-solving skills. These projects, which include topics such as rainfall patterns, gold rates, temperatures, and stock market trends, allowed students to utilize tools like MATLAB, Excel, and Scilab to analyze data and draw meaningful conclusions.

#### **Objectives:**

1. To apply theoretical knowledge of numerical interpolation to real-world scenarios, enhancing students' practical understanding.
2. To foster technical skills by using computational tools such as MATLAB, Excel, and Scilab for data analysis and interpretation.

3. To encourage independent research and creativity in solving complex problems through data-driven projects.

All the final year students have to complete one project at the end of the third year. 20 marks were allotted to this project. At the mid of the semester students were instructed to select any one topic of their own interest in consultation with the faculty member. After finalising the

**Outcomes:**

1. Students gained hands-on experience in applying numerical methods to real-world datasets, improving their analytical capabilities.
2. Improved technical proficiency in using software tools like MATLAB, Excel, and Scilab for mathematical modelling and data analysis.
3. Enhanced critical thinking and problem-solving skills, as students learned to interpret data trends, make predictions, and present their findings effectively.

**Assignments**

As part of the continuous internal assessment, students are required to submit five assignments, one from each unit of their coursework. These assignments are meticulously designed to foster critical thinking, creativity, and technological literacy. Each task is carefully crafted to encourage students to apply their knowledge, analyze outcomes, and think innovatively. Below are a few examples of such assignments:

**Objectives:**

1. To foster critical thinking by encouraging students to analyze mathematical problems, evaluate multiple methods, and draw meaningful conclusions.
2. To promote creativity by designing assignments that require students to develop conjectures, recognize patterns, and propose new ideas.
3. To integrate technology in problem-solving, ensuring students become proficient with modern tools and resources, such as online calculators and mathematical software.
4. To enhance problem-solving skills by providing tasks that require students to compare different methods and assess the accuracy of solutions.
5. To encourage independent research and inquiry, allowing students to explore beyond standard textbook methods and delve into deeper mathematical concepts.
6. To build effective communication skills, as students explain their reasoning, solutions, and recommendations to peers and instructors.

Some of them are

1. Compute the value of the definite integral  $\int_2^{1.4} (\sin x - \log x + e^x) dx$  by
  - a) Trapezoidal Rule
  - b) Simpson's 1/3 rule
  - c) Simpson's 3/8 rule
  - d) Weddle's rule

After determining the true value of the integral, compare the errors in each method and tabulate the results (2022-23)

2. Take any two 3x3 square matrices and find the transpose of each matrix. Find the characteristic equation of each set of matrix and its transpose. Have you observed any relation between the characteristic equation of a matrix and its transpose? If you observe any pattern, make a conjecture. (2022-23)

3. An abstract algebra teacher intended to give a typist a list of nine integers that form a group under multiplication modulo 91. Instead, one of the nine integers was inadvertently left out, so that the list appeared as 1, 9, 16, 22, 53, 74, 79, 81. Which integer was left out?

4. Visit the website <http://www.d.umn.edu/~jgallian>

This software determines the size of  $U(k)$ . Run the program for  $k = 9, 27, 81, 243, 25, 125, 49, 121$ . On the basis of this output, try to guess a formula for the size of  $U(p^n)$  as a function of the prime  $p$  and the integer  $n$ . Run the program for  $k = 18, 54, 162, 486, 50, 250, 98, 242$ . Make a conjecture about the relationship between the size of  $U(2p^n)$  and the size of  $U(p^n)$  where  $p$  is a prime greater than 2. (2022-23)

5. Solve the system  $2x + 3y + z = 9, x + 2y + 3z = 6, 3x + y + 2z = 8$  by

- (a) Factorization method
- (b) Jacobi method
- (c) Seidel method

Compare the methods and record your observations. Which method do you recommend for your peers, and why? (2021-22)

These are just glimpses of the types of assignments students engage in. Each assignment is thoughtfully planned to integrate critical and creative thinking skills, ensuring that students not only learn but also innovate and solve problems effectively.

**Outcomes:**

- Improved critical thinking abilities, as students learn to evaluate complex problems and analyze the effectiveness of different methods in solving them.
- Increased creativity in approaching mathematical problems, demonstrated through conjectures and innovative problem-solving techniques.
- Enhanced technological proficiency, as students utilize online tools and software to assist in solving real-world mathematical problems.
- Stronger problem-solving skills, with students able to compare, contrast, and select the most efficient methods for specific problems.
- Improved collaboration and communication, as students present and discuss their findings, share insights, and offer recommendations in both written and verbal formats.

## **Fostering Biochemical Exploration of Everyday Products**

**Introduction:** Biochemistry plays a critical role in understanding the molecular foundations of the world around us. By fostering biochemical exploration of everyday products, we encourage students to apply their theoretical knowledge to real-world contexts, enhancing both their critical thinking skills and scientific curiosity. This practice enables students to analyze, investigate, and evaluate the biochemical properties and processes involved in common items, such as food, household products, and consumer goods. It bridges the gap between classroom learning and practical application, allowing students to make connections between their studies and everyday life. Through these activities, students develop problem-solving abilities, scientific reasoning, and a deeper understanding of how biochemistry impacts various industries and daily routines.

### **Objectives**

1. *Application of Biochemical Concepts:* Enable students to apply biochemical principles to real-world products, enhancing their understanding of molecular structures and processes.
2. *Development of Critical Thinking and Research Skills:* Encourage analytical thinking and independent research by designing and conducting experiments on everyday products.
3. *Linking Theory to Practice:* Help students connect academic knowledge with practical applications, illustrating the biochemical relevance of common products.

**Procedure:** This initiative emphasizes the exploration of biochemical processes in everyday products, encouraging students to critically engage with commonly available items through scientific inquiry. The following student projects align with this practice:

#### **1. Isolation of Starch from Tuberos Roots:**

**Biochemical Relevance:** Starch, a key carbohydrate (polysaccharide), a common ingredient in food products is a vital energy source derived from tuberos roots like beetroot, carrot, radish. This project enables students to investigate the extraction methods of starch, assessing yield, and determining purity.

**Critical Thinking Aspect:** Students will analyze different tuberos roots, comparing their starch content, with examining the yield and purity. With that they'll draw into conclusion which sort of food is having excess starch to be avoided by the diabetic people for the control over sugar levels in their diet. As starch will be converted to glucose after digestion.

## **2. Isolation of Casein from Milk of Various Dairies:**

**Biochemical Relevance:** Casein, a primary protein found in milk, is used in various food and industrial applications. Students will isolate casein from milk sourced from different dairies, helping them understand in comparing casein content between milk from local dairies and packaged brands.

**Critical Thinking Aspect:** Students will compare casein content across milk samples from different dairies, analyzing how factors like processing methods and animal feed influence protein yield. They will also evaluate casein's role in food production and its commercial importance.

## **3. Estimation of Sugars from Tooth Paste:**

**Biochemical Relevance:** Sugars, as a major energy source, are present in various food products. This project involves quantifying sugar content in everyday tooth paste products helping students understand carbohydrate involvement in various products. They evaluated different sugar estimation methods (e.g., Anthrone test), analyzed sugar composition, and discussed the nutritional implications of sugar content in processed foods.

**Critical Thinking Aspect:** Students will apply biochemical techniques to estimate sugars, compare sugar levels in different paste samples, and assess the implications for nutrition and product labeling. They will also explore how sugar content impacts consumer health and industry standards.

These projects embody the Fostering Biochemical Exploration of Everyday Products initiative by integrating practical applications of biochemistry into real-world contexts, promoting critical thinking, and enhancing students' research skills.

**Outcomes for Students:** By participating in these projects, students achieved several critical outcomes:

1. *Enhanced problem-solving skills:* Students learned to troubleshoot and refine experimental procedures, thinking analytically about potential errors and solutions.
2. *Application of theoretical knowledge:* They applied biochemical concepts to real-world substances, understanding the relevance of biochemical processes in daily life.
3. *Development of scientific inquiry:* Students developed the ability to form hypotheses, design experiments, and interpret results critically.
4. *Practical skill building:* The hands-on experience with common substances allowed students to gain proficiency in laboratory techniques while fostering their curiosity about the biochemical basis of everyday products.

# GOVT COLLEGE FOR WOMEN (AUTONOMOUS), GUNTUR

## DEPARTMENT OF ZOOLOGY

### Biocognitics

#### I. Introduction:

Critical thinking is paramount in biology education. It is critical to move beyond memorization to foster deeper understanding and application of biological concepts. Therefore, the Department of Zoology has devised some instructional strategies to foster critical thinking among its students as NEP-2020 expects the students to possess 21<sup>st</sup> century competencies such as critical thinking and problem solving. The aforementioned strategies include problem solving basing on the concepts taken from the curriculum. After the instruction is given, the teachers prepare exercises which require critical thinking to analyze and solve the given problems. These activities promote mental faculties like critical thinking and problem solving.

#### II. Objectives:

1. To promote problem solving skills through analysis
2. To foster decision making through the application of knowledge and evaluate solutions
3. To cultivate rational thinking and acting rationally

#### III. Description:

##### Integrating Critical Thinking in the Classroom:

Effective strategies for fostering critical thinking in biology education include:

- ✧ Providing enquiry based learning
- ✧ Solving challenging problems from curriculum
- ✧ Data analysis and interpretation

The Department of Zoology identified several activities to foster critical thinking among its students. The students are given problems and hypothetical setting to find solutions by applying their basic domain knowledge in biology. The following are activities chosen for students of all semesters of the UG Zoology and UG Aquaculture programs:

- ❖ **Pedigree analysis (Advanced problems)**
- ❖ **DNA sequencing exercises**
- ❖ **Solving Hardy-Weinberg Problems**
- ❖ **Construction of evolutionary Cladogram**

## Pedigree Analysis

The students, using their knowledge in various modes of inheritance, determine the type of inheritance running in a family pedigree in the context of a genetic disorder. This requires thinking in several dimensions to finally arrive at a solution.

The pedigree above tracks the presence of attached earlobes through a family's generations. Having attached earlobes is an autosomal recessive trait. If individual III-6 married a man who was homozygous for unattached earlobes, what is most likely to be true regarding their children?

## DNA Sequencing exercises

The students need to think analytically to make fragments of various sizes basing on the chain termination. They prepare the sequences of those fragments using their imagination. Then they analyze the electropherogram to deduce the sequence of the given DNA fragment for sequencing. In reading the electropherogram, the students need to use their thinking to determine the correct sequence.

### Sanger DNA Sequencing

1. PCR with radioactive dideoxynucleotides\*
2. Gel electrophoresis to separate PCR products
3. Decoding sequence of interest

5' AGCTTCAGTC 3'  
Sequence of interest

```

G* 5'
AG* 5'
CAG* 5'
TCAG 5'
GTCAG 5'
AGTCAG 5'
AAGTCAG 5'
GAAGTCAG 5'
CGAAGTCAG 5'
TCGAAGTCAG 5'
                    
```

Larger fragments

	A	C	G	T
		—		—
—			—	
—				—
		—		
—				—

Smaller fragments

3' T C G A A G T C A G 5'

Input template strand →

5' A G C T C A G T C 3'

## Solving

### Hardy-Weinberg Law based problems

The students have to think in various ways to find solutions in a multi-step process. In practising these exercises, the students can be fostered critical thinking skills.

You have sampled a population in which you know that the percentage of the homozygous recessive genotype (aa) is 36%. Using that 36%, calculate the following:

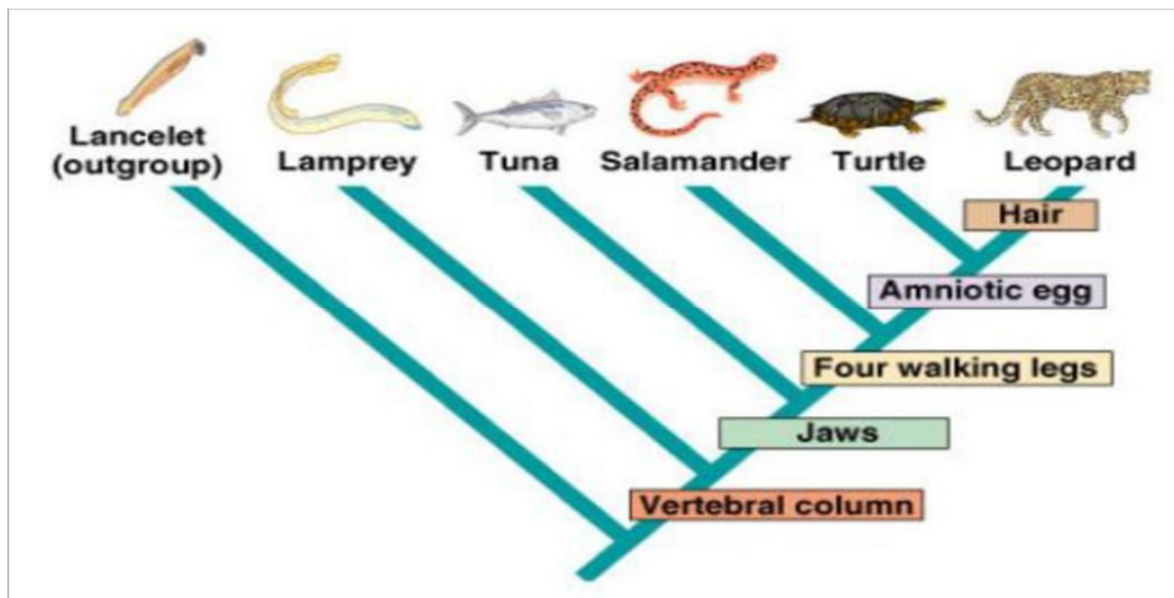
- 1.The frequency of the "aa" genotype.
- 2.The frequency of the "a" allele.
- 3.The frequency of the "A" allele.
- 4.The frequencies of the genotypes "AA" and "Aa."
- 5.The frequencies of the two possible phenotypes if "A" is completely dominant over "a."

### Cladogram construction

The student needs to think thoroughly relating the fauna given to him based on the common and derived traits in order to construct a cluster chart, cladogram. This activity sharpens his thinking skills as he is required to place the given animals in their right place as per their phylogenetic position.

**Ex: Construct a cladogram based on the following traits for the animals Lancelet (Outgroup), Lamprey, Tuna, Salamander, Turtle and Leopard:**

**Traits:** Vertebral column; Jaws; 4 walking legs; Amniotic egg; Hair



These are the representations which relate animals or plants basing on their phylogeny. Their construction requires divergent thinking. Hence, the drill on these exercises promotes critical thinking among students.

**IV. Annual activities:** The students of 3<sup>rd</sup> semester and 5<sup>th</sup> semester were given the aforementioned tasks during the academic years 2021-22 and 2022-23. The students were given lower order exercises in the beginning and subsequently, upon their finding successful solutions, they were given higher order problems. The problems given to them are diverse but based on the same concept.

#### Activities of 2021-22

**The following students have done the problem solving activities of Pedigree analysis and construction of evolutionary cladogram**

S.No	Roll No	Name of the student	Program
1	21410003	B Sahithi Kumari	II AtZC
2	21410004	B Lakshmi Madhavi	II AtZC
3	21410005	B Prasanna Kumari	I AtZC
4.	21410013	P Chandrika	I AtZC
5.	21410018	U Divyasri	I AtZC

S.No	Roll No	Name of the student	Program
1	21403003	Ch Babitha Navyasri	II MZC
2	21403008	K Deepika	II MZC
3	21403010	K Rohitha Sri	II MZC
4	21403016	M Asha Latha	II MZC
5	21403020	N Sasanka	II MZC

#### Activities of 2022-23

**Name of the Activities done by students :**

**Higher order problems on Hardy-Weinberg Law and Gene Sequencing**

S.No	Roll No	Name of the student	Program
1	22409014	K Radha Rani	II BZC
2	22409024	N Vineela Preethi	II BZC
3	22409029	P Parimala Keerthi	II BZC
4	22409032	P Varalakshmi	II BZC

5	22409035	Sk Ummahani	II BZC
6	22409036	Sk Uzma Safoora	II BZC
7	22409045	Sd Deena Ruquiyyah	II BZC
8	22403005	G Harika	II MZC
9	22403011	P Deepthi	II MZC
10	22403002	B V Sivalakshmi	II MZC

S.No	Roll No	Name of the student	Program
1	21413006	K Vaishnavi	II BtZC
2	21413008	M Priyanka	II BtZC
3	21413015	V Asee Jyothsna	II BtZC
4	21412012	K Rishitha	II Fs Z BC
5	21412016	M Pavani	II Fs Z BC
6	21412017	M Nitya	II FsZBC
7	21412026	S Saritha	II FsZBC
8	21409010	Ch Vasantha Lahari	II BZC
9	21409019	J Satvika	II BZC
10	21409033	N Swapna	II BZC

## V. Outcomes:

1. The students acquired the ability of problem solving
2. The students acquired decision making ability
3. The students developed analytical skills

## VI. Photographs



Bio-Cognitics

Exercise - I (Hardy-Weinberg equilibrium)

Date: 8-4-23

Class: II B-2C  
2022-23

Regd No: 22409014

Q1. There are 100 students in a class. Ninety-six did well in the course whereas four blew it totally and received a grade of F. Sorry. In the highly unlikely event that these traits are genetic rather than environmental, if these traits involve dominant and recessive alleles, and if the four (4%) represent the frequency of the homozygous recessive condition, please calculate the following:

- A. The frequency of the recessive allele.
- B. The frequency of the dominant allele.
- C. The frequency of heterozygous individuals.

A.  $p^2 + 2pq + q^2 = 1$   
 $q^2 = 4\%$   
 $q = \frac{4}{100} = 0.04$   
 $q = \sqrt{0.04} = 0.2$   
 $q = 0.2$

B.  $p + q = 1$   
 $p = 1 - 0.2$   
 $p = 0.8$

C.  $2pq$   
 $2pq = 2 \times 0.8 \times 0.2$   
 $2pq = 2 \times 0.16$   
 $2pq = 0.32$

Q2. Sickle-cell anaemia is a genetic disease. Normal homozygous individuals (SS) have normal blood cells that are easily infected with the malarial parasite. If 9% of an African population is born with a severe form of sickle-cell anaemia (ss), what percentage of the population will be more resistant to malaria because they are heterozygous (Ss) for the sickle-cell gene.

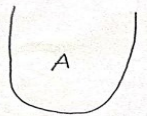
1. Frequency of s = q  
 $q^2 = \frac{9}{100} = 0.09$   
 $q = \sqrt{0.09} = 0.3$   
 $q = 0.3$

2. Frequency of S = p + q = 1  
 $p = 1 - q$   
 $p = 1 - 0.3$   
 $p = 0.7$

3. Frequency of heterozygous Ss = 2pq  
 $2pq = 2 \times 0.7 \times 0.3$   
 $2pq = 0.42$

1. 5' ACC TT C CA 3'  
T G G A A G G T

K. Deepika  
M2C (2021-22)  
Regd No. 21403008



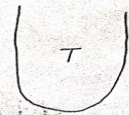
ddATP  
TGGA  
TGGA



ddGTP  
TG  
TGG  
TGG AAG  
TGG AAG G



ddCTP  
T  
TGG AAG G T



ddTTP  
T

1				
2		-	-	-
3		-	-	-
4	-			
5	-			
6		-		
7		-		
8				-
5'	A	G	C	T

Sequence:- TGG AAG G T

# GOVT.COLLEGE FOR WOMEN (A), GUNTUR

## DEPARTMENT OF BOTANY

### EXPLORE THE PLANT

### PLANT IDENTIFICATION CHALLENGE

**Participants:** All Botany students

**Objectives:** - 1. Identification of local flora.

2. Acquire Knowledge about identification characters of plants for classification

3. To enhance critical thinking skills in students

**Description:** -

The Department of Botany organized a various plant identification challenging activities that enhance critical thinking in students, The tasks included identifying the plants, Assigning the plant to its family with its characters, identifying the medicinal plants and the diseases they cure, Exploring the flora of the campus by identifying with the characters, challenge for scientific names with binomial nomenclature, Botany quest was also organized on National Science Day for second and third-year students. Dr. KVS Durga Prasad attended as a guest to conduct the Quest. During the program, students were tested on their ability to identify plants, their scientific names, families, and economic importance. Plant images were shown to assess the students' **critical thinking skills**. In this programme students Faculty members of Botany Department Participated.

**Outcomes:** -

1. Enhance the ability to identify local flora.
2. Students gain knowledge about medicinal and economic importance of plants.
3. Students acquire knowledge about plant classification.



## QUESTIONS ON EXPLORING THE PLANTS

Identify the scientific name of the Plant that blooms at 4 o clock in the evening and is called 4o clock plant



Identify and name this plant used in homeopathy medicine



Write the scientific name of commercial crop and mention the pigment present in this plants that helps to cure cancer: Assign the family.

**Govt. College for Women (A), Guntur**

**Department of Chemistry**

**CHEMISTREALM**

**(A Realm of Chemical Science)**

**Published Research Paper Presentation**

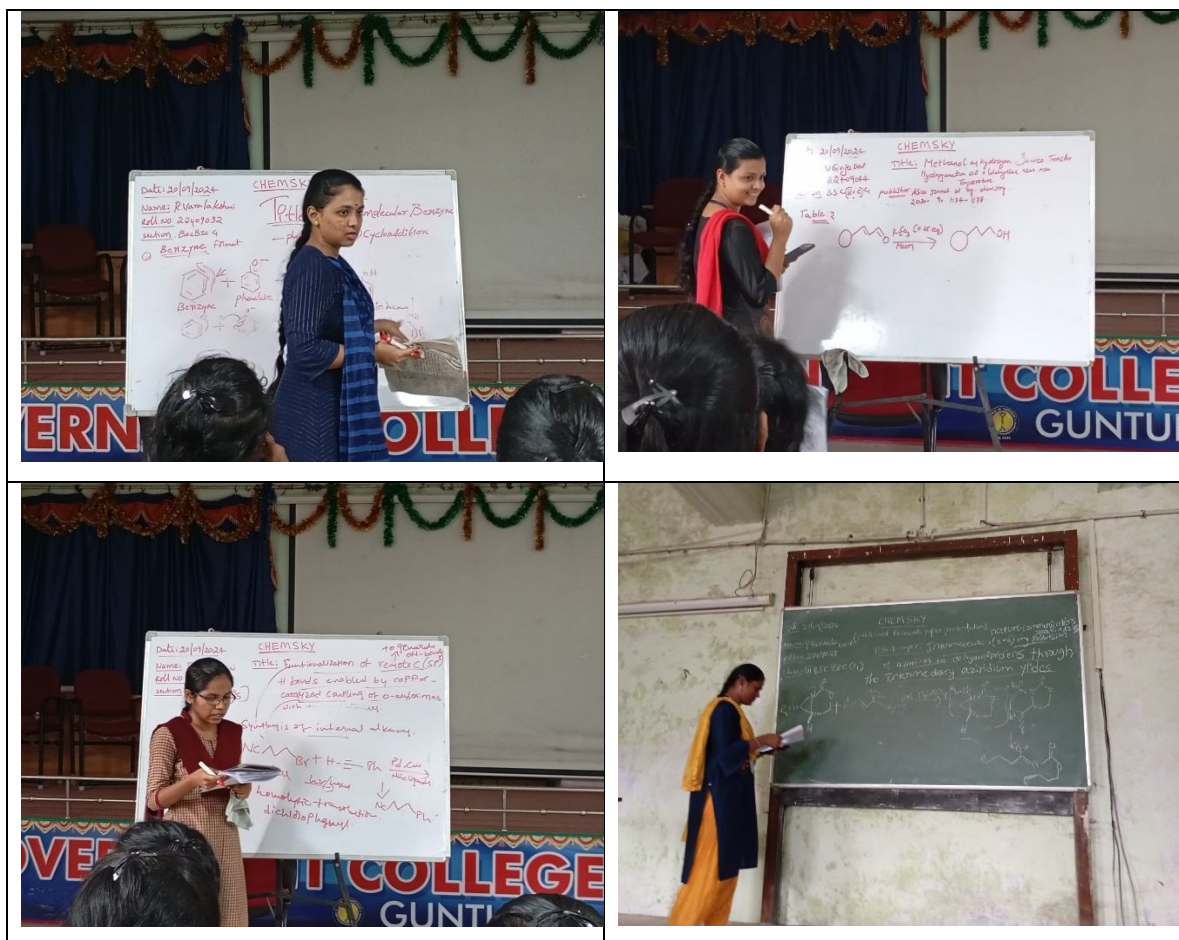
**Objective:** The main purpose of this practice is to motivate the students to get interest in the field of chemical research. In this regard, it is intended to create awareness about the recent advances in chemistry, presentation of research work in various fields of chemistry and searching the literature.

**Method:** For the presentation of published research paper, 5<sup>th</sup> semester advanced students from B.Sc. MPC, BZC, BtBC, AZC were selected. The research paper was provided for each of the advanced students and asked them to read, understand and present in the classroom. The students have to present the allotted paper.

**Description in brief:** Research papers were chosen from various journals in organic chemistry field. These were distributed to the students and asked them to read the paper, understand the concepts and present it in the classroom. The students presented the research paper very well in the classroom. In the year 2024-25, 8 students presented their allotted paper. The task is given to about 12 students in the year AY 2023-24. This practice is started from the year AY 2022-23, and 4 students presented the papers that are given to them. The following are some of the selected presentations.

**AY 2024-25**

1. Functionalization of remote C(sp<sup>3</sup>)-H bonds enabled by copper-catalyzed coupling of O-acyloximes with terminal alkynes. *Nature commun.*, **2020**, *11*, 403 by **P. Satyamani** 22406008, BtBC.
2. Intermolecular [3+3] ring expansion of aziridines to dehydropiperidines through the intermediacy of aziridinium ylides. *Nature commun.*, **2020**, *11*, 1273 by **P. Parimala Keerthi**, 22409029, BZC.
3. Intramolecular Benzyne–Phenolate [4+2] Cycloadditions, *Angew. Chem. Int. Ed.* **2020**, *59*, 12440-12444 by **R. Vara Lakshmi**, 22409032, BZC.
4. Methanol as Hydrogen Source: Transfer Hydrogenation of Aldehydes near Room Temperature, *Asian J. Org. Chem.*, **2020**, *9*, 1174–1178 by **V. Girija Devi**, 22409044, BZC.



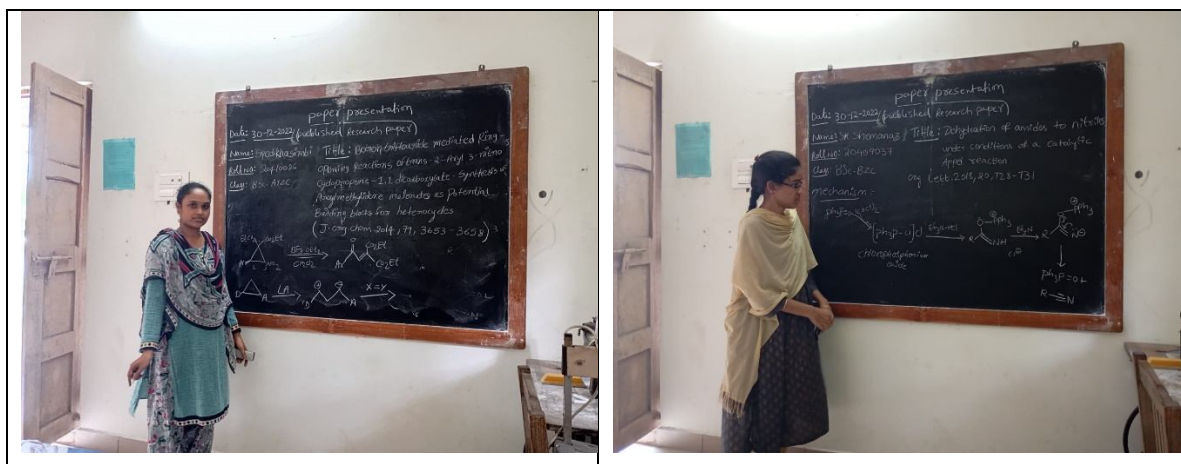
## AY 2023-24

1. Silicon-directed Bamford-Stevens Reaction of  $\beta$ -Trimethylsilyl *N*-Aziridinylimines, *J. Chem. Soc., Chem. Commun.*, **1992**, 1184-1185 by **B. Sowjanya**, 21301006, MPC.
2. The Catalytic Shapiro Reaction, *J. Am. Chem. Soc.* **1996**, 118, 2289-2290 by **D. Anusha**, 21301013, MPC.
3. Brønsted Acid Catalyzed Peterson Olefinations, *J. Org. Chem.* **2020**, 85, 301–305 by **J. Jhansi**, 21409018, BZC.
4. Michael-Stork Addition of Cyclopentyl Enamine to allenyl ketones and esters, *J. Org. Chem.* **2005**, 70, 8239-8241 by **K. Sudharani**, 21301028, MPC.
5. Traditional Morita–Baylis–Hillman reaction of aldehydes with methyl vinyl ketone co-catalyzed by triphenylphosphine and nitrophenol, *Org. Biomol. Chem.*, **2006**, 4, 1468–1470 by **K. Bhuvana Jyothi**, 21301023, MPC.
6. Chiral phosphine Lewis base catalyzed asymmetric aza-Baylis–Hillman reaction of *N*-sulfonated imines with methyl vinyl ketone and phenyl acrylate, *Chem. Commun.*, **2003**, 1310–1311 by **J. Satwika**, 21409019, BZC.



**AY 2022-23**

1. Dehydration of Amides to Nitriles under Conditions of a Catalytic Appel Reaction, *Org. Lett.* **2018**, *20*, 728-731 by Sk. Shemanaz, 20409037, BZC.
2. Boron Trifluoride Mediated Ring-Opening Reactions of trans-2-Aryl-3-nitro-cyclopropane-1,1-dicarboxylates. Synthesis of Aroylmethylidene Malonates as Potential Building Blocks for Heterocycles, *J. Org. Chem.* **2014**, *79*, 3653–3658 by Sd. Khasimbi, 20410026, AZC



**Outcome:** Students able to understand what is the research is going on in chemical science and how research paper will be written for various journals, they have also gained some knowledge on various parts of paper especially writing the references.

# Government College for Women (A)-Guntur

## Department of Computer Science

### MOBILE APP DEVELOPMENT

**Aim:** Mobile App Development

A Mobile app A mobile app is a software program developed for small handheld devices such as mobile phones, Smartphone's, PDAs and so on. It is generally used for the purpose of conducting different activities with higher flexibility within stipulated time. Mobile users can download and access apps directly using



their smart phones Creating a **mobile application** for Android involves several steps, from planning to development and deployment. Here's an overview of the key aspects involved in developing an Android app.

#### **Key Concept:**

- ✓ Planning and Conceptualization
- ✓ Designing the User Interface (UI) and User Experience (UX)
- ✓ Choosing a Development Environment
- ✓ Developing the Application
- ✓ Testing and Debugging
- ✓ Publishing on Google Play Store
- ✓ Maintenance and Updates

#### **Tools and Technologies Commonly Used:**

- ✓ **Android Studio** (for development)
- ✓ **Firebase** (for backend services and analytics)
- ✓ **Git** (for version control)
- ✓ **Postman** (for API testing)
- ✓ **Material Design Components** (for UI/UX consistency)

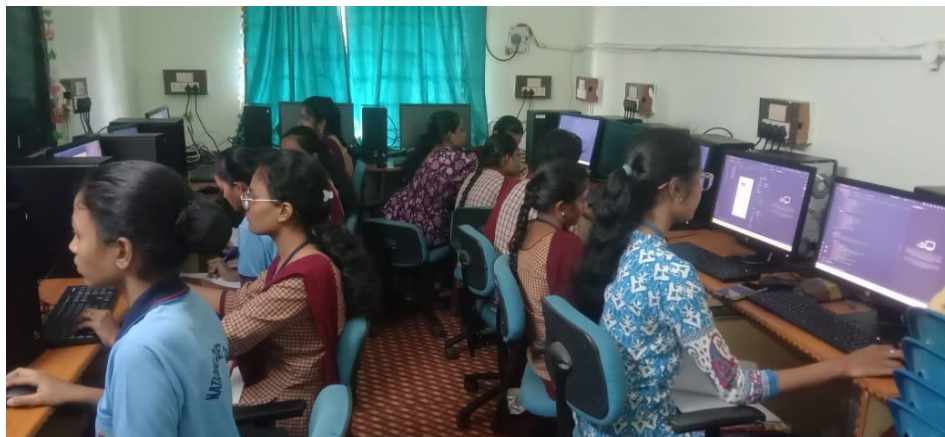
**Students Involved:** III BVOC Software Development 2022 Batch

#### **Usage of Institution:**

- ✓ Student activity annousment
- ✓ Mobile class registration.
- ✓ Mobile access to grades.

- ✓ Interactive maps with real-time schedules.
- ✓ Complete directory of staff members.

Developing a mobile app on Android involves a combination of planning, coding, testing, and iterative improvements to ensure a high-quality, user-friendly application.



### **BEST PRACTICE 1: Critical Thinking**

The study of microbiology inherently requires the application of critical thinking skills. It enables students to analyse complex issues, evaluate evidence, and make informed decisions. To cultivate these skills, activities like group discussions on biowarfare, ethics in vaccination programs, debates on genetically modified foods (GMOs), etc. are valuable tools. These activities challenge students to explore scientific and ethical dilemmas from multiple perspectives, encouraging thoughtful analysis and open dialogue. By participating, students will enhance their critical thinking, ethical reasoning, and communication skills, preparing them for real-world challenges in microbiology.

#### **Objectives:**

- To develop students' ability to analyze and acquire information on complex microbiological and ethical issues.
- To encourage critical evaluation of the ethical considerations surrounding scientific practices, such as vaccination programs and bio warfare.
- To create a supportive environment for expressing diverse viewpoints and engaging in respectful discussions and debates.
- To facilitate teamwork and enhance communication skills through collaborative discussions and debates on contemporary microbiological issues.

#### **Activities conducted:**

- i) **Group Discussion on Biowarfare:** To critically analyze the implications of biowarfare and the dual-use nature of microbiological research, enabling students to assess the ethical, societal, and scientific consequences of using biological agents in warfare.
- ii) **Discussion on Ethics in Vaccination Programs:** To explore the ethical considerations surrounding vaccination programs, enhancing students' ability to evaluate the balance between public health benefits and individual rights while discussing issues such as informed consent and vaccine distribution equity.
- iii) **Debate on Genetically Modified Foods (GMOs):** To engage students in a structured debate on the pros and cons of GMOs, promoting critical thinking and research skills as they analyze scientific evidence, public perceptions, and ethical concerns related to biotechnology in food production.

S No	Year	Name of the activity	Date	Class / group	No of students participated
1.	2021-22	Group Discussion on Bioterrorism	09/12/2021	II Bsc III BSC (MBC, MZC, FtMBC)	40
2.	2022-23	Discussion On Ethics In Vaccination Programs	05/01/2023	II Bsc III BSC (MBC, MZC, FtMBC)	55
3.	2023-24	Debate on genetically modified foods.	25/11/2023	II Bsc III BSC (MBC, MZC, FtMBC)	57

### 2021 to 22 ACTIVITY: GROUP DISCUSSION ON BIOTERRORISM



### 2022 to 23 ACTIVITY: DISCUSSION ON ETHICS IN VACCINATION PROGRAMME



### 2023 to 24 ACTIVITY - Debate on Genetical

Outcomes for Each Activity:

**Group Discussion on Biowarfare:** Students will demonstrate a comprehensive understanding of the implications of biowarfare, articulating the ethical dilemmas and potential risks associated with the misuse of microbiological research in warfare.

**Discussion on Ethics in Vaccination Programs:** Students will develop a nuanced perspective on the ethical challenges related to vaccination programs, showcasing their ability to evaluate competing interests and advocate for equitable public health strategies.

**Debate on Genetically Modified Foods (GMOs):** Students will enhance their critical thinking and persuasive communication skills, presenting well-researched arguments for and against GMOs while demonstrating an understanding of the scientific, ethical, and societal dimensions of biotechnology in food production.

## DEPARTMENT OF COMMERCE

### BEST PRACTICE

#### **Title of the activity: Ignite Insight**

The Department of Commerce is dedicated to fostering critical and creative thinking among students. It has organized various activities aimed at enhancing and strengthening students' critical and creative thinking abilities. As a best practice, the department continues to conduct initiatives that encourage students to think beyond conventional academic boundaries and develop forward-thinking skills.

#### **Objectives of the Practice:**

1. Enhance students' critical thinking skills by developing their abilities to analyse, evaluate, and synthesize information for effective problem-solving and decision-making.
2. Develop creativity with a focus on cultivating entrepreneurial and employability skills, and thus equipping students with innovative capabilities and practical experiences that boost their career potential.
3. Ensures students remain informed about emerging trends and technologies in commerce, helping them stay competitive in the industry.

#### **The practice:**

The department identified and practicing some activities that can improve the critical thinking abilities of the students.

- A. **Brain Storming sessions on Unit Budget:** In these sessions, students engage with industry experts, such as chartered accountants, who provide valuable insights into fiscal policies, economic trends, and financial strategies. Students are organized into groups to analyze and explore assigned budget themes, presenting key findings to their peers. Each student group submits a brief report summarizing their analysis and personal reflections on the budget. These sessions foster critical thinking and analytical skills, equipping students to approach financial matters with greater insight and confidence.
- B. **Real-world Tax Skills** This program aims to bridge the gap between theoretical classroom learning and real-world application. Students begin by mastering the fundamentals of Income Tax, including deductions and exemptions. They then engage in hands-on practice by filing mock tax returns. As a culmination of their learning, students are tasked with filing actual income tax returns for faculty members using the

Income Tax Department's online platform, under expert supervision. This activity not only enhances students' technical skills in tax filing but also fosters independence and critical thinking, thereby increasing their employability as potential tax consultants.

- C. **Business Proposal Writing for startups:** Business proposal writing is an essential skill for aspiring entrepreneurs, especially for students seeking loans for their start-ups. This program addresses the growing demand for start-ups by fostering critical thinking and promoting self-sufficiency. Conducted over a week with one-hour sessions each day, the program began with an introduction to key terminology and concepts related to business proposals. Students were then divided into groups to create model business proposals, which they presented to a mock panel. After the presentations, they participated in open discussions, exchanging ideas, debating key issues, and clarifying doubts. This practical experience helped students develop analytical skills and realistic financial projections, demonstrating how they plan to use the loan effectively and achieve profitability.
- D. **Workshops:** The Department of Commerce is organizing workshops on the latest technologies in the banking sector to keep students updated. Experts are invited to deliver lectures, providing valuable insights and practical inputs. These sessions enhance students' ability to think beyond academics, encourage continuous learning, foster innovative thinking, and inspire them to explore the concepts further on their own.

**Outcomes:**

- Gained critical thinking skills essential for analyzing the Union Budget.
- Acquired proficiency in filing income tax returns online.
- Developed the creative ability to independently write business proposals.
- Enhanced capacity to think beyond academic concepts.

**DEPARTMENT OF COMMERCE  
GOVT. COLLEGE FOR WOMEN (A), GUNTUR**

**Best Practice : BRAIN STORMING SESSION ON BUDGET 2023-24**

**Name of the Activity: Brain Storming Session on Budget 2023-24**

**Date:** 09-02-2023

**Venue:** Assembly Hall

**Introduction:**

The Brain Storming session aimed to provide a comprehensive understanding of the key components of the Union Budget for the fiscal year 2023-24. This program helps the participants to have a better analysis about the various components of the recent Budget.

**Objectives of the Program:**

The activity focuses on key budget announcements, their implications, and challenges. Students will evaluate the budget, identify gaps, and propose ideas for improvement.

- To promote critical thinking, and encouraging collaborative problem-solving skills.
- Facilitate an in-depth exploration of fiscal insights and economic policies.
- To foster a deep understanding of the Union Budget 2023-24 among students

**Participants:**

Students Benefited: 190

Speakers of the Session: K. Ranjit Kumar, FCA & V. Bhargavi, FCA and Chairperson, Guntur Branch of SIRC of ICAI

**BRAIN STORMING Procedure:**

1. **Group Formation:** Divide students into groups of 4-5 members. Each group will focus on different aspects of the Union Budget.
2. **Roles:** Each group will designate a *Facilitator*, *Recorder*, *Presenter*, and *Timekeeper*. The Facilitator leads the discussions, the Recorder takes notes, the Presenter shares insights with the class, and the Timekeeper ensures adherence to the time limit.

**Used Materials :**

1. Printouts of the Union Budget 2023-24 highlights
2. Markers, chart paper, sticky notes
3. Projector/whiteboard

Instructions for Students:

selected students were participated in the activity, remaining students were joined as participants

### **Introduction to Union Budget 2023-24 :**

Brief presentation by the instructor on key aspects of the Union Budget 2023-24. Discuss highlights such as allocations for education, health, defense, agriculture, tax changes, and initiatives like infrastructure development or green energy.

### **Formation of Focus Groups :**

Divide students into focus groups, each concentrating on a specific theme of the budget:

#### **Group 1: Education, Skill Development & Research**

#### **Group 2: Healthcare & Social Welfare**

#### **Group 3: Infrastructure, Transportation & Urban Development**

#### **Group 4: Agriculture, Rural Development & Allied Sectors**

#### **Group 5: Industry, Trade & Entrepreneurship**

#### **Group 6: Taxation, Fiscal Policy & Financial Inclusion**

#### **Group 7: Climate Change, Renewable Energy & Sustainability**

### **Group Discussion & Brainstorming**

1. Each group explores their assigned theme, addressing the following points:

1. Key announcements and initiatives.
2. Impact on citizens, especially marginalized groups.
3. Shortcomings and areas for improvement.
4. Feasibility of budgetary allocations and implementation.

2. Use a *SWOT analysis* (Strengths, Weaknesses, Opportunities, Threats) framework to structure your discussion.

3. Encourage each member to contribute ideas and viewpoints. Record the main points on chart paper or digital notes.

### **Presentation by Each Group :**

Each group presents their findings and proposals in a concise 3-minute presentation.

The presenter shares:

2. Key points identified during the brainstorming session.
3. Their SWOT analysis and proposed solutions.
4. Q&A session after each presentation to encourage peer interaction.

### **Reflection & Debrief :**

1. Instructor leads an open discussion reflecting on:

1. Key takeaways from each group.
2. How different sectors contribute to overall economic growth.
3. How the budget impacts the nation's vision for inclusive and sustainable development.

### **Concluding the Activity**

1. Summarize the findings and encourage students to connect these insights with real-world developments and policy debates.
2. Ask students to submit a brief report on their group's analysis and their personal reflections on the budget.

### **Tips for Facilitators:**

- Encourage creativity and out-of-the-box thinking.
- Motivate students to base their discussions on evidence

The Brainstorming Session unfolded as an engaging discourse on various aspects of fiscal policies, economic trends, and financial strategies. Mr. K. Ranjit Kumar and Ms. V. Bhargavi, both seasoned Chartered Accountants, shared their insights on the Union Budget, taxation policies, and the economic landscape.

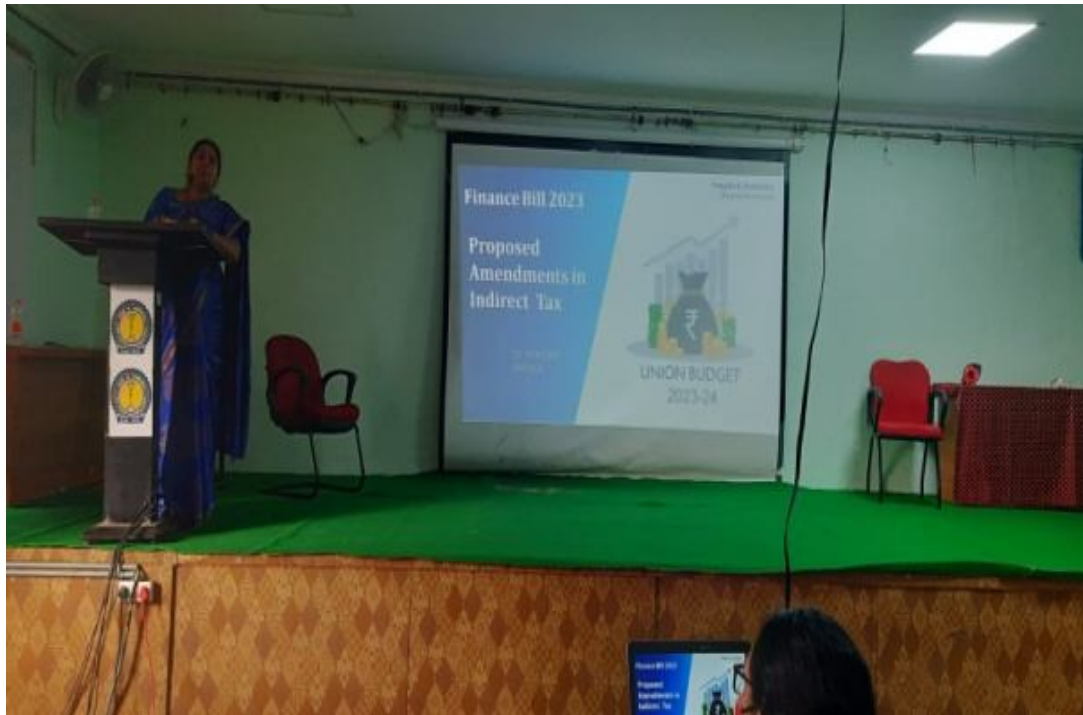
### **Outcomes:**

- Enhanced understanding of fiscal intricacies among B.Com students.
- Increased awareness of the latest economic developments and policies.
- Strengthened student engagement through interactive discussions with industry experts.
- Facilitated networking opportunities between students and professionals in the field of finance.
- Inspired critical thinking and analytical skills in evaluating financial matters.

The Brainstorming Session successfully achieved its objectives by providing a platform for students to delve into the complexities of fiscal policies and economic landscapes, ultimately enriching their academic and practical knowledge.

**Photographs:**





## **Best Practice : BRAIN STORMING SESSION ON BUDGET 2022-23**

**Name of the Activity : Brain Storming Session on Budget 2022-23**

**Date:**11-02-202

**Venue:** Assembly Hall

### **Introduction:**

The Brain Storming session aimed to provide a comprehensive understanding of the key components of the Union Budget for the fiscal year 2023-24. This program helps the participants to have a better analysis about the various components of the recent Budget.

### **Objectives of the Program:**

- To engage students in understanding and critically analyzing the *Union Budget 2022-23*
- focusing on its key areas, policy measures, and their implications on different sectors of the economy.
- To promote critical thinking, and encouraging collaborative problem-solving skills.

**Participants :** Students Benefited: 165 Speakers of the Session:Dr.Battu Naga Ragu, Professor in Commerce&M. Sivaram Prasad, FCA

### **Materials Used :**

- WhiteboardSticky notes
- Note pads and pen
- Printouts or summaries of *Union Budget 2022-23*
- Projector/whiteboard

### **Activity Outline:**

#### **Introduction & Overview**

- **Resource person:** Provide a brief overview of the *Union Budget 2022-23*. Cover the main highlights such as key sectors (infrastructure, health, education, employment, digital economy, etc.), tax reforms, expenditure breakdown, and economic goals.
- **Key Points to Mention:**
  - Total expenditure and fiscal targets
  - Key initiatives for different sectors
  - Government priorities (growth, welfare, digitalization, etc.)

**Group Brainstorming :** *Divide the students into groups of 4-5 members each.*

(Selected students were participated in this activity)

Assign each group a **specific focus area** from the budget (e.g., health, education, agriculture, digital economy, employment, infrastructure, fiscal policy, etc.).

**Provide guiding questions** for the groups to help them brainstorm:

- How does the budget impact this sector?
- What are the potential benefits or challenges?
- What specific initiatives stand out in this sector?
- How do you think the allocation of funds will affect people or businesses in this area?
- Are there any innovative or surprising measures?

**Ask each group to brainstorm** and jot down their ideas on sticky notes

### **Presentation & Discussion**

1. **Have each group present** their findings (2-3 minutes per group).
2. Encourage other groups to **ask questions or give feedback**.
3. Write the key ideas on the board to highlight **common themes and differences**.

### **Reflection & Conclusion**

- **Resource persons** : Summarize the discussion, highlighting the main points from each group. Discuss the budget's overall approach to growth, inclusion, and sustainability.
- Pose a **closing question**: "If you were the Finance Minister, what changes or new initiatives would you include in the budget?"

### **Activity Wrap-up:**

- Encourage students to share their takeaways.
- As a follow-up, assign a short essay or reflective piece on "*The role of the budget in shaping India's future.*"

### **Outcomes:**

- Enhanced understanding of fiscal intricacies among B.Com students.
- Increased awareness of the latest economic developments and policies.
- Activity encourages analytical thinking, collaboration, and a deeper understanding of budgetary priorities.



## **"Real-World Tax Skills: A Practical Approach"**

### **Introduction**

The "Real-World Tax Skills" initiative, launched in the 2022-23 academic year, continues to thrive in 2023-24, aiming to bridge the gap between theoretical knowledge and practical application in taxation for B.Com students. Traditional academic programs often leave students underprepared for real-world financial tasks, particularly in filing income tax returns. Our department's integration of practical tax filing into the curriculum not only equips students with essential life skills but also enhances their professional readiness. By engaging in hands-on activities, students learn to file returns for themselves and assist faculty members, fostering both confidence and competence in managing financial responsibilities.

### **Objectives of the Practice**

- To enhance critical thinking and communication skills through practical tax filing activities.
- To empower students with digital literacy by utilizing online platforms for income tax filing.
- To prepare students for the professional environment by offering hands-on experience in tax compliance.
- To promote lifelong learning by equipping students with the ability to manage personal and professional financial obligations effectively.

### **No of Students Participated**

The initiative involved the trained II B.Com (AT) section and some B.Com (CA) students, with selected students actively participating in filing income tax returns.

### **Activities Undertaken**

1. **Learning the Basics:** Students received comprehensive instruction on the fundamentals of income tax, including deductions and exemptions, and navigated the Income Tax Department's e-filing portal.
2. **Hands-on Practice:** Following theoretical lessons, students engaged in practical exercises by filing mock tax returns based on various case studies, reinforcing their understanding of tax concepts.

3. **Filing for Staff:** Students were tasked with filing actual income tax returns for faculty and staff members under supervision, which involved working with real financial data such as Form 16 and investment details.
4. **Digital Literacy:** Students utilized the Income Tax Department's online platform to complete the filing process, ensuring they gained some knowledge in tax regulations.

### **Outcomes**

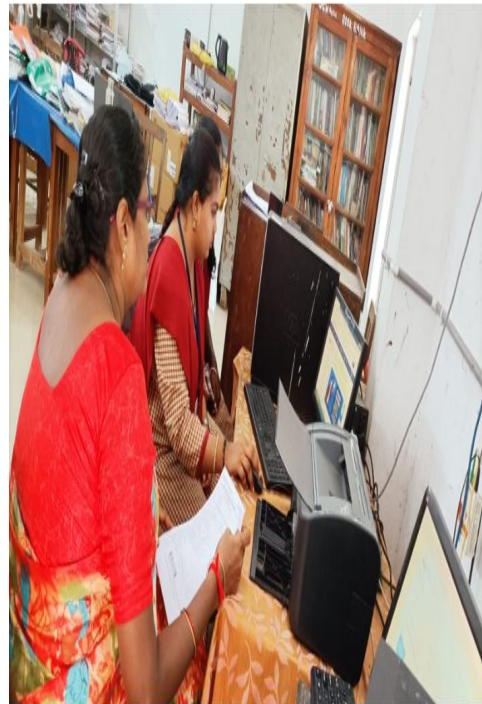
- Some of our staff members benefited from having their income tax returns filed by students.
- Students exhibited increased confidence in managing tax-related tasks.
- A number of students expressed newfound interest in pursuing careers in tax consultancy due to their hands-on experiences.

### **Problems Encountered and Resources Required**

- **Complexity of Tax Laws:** Some students initially found the intricacies of tax laws challenging, necessitating additional workshops and support from faculty members.
- **Faculty Training:** To provide effective guidance, faculty members required training on the latest e-filing procedures and tax software updates.
- **Time Management:** Balancing tax filing responsibilities with academic commitments posed challenges for students, highlighting the need for better integration of this practice into the overall curriculum.

### **Conclusion**

The "Real-World Tax Skills" initiative not only teaches students the technical aspects of tax filing but also fosters independence, responsibility, and essential digital literacy skills. As this practice continues into the 2023-24 academic year, it remains a cornerstone of our department's commitment to preparing students for successful careers in finance and accounting. The ongoing feedback from students and faculty will guide further improvements and adaptations of this valuable program.



## Report on Critical Thinking

# Economy Insights: Critical Reflections on Current Affairs

### Introduction:

In an era where information is abundant yet often superficial, the ability to think critically and analyse current events has never been more essential. As an educational institution committed to fostering intellectual growth and informed citizenship, we recognize the importance of equipping our students with the skills necessary to navigate the complexities of the modern world. To this end, we have implemented a critical thinking activity centred on the Indian economy, encouraging students to engage with contemporary economic issues through the lens of reputable newspaper articles.

This initiative, aptly titled "**Economy Insight: Critical Reflections on Current Affairs**," invites students to read selected articles that cover a range of topics, including fiscal policies, market trends, and socio-economic challenges facing India today. Through this exercise, students are tasked with summarizing their key takeaways, thereby promoting a deeper understanding of the material and encouraging them to articulate their thoughts effectively.

The primary objectives of this activity include enhancing critical thinking skills, promoting awareness of economic developments, and fostering the ability to form informed opinions on pressing economic issues. By engaging with real-world articles, students not only bridge the gap between theoretical knowledge and practical application but also develop essential writing and analytical skills that will serve them in their academic and professional endeavors.

As we prepare to assess the outcomes of this critical thinking activity, we aim to highlight the impact it has had on our students' learning experiences and their ability to connect economic concepts with current affairs. This report will detail the objectives, expected outcomes, and reflections from students, providing insights into the effectiveness of this initiative in cultivating informed and analytical thinkers in the field of economics.

## Objectives:

1. **Enhance Critical Thinking:** To encourage students to analyse and critically evaluate current economic events and trends in India.
2. **Promote Awareness:** To increase students' awareness of the latest developments in the Indian economy, including key issues, challenges, and opportunities.
3. **Improve Analytical Skills:** To develop students' ability to identify and interpret key information and insights from news articles.
4. **Encourage Articulation of Opinions:** To provide a platform for students to express their viewpoints and articulate their understanding of economic concepts in writing.
5. **Connect Theory to Practice:** To bridge the gap between theoretical knowledge and real-world economic scenarios by analyzing live examples from news articles.

## Expected Outcomes:

1. **Increased Understanding of Economic Concepts:** Students can demonstrate an improved understanding of economic issues affecting India, including inflation, GDP growth, policy changes, and more.
2. **Enhanced Critical Analysis Skills:** Students are able to critically assess and summarize the key takeaways from various economic news articles.
3. **Improved Writing Skills:** Through this exercise, students got the ability to write clear, concise, and structured reflections on economic topics.
4. **Development of Informed Opinions:** Students can form and express well-informed opinions on current economic issues, demonstrating a deeper engagement with the subject matter.
5. **Practical Application of Knowledge:** Students are able to relate academic concepts of economics to real-world events, enhancing their overall learning experience.

### 6. Task Description

**Overview:** As part of our commitment to fostering critical thinking and analytical skills among students, our educational institution has implemented a task that focuses on current economic issues in India. This initiative encourages students to engage with real-world economic topics by reading selected newspaper articles and reflecting on the insights gained

from these readings.

## Task Details:

1. **Article Selection:** Students will be provided with a curated list of newspaper articles that address various aspects of the Indian economy, including but not limited to fiscal policies, inflation trends, market fluctuations, and socio-economic challenges.
2. **Reading and Analysis:** Students are required to read the assigned articles thoroughly, paying close attention to the key arguments, data, and perspectives presented by the authors.
3. **Takeaway Reflection:** After reading, students will write a reflective piece summarizing their key takeaways from each article. This reflection should include:
  1. A brief overview of the article's main points.
  2. Personal insights or opinions regarding the topics discussed.
  3. Connections to relevant economic theories or concepts covered in class.
  4. Any questions or further areas of exploration prompted by the article.

S.No	NAME OF THE STUDENT	TITLE OF THE ARTICLE
1	CH. Devika (HEP)	India's Economic Juggernaut is Unstoppable
2	T. Kiranmai (HEP)	India's march continues towards becoming an economic superpower
3	G. Meenakshi (PEP)	Budget 2021
4	T. Poojitha (CEEP)	Finance minister budget speech
5	G. Tanu sri (HEP)	Interim Budget 2024
6	Akkinapalli Jyothi (HEP)	India has zero probability of slipping into recession
7	CH.Keerthi (HEP)	Advantages and disadvantages of crypto currency
8	Tirupatamma (PEP)	Value of Rupee
9	V.Sowmya (PEP)	RBI Monetary policy
10	M.Meghana sai	Trade deficit
11	M.Sravya	Problems of Micro finance institutions in India
12	N.Mercy kumari	Debt Burden on Indian economy
13	V.Tajeswini	Job insecurity and moonlighting

14	V.Manisha (FE)	Women empowerment through equal opportunities
15	K.Naga teja (FE)	Article on ASEAN Summit

# **Department of English**

## **Activity: Reading Challenge**

**Introduction:** It is observed through various national level surveys that the basic oral literacy and literacy skills are not upto the expected levels at school levels while most of the undergraduate students do not have the required independent reading abilities in English which is the lingua franca of the world as well as that of employability. The benefits of enhanced thinking abilities through sustained reading activity are irrefutable. Sustained reading across genres of texts with supported activities will help in developing critical thinking skills and make the students autonomous learners. Hence, the department has not only incorporated dedicated units on reading skills and strategies and reading with authentic sources, but also makes students periodically participate in reading challenges.

**Objectives:** Students will be able to

- Develop critical thinking skills through reading
- analyze, evaluate, and synthesize information
- apply the strategies acquired in other content subjects as well.

**Procedure:** The faculty of the department plan the activity as an extracurricular activity for each semester. They make the students of their classes participate in this challenge by either allocating the reading or making the students select the readings. The readings are stories, information texts, sources available on the web, or reading from their other core subjects. Following strategies and activities are used to make the students participate in the reading challenge.

### **1. Questioning Techniques**

Students frame and answer various types of questions while reading which aids in deeper thinking.

**Activities:** Students ask open-ended questions that stimulate thought

Reciprocal Questioning: Students take turns asking and answering questions about the text to each other.

### **2. Predicting and Inferring**

Students anticipate what will happen next or to infer information not explicitly stated and this helps them engage critically with the text.

**Activities:** KWL Charts

### **3. Summarization and Paraphrasing**

students distil complex ideas and focus on the key elements of a text.

**Activities:**

Paraphrase Practice: Students rewrite complex passages in their own words, ensuring they grasp the core meaning without losing the author's intent.

### **4. Evaluating the Credibility of Sources**

When reading non-fiction or informational texts, teaching students to evaluate the reliability of sources is essential for critical thinking.

**Activities:** Fact vs. Opinion Sort: After reading, students categorize statements from the text as facts or opinions, discussing the reasons for their decisions.

### **5. Visualization and Graphic Organizers**

Graphic organizers like Venn diagrams, flowcharts, or mind maps can help students structure their thinking.

**Activities:** Students create visual representations of the key concepts or arguments in the text.

### **6. Comparing and Contrasting**

Encouraging students to compare different texts or perspectives enhances their ability to discern patterns, similarities, and differences.

**Activities:** Venn Diagrams: Compare and contrast characters, themes, or arguments across different texts.

### **7. Skimming and Scanning for Key Ideas**

Students quickly identify key points in a text, without getting bogged down in details, improves their ability to evaluate the overall argument.

**Activities:** Skim and Summarize: students skim through to identify the main ideas, followed by a brief summary.

**Outcomes:** Students have regularly engaged themselves in reading strategies and activities and have progressively over the consecutive semesters developed enhanced reading skills and independent reading ability of various types of texts.

**Evidence:** Teacher wise consolidated activity list along with proofs is appended.(placed in department records)

**Department: PHYSICS & ELECTRONICS**

**Title of the Best Practice: Renewable Quantum Quest & Smart Insights into Power Consumption**

**Introduction:**

The Department of Physics & Electronics foster the critical thinking, creative ideas and innovative methods among the young vibrant mindsets with the thought provoking activities on **Renewable Quantum Quest & Smart Insights into Power Consumption.**

**Objectives:** Enable the students

- To ignite and trigger the creative ideas to address the societal needs.
- To accelerate the critical thinking by developing the **problem solving**, project designing, technical, computational and digital skills to invent the **Energy Consumption, Conservation and Sustainable Solutions.**
- To integrate collaboratively the spectrum of innovative ideas into *the trendy – handy* fascinating **Technical Projects** and also **Smart Power Consumption & Conservation Solutions.**

**Gamut of Physics & Electronics:**

- The students are encouraged to think creatively and critically design the Projects on **Eco Cycle Thermo -Vision** by innovatively recycling the waste materials into the exquisite Live Projects.
- The young mind sets are tuned to have a passion for creating innovative Projects on **Harnessing Solar Energy** with an emphasis on Energy Sustainability.
- The vibrant mindsets are oriented towards the critical thinking and designing the projects creatively by integrating the technology of *Internet Of Things* and exhibiting lively on the theme of **Harnessing Solar Green Energy Using IOT.**
- The students are encouraged to think creatively and critically design the *Saving Strategies for Smart Insights Into Power Consumption To Reduce Energy Costs.*

**Outcomes:**

**Students were able**

- To foster the creative ideas and develop critical thinking skills to address the societal needs.

- To develop the problem solving, project designing, technical, computational and digital skills to invent the Energy Consumption, Conservation and Sustainable Solutions.
- To unlock their innate latent talents of creative, innovative ideas to design the *trendy - handy* Technical projects and develop the Saving Strategies For Smart Insights Into Power Consumption To Reduce Energy Cost.

**Theme :** "Smart Insights into Power Consumption, Energy Costs, and Savings Strategies"

India's growing population is rapidly increasing the demand for electricity across homes, industries, agriculture, and infrastructure. This surge in demand is exacerbated by the widespread use of outdated, inefficient appliances, which further elevate energy consumption. To effectively address this challenge, adopting energy-saving practices is essential, as they can significantly reduce electricity usage and lower costs. It is crucial for students to understand that unrestrained energy consumption not only inflates expenses but also depletes essential resources and adversely impacts the environment. By **implementing** energy-efficient solutions, we can minimize waste, protect our natural resources, and foster a sustainable future for all.

**Objectives:**

1. **To develop students' critical thinking skills by challenging them to find effective ways to reduce energy usage without compromising functionality or comfort.**
2. **To educate students about the financial implications of energy consumption by calculating the costs associated with power usage.**
3. **To encourage students to identify and implement energy-saving strategies that can reduce energy consumption and lower costs.**

Description:

The Department of Physics & Electronics conducted a study titled "**Smart Insights into Power Consumption, Energy Costs, and Savings Strategies.**" This initiative aimed to develop critical thinking skills among first-year BSc Physics (Honors) Minor Electronics students.

- Students calculated the power consumption for each appliance on a daily and monthly basis. They learned to check the wattage of each appliance and used the formula:  
**Power consumption (kWh) = (Wattage × Hours used per day) ÷ 1000**
- They applied this formula to determine the daily energy consumption of each appliance. To find the monthly usage, they multiplied the daily energy consumption by the number

of days in the month, providing a clear picture of how much energy each appliance used over time.

- Students collected their household electricity bills and analyzed them to understand total energy consumption and costs.
- The students explored and identified various energy-saving strategies to reduce power consumption.

#### **Expected Outcomes :**

1. Students **acquired** a thorough comprehension of how various devices and systems consume energy.
2. Students **heightened** their awareness of the financial ramifications associated with energy consumption.
3. Students **acknowledged** their responsibility in fostering a more sustainable future.

#### **Activity :**

The **Department of Physics & Electronics** conducted a comprehensive three-month study titled "**Smart Insights into Power Consumption, Energy Costs, and Savings Strategies**" from January 2024 to March 2024 to develop critical thinking skills among first-year **BSc Physics (Honours) Minor Electronics** students.

Steps Followed in the Study:

1. **Household Electricity Usage Analysis:** Each student was tasked with conducting a detailed analysis of their household's electricity consumption. This included
  - Each student made a comprehensive list of all electrical appliances in their household. Students were required to find out how much power (in watts) each appliance used. This data was then used to calculate the total energy consumed by each appliance expressed in kilowatt-hours (kWh), the standard unit of energy consumption .
2. **Calculating Power Consumption:** The next step involved the students calculating the actual power consumption for each appliance on both a daily and monthly basis
3. Students calculated daily energy consumption by using the formula:  
**Power consumption (kWh) = (Wattage × Hours used per day) ÷ 1000**
  - **Monthly Energy Usage:**The monthly consumption was determined by multiplying the daily usage by 30 (or the number of days in the billing cycle).
4. **Students collected their household electricity bills from January 2024 to March 2024 and analyzed them to understand total energy consumption and costs**

5. **Researching Energy-Saving Strategies:** Finally, students researched and identified various energy-saving strategies that could be applied within their own households. Some of these strategies included:

- **Switching to Energy-Efficient Appliances** such as LED lighting, Energy Star-rated refrigerators, and washing machines, which consume significantly less power compared to older, less efficient models.
- **Optimizing Appliance Usage:** They examined how changing the usage patterns of appliances such as air conditioners for fewer hours or setting washing machines to lower temperatures could lead to substantial savings in energy and cost.
- **Reducing Standby Power Consumption:** Another strategy discussed was reducing the energy wasted by appliances in standby mode by unplugging devices when not in use or using smart power strips.
- **Improving Home Insulation:** Students also considered ways to reduce energy loss, such as improving home insulation to minimize heating and cooling costs.

Each student evaluated these strategies in the context of their own household to identify the most effective methods for reducing energy consumption and lowering costs without compromising comfort or functionality.



### Activity :

The **Department of Physics & Electronics** conducted a comprehensive three-month study titled "**Smart Insights into Power Consumption, Energy Costs, and Savings Strategies**" from October 2022 to December 2022 to develop critical thinking skills among **I BSc (MECS &MPE)** students.

Steps Followed in the Study:

Each student was tasked with conducting a detailed analysis of their household's electricity consumption. This included

- Each student made a comprehensive list of all electrical appliances in their household. Students were required to find out how much power (in watts) each appliance used. This data was then used to calculate the total energy consumed by each appliance expressed in kilowatt-hours (kWh), the standard unit of energy consumption .

- **Calculating Power Consumption:** The next step involved the students calculating the actual power consumption for each appliance on both a daily and monthly basis.

Students calculated daily energy consumption by using the formula:

$$\text{Power consumption (kWh)} = (\text{Wattage} \times \text{Hours used per day}) \div 1000$$

- **Monthly Energy Usage:** The monthly consumption was determined by multiplying the daily usage by 30 (or the number of days in the billing cycle).

- Through this exercise, students developed a practical understanding of how different appliances contribute to overall electricity consumption.

- **Students collected their household electricity bills from October 2022 to December 2022 and analyzed them to understand total energy consumption and costs**

- **Researching Energy-Saving Strategies:** Finally, students researched and identified various energy-saving strategies that could be applied within their own households.

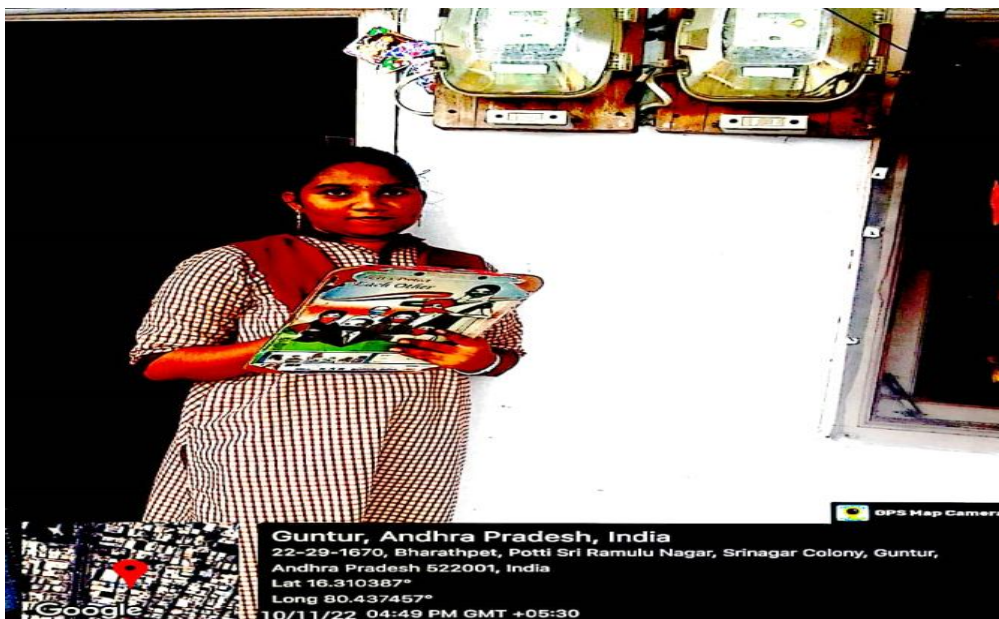
Some of these strategies included:

- **Switching to Energy-Efficient Appliances** such as LED lighting, Energy Star-rated refrigerators, and washing machines, which consume significantly less power compared to older, less efficient models.

- **Optimizing Appliance Usage:** They examined how changing the usage patterns of appliances such as air conditioners for fewer hours or setting washing machines to lower temperatures could lead to substantial savings in energy and cost.

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# **ACTIVITIES REFLECTING CREATIVE THINKING SKILLS**

**Department Of Physics**  
**Academic Year: 2023-2024**  
**Renewable Quantum Quest**

- **Activity: Green Tech Sensor Fest**
- **Theme: Harnessing of Solar Energy using IOT**
- **Date: 28-02-2024**
- **Project Supervisor: Ms. G. Sirisha**
- **Venue: Physics Laboratory**

**Introduction:**

Solar Energy is one of the **Green Energy sources** and can be harnessed easily with the Photovoltaic technology and Thermal Energy conversions. The photo energy from solar energy is harnessed to produce electricity. The thermal energy from solar energy is utilised to heating and drying purposes. Students of IIIBSc (MPCs & MPE ) had designed the projects on “**Harnessing of Solar Energy using IOT**” with their innovative ideas and creative thinking for the benefit of society with the awareness of **Environment and Energy Sustainability** . The students had designed the working projects like the automatic working system of **Solar Grass cutter for lawns, Watering with Solar pump for irrigation, Solar Walking Stick for Blind people, Solar Floor cleaner for house wives, Solar Chaff cutter for diary forms, Anti-sleep alarm for drivers, Automatic Rain detector** as a rain shield for clothes , agricultural products , **Laser Home security Alarm** and **Smart Glasses for blind people**.

**Objectives:**

- To trigger the critical thinking among the students and apply the innovative ideas to address the societal needs by using the **Solar Energy Technology with IOT**.
- To explore the concepts of Green Energy technologies and develop the passion for Sustainable Energy Solutions in the young minds.
- To create the platform for the young minds to share and integrate the ideas to develop the project designing skill to create the fascinating **Solar Green Energy Harnessing Projects with Internet of Things (IOT)** for *trendy and handy* access in real life applications.

**Method and Material:**

- Students were encouraged to think creatively and develop the projects by **tapping SOLAR ENERGY** that **address the needs of the society**.
- Students were encouraged to share their ideas and develop the project by forming teams.
- Project designing skills, problem solving skills, digital programming skills were related with their Hands on Experience, team spirit and research oriented thinking.
- **Material:** Environment friendly and Low cost material like A4 papers, used card boards, **Aurduino board, Solar panels** were used for the projects.
- **Live Projects:** All the projects were working models based on the theme of **“Harnessing Solar Energy using IOT ”** with an awareness of Environment and Energy Sustainability.

### Display and Demonstration

The Department of Physics and Electronics has organized a **Green Tech Sensor Fest**

- on **28-02-2024** in the premises of Physics Laboratory.
- The III B.Sc students had displayed and demonstrated the Projects on **“Harnessing Solar Energy using IOT”**
- These projects also gave awareness among the students of other streams about the availability of renewable resources and working mechanisms of daily household appliances with *trendy and handy* access.

### List of Students Live Working Projects

S. No	Title of the project using Solar Energy with IOT	Purpose of the Project	Project Supervisor- Ms.G.Sirisha & Name of the student	Regd. No.
1	Solar Grass cutter	To cut the grass in the lawn using Solar Energy	Ch.Srilekha	21302006-IIIBSc-MPCs
			B.Nalini	21302004-IIIBSc-MPCs
			I.Dharani	21302010-IIIBSc-MPCs
			B.Srideepthi	21302003-IIIBSc-MPCs
			K.Hadassa	21302016-IIIBSc-MPCs

2	Solar Chaff Cutter	To cut the grass for Buffaloes in Diary forms using Solar Energy	Sk.Mastani	21302021-IIIBSc-MPCs
			Sk.Yasmin	21302023-IIIBSc-MPCs
			Sk.Gulshan	21302020-IIIBSc-MPCs
			Sk.Nasreen	21302022-IIIBSc-MPCs
			P.Rajeswari	21302018-IIIBSc-MPCs
3	Watering with Solar pump	To pump water to the fields using Solar Energy	K.Srilekha	21302013-IIIBSc-MPCs
			N.Nagalakshmi	21302017-IIIBSc-MPCs
			V.Ramya	21302028-IIIBSc-MPCs
			S.Alekhyia	21302019-IIIBSc-MPCs
			Ch.Srivarsha	21302007-IIIBSc-MPCs
4	Smart Walking Stick for Blind people	It helps blind people for safe walking using Solar Energy	K.Renuka	21302012-IIIBSc-MPCs
			J.Komalisri	21302011-IIIBSc-MPCs
			B.SeethaMahalakshmi	21302005-IIIBSc-MPCs
			B.Kalyani Bai	21302001-IIIBSc-MPCs
			Y.Nagapoojitha	21302029-IIIBSc-MPCs
			V.Lakshmi Triveni	21302027-IIIBSc-MPCs
5	Floor Cleaner with Solar Energy	To clean the floor using Solar Energy	K. Lakshmi Poojitha	21302014-IIIBSc-MPCs
			Sd.Zaveriya	21302025-IIIBSc-MPCs
			B.Rupa	21302002-IIIBSc-MPCs
			V.Lakshmi Prasanna	21302026-IIIBSc-MPCs
			D.Sandhya Rani	21302008-IIIBSc-MPCs
6	Anti-sleep Alaram with Solar Energy	To awake the drivers while sleeping when driving	N.Maneesha	21309010- IIIBSc-MPE
			P.Pavitra	21309011- IIIBSc-MPE
			S.SudhaRani	21309014- IIIBSc-MPE
7	Laser Home Security System	To provide security for homes,offices using Solar Energy	A.Shiny	21309001- IIIBSc-MPE
			B.Lakshmi	21309003- IIIBSc-MPE
			S.Pavani	21309013- IIIBSc-MPE
8	Smart Glasses For Blind People	To help blind people while walking	P.Naga Pallavi	21309012- IIIBSc-MPE
			K.Malleswari	21309006- IIIBSc-MPE
			A.Akhila	21309002- IIIBSc-MPE

9	Automatic Rain Detector	Rain shield for clothes and agricultural products	G.Nagamalleswari	21309005- IIIBSc-MPE
			M.Lokeswari	21309008- IIIBSc-MPE
			M.Bhargavi	21309007- IIIBSc-MPE
			G.Hema	21309004- IIIBSc-MPE



Solar Energy for water pumping

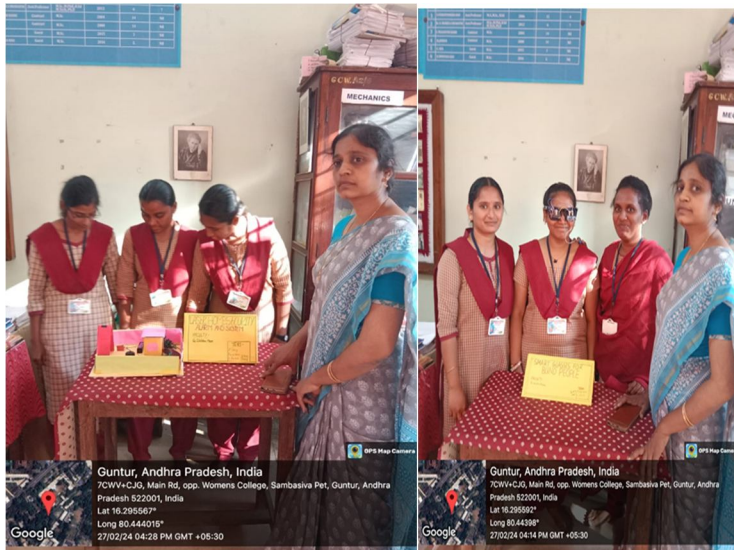
Rain Detector using Solar Energy

Solar Floor Cleaner



Solar Walking Stick For Blind People





Home Security Alarm using Solar Energy



Anti-Sleep Alarm for Vehicle Drivers



Projects on Harnessing Solar Energy using IOT



Solar Grass Cutter

**Outcomes:**

Students were able

- To design their own models with the knowledge that they have acquired in **Short term Internship in “Internet Of Things”** using Solar Energy with IOT.
- To use their innate and latent talents of **critical thinking and creativity** in integrating both the concepts of **“Internet Of Things”** and **“Solar Energy and its applications”** to create the Live Projects on **“ Harnessing of Solar Energy using IOT”**.
- **To design and address the societal needs of Blind people and vehicle drivers with their problem solving skills , project designing skills for the working models with trendy and handy access .**

### Academic Year: 2022-2023

- **Activity: Solar Fest**
- **Theme: Harnessing of Solar Energy**
- **Date: 03-04-2023**
- **Project Supervisor: Ms. G. Sirisha**
- **Venue: College Ground.**

#### **Introduction:**

Solar Energy is the best source of Renewable Energy and can be harnessed easily. The photo energy from solar energy is harnessed to produce electricity. The thermal energy from solar energy is utilised to heating and drying purposes. Students had made the projects on harnessing solar energy for the benefit of society.

#### **Objective:**

- To foster the critical thinking among the students and apply the innovative ideas to address the societal needs by using Solar Energy Technology.
- To inculcate the habit of creativity and to develop the passion for Sustainable Energy Solutions in the young minds.
- To create the platform for the young minds to share and integrate the ideas to develop the wonderful Solar Energy Harnessing Projects for the better and happy community.

#### **Method and Material:**

Students were encouraged to think creatively and develop the projects by **tapping SOLAR ENERGY** that **address the needs of the society** .

- Students were encouraged to share their ideas and develop the project by forming teams.
- Project designing skills, problem solving skills were related with their Hands on Experience, team spirit and research oriented thinking.
- **Material:** Environment friendly and Low cost material like A4 papers, used card boards, **Solar panels** were used for the projects.
- **Live Projects:** All the projects were working models based on the theme of **“Harnessing Solar Energy”** with an awareness of Environment and Energy Sustainability.

#### **Display and Demonstration**

- The Department of Physics and Electronics has organized a Solar Fest on 03/04/23 in the premises of college ground.

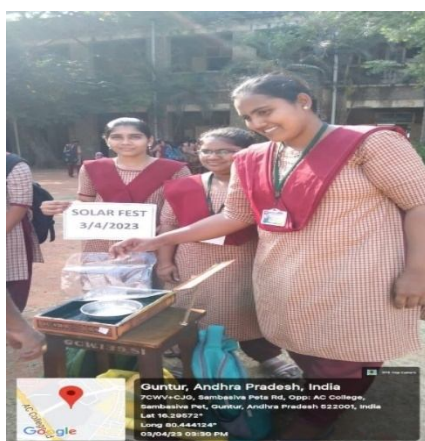
- The III B.Sc students had displayed and demonstrated the Projects on “Harnessing Solar Energy”
- These projects also gave awareness among the students of other streams about the availability of renewable resources and working mechanisms of daily house hold appliances.

**List of Projects :**

<b>S. No</b>	<b>Name of the student</b>	<b>Regd. No.</b>	<b>Title of the project</b>	<b>Project Supervisor</b>
1.	A. Swathi	20302001	Solar Street Light	Ms.G.Sirisha
2.	S. Anusha	20302024	Solar Quake Alarm	Ms.G.Sirisha
3.	M. Meghana	20302017	Solar Alarm.	Ms.G.Sirisha
4.	R. Gowri Bai	20302022	Solar Cooker	Ms.G.Sirisha
5.	I. Bhargavi	20302009	Solar Air Cooler	Ms.G.Sirisha
6.	B. Aswani Bai	20302003	Solar Boat	Ms.G.Sirisha
7.	D. Gayathri	20302008	Solar Air Heater	Ms.G.Sirisha
8.	K. Srilekha	20302012	Solar Mobile Charger	Ms.G.Sirisha
9.	Y. Chaitanya Deepika	20302029	Solar Rain Detector	Ms.G.Sirisha
10.	P. Divya Kriskas	20302021	Solar Traffic Signals	Ms.G.Sirisha
11.	P. Adimma	20302020	Solar Fire Alarm Detector	Ms.G.Sirisha
12.	M. Devaki	20302013	Solar Fan	Ms.G.Sirisha
13.	D. Keerthi	20302007	Solar Buzzer	Ms.G.Sirisha
14.	B.Sukanya	20302004	Solar Street Light	Ms.G.Sirisha
15.	J. Ujwala	20302010	Solar Agricultural Farming	Ms.G.Sirisha
16	Prameela Rani. M	20302014	Solar Bulb	Ms.G.Sirisha
17	P. Sirisha	20302019	Solar Mobile Charger	Ms.G.Sirisha
18	U. Lakshmi	20302030	Solar Mobile Charger	Ms.G.Sirisha
19	A. Sireesha	20302030	Solar clock	Ms.G.Sirisha
20	U. Durga bhavani	20302030	Solar clock	Ms.G.Sirisha
21	M. Esther Rani	20302030	Solar Fan	Ms.G.Sirisha

22	Sk. Sabhiha	20302030	Solar Air Cooler	Ms.G.Sirisha
23	Y.Swathi	20302030	Solar Fan	Ms.G.Sirisha
24	N.Aswini Narayana	20302018	Solar room heater	Ms.G.Sirisha
25	S.Anusha	20302024	Solar Earthquake Alarm	Ms.G.Sirisha
26	R.Gowri Bai	20302022	Solar cooker	Ms.G.Sirisha

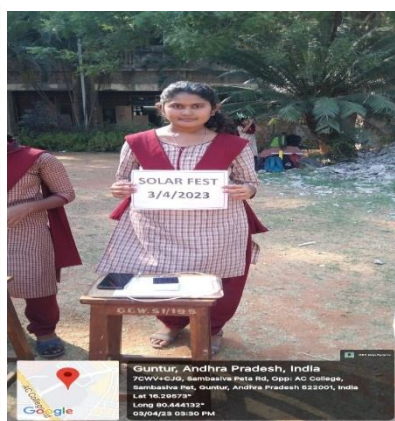
**Solar Fest - 2023**



**Solar Clock**

**Solar Cooker**

**Solar Traffic Lights**



**Solar Water Pump**

**Solar Mobile Charger**

**Solar Street Lights**



Solar Air Cooler



Solar Water Pump

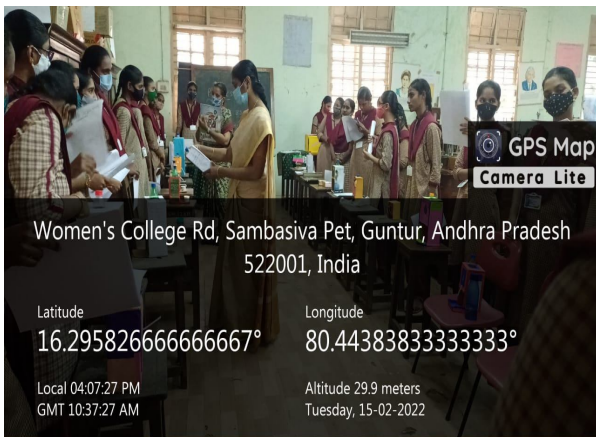


Solar Earthquake Alarm

**Outcomes:**

Students were able to

1. Develop the critical thinking and project designing skills with their creative ideas.
2. Address the problems of decrement in Conventional Energy Sources by “Harnessing Solar Energy” for diversified applications in daily life.



Periscope



Water Dispenser



## Academic Year: 2021-2022

- **Activity: Project Expo**
- **Theme: Thermo- vision**
- **Project Supervisor: Ms. G. Sirisha**
- **Venue: Physics Laboratory.**
- **Date: 15-02-2022**

### Introduction:

*Thermodynamics* deals with the study of Heat and flow of energy in the form of Heat. The real-life applications of thermodynamics can be vividly seen in Automobile Engines, Construction of Houses, Human metabolism, Refrigeration, Battery charging, Hydraulic System. *Optics* is the branch of Physics that deals with the behaviour and properties of Light. Applications of Optics in real life had paved it's way from the vision of the human eye to the mobile phones , display devices , Laser Lights and many more.

The innovative models designed with the theme on THERMO VISION explore both the applications of *Thermodynamics and Optics*.

### Objectives:

- To stimulate the **critical thinking** among the students and apply the innovative ideas to address the societal needs related to thermodynamic and visionary problems.
- The students will be enable to explore and integrate the concepts of Thermodynamics and Optics to design the **creative working models** on the concept of THERMO-VISION
- To create the platform for the young minds to share their ideas, scientific methods and to develop the project designing, problem solving and demonstrative skills about their **innovative Projects using the Waste To make the Best.**

### Method and Material:

- Students were encouraged to think creatively and develop the projects by **using the Waste To make the Best** that **address the needs of the society** .
- Students were motivated to share their ideas and develop the project by forming teams.
- Project designing skills, problem solving skills were elated with their Hands on Experience, team spirit and research oriented thinking.
- **Material:** Environment friendly and Low cost material like papers, used card boards, Waste material like used C.D s were used for the projects.

- **Live Projects:** All the projects were working models based on the theme of “**THERMO-VISION**” with an awareness of Environment and Energy Sustainability.

### Display and Demonstration

- The Department of Physics and Electronics has organized a **Project Expo** on 15/02/2022 in the corridor of Physics Laboratory.
- The II B.Sc students had displayed and demonstrated the Projects on “**THERMO-VISION**”
- The thought provoking live projects created awareness and inspired the students of other streams about the beauty and feasibility of Physics to recycle the waste materials and find the solutions to the problems regarding Thermodynamics and Optics.

### List of Students - Live Working Models

S. No.	Name of the Student	Regd. No.	Title of the project	Project Supervisor
1.	B.Sukanya	20302004-IIMPCs	Home made Projector	Ms.G.Sirisha
2.	G.Swapna	20301013-IIMPC	CD Spectroscope	Ms.G.Sirisha
3.	B.Leevathi	20301006 - IIMPC	CD Spectroscope	Ms.G.Sirisha
4.	Ch.Nagamani	20302006-IIMPCs	Mini Air Cooler	Ms.G.Sirisha
5.	B.Ananda Jyothi	20309002-IIMPE	Mini Air Cooler	Ms.G.Sirisha
6.	I.Bhargavi	20302009- IIMPCs	Mini Air Cooler	Ms.G.Sirisha
7.	B.Sneha Gangasribai	20302005-IIMPCs	Water Dispenser	Ms.G.Sirisha
8.	M.Margaret	20301020-IIMPC	Water Dispenser	Ms.G.Sirisha
9.	U.Prasanna Lakshmi	20301043-IIMPC	Periscope	Ms.G.Sirisha
10.	S.Poojitha	20309009-IIMPE	Water Dispenser	Ms.G.Sirisha

### Home Theatre



**Outcomes:**

Students were able to

1. Develop the **critical thinking** and creativity with their **project designing** and **problem solving skills** by exhibiting and demonstrating the Live Projects.
2. Make best use of Waste material in to the **recycled products** with their **innovative ideas** on the theme of **THERMO-VISION**.

## VISUAL MERCHANDISING PORTFOLIO



### VISUAL MERCHANDISING PORTFOLIO

The Department of Home Science introduced the course Retail Marketing and Merchandising in 2018 for final-year students. The course aims to equip students with comprehensive knowledge of retail practices, marketing strategies, and merchandising techniques. Among the key chapters in the curriculum is Visual Merchandising, a crucial aspect of retail marketing that emphasizes the visual presentation of products to attract, engage, and motivate customers. To facilitate practical learning, students are required to create a Visual Merchandising Portfolio. Objective:

- Understand the importance of strategic product placement and display.
- Encourage students to think innovatively and creatively in arranging and displaying products in retail environments.
- Provide students with practical exposure to various display techniques used in retail settings.

Visual Merchandising Portfolio Overview The Visual Merchandising Portfolio is a hands-on activity aimed at allowing students to explore the various elements that

contribute to effective visual merchandising. This project helps students to practically apply their theoretical knowledge of display techniques and store aesthetics. Each student curates a collection of visual merchandising components, focusing on key display elements like:

1. Internal Display Techniques: o These include in-store arrangements of products, point-of-sale displays, mannequins, promotional displays, and more. Students assess how these displays influence the shopper's in-store experience and purchasing decisions.
2. External Display Techniques: o External displays focus on elements like window displays, outdoor signage, and lighting, which are designed to attract customers into the store. Students observe how these elements create an initial impression and impact foot traffic.
3. Store Layouts: o Students explore various store layouts, including grid, free-flow, loop, and mixed layouts. This section of the portfolio assesses how store designs facilitate customer flow, ease of navigation, and product visibility.
4. Store Fronts: o The store front is the face of the retail establishment. Students gather insights into how store fronts—through architecture, colour schemes, and branding— create a visual identity that aligns with the store's brand message and appeals to target customers.

Outcomes:

- Develop Analytical Skills to assess the effectiveness of different visual merchandising strategies in drawing customer attention.
- Equip students with the skills required for careers in retail marketing and merchandising.

Conclusion: The Visual Merchandising Portfolio has been an integral part of the Retail Marketing and Merchandising course since 2018, fostering creativity, innovation, and practical knowledge among students. This activity continues to play a vital role in preparing students for successful careers in the retail industry by providing them with hands-on experience and a platform to showcase their merchandising skills. The Department of Home Science is committed to enhancing this learning experience, ensuring that students remain at the forefront of industry-relevant education.

# VISUAL MERCHANDISE



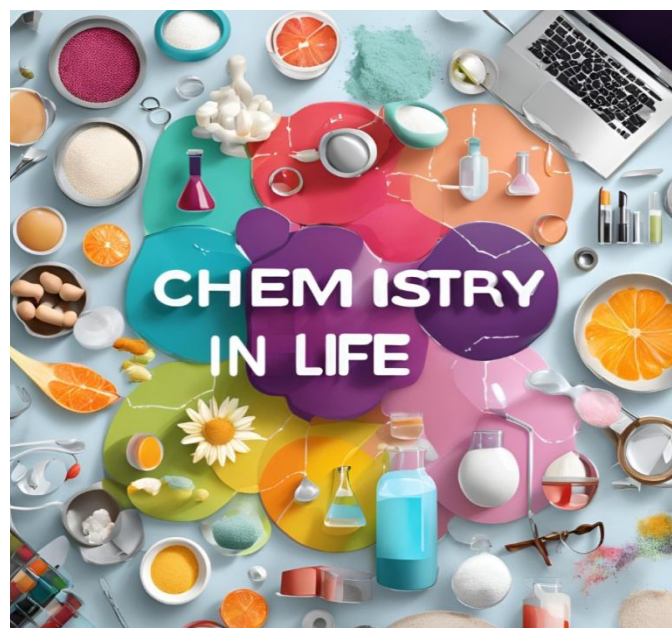
**DEPARTMENT OF CHEMISTRY**  
**Government College for women (A), Guntur**  
**CHEMISTRY IN LIFE**

**Introduction**

Chemistry is like our everyday lives unseen behind-the-scenes wizard, quietly influencing everything around us in a myriad of ways. It explains aspects of plant chemistry (botany), the formation of igneous rocks (geology), how atmospheric ozone is formed and how environmental pollutants are degraded (ecology), the properties of lunar soil (cosmochemistry), how medications work (pharmacology), and how to collect DNA evidence at a crime scene (criminology) (forensics). Chemistry not only investigates the qualities of matter, but also helps us to understand how and why it changes.

Chemistry, generally understood as a complicated and a frightening science subject as it involves concepts, theories and reactions, but it is solely responsible in explaining the world you live in and helps exploring things, which are unknown to humankind. Increasing our knowledge in chemistry is essential if we want progress scientifically and invent new products to meet the global needs and make life more comfortable.

To instill interest in chemistry through understanding its applications in commonly used household products and encourage entrepreneur abilities among wards, department of Chemistry has started an innovative program under the title “**Chemistry in life**”.



## Practice

Under the above title department has conducted the following activities

1. On Feb 8<sup>th</sup> 2019, ten students from cluster course prepared a cleaning agent by name **Clusterol** with chemicals available in the laboratory. This liquid was packed in the waste pet cool drink bottles available in canteen. The product was shared to wash room cleaners of college and hostel and feedback taken from them after one week.



2. Ten students II BSc. conducted an awareness program on **Water Hardness** to 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> standard students of Jawahar English medium School, Guntur on 27<sup>th</sup> February 2020. In this program students explained the important parameters of water like Hardness, alkalinity, acidity, P<sub>H</sub> that are required to check the quality of water.



3. On 22<sup>nd</sup> March 2022, twelve Students from BSc. final year conducted a power point presentation on **Importance, management and conservation of water** to students of VI to IX classes in S.J.R.R.M.C. High school, Kothapeta, Guntur. They explained the methodologies for purification and measures to adopt for conservation of water.



4. A team of 27 students from IInd MSc. Chemistry took up the **project of preparation of Phenol, Detergent and Tile cleaner**. They identified the procedures, purchased raw materials and prepared the products in the laboratory on 26<sup>th</sup> March 2022. Efficiency of these products was demonstrated to

teaching and non-teaching staff, which was followed, by an exhibition and sales in the college campus on 1<sup>st</sup> April 2022. A profit of Rs. 775/- incurred after sales. Waste pet bottles in college campus were used for packaging.



5. **Hands on training in preparation of various types of bulbs** was conducted to 100 students on 23<sup>rd</sup> September 2023 for final year BSc. students. Students were trained to prepare tube light, Multi color, inverter, 9W, 12W bulbs. Purchase order were taken from teaching, nonteaching staff and students and bulbs were prepared and sold. A profit of Rs. 1,185/- incurred after sales.



6. A workshop on **Food Adulteration** was conducted by Agmark laboratories, Guntur on 30<sup>th</sup> Jan 2024. Hundred students participated in the workshop. It involved many simple experiments to detect adulterations in different food materials, which can be conducted in common labs. Some students had hands on practice during the workshop.



### Outcomes

- The feedback on **Clusterol** was encouraging. The workers expressed satisfaction on its performance. Students learnt the application of simple lab chemicals like phenol, nitric acid etc in daily life.
- The programs on **Water Hardness and Importance, management and conservation of water** enhanced the knowledge of both school and college students. The interactive session was very lively as it raised many queries from school wards. Our students learnt the basic tests required for water testing and various methods of purification that can be used in regular life.
- The **project of preparation of Phenol, Detergent and Tile cleaner** was a grand success. The encouragement students got from staff after demonstrating the working of the products was

overwhelming. This led to an innovative idea of exhibition and sales. As students executed the total project, they learnt subject, teamwork and management abilities after completion.

- In the program on **Hands on training in preparation of various types of bulbs**, students were excited with the results. They learnt about the spare parts required for bulb and method to assemble them to produce the bulb. They came up with the idea of sales and it will help them to practice assembling the bulbs. Staff also expressed satisfaction with the performance.
- Students learnt about adulteration and methods to detect them. They interacted with chemists and cleared their doubts. Handouts given in the **Food Adulteration workshop** were very useful to conduct basic tests at home.

# GOVT. COLLEGE FOR WOMEN(A), GUNTUR

## Dept.of Botany & Ecoclub

### CRAFT FROM WASTE

**Name of the activity:** Craft from waste

**Participants :** Ecoclub and Botany students

**Objectives:** - 1. Encourage creativity and innovation by transforming waste material into useful or decorative items.

2. Promote environmental awareness and sustainability through upcycling and recycling

3. Enhance problem solving and hands on skills while fostering teamwork and artistic expression

**Brief Description:** -

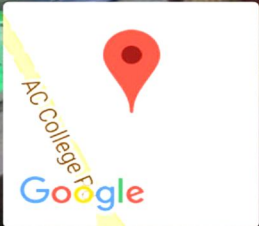
Craft from waste activity is designed to inspire students to creatively use waste materials into unique, functional and decorative items. Using everyday discarded objects such as plastic bottles, cardboard, paper, seed shells, cartoon boxes, coconut shells and other waste, students will learn to see potential in materials that would otherwise be thrown away. This hands on activity fosters creativity, problem solving and innovation in students. They also develop deeper understanding of environmental sustainability and learn importance of reducing waste, reusing items and recycling. This activity also enhance teamwork and communication skills among students.

**Outcomes:** -

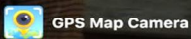
1. Students will develop creative and critical thinking skills by transforming waste into functional or artistic pieces.

2. They will gain an understanding of environmental sustainability and the importance of reducing, reusing and recycling

3. They will gain enhanced team work, communication, and problem-solving abilities through collaborative crafting experiences.



**Guntur, Andhra Pradesh, India**  
7CWV+CJG, Main Rd, opp. Womens College, Sambasiva Pet,  
Guntur, Andhra Pradesh 522001, India  
Lat 16.295663°  
Long 80.44395°  
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## Department of Mathematics

### **SIGMA: Skills Integration for Growth and Mastery**

The vision of the college is to empower women students with essential 21st-century skills, which are crucial for thriving in the current Gen Z era. In line with this vision, the Department of Mathematics is committed to integrating the 4 Cs (four key learning skills) into the curriculum through various curricular and co-curricular activities. Additionally, with the rapid advancement of digital technology, students are expected to develop strong technological literacy to adapt to the demands of globalization. Training students in these skills prepares them to make informed decisions, solve complex problems, and act decisively when needed. To achieve this, we have created a framework that conducts a variety of activities aimed at cultivating critical thinking, creativity and innovation, collaboration, and communication skills among the students.

Objective:

To integrate the skills related to creativity & Innovation and digital technology into the Mathematics curriculum through curricular and co-curricular activities, equipping students to make informed and decisive choices in their future careers and life.

To achieve this objective, the department planned the following platform

#### **I. Adaptive problem solving:**

In this platform, we encourage students to modify and adjust their problem-solving approaches rather than relying on fixed methods. This involves being flexible, learning from experience, and applying creativity and critical thinking to discover solutions that may not be immediately apparent. Students are urged to explore multiple strategies, think innovatively, and adapt their mathematical approaches. At the same time, they develop key 21st-century skills: critical thinking, creativity, collaboration, and communication.

#### **II. Theory in action:**

This platform encourages students to bridge the gap between theoretical knowledge and real-world application. Through engaging activities, such as scavenger hunt, hands-on explorations and projects students are tasked with translating abstract mathematical concepts into tangible, real-world examples and applications. By applying their understanding of mathematical theories to everyday contexts, students not only deepen their comprehension but also develop critical skills in problem-solving, creativity, and innovation. "Theory in Action" fosters a learning environment where theoretical knowledge comes to life, allowing students to

see the relevance of what they learn in class and its practical implications in the world around them.

Expected Outcomes:

After completion of their graduation, students will

- be able to analyze complex problems, evaluate different perspectives, and apply logical reasoning to arrive at informed and effective solutions in both academic and real-world scenarios.
- demonstrate the ability to think creatively, generate innovative ideas, and apply novel approaches to solve challenges in Mathematics.
- develop strong collaboration skills, effectively working in teams, sharing knowledge, and contributing to group projects
- improve their communication skills, being able to articulate ideas clearly and confidently in a variety of formats, including presentations, reports, and group discussions.
- equipped to adapt to the evolving 21st-century workforce, using 4C skills to make informed decisions and act decisively in their personal and professional lives

## Activities conducted by the department

### I. Adaptive problem solving

**Faculty: Smt. P. Nirmala Kumari**

**Semester: III, 2024-25**

**Course: Numerical Methods**

#### **1. Impact of Initial Approximations on Iterations in Solving Algebraic and Transcendental Equations (2024-25)**

The second-year Mathematics curriculum includes a unit on 'Solutions of Algebraic and Transcendental Equations,' with four iterative methods outlined in the syllabus. Some problems require 10 to 12 approximations to achieve convergence. To explore the relationship between the rate of convergence, the number of iterations, and the initial approximation, students were posed the following research question: Can a technique be developed to improve the solution process?

Students were instructed to assess the impact of initial approximations, compare their approaches with textbook methods, and explore innovative techniques to improve convergence.

#### **Question:**

Given a specific algebraic or transcendental equation, design and implement a novel algorithm or technique that adaptively determines an optimal initial approximation, minimizing the number of iterations required for convergence. Evaluate the performance of this technique compared to the textbook methods, critically analyzing the impact of the initial approximation on convergence rate and accuracy. Are there specific criteria or patterns that can be identified to predict the optimal initial approximation for a given equation? Formulate a conjecture.

#### **Outcomes:**

- Students gained a deeper understanding of the iterative methods covered in the course.
- Students found a new technique in the selection of initial approximation which is not in the text book.
- By using this technique, they identified that the number of iterations decreased significantly

## 2. Making Conjectures

**Faculty: Smt. P. Nirmala Kumari, Smt. M. Balamma**

**Semester: III, 2022-23, 2023-24**

### **Course: Abstract Algebra**

In mathematics, a conjecture is a conclusion or proposition that is believed to be true based on preliminary supporting evidence, though no formal proof or disproof has been established. Formulating conjectures requires students to think critically, identify hidden patterns, and construct logical statements. The department encourages students to engage in this process, providing them with the necessary guidance and resources.

Students were given a set of statements and were instructed to analyze the data to formulate conjectures, using software support if needed.

The following are some statements that were given to students

1. Take any two  $3 \times 3$  square matrices and find the transpose of each matrix. Find the characteristic equation of each set of matrix and its transpose. Have you observed any relation between the characteristic equation of a matrix and its transpose? If you observe any pattern, make a conjecture. (AY 2022-23)

2. Visit the website <http://www.d.umn.edu/~jgallian>

This software determines the size of  $U(k)$ . Run the program for  $k = 9, 27, 81, 243, 25, 125, 49, 121$ . On the basis of this output, try to guess a formula for the size of  $U(p^n)$  as a function of the prime  $p$  and the integer  $n$ . Run the program for  $k = 18, 54, 162, 486, 50, 250, 98, 242$ . Make a conjecture about the relationship between the size of  $U(2p^n)$  and the size of  $U(p^n)$  where  $p$  is a prime greater than 2. (AY 2022-23)

3. For any integers  $n \geq 3$ , Write  $U(n)$  for 5 different values consider each one of  $U(n)$  and find the square of every element in  $U(n)$ . Have observe any relation? If so make a conjecture. (AY 2021-22)

### **3. Modular Sudoku & Puzzles**

**Faculty: Smt. P. Nirmala Kumari, Smt. M. Balamma**

**Semester: III, 2021-22, 2022-23, 2023-24 & 2024-25**

#### **Course: Abstract Algebra, Numerical Methods**

Sudoku is a logic-based, combinatorial number-placement puzzle. While solving Sudoku fosters critical thinking, designing a Sudoku on a specific topic demands extensive creativity and logical reasoning. To cultivate creativity among students, the department encourages them to design their own Sudoku puzzles and related challenges

#### **Problem Statement**

- (i) Using the concepts of addition and multiplication modulo, construct a 9x9 Sudoku puzzle. The task was framed as: Fix an integer 'n' and construct a 9x9 puzzle by creating questions based on addition and multiplication modulo n.
- (ii) Using the concepts on Finite differences, construct puzzle by giving row wise and column wise clues.

#### **Objectives**

- To foster creative thinking skills by encouraging problem-solving and innovative thinking.
- To collaborate with peers, exchanging ideas and working together to design the puzzle.

#### **Procedure**

Students were instructed to apply the concepts they had learned in the Abstract Algebra course to design a Sudoku puzzle. Some other students were assigned finite differences topic. They were given guidance on how to structure the puzzle using addition and multiplication modulo and were encouraged to work in teams, sharing ideas and strategies.

Outcomes:

- students applied theoretical concepts in creating puzzles and Sudoku
- Students designed some new Sudoku and puzzles

## **II. Theory in action**

### **1. Exhibition on Modular Designs**

**Faculty:** Smt. P. Nirmala Kumari, Smt. M. Balamma

**Semester:** III 2022-23, 2023-24

**Course:** Abstract Algebra

The second-year Abstract Algebra syllabus includes Cayley tables, which can serve as a basis for modular designs. In this activity, second-year students were encouraged to create modular designs inspired by Cayley tables, and the department organized an exhibition on March 14, 2024, to showcase their work. The exhibition attracted both students and members of the public, who appreciated the participants' creativity and innovation.

**Objective:** This activity aimed to:

- Enable students to apply their knowledge of Cayley tables in creating modular designs.
- Bridge the gap between theoretical concepts and practical applications.

**Description:**

In their Semester III group theory unit, second-year B.Sc. Mathematics students explored how finite groups can be represented through Cayley tables. They creatively assigned distinct visual patterns to each element and its inverse, drawing on the symmetry of group theory to form appealing geometric designs. Additionally, students prepared and presented mathematical origami designs, further showcasing their creativity. The exhibition received high praise from attendees for the students' inventive work.

**Outcomes:**

- Students actively engaged in the creation of modular and origami designs.
- They effectively applied theoretical knowledge to produce meaningful, real-world designs.



## **2. Scavenger hunt for I year Mathematics students**

**Faculty: Smt. P. Nirmala Kumari, Smt. M. Balamma**

**Semester: II, 2023-24**

The Department of Mathematics, Government College for Women (A), Guntur, organized a scavenger hunt activity for enthusiastic first-year mathematics students on 14.3.24 in the college premises.

### **Objective:**

This activity aimed to:

- Engage students in a challenging and interactive way.
- Foster appreciation for the presence of Mathematics in nature.
- Provide a platform for students to showcase their 21st-century skills, such as collaboration and problem-solving.

### **Participants:**

- 27 first-year mathematics students

### **Activity:**

A campus-wide scavenger hunt challenged students to visualize and identify the shapes of mathematical functions in nature.

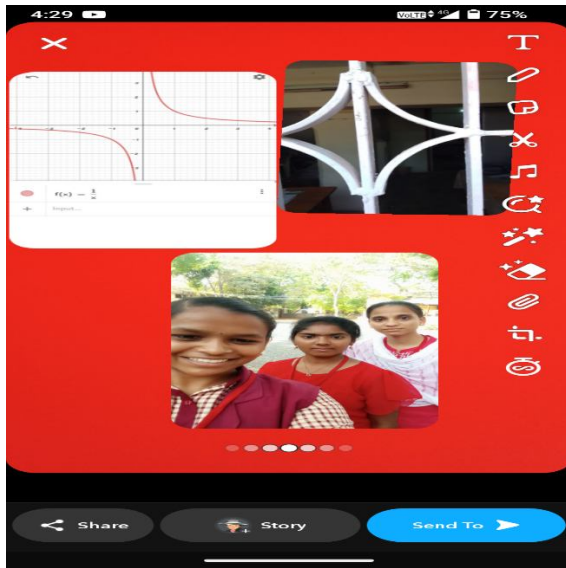
### **Description:**

1. Students received a list of 13 functions of one variable ( $x$ ).
2. They used online graphing calculators like GeoGebra, Desmos, or Wolfram Alpha to visualize the graphs of these functions.
3. Students then identified the shapes of the graphs in their natural surroundings for at least 10 out of the 13 functions provided.
4. Students took selfies with the identified shapes and submitted them via email to the department.
5. The mails sent by the students are evaluated by the faculty. Teams that have submitted the exact shape of the graph are scrutinised.
6. The first team to submit all correct answers won the game.

### **Outcomes:**

- Participants actively used and reinforced their understanding of graphical representation of functions.

- Students developed their ability to identify the shapes of functions in their natural environment.
- The activity encouraged teamwork and collaboration among participants.



### **3. Scavenger hunt for II year Mathematics students**

**Faculty: Smt. P. Nirmala Kumari, Smt. M. Balamma**

**Semester: IV, 2023-24**

**Course: Real Analysis**

The Department of Mathematics, Government College for Women (A), Guntur, organized a scavenger hunt activity for enthusiastic second-year mathematics students from both M.St.Cs. (Mathematics, Statistics, Computer Science) and M.P.Cs. (Mathematics, Physics, and Computer Science) programs on March 14, 2024, within the college premises.

#### **Objectives:**

This activity aimed to:

- Engage students in a challenging and interactive way.
- Provide a platform for students to showcase their 21st-century skills, such as collaboration and problem-solving.

#### **Participants:**

- 18 second-year mathematics students divided into six teams of three

#### **Activity:**

A campus-wide scavenger hunt challenged students to utilize teamwork, problem-solving skills, and exploration.

#### **Description:**

- Six teams of three students each participated in the game.
- Each team received a set of problems and clues specific to their team.
- The first challenge for each team involved a problem from infinite series. After solving it correctly, students chose a clue from a provided list.
- Based on the chosen clue, teams identified the location of their next question. They solved this question and presented the answer to the organizers for verification.
- Upon successful verification, teams chose another clue to lead them to the next challenge.
- This process continued until a team finished all the problems and clues, winning the game.

#### **Special Recognition:**

The set of infinite series problems was prepared by advanced learners Ananda Kumari, Ramya, and Mounika from the II B.Sc. M.Sc. (Mathematics) group.

**Organizers:**

Final-year students organized and monitored the entire game.

**Outcomes:**

- Students collaborated effectively to decipher clues and overcome challenges.
- The activity sharpened their problem-solving skills and provided an opportunity to apply their knowledge.



#### **4. Math Remix Challenge**

**Faculty: Smt. P. Nirmala Kumari, Smt. M. Balamma**

**Semester: III, V 2023-24**

**Course: Abstract Algebra**

**Faculty: Smt. P. Nirmala Kumari, Smt. M. Balamma**

**Semester: V, 2023-24**

In celebration of International Day of Mathematics 2024, themed "Playing with Math," the second year students participated in the Math Remix Challenge offered by the International Mathematical Union (IMU). This challenge encouraged students to creatively integrate mathematics into everyday objects or places.

#### **Objective:**

The activity aimed to:

- Foster creativity among students.
- Provide a platform for students to showcase their creations on an international platform.

#### **Participants:**

- Second-year students from Mathematics, Statistics, and Computer Science programs

#### **Activity:**

Students created modular designs based on Cayley tables, applying concepts from group theory.

#### **Outcomes:**

- Students developed entirely new designs, demonstrating their creativity.
- Student's creations were displayed in IMU website
- The activity provided an opportunity to showcase their work on an international platform.

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Submitted by **Devi Sree Barika**  
Government college for women(A)  
**Guntur (Andhra Pradesh), India**

**SUBMITTER'S DESCRIPTION**  
Assigned design for each element in the composition table of the group (Z7, +7).

**CREDITS**  
This is the modular design for the group (Z7, +7)

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idm314.org/2024-mat



Submitted by **Meghana Midde**  
Government college for women(A)  
**Guntur (Andhra Pradesh), India**

**SUBMITTER'S DESCRIPTION**  
This is a modular design for the group (Z4, +4). Each element in the composition table is assigned a design to get tilings

**CREDITS**  
Meghana Midde, Bindu, Keerthi, Shehnaz, Rahamatunnisa, Kanaka Durga

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idm314.org/2024-mat



Submitted by **Sakunthala Tirupathi**  
Government college for women(A)  
**Guntur (Andhra Pradesh), India**

**SUBMITTER'S DESCRIPTION**  
Modular design for the group (Z4, +4)

**CREDITS**  
T. Sakunthala, V. Ananda Kumari, V. Ramya, Ch. Keerthi, G. Sravani, I Ramya, I Sowmya, P. Hema, J. Sirisha, P. Asipha, K. Gowri

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## 5. Scavenger hunt

**Faculty:** Smt. P. Nirmala Kumari, Smt. M. Balamma

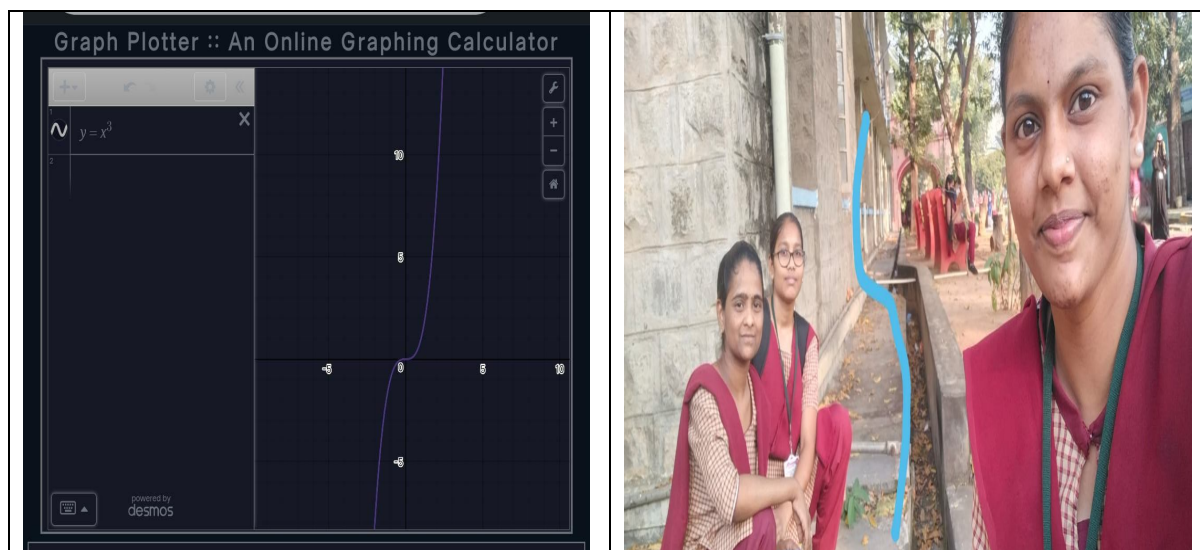
**Semester:** All semesters 2021-22

A scavenger hunt was organized by the department on March 14, 2022, engaging both Mathematics and Non-Mathematics students in separate sessions. This event aimed to foster teamwork, problem-solving, and observational skills by encouraging participants to explore and connect mathematical concepts to their surroundings.

For Mathematics students:

In this activity, students were provided with a list of functions and instructed to plot each graph using an online graphing calculator. Their task was to identify shapes in nature that resembled the plotted graphs, take a selfie with these natural features, and submit their responses via WhatsApp. A set of 10 questions was given, with a 30-minute time limit for submission. Ten teams, each consisting of three students, participated in the event.

**Outcome:** Participants successfully identified and connected mathematical concepts hidden in nature, demonstrating their ability to apply mathematical visualization skills in real-world contexts.



For Non-Mathematics students:

**Faculty: Smt. P. Nirmala Kumari, Smt. M. Balamma**

**Semester: All semesters, 2021-22**

This activity was specifically designed and tailored to suit the needs and abilities of Non-Mathematics students.

**Objectives:**

- To enhance students' observational and analytical skills by identifying geometric shapes in a real-world setting.
- To encourage teamwork and engagement in mathematics by connecting abstract concepts to tangible examples in nature.

In this scavenger hunt, students were provided with a list of 10 questions featuring geometric shapes, which they were asked to find hidden in nature around the college campus. Once found, students took selfies with the objects and submitted them via WhatsApp within a 30-minute timeframe. The hunt area was confined to the campus, encouraging students to discover these shapes within the familiar environment. Communication about the event was shared through a brochure, which motivated students to participate enthusiastically. A total of 12 teams, comprising students from Life Sciences, Commerce, and Arts, joined the activity. This event fostered excitement and curiosity as students identified mathematics in the natural world.

**Outcomes:**

- Participants gained an appreciation for the presence of mathematical concepts in natural surroundings.
- Students collaborated effectively in teams, improving their communication and teamwork skills while enjoying a unique learning experience.



**GOVT. COLLEGE FOR WOMEN( A), GUNTUR**  
**DEPT. OF ZOOLOGY**  
**BEST PRACTICE**  
**TITLE: INNOVATIVE PRACTICE**  
**QR CODE: ZOOEdQR**

**INTRODUCTION:**

Use of QR code has numerous applications in biology for enhanced learning, research and communication in the field of education, QR code can be used as interactive lab manuals with links to videos, protocols and additional resources.

Using QR codes we can access 3D models, interactive simulations, videos etc.,

The students of biology can scan the QR codes on museum specimens to get information QR codes are also used for interactive games and quizzes. They can also be used in research and field work. There are many other applications of QR codes in biology like DNA bar coding, bioinformatics, biological imaging, science communication etc.,

**OBJECTIVE OF QR CODES IN ZOOLOGY:**

Enhance student engagement and learning

Provide interactive and immersive experiences

Facilitate access to additional resources and information

Promote zoology literacy and awareness

Support conservation education and efforts

**DESCRIPTION OF THE ACTIVITY:**

The students of the Department of Zoology have created QR codes for certain important topics. This innovative practice enhances their learning skills, collaboration, knowledge sharing and supports innovation and technological advancement in zoology.

**YEARLY ACTIVITIES:**

**INNOVATIVE PRACTICE-2023-24**

The following students prepared QR codes for certain topics in zoology

S.No.	Hall Ticket No.	Name of the student	Title of the Topic
1.	22410001	A. Mercy	Bioluminescence
2.	22410002	Ch. Yemima	Demersal Fisheries
3.	22410006	J. Pravallika	State fishes of India
4.	22410007	K. Devika	Zooplankton
5.	22410008	K. Victoria	Craft and Gears of the West coast
6.	22410013	P. Yamuna	Marine Mammals
7	22410014	Sd. Vaheeda	Pelagic fisheries

### INNOVATIVE PRACTICE-2022-23

S.No.	Hall Ticket No.	Name of the student	Title of the Topic
1.	22409045	Sd. Deena Ruqquah	Sea Weeds
2.	22409024	N. Vineela Preethi	State Animals
3.	22409035	Sk. Ummehani	Fish Diseases
4.	22409017	K. Roji	Cultivable Shell Fishes
5.	22409032	R. Vara Lakshmi	Shrimp Diseases
6.	22409029	P. Parimala Keerthi	Recirculatory Aquaculture System
7.	22409014	Radha Rani.K	Cultivable Fin Fish
8.	22409036	Sk. Uzma Safoora	Induced Breeding
9.	22409009	D. Meghana Lakshmi	Pre-Stocking Management
10.	22409006	Anantha Lakshmi. V	Biology and Seed production of <i>Macrobrachium rosenbergui</i>

### INNOVATIVE PRACTICE -2021-22

S.No.	Hall Ticket No.	Name of the student	Title of the Topic
1.	Y21ZO12002	Veereswari. B	Culture of shrimp
2.	Y21ZO12012	Sai Naga Supriya	Culture of Ornamental fishes
3.	Y21ZO12010	Neha Chandana. J	Culture of air breathing fish
4.	Y21ZO12009	Srujana. A	Culture of Brackish water fishes

### OUTCOMES:

Using QR codes enhances collaboration and communication

Increases productivity and efficiency

Reduced paper work

Reduced paper cost associated with printing and distribution

### PHOTOS:

## **STATE FISHES OF INDIA**



Zoo Plankton

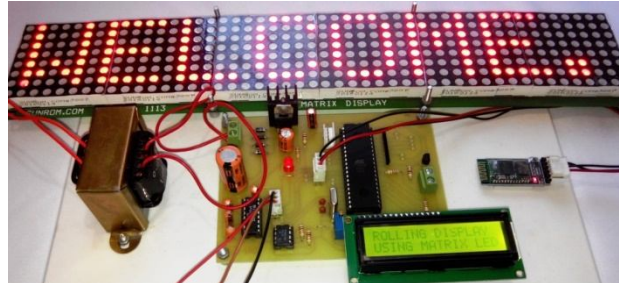
# Government College for Women (A)-Guntur

## Department of Computer Science

### LED Display Board using P10 LED Matrix Display

**Aim:** LED Display Board using P10 LED Matrix Display

An LED Display Board is an electronic device that displays text, images, and videos using light-emitting diodes (LEDs). These boards are widely used for advertising, information dissemination, and entertainment due to their brightness, energy efficiency, and visibility, even in daylight.



#### **Key Components:**

1. **LED Modules:** The building blocks of an LED display, consisting of multiple LEDs arranged in grids. Each module can produce colors, typically through red, green, and blue (RGB) LEDs.
2. **Driver Circuit:** Provides the necessary current to each LED, allowing for precise control of brightness and color.
3. **Control System:** The “brain” of the board, which processes data from a computer or content management system to control each LED’s color and brightness.
4. **Power Supply:** Converts AC to DC power and ensures stable power delivery to all components.

#### **Working Process:**

1. **Data Input:** The display receives data (text, images, or video) from a computer or media player, usually through a control software or interface.
2. **Signal Processing:** The control system processes this data, converting it into signals for each individual LED module and pixel.
3. **Color Mixing (for RGB Boards):** For full-color displays, each pixel contains red, green, and blue LEDs. By adjusting the brightness of each LED in a pixel, various colors are produced through color mixing.
4. **Display Output:** The driver circuit illuminates specific LEDs according to the processed data, creating the desired content on the display.

**Students Involved: III BSC MECs (Mathematics, Electronics and Computers)2022**

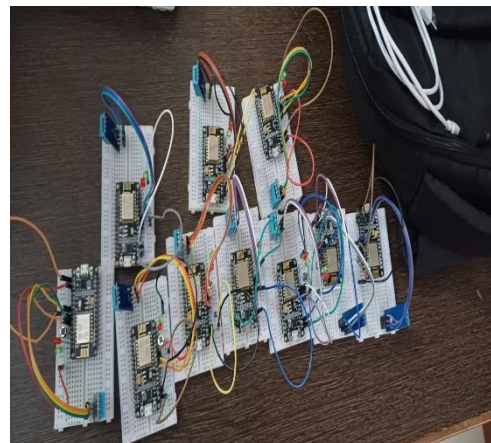
**Batch**

**Applications:**

- ✓ Billboards and advertisements.
- ✓ Public transportation information.
- ✓ Stadium scoreboards and displays.
- ✓ Digital signage in stores and public places.

**Usage of Institution:**

- ✓ Examination related information
- ✓ Student activity annousment
- ✓ Welcome note for guests



## **BEST PRACTICE 2: CREATIVITY & INNOVATION**

In the rapidly evolving field of microbiology, creativity and innovative thinking are essential complements to technical knowledge. To address this need, our program integrates interactive activities that encourage students to think outside the box and explore microbiological concepts through creative expression. Microbiology education comes alive through creative activities such as biotoon competitions, model preparation, and microrangoli. These hands-on experiences foster innovative thinking, teamwork, and artistic expression, empowering students to grasp complex concepts, excel in scientific inquiry, and cultivate a lasting passion for microbiology.

### **Objectives:**

- To enable students to represent microbiological concepts through creative and innovative formats, enhancing their understanding of the subject matter.
- To provide opportunities for students to visualize and model key microbiological processes, reinforcing their theoretical knowledge.
- To encourage teamwork by having students share ideas and resources during project preparation, improving communication skills.
- To challenge students to think critically and creatively in their project designs, fostering innovation and resourcefulness.

### **Activities Conducted:**

1. **Biotoon Competition:** Students create comic strips or visual stories depicting microbiological processes or ideas.
2. **Model Preparation:** Students design and build physical models that represent microbiological structures, processes, or systems.
3. **Microrangoli competition:** Students design intricate patterns and designs using microbiological themes.

S No	Year	Name of the activity	Date	Class / group	No of students participated
1.	2021-22	Biotoon Competition	29-10-2021	II Bsc III BSC (MBC, MZC, FtMBC)	45
2.	2022-23	World Microorganism day Model preparation competition	17-09-2022	II Bsc III BSC (MBC, MZC, FtMBC)	57
3.	2023-24	World Microorganism day- Rangoli competition	16-09-2023	II Bsc III BSC (MBC, MZC, FtMBC)	60

### Activity 1: Biotoon Competition



**Biotoon competition**



### Activity 2: Model preparation Competition



### Activity 3: Microrangoli Competition



#### Outcomes:

- Students will demonstrate enhanced understanding of microbiological concepts through their creative representations in the competitions.
- Students will illustrate their ability to think innovatively and approach scientific topics with originality.
- Students will develop teamwork and communication skills by working together on projects and presentations.
- Students will gain hands-on experience in model preparation and artistic expression, boosting their confidence in applying scientific knowledge.

## DEPARTMENT OF COMMERCE

### “BUSINESS PROPOSAL WRITING FOR FINANCIAL ASSISTANCE FOR START-UPS”

#### **Introduction:**

Business proposal writing is a critical skill for aspiring entrepreneurs, especially students who are seeking to secure loans for their start-ups. A well-crafted business proposal not only communicates the viability of the business idea but also demonstrates the applicant's preparedness and strategic planning to lenders. This program is designed to equip students with the knowledge and skills necessary to develop compelling business proposals that can enhance their chances of securing financial support from banks, investors, or government programs. This program addresses the current demand for start-ups and equips students with critical thinking skills, empowering them to become self-sufficient.

**Date:** 20<sup>th</sup> Feb, 2023 to 25<sup>th</sup> Feb, 2023

#### **Objectives:**

- To equip students with the ability to write clear, compelling, and persuasive business proposals that highlight the strengths of their business ideas.
- To Guide students in creating realistic financial projections, cash flow analysis, and budgets to demonstrate the profitability and sustainability of their businesses.
- Help students understand what lenders look for in loan applications and how to align their proposals to meet these expectations.
- Build students' confidence in presenting their business proposals and answering potential questions from loan officers or investors.

#### **Activity:**

The Department of Commerce has conducted a week-long business proposal writing for I B.Com (AT) students in which students are trained to write the Business Proposal so that, it can be used to get Financial Assistance from Banks, Investors and other Financial Institutions. The program was held for one hour each day, with students actively participating in group presentations and discussions. During the initial sessions, students were introduced to the fundamental components of a business proposal, such as the terms used, executive summary, business objectives, target market analysis, financial plans, and operational strategy. Students were assigned specific topics related to business proposal writing in group. Each group was

tasked with creating a proposal based on their topic. Each group presented their proposal in a timed session. The presentations were followed by a brief **Q&A session**, allowing peers and facilitators to engage with the content and ask relevant questions. After the presentations, students participated in an open discussion where they shared opinions, debated on key issues, and clarified doubts raised during the presentations.

**Outcomes:**

- Students are able to create financial projections that clearly demonstrate how they plan to use the loan and how they will achieve profitability.
- With a strong proposal, students can have a better chance of securing loans from banks or other financial institutions.
- Students gain confidence in presenting and defending their business proposals in front of potential lenders or investors.
- Students developed three Model Business Proposal for Food Business, Beauty Parlour Business & Vegetable Business.



**Dr. N. Thyagaraju, Incharge, Department of Commerce, explaining the students about the importance of writing a good Business Proposal**



**Dr. V. Krupavani & P. Srilatha, Lecturers in Commerce explaining the components of Business Proposal**



**Dr. V. Krupavani & P. Srilatha, Lecturers in Commerce explaining the components of Business Proposal**



**Students explaining the model business proposal**



**Students explaining the model business proposal**

**Govt. College for Women (A), Guntur**

**Dept. of Telugu**

**“KATHA RACHANA (Story Writing)”**

**20.02.2023**

**19.02.2024**

### **Introduction:**

Telugu story writing has a rich and vibrant tradition, with a history spanning over a thousand years. Telugu, one of the Dravidian languages, is spoken by millions of people in India, primarily in the states of Andhra Pradesh and Telangana. The language has a unique script and a distinct grammatical structure, which has evolved over time.

Telugu story writing has its roots in ancient literature, including the epics of Ramayana and Mahabharata, which were translated into Telugu in the 13th century. Over time, Telugu writers have made significant contributions to various genres, including poetry, drama, and prose.

Some notable features of Telugu story writing include:

- Use of descriptive language and vivid imagery
- Strong emphasis on character development and emotional depth
- Exploration of themes such as love, social justice, and human relationships
- Use of symbolism and metaphor to convey complex ideas
- Rich cultural references and allusions to mythology and folklore

Telugu writers have been influenced by various literary movements, including the Bhakti movement, the Renaissance, and modernism. Today, Telugu story writing continues to thrive, with many contemporary writers exploring new themes, styles, and genres.

Some famous Telugu writers include:

- ❖ Kavi Samrat Viswanatha Satyanarayana
- ❖ Gurajada Apparao
- ❖ Sri Sri
- ❖ Ravi Sastri
- ❖ Madhurantakam Rajaram

## ❖ Poranki Dakshinamurti

These writers have made significant contributions to Telugu literature, exploring themes such as social reform, political activism, and personal relationships. Their works have been widely read and appreciated, and have helped shape the literary landscape of Telugu story writing.

### **Aims & Objectives:**

The aims and objectives of Telugu story writing can vary depending on the writer's perspective and the context in which they are writing. However, some common aims and objectives of Telugu story writing include:

- To entertain and engage readers with compelling narratives and characters
- To explore and express the human condition, including emotions, thoughts, and experiences
- To preserve and promote Telugu culture, traditions, and values
- To address social issues and raise awareness about important concerns
- To provide a platform for self-expression and creative exploration
- To develop and refine writing skills, including plot structure, characterization, and language use
- To create relatable and believable characters that resonate with readers
- To craft engaging plots that capture readers' attention and maintain their interest
- To use descriptive language and sensory details to bring stories to life
- To explore themes and ideas that are relevant to contemporary society
- To contribute to the growth and development of Telugu literature
- To reach and impact a wide range of readers, including children, adults, and scholars
- Some specific objectives of Telugu story writing may include:
  - To write stories that are set in Telugu-speaking regions and reflect the local culture and dialect
  - To create stories that explore the experiences of Telugu people, including their struggles, triumphs, and traditions
  - To use Telugu folklore, mythology, and history as inspiration for stories
  - To experiment with different genres, styles, and forms of storytelling
  - To push the boundaries of language and narrative structure in Telugu writing.

## **Description:**

- 1. Rich cultural heritage:** Telugu stories often draw upon the state's rich cultural heritage, including mythology, folklore, and history.
- 2. Diverse genres:** Telugu story writing encompasses various genres, such as romance, drama, comedy, tragedy, and social realism.
- 3. Vivid descriptions:** Telugu writers are known for their vivid descriptions of nature, characters, and emotions.
- 4. Strong characterization:** Well-developed and relatable characters are a hallmark of Telugu story writing.
- 5. Socially relevant themes:** Many Telugu stories address social issues, such as love, family, relationships, and social justice.
- 6. Poetic language:** Telugu writers often use poetic language, metaphors, and similes to create a musical quality.
- 7. Emphasis on emotions:** Telugu stories often prioritize emotions and explore the human condition.
- 8. Oral storytelling tradition:** Telugu has a rich oral storytelling tradition, with many stories passed down through generations.
- 9. Influence of classical literature:** Telugu story writing has been influenced by classical literature, such as the epics of Ramayana and Mahabharata.
- 10. Modern and contemporary themes:** Contemporary Telugu writers are exploring new themes, such as technology, globalization, and social change.

Overall, Telugu story writing is a unique blend of traditional and modern elements, with a focus on rich language, vivid descriptions, and socially relevant themes.

The competition was organized with the theme “సామాజిక సమస్యలను ప్రతిబింబించే కథలు” (Stories on Social Issues). Interested students were invited to write and recite stories reflecting the theme.

## **Process:**

1. **Announcement:** The competition will be announced through schools, colleges, community centers, and social media.
2. **Registration:** Participants will register online or through physical forms.
3. **Submission:** Participants will submit their poems by a specified deadline.
4. **Evaluation:** A panel of judges, comprising esteemed Telugu poets and scholars, will evaluate the poems based on criteria such as relevance to the theme, creativity, language use, and overall impact.
5. **Final Event:** Selected participants will be invited to recite their poems at a grand event, where winners will be announced and awarded.

## **Report:**

42 students of I, II & III year of B.A., B.Com., B.Sc. students participated in this competition on 20-02-2023.

And 46 students of I, II & III year of B.A., B.Com., B.Sc. students participated in this competition on 19-02-2024.

Three of them were selected as winners. They were given prizes on “International Mother Tongue Day” held on 20-02-2023 and 21-02-2024.

### **Details of winners 2022-23**

- I. O. Swaroopa - II B.A. (S.H.T)
- II. A. Renusree – II B.Com. (Comp)
- III. P. Dhaitri – II B.Sc. (MPCS)

### **Details of winners 2023-24**

- I. Ch. Bhadrakaali – II B.A. (S.H.T)
- II. K. Kanaka Durga – II B.Sc. (MPCS)
- III. B. Akanksh – I B.Com. (A.T)

## **Outcomes:**

The outcome of Telugu story writing on the topic of stories of social issues can be:

- 1. Raised awareness:** Stories can bring attention to social issues, making readers more aware and informed.
- 2. Empathy and understanding:** Through character development and storytelling, readers can gain empathy and understanding of the struggles and challenges faced by others.
- 3. Social change:** Stories can inspire and motivate readers to take action and work towards creating positive social change.
- 4. Community engagement:** Stories can foster community engagement and encourage discussion and dialogue about social issues.
- 5. Platform for marginalized voices:** Telugu story writing can provide a platform for marginalized voices to be heard and share their experiences.
- 6. Education and sensitization:** Stories can educate readers about social issues and sensitize them to the struggles of others.
- 7. Inspiration for social justice:** Stories can inspire readers to work towards social justice and create a more equitable society.
- 8. Catharsis and healing:** Stories can provide a safe space for readers to process and heal from their own experiences with social issues.
- 9. Encouraging critical thinking:** Stories can encourage critical thinking and analysis of social issues.
- 10. Promoting social responsibility:** Stories can promote social responsibility and encourage readers to take an active role in addressing social issues.

By writing stories about social issues, Telugu writers can create a positive impact on society, inspire change, and promote social responsibility.

**EVIDENCE:**



**Kathaa Rachana Competition 20.02.2023**



**Kathaa Rachana Competition 19.02.2024**



**Prize Distribution by Principal  
Dr. V.R. Jyotsna Kumari**



**Prize Distribution by Principal  
Dr. V.R. Jyotsna Kumari &  
Chief Guest Dr. Valluri ShivaPrasad.**



**Prize Distribution by Principal Dr. V.R. Jyotsna Kumari & Chief Guest Dr. Valluri ShivaPrasad**



**Govt. College for Women (A), Guntur**  
**Dept. of Telugu**  
**“Creative Writing on Telugu Poetry”**

**04.08.2022**  
**22.08.2023**

**Introduction:**

Creative writing in Telugu poetry is a vibrant and diverse field that has a long history and has been influenced by various social and political movements. Telugu poetry has been a medium for writers to express their anger, social aspirations and contest hegemony. Creative writing in Telugu shows the Grandeur of Telugu Language.

Poetry writing competitions were organized on the occasion of Telugu Language Day with the intention of inculcating creativity in the Telugu language and bringing the sweetness of the Telugu language to the students.

**Aims & Objectives:**

1. **Promote Telugu Language:** To encourage the use and appreciation of the Telugu language among students and the community.
2. **Cultural Awareness:** To foster an understanding and appreciation of Telugu culture and literary heritage.
3. **Creative Expression:** To provide a platform for individuals to express their creativity and poetic talents.
4. **Language Proficiency:** To enhance the participants' proficiency in the Telugu language through the process of composing and presenting poems.
5. **Engagement:** To engage students, teachers, and the community in a celebration of the Telugu language and its literary traditions.
6. **Skill Development:** To develop participants' skills in poetry composition, language use, and public speaking.
7. **Recognition:** To recognize and reward outstanding poetic talent and creativity in the Telugu language.
8. **Inspiration:** To inspire a love for the Telugu language and encourage further study and appreciation of Telugu literature.

**Description:**

The grandeur of the Telugu language is a topic that has been explored in various aspects of creative writing in Telugu poetry and literature. Here are some aspects that highlight the grandeur of Telugu.

**Rich History and Heritage:** Telugu has a rich history and heritage, with a vibrant cultural tradition that spans over 1,000 years. It has been the language of many dynasties and empires, including the Vijayanagara Empire and the Qutb Shahi dynasty.

**Classical Language Status:** Telugu has been given classical language status by the Government of India, recognizing its significance and importance in Indian literature and culture.

**Literary Tradition:** Telugu has a diverse and prolific literary tradition, with many famous poets and writers such as Nannayya, Tikkana, and Krishnadeva Raya. The language has been used to write epics, poems, plays, and novels that are considered some of the greatest works of Indian literature.

**Musical Quality:** Telugu is known for its musical quality, with a natural rhythm and cadence that makes it well-suited for music and poetry. Many famous Carnatic music composers have used Telugu in their compositions.

**Influence on Other Languages:** Telugu has influenced many other languages, including Kannada, Tamil, and Malayalam. It has also borrowed words and phrases from other languages, making it a unique and diverse language.

Overall, the grandeur of Telugu language is reflected in its rich history, classical language status, literary tradition, musical quality, and influence on other languages.

The competition was organized with the theme “తెలుగు భాష – ఔన్నత్యం” (Telugu Language – Excellence) in view of the grandeur, beauty and magnificence of the Telugu language. Interested students were invited to write and recite original poetry reflecting the theme.

**Process:**

6. **Announcement:** The competition will be announced through schools, colleges, community centers, and social media.
7. **Registration:** Participants will register online or through physical forms.
8. **Submission:** Participants will submit their poems by a specified deadline.
9. **Evaluation:** A panel of judges, comprising esteemed Telugu poets and scholars, will evaluate the poems based on criteria such as relevance to the theme, creativity, language use, and overall impact.
10. **Final Event:** Selected participants will be invited to recite their poems at a grand event, where winners will be announced and awarded.

**Report:** 55 students of I, II & III year of B.A., B.Com., B.Sc. students participated in this competition on 04-08-2022.

And 58 students of I, II & III year of B.A., B.Com., B.Sc. students participated in this competition on 22-08-2023.

Three of them were selected as winners. They were given prizes on Telugu Language Day held on 29-08-2022 and 29-08-2023.

### **Details of winners 2021-22**

I. O. Swaroopa - II B.A. (S.H.T)

II. K. Jahnvi – II B.A. (S.H.T)

III. P. Ch. Nayomi – II B.Com. (AT)

### **Details of winners 2022-23**

I. B. Gayatri – II B.A. (S.H.T)

II. M. Lavanya – II B.Com. (G)

III. B. K. Anusha – II B.A. (SHT)

### **Outcomes:**

1. **Increased Awareness:** Enhanced awareness and appreciation of the Telugu language and its literary heritage among participants and the audience.
2. **Skill Enhancement:** Improved poetry composition and language skills among participants.
3. **Cultural Connection:** Strengthened cultural connections within the community through the shared appreciation of Telugu literature.
4. **Recognition and Motivation:** Recognition of talented poets, motivating them to continue their literary pursuits.
5. **Documented Works:** Compilation and publication of the best poems from the competition, contributing to the body of contemporary Telugu literature.

This competition aims to not only celebrate the grandeur of the Telugu language but also to instill a lasting love and respect for it in the hearts of the participants and the audience.

**EVIDENCE:**



Kavita Rachana Competition – 22.08.2023



Kavita Rachana Competition – 04.08.2022



Prize Distribution 29.08.2022



Prize Distribution 29.08.2023

**Government college for women (A)**  
**Department of Hindi**  
**Behtarin karya pranali**  
Teach Hindi to non Hindi students

**Introduction:**

Behtarin karya pranali:

College is all about expanding one's perspective about the real world along with developing knowledge about the subjects that matter. The language we improve. To improve our national language for those students who don't have their second language as Hindi, we adopted best practice (i.e) that is "Learn Hindi for non-Hindi students".

**Objectives:**

\* Here we make non-Hindi students to Learn Hindi from basics to daily easy conversation and understanding the day to day works such as banking forms in Hindi wordings are also easily understood. Therefore, they independently could be able to read and successfully understand Hindi wordings and language.

\* It is conducted by the Department of Hindi lecturers.

\*Learn Hindi for non-Hindi students

\*The easiest way to: 1. Learn Hindi. 2.know Hindi. 3. Understand Hindi. 4. Read Hindi  
5. Write Hindi. 6. To easily convert words in Hindi through English and Telugu.

**Purpose of the course:**

\* To improve the national language of those students who don't know Hindi or who don't have their second language as Hindi.

\* As they are not aware of Hindi language they feel difficulty in day to day life to cope up with those people who speak in Hindi or to fill those forms which have Hindi forms which have Hindi wordings on it. It helps to avoid those problems.

\* They may even face problems in future such as job interviews and in analytical analysis of Hindi wordings and phrases. This course is adopted to avoid all such obstacles in the race of the life of such fast developing society.

**Conduction of course:**

\*The course was conducted for non-Hindi students of the college for 2022-2023 Academic year onwards.

**Feedback of the students:**

- \* Students thought it would be difficult to learn a new untouch language in a short course of time but that their mindset changes on time passing by, they literally enjoyed learning this course and realized how helpful them this course was for them.
- \* After this course the students were able to easily Speak, read and write Hindi.
- \* They are happy and satisfied learning Indian's national language Hindi.

**Outcomes:**

- \* They realized that nothing is impossible after getting improved basics and vocabulary with perfect grammatical and communication skill in Hindi. And made them confident and "every thing is in life" policy.
- \* They developed a good basic and extra ordinary improved teaching behavioral practice.
- \* They learnt to enjoy the knocledge that we gain and love education that we prefer to gain perfection.
- \* "Learn Hindi foor non Hindi students".

GOVERNMENT DEGREE COLLEGE FOR WOMEN (A), GUNTUR  
DEPARTMENT OF ENGLISH

2022-2023

English Language Day – 13th April, 2023

**Introduction:** The celebration of English Language Day on the occasion of William Shakespeare's birthday was envisioned as an opportunity to blend literary appreciation with language development. The core idea behind this event was to create an engaging platform where students could actively participate in learning beyond the classroom, through creative expressions and performances. By encouraging students to enact plays like *The Taming of the Shrew* and *Macbeth*, the event aimed to immerse them in the rich tradition of English literature while simultaneously building their communication skills. This participatory learning approach allows students to not only grasp the linguistic nuances of Shakespeare's works but also to embody the characters, enhancing their confidence, articulation, and stage presence. The presence of faculty members and institutional leaders underscored the importance of integrating language learning with cultural and literary heritage, fostering a holistic academic environment. Overall, the idea of this celebration was to make literature come alive for students, thereby deepening their connection with the English language and enriching their educational experience.

**Objectives:**

- To improve the students' command of the English language through active participation in literary and dramatic activities.
- To cultivate a deep appreciation for classic literature, particularly Shakespeare's works, among students.
- To provide a platform for students to showcase their skills in drama and literature through the enactment of plays.
- To enhance students' confidence and communication abilities by engaging them in public performances.
- To foster teamwork and collaboration among students by organizing group activities such as dramatic performances.
- To encourage students to view literature as a tool for personal growth, both in terms of language skills and cultural knowledge.

**Report:** Department of English celebrated English Language Day on 13th April, 2023 on the eve of William Shakespeare's birthday. B.A. Communicative and Special English students

attended the program. It was chaired by the Principal, Vice-Principal, IQAC coordinator, Controller of Examination and Dr. K. Padmaja, In-charge of the department and they motivated the students towards learning and building their capacity towards learning and developing language. The students were also encouraged to cultivate an appreciation of literature. The students exhibited their learning in literature and language and skill in drama by enacting Shakespeare's plays, The Taming of the Shrew and Macbeth.

**No of faculty participated: 12**

**No of students participated: 51**

CIRCULAR 17-04-2023

celebration of 23<sup>rd</sup> April 2023 as  
English Language Day (Birth and  
Death Day of William Shakespeare)

All the staff and students are hereby informed that "English Language Day" will be celebrated on 24.04.23 (23<sup>rd</sup> April being a Sunday) from 3.00pm onwards. All the language lovers are invited to attend, participate in the program and make it a success.

K. Padma  
17/4/23.

N. S. S. S.

T. P. V. S.

T. Pranjith  
G. Seshu  
K. S.

V. R. S. S.  
17/4/23  
PRINCIPAL  
GOVT. COLLEGE FOR WOMEN (A)  
CUNTUR

## Outcomes:

- Students demonstrated enhanced language proficiency through their performances, particularly in terms of dialogue delivery, articulation, and understanding of complex literary language.
- The students displayed a deepened appreciation for Shakespearean plays, reflecting an improved understanding of themes, character dynamics, and historical contexts.
- Through enacting *The Taming of the Shrew* and *Macbeth*, students showed increased self confidence, creative expression, and ability to interpret and present literary texts.
- The group performances highlighted the importance of collaboration, with students working together to produce cohesive and engaging renditions of the plays.
- The event fostered a more engaging and interactive approach to literature, moving beyond traditional classroom methods and encouraging students to explore texts through performance.
- The presence and support of the Principal, Vice-Principal, IQAC Coordinator, and faculty members motivated students to continue developing their language skills and deepen their literary interests.

## PHOTO GALLERY



*V.R. [Signature]*  
PRINCIPAL  
GOVT. COLLEGE FOR WOMEN (A)  
GUNTUR

**GOVERNMENT COLLEGE FOR WOMEN (A), GUNTUR**

**DEPARTMENT OF ENGLISH**

**2022-2023**

**A SKIT ON EMBRACING GENDER EQUITY TITLED “A GAME OF TWIST”**

**ON**

**12-12-2023**

**Introduction:**

The Department of Performing Arts at our college is proud to present a skit titled "A Game of Twist", centred on the theme of gender equity. Scheduled for 12th December 2023 at 2:30 pm in the Seminar Hall, this skit aims to creatively address the significant issue of gender equality, raising awareness through an engaging performance. Gender equity refers to the fair treatment of all individuals, regardless of their gender, ensuring equal opportunities, rights, and access to resources. Unlike gender equality, which emphasizes treating everyone the same, gender equity takes into account the different needs and circumstances of individuals and works to remove barriers that prevent people from achieving their full potential. It aims to correct imbalances and ensure that all genders have what they need to thrive, promoting fairness in social, economic, and political spheres. Gender equity is essential for building inclusive societies where everyone has the chance to succeed and contribute.

**Objectives:**

- To highlight the importance of gender equity in modern society.
- To engage students and faculty in a meaningful discussion on gender issues through a creative medium.
- To foster empathy and understanding among the audience by illustrating real-life scenarios of gender inequities.
- To promote critical thinking around traditional gender roles and stereotypes.
- To encourage active participation in discussions about social justice and equality.

**No of staff participated: 10**

**No of students Participated: 68**

**Report:** The skit "A Game of Twist", held on 12th December 2023, was met with enthusiasm by both students and faculty. The Seminar Hall was filled to capacity, reflecting the high level of interest in the topic of gender equity. The performance, which ran for approximately 30 minutes, depicted various situations where gender biases affect individuals in both personal and professional contexts. The cast, composed of students from the Performing Arts

Department, delivered a powerful message about the need for equity, fairness, and the elimination of gender stereotypes. The creative direction and thought-provoking content sparked a wonderful applaud from the audience.

Circular  
08-12-2023

Under the performing Arts, a skit on "Gender Equity" will be held on 12-12-2023 at Seminar hall in our college at 2:30 pm. Hence, all the staff and students are requested to participate and be a spectator to make it a grand success.

Signature of HOD: *[Handwritten Signature]*  
8/12/23

*[Handwritten Signature]*  
8/12/23

*[Handwritten Signature]*  
8/12/23

*[Handwritten Signature]*  
08/12/23

*[Handwritten Signature]*  
PRINCIPAL  
GUNT. COLLEGE FOR WOMEN (A)  
GUNTUR.

## Outcomes:

- The audience gained a better understanding of gender equity and the issues surrounding it.
- The skit fostered lively discussions among students and staff, with many expressing their desire to continue the conversation on gender issues.
- The skit successfully encouraged empathy and self-reflection, as audience members identified with the characters and situations portrayed.
- Both faculty and students praised the creative portrayal of such a sensitive issue and requested more such performances in the future.
- The event also led to suggestions for future workshops and initiatives to further promote gender equity within the college community.

## PHOTO GALLERY



*V.R. Mohan*  
PRINCIPAL  
GOVT. COLLEGE FOR WOMEN (A)  
GUNTUR

# **ACTIVITIES REFLECTING COMMUNICATION AND COLLABORATION**



**Government College for Women (A), Guntur**

**Department of English**

**Project-Based/Skill-Based Practical Assessment**

**2023-2024 to 2021-2022**

## **21<sup>st</sup> Century learning methods:**

**Developing Communication:** Skill based Viva Voce either in formative or summative assessment.

**Introduction:** Department of English strives to incorporate communication enhancement activities into its teaching learning processes. Conscious inclusion of functional communication components in the syllabus of General English, Communicative English and Special English courses is ensured. The learning outcomes of such LSRW skill components are achievable only when the assessment too is skill based. Hence, particularly in Communicative English course, during all the 5 semesters skill based assessment is introduced from semester 1 either as formative or summative by including projects, or practical record along with Viva voce.

**Objectives:** The students will be able to  
use language in its functional form  
experience the use of language in real life contexts  
communicate using English

**Procedure :** Assessment modes are planned in the BOS. CE students write skill and function-based records on the topics that are part of the syllabus. The same is complimented with viva voce where they demonstrate their ability to communicate. GE students also do the same during sem 1 and 2. Special English students have their syllabus with focus on literature and hence they are made to do projects on the chosen aspects and these are complimented with a viva on the project where the students get an opportunity to express themselves orally.

**Outcomes:** A progressive development in the confidence levels and communicative abilities of students in expressing themselves in English is observed.

**Evidence:** Teacher wise details of the assessment, the activity conducted is appended.

**Department of English**  
**Project & Skill Based Assessment**  
**Index Page**

<b>Sem</b>	<b>Programme</b>	<b>Course title</b>	<b>Type of assessment &amp; weightage</b>	<b>Method of assessment</b>	<b>Faculty</b>
<b>2023-2024</b>					
1	B.SC Home Science, Nutrition & Dietetics	ENG001- A course in Communication Skills and Soft Skills	Formative-10	VIVA	Dr.K.Padmaja
2	B.A SE Major	2SE-04 An introduction to English Literature	Formative 20	Project & Viva	
2	B.Com Tax Procedures	MNRCE-01 Grammar for Functional Use	Formative 20	Portfolio Project & Viva	
3	B.A EPCE	CE 104-3 Foundation in Professional writing and speaking	Summative -20	Record & Viva	
5	B.A EPCE	ELT, A CLT Approach, CE104 – 7A	Summative -20	Practice Teaching & Viva	
4	B.A EPCE	CE104-5 An Introduction to English Language Teaching	Summative -20	Project	Dr. P.Anitha
6	B.A EPCE	CE104-6A An Introduction to Writing for Media	Summative -20	Project	Dr.G.Seshu
4	B.A., EPCE	Skills and Strategies in Professional Reading and Writing	Summative -20	Project	Dr. N.Santhi Sri Devi
4	B.A., Special English	An Introduction to the Study of Romantic and Victorian Literature	Summative -20		
6	BA (History, Spl.English, Tourisma and Travel managements)	Creative Writing and Literary Appreciation	Summative -20	Presentation, Viva voce	Dr. G.Srinivasulu
6	BA (History, Spl.English, Tourisma and Travel managements)	An Introduction to English language Teaching	Summative -20	Presentation, Viva voce	K.Chandrasekhara Rao
<b>2022-2023</b>					
1	B.A EPCE	CE 104-1 An Introduction to Language & Language Skills	Summative -20	Record & Viva	Dr.K.Padmaja

2	B.A EPCE	CE 104-2 An Introduction to Linguistics, Phonetics and Language Skills	Summative -20		
3	B.A EPCE	CE104-3 Functional Grammar for effective writing and Speaking	Summative -20		
4	B.A EPCE	<a href="#">Skills and Strategies Professional Reading &amp; Writing CE 104-4</a>	Summative -20	Project	Dr. Anitha
4	B.A EPCE	CE104-5 An Introduction to English Language Teaching	Summative -20		Dr.G.Seshu
6	B.A EPCE	An Introduction to Writing for Media CE104-6A	Summative -20	Project	Dr.G.Seshu
6	B.A EPCE	ELT, A CLT Approach, CE104 – 7A	Summative -20	Practice Teaching & Viva	
6	BA (History, Spl.English, Tourisma and Travel managements)	<i>Creative Writing and Literary Appreciation</i>	Summative -20	Presentation, Viva voce	Dr. G.Srinivasulu
6	BA (History, Spl.English, Tourisma and Travel managements)	<i>An Introduction to English language Teaching</i>	Summative -20	Presentation, Viva voce	K.Chandrasekhara Rao
<b>2021-2022</b>					
6	B.A EPCE& TTM	Appreciation of Literature, 104 8 A3	Summative -70	Project & Viva	Dr.K.Padmaja
6	B.A EPCE	ELT, A CLT Approach, 104 – 7C Elective	Summative -20	Practice Teaching & Viva	

**Government College for Women (A), Guntur**  
**Department of English**  
**Project-Based/Skill-Based Practical Assessment**

Name of the Faculty: **Dr.K.Padmaja**

Program:, B.SC Home Science, Nutrition & Dietetics

Semester: 1; Academic Year: 2023-24

Course Title: ENG001- A course in Communication Skills and Soft Skills

Focus Aspect /Skill Assessed: Self introductions and functional conversations

Type of Assessment: Formative

Weightage for Assessment: 10 marks

Regd. No	Name of the Student	Title of the Topic
23407001	Ch.Krupa	Attached as annexure
23407002	J.Lohitha Nagalakshmi	Absent
23407003	K.Renuka	
23407004	K.Victoriya	
23407005	K Rekha	
23407007	M.Jahnavi	
23407009	M .Naga Jyothi	Absent
23407010	M Swapna	Absent
23407011	P.Mariya Kumari	
23407012	P.Suhana	
23407013	S.Bhavya Sri	
23407015	T.Pallavi	
23407016	T.V.V.Vijaya Lakshmi	
23407017	V.Samyochitha	Absent
23407018	V.Rojarani	Absent
23406002	A.Aneeela	
23406003	B.Apoorva	
23406004	P.Hancy Lindsay	
23406005	B.Vijaya Sri	
23406006	B.Alekhya	
23406007	D.Lakshmi Tirupathamma	
23406008	K.Supriya	
23406009	K.Sesikala	
23406010	K.Reni	
23406011	K.Priyanka	Absent
23406012	K.Krishnaveni	
23406014	P. Estheru Rani	
23406015	S Nikitha	
23406016	Sk.Afrin	
23406017	Sk.Md Yasmin	Absent
23406018	Sk.Noorjahan	
23406019	Sk Sajida Kousar	
23406020	T.Mounika	
23406021	V.Lalitha	
23406022	V.Glory	
23406023	Y.Mahitha	Absent

Program:, B.A Special English Major

Semester: 2

Academic Year: 2023-24

Course Title: 2SE-04 An introduction to English Literature

Focus Aspect /Skill Assessed: Independent reading and application of structural analysis and sharing the same in a viva

Type of Assessment: Formative

Weightage for Assessment: 20 marks

S.NO	Name of the student	Title of the Topic
1	Gayathri,Hema	Structural analysis of the book/ story "Once upon a time"
2	Rajani & Sheeba	Structural analysis of the book/ story "Quakes and flames"
3	Naga Malleswari, Anitha	Structural analysis of the book/ story "The Prince and the Coral Sea"
4	Pavathri, Suvarna Rani	Structural analysis of the book/ story "The day river spoke"
5	KeerthanaP.Sathvika	Structural analysis of the book/ story "Pappu's problem"
6	Sravanthi, Hafsa Kousar	Structural analysis of the book/ story "Adventure of Wildlife warden"
7	Rani, Sanjana	Structural analysis of the book/ story "Life with Grandfather"
8	Jyothi, D.S.Kumari	Structural analysis of the book/ story "A Gem of a girl"
9	Navya	Structural analysis of the book/ story "Decision"
10	Nohila	Structural analysis of the book/ story "Duishen"
11	Debora, Sumaiah	Structural analysis of the book/ story "Race to Win"
12	Surekha, Tasleem	Structural analysis of the book/ story "Dear Father"
13	Priya, Mamatha	Structural analysis of the book/ story "From Land to Sea"

Program:, B.Com Tax procedures

Semester: 2

Academic Year: 2023-24

Course Title: MNRCE-01 Grammar for Functional Use

Focus Aspect /Skill Assessed: A reflective production of speaking and writing skills practiced

Type of Assessment: Formative

Weightage for Assessment: 20 marks

Regd. No	Name of the Student	Title of the Topic
23203002	Addanki Sai Bhargavi	Portfolio Project on Describing, Conversing, Reporting, and Comparing

23203004	Bellamkonda Swetha	""
23203005	Chilaka Nayomi	""
23203006	Chokka Kavitha	""
23203007	Dodla Rose Mary	Absent
23203008	Eniberi Lavanya	""
23203009	Gantasala Chathri Hara	""
23203010	Janamala Praisey Sherl	""
23203011	Kama Navya	""
23203012	Korivi Vanaja	""
23203013	Kotha Kavya	""
23203014	Mandru Manasa	""
23203015	Marthala Lakshmi	""
23203016	Mohammad Raziya Beg	""
23203017	Peram Sailaja	Absent
23203018	Pidathala Krishnaveni	""
23203019	Polagani Pujitha Ver Bhavani	Absent
23203020	Potharlanka Suneetha	""
23203021	Ragipati Jeevana Kuma	""
23203022	Shaik Sharmila	""
23203023	Utukuri Santhi	""
23203024	Uyyuri Sangeetha	""
23203025	Valeti Ramadevi	""
23203026	Vinukonda Mary	""
23203027	Vippala Akanksha	""
23203028	Shaik Sanya	Absent

Program: B.A EPCE,

Semester: 3

Academic Year: 2023-24

Course Title: CE 104-3; Foundation in Professional writing and speaking

Focus Aspect /Skill Assessed: Writing and GD

Type of Assessment: Summative- Practical in LSRW Skills

Weightage for Assessment: 20 marks

Regd. No	Name of the Student	Title of the Topic
22103001	Sindhu	1.Circulars and Notices for Individualised topics and questions 2. Summarising Paragraphs for 4 paragraphs 3. Writing a circular/Notice, agenda and minutes for a given context
22103002	Blessy	
22103003	Hepsiba	
22103004	Sarala	
22103005	Ankitha	
22103006	Jayasri	
22103007	Pallavi	

22103008	Sravani	4.Preparing notes for a Group
21103018	Mehaboobunnisa	Discussion for a given question

Name of the Faculty: **Dr N. Santhi Sri Devi**

Program: B.A., EPCE-2022-2025 Batch

Semester: 4

Date: 02-05-2024 Academic Year: 2023-24

Course Title: CE104- 4 Skills and Strategies in Professional Reading and Writing

Type of Assessment: Summative

Focus Aspect/Skill Assessed: LSRW Skills

Weightage for Assessment: 20 Marks

Regd. No	Name of the Student	Title of the Project/Topic
22103001	Ch. Sindhura	
22103002	David Blessey Phebe	A Review of the Book, 'Bholu and Golu' published by the 'Publications Division of India'
22103003	G. Hebsiba	A Review of the Book, 'Celebrating Seasons' published by the Publications Division of India'
22103004	K. Sarala	A Review of the Book, 'A Journey to Gaumukh' published by the The National Book Trust of India.
22103005	K. Ankitha	A Review of the Book, 'Home Coming' by the National Book Trust of India.
22103006	N. Jayasri	A Review of the Book, 'The Pool in the Jungle' published by the National Book Trust of India'
22103007	S. Pallavi	A Review of the Book, <a href="http://www.ghanajungle.com">www.ghanajungle.com</a> published by the National Book Trust of India.
22103008	T. Sravani	A Review of the Book, Gulliver's Travels by Jonathan Swift
21103018	Syed. Muskan	A Review of the Book, 'Celebrating Seasons' by Santhini Govindan.

Program: B.A., Special English, 2022-2025 Batch

Semester: 4

Date: 03-05-2024 Academic Year: 2023-24

Course Title: SE 107-4 An Introduction to the Study of Romantic and Victorian Literature

Type of Assessment: Summative

Focus Aspect/Skill Assessed: LSRW Skills

Weightage for Assessment: 20 Marks

Regd. No	Name of the Student	Title of the Project/Topic

22104002	E. Rahitha	A Reflection on the male characters in the novel, Pride and Prejudice
22104003	G. Anjana	A Reflection on the theme of the novel' A Christmas Carol' by Charles Dickens
22104004	G. Mother Terisa	Keats' obsession with beauty – A Study of his five Odes.
22104005	J. Nandu Priya	A study of the theme in the novel, 'Great Expectations' by Charles Dickens
22104006	P. Jhansi Rani	Dramatic Monologue: A Powerful Technique in the Poems of Robert Browning
22104007	T. Sravanthi	A Study of the Women characters in the novel, 'Pride and Prejudice'

Name of the Faculty: **Dr. P. Anitha**

Program: BA EPCE

Semester: IV

Academic Year: 2023-24

Course Title: An Introduction to English language Teaching, CE 104-5

Focus Aspect /Skill Assessed: Teaching a language using LSRW skills in PWP lesson plan

Type of Assessment: Practical Teaching Skill

Weightage for Assessment: 20 marks

Regd. No	Name of the Student	Title of the Project/Topic
22103001	CH. Sindhura	Learning Styles & PWP lesson plan
22103002	D. Blessy Phebe	Learning Styles & PWP lesson plan
22103003	G. Hepsiba	Learning Styles & PWP lesson plan
22103004	K. Sarala	Learning Styles & PWP lesson plan
22103005	K. Ankitha	Learning Styles & PWP lesson plan
22103006	N. Jaya Sri	Learning Styles & PWP lesson plan
22103007	S. Pallavi	Learning Styles & PWP lesson plan
22103008	T. Sravani	Learning Styles & PWP lesson plan
21103017	SK. Salma	Multiple Intelligences & PWP lesson plan
21103018	Sd. Muskan	Multiple Intelligences & PWP lesson plan

Name of the Faculty: **Dr. K.Padmaja**

Program:, B.A EPCE

Semester: 6

Academic Year: 2023-24

Course Title: ELT, A CLT Approach, CE104 – 7A

Focus Aspect /Skill Assessed: Teaching a language aspect using PWP lesson plan

Type of Assessment: Summative- Practical Teaching Skill- Practice Teaching

Weightage for Assessment: 20 marks

Regd. No	Name of the Student	Title of the Topic
21103001	A.Sivanaga Lakshmi	My Shadow-
21103003	B.Usha Madhuri	Visual Learning-
21103004	Ch.Sandhya Rani	Don't Give up-
21103005	G.Keerti	Brochure-
21103008	K.Deepika	Vocabulary for Describing People
21103009	K.Bhu Lakshmi	The Greedy Dog-
21103010	M.Gangotri	Group Discussion-
21103011	M.Venkata sowjanya	Secret of Success- teaching Listening
21103012	M.Spandana	Rabbit and the Tortoise -
21103013	N.Nandini	Never give up your dream-
21103014	N.Hema latha	absent
21103015	P.Pavani	The Beach-
21103016	P.Honey Keerthana	Linking Words
21103017	Sk.Salma	absent
21103019	T.Amulya	The Dog and The Shadow-
21103020	V.Saidamma	The Waves in the Sea-
21103022	V.Harsha Vardhini	Action Words-

Name of the Faculty: **Dr. G. Seshu**

Program: B.A EPCE – 2021-2024 Batch

Semester: 6

Date: 06.05.2024 Academic Year: 2023-24

Course Title: An Introduction to Writing for Media

Course Code: CE104-6A

Focus Aspect /Skill Assessed: Basic Media Writing Skills

Type of Assessment: Summative

Weightage for Assessment: 20 Marks

Regd. No	Name of the Student	Title of the Project/Topic
21103001	A.Sivanaga Lakshmi	Report Writing, Headline writing & Translation
21103003	B.Usha Madhuri	
21103004	Ch.Sandhya Rani	
21103005	G.Keerti	
21103008	K.Deepika	
21103009	K.Bhu Lakshmi	
21103010	M.Gangotri	
21103011	M.Venkata sowjanya	
21103012	M.Spandana	
21103013	N.Nandini	
21103014	N.Hema latha	
21103015	P.Pavani	
21103016	P.Honey Keerthana	
21103017	Sk.Salma	

21103019	T.Amulya	
21103020	V.Saidamma	
21103022	V.Harsha Vardhini	

Name of the Faculty: **Dr. G Srinivasulu**

Program: BA (History, Spl.English, Tourisma and Travel managements)

Semester: 6

Academic Year: 2023-24

Course Title : *Creative Writing and Literary Appreciation (Spl.Eng)*

Title of the Project/Topic: As mentioned below

Focus Aspect /Skill Assessed: Data Collection through different sources like books, articles and websites on the topics

Type of Assessment : Presentation, Viva voce

Weightage for Assessment : 20 marks

Date: 04-05-2024

Regd. No	Name of the Student	Title of the Project/Topic
21104002	Ch.Roja	The Thematic Study of Six Feet of the Country
21104003	D.Rajya lakshmi	Narrative Style and Point of View of the Story, Every Day Use by Alice Walker
21104004	G.Prasanthi	The Thematic Study of Six Feet of the Country
21104005	G.Smily	The Greatness of APJ Abdul Kalam
21104006	G.Sada Sri	Historical Background of the Racial Struggle in the book, The Diary of A Young Girl by Anne Frank
21104008	J.Tejaswi	Critical analysis of the Book, The Diary of A Young Girl by Anne Frank
21104009	K.Sagarika	Literary Contribution of Anne Frank
21104011	K Annapurna	A Project on Nadine Gardimer
21104012	K.Pragathi	APJ Abdul Kalam's reflection on Prayers
21104013	M.Anusha	The Contribution of Vandana Shiva to Ecofeminism
21104015	M.Divya Priya	Autobiographical Sketch of APJ Abdul Kalam in his Essay, The Power of Prayer
21104016	M.Bhavana	Impact of Globalisation on Nature and Women
21104017	N.Lavanya	ABSENT
211040018	P.L.Priya	A Project on the contribution of Alice Walker to the Literature
21104019	R.P. Lakshmi	A Project on Women as Protectors of Nature according to Vandana Shiva
21104020	Sk.Asma	Depiction of Racial Conflict in " The Diary of A Young Girl " by Anne Frank

21104021	Sk.Sanah sulthana	The Contribution of Vandana Shiva to Ecofeminism
21104022	Y.Dhanalakshmi	Ecofeminism and Vandana Shiva

Name of the Faculty: **K.Chandrasekhara Rao**

Program: BA (History, Spl.English, Tourism and Travel managements)

Semester: 6

Academic Year: 2023-24

Course Title: *An Introduction to English language Teaching (Spl.Eng)*

Title of the Project/Topic: *Learning Styles*

Focus Aspect /Skill Assessed: Data Collection through survey Questionnaire, Analysis and reporting

Type of Assessment: Presentation, Viva voce

Weightage for Assessment: 20 marks

Date: 04/05/2024

Regd. No	Name of the Student	Title of the Project/Topic
21104002	Ch.Roja	Styles of Learning
21104003	D.Rajya lakshmi	
21104004	G.Prasanthi	
21104005	G.Smily	
21104006	G.Sada Sri	
21104008	J.Tejaswi	
21104009	K.Sagarika	
21104011	Annapurna	
21104012	K.Pragathi	
21104013	M.Anusha	
21104015	M.Divya Priya	
21104016	M.Bhavana	
21104017	N.Lavanya	
211040018	P.L.Priya	
21104019	R.P. Lakshmi	
21104020	Sk.Asma	
21104021	Sk.Sanah sulthana	
21104022	Y.Dhanalakshmi	

Name of the Faculty: **Dr. K.Padmaja**

Program: B.A EPCE,

Semester: 1

Academic Year: 2022-23

Course Title: CE 104-1: An Introduction to Language and Language Skills

Focus Aspect /Skill Assessed: Listening, Pronunciation and Speaking

Type of Assessment: Summative- Practical in LSRW Skills

Weightage for Assessment: 20 marks

Regd. No	Name of the Student	Title of the Topic
22103001	Sindhu	1. Listening to audio stories and Podcasts and summarising: Whole Semester activity 2. Transcription of words in the record: Reading aloud of words for pronunciation 3. Real time listening and reflecting comprehension: at the time of practical exam 4. Self-introduction and introducing others: at the time of Practical Exam 5. Role Play for speaking at the time of Practical Exam
22103002	Blessy	
22103003	Hepsiba	
22103004	Sarala	
22103005	Ankitha	
22103006	Jayasri	
22103007	Pallavi	
22103008	Sravani	

Program: B.A EPCE,

Semester: 2

Academic Year: 2022-23

Course Title: CE 104-2: An Introduction to Linguistics, Phonetics and Language Skills

Focus Aspect /Skill Assessed: Pronunciation; Reading and Speaking

Type of Assessment: Summative- Practical in LSRW Skills

Weightage for Assessment: 20 marks

Regd. No	Name of the Student	Title of the Topic
22103001	Sindhu	1. Transcription of words and sentences along with supra segmental features:
22103002	Blessy	
22103003	Hepsiba	

22103004	Sarala	Reading aloud of words for pronunciation at the time of Practical Exam 2. Real time reading comprehension using authentic material: 3. Role Play and Information Gap activities for assessment of speaking
22103005	Ankitha	
22103006	Jayasri	
22103007	Pallavi	
22103008	Sravani	

Program: B.A EPCE,

Semester: 3

Academic Year: 2022-23

Course Title: CE 104-3; Functional Grammar for effective writing and Speaking

Focus Aspect /Skill Assessed: Writing and GD

Type of Assessment: Summative- Practical in LSRW Skills

Weightage for Assessment: 20 marks

Regd. No	Name of the Student	Title of the Topic
21103001	A.Sivanaga Lakshmi	1.Circulars and Notices for Individualised topics and questions 2. Writing a circular/Notice, agenda and minutes for a given context 4.Preparing notes for a Group Discussion and participation in GD
21103003	B.Usha Madhuri	
21103004	Ch.Sandhya Rani	
21103005	G.Keerti	
21103008	K.Deepika	
21103009	K.Bhu Lakshmi	
21103010	M.Gangotri	
21103011	M.Venkata sowjanya	
21103012	M.Spandana	
21103013	N.Nandini	
21103014	N.Hema latha	
21103015	P.Pavani	
21103016	P.Honey Keerthana	
21103017	Sk.Salma	
21103019	T.Amulya	
21103020	V.Saidamma	
21103022	V.Harsha Vardhini	

Name of the Faculty: **Dr. P. Anitha**

Program: BA Communicative English

Semester: IV

Date: 06-08-2023

Academic Year: 2022-23

Course Title: Skills and Strategies in Professional Reading & Writing, CE 104-4

Focus Aspect /Skill Assessed: Critical analysis of the literary text

Type of Assessment: Summative – Practical

Weightage for Assessment: 20 marks

Regd. No	Name of the Student	Title of the Topic
21103003	B. Usha Madhuri	Book Review on "Blue Umbrella"
21103004	CH. Sandhya Rani	
21103005	G. Keerthi	
21103008	K. Deepika	
21103009	K. Bhulakshmi	
21103010	M. Gangothri	
21103011	M.V. Sowjanya	
21103013	N. Nandini	
21103014	N. Hemalatha	
21103015	P. Pallavi	
21103019	T. Amulya	
21103020	V. Saidamma	
21103022	V. Harsha Vardini	

Name  
faculty:

of the  
**Dr. G. Seshu**

Program: B.A EPCE – 2021-2024 Batch

Semester: 4

Date: 06.08.2023 Academic Year: 2022-23

Course Title: An Introduction to English Language Teaching

Course Code: CE104-5

Focus Aspect /Skill Assessed: LSRW Skills

Weightage for Assessment: 20 Marks

Regd. No	Name of the Student	Title of the Project/Topic
21103001	A.Sivanaga Lakshmi	Multiple Intelligence & PWP Lesson Plan
21103003	B.Usha Madhuri	Multiple Intelligence & PWP Lesson Plan
21103004	Ch.Sandhya Rani	Multiple Intelligence & PWP Lesson Plan
21103005	G.Keerti	Multiple Intelligence & PWP Lesson Plan
21103008	K.Deepika	Multiple Intelligence & PWP Lesson Plan
21103009	K.Bhu Lakshmi	Multiple Intelligence & PWP Lesson Plan
21103010	M.Gangotri	Multiple Intelligence & PWP Lesson Plan
21103011	M.Venkata sowjanya	Multiple Intelligence & PWP Lesson Plan
21103012	M.Spandana	Multiple Intelligence & PWP Lesson Plan
21103013	N.Nandini	Multiple Intelligence & PWP Lesson Plan
21103014	N.Hema latha	Multiple Intelligence & PWP Lesson Plan
21103015	P.Pavani	Multiple Intelligence & PWP Lesson Plan
21103016	P.Honey Keerthana	Multiple Intelligence & PWP Lesson Plan
21103017	Sk.Salma	Multiple Intelligence & PWP Lesson Plan
21103019	T.Amulya	Multiple Intelligence & PWP Lesson Plan

21103020	V.Saidamma	Multiple Intelligence & PWP Lesson Plan
21103022	V.Harsha Vardhini	Multiple Intelligence & PWP Lesson Plan

Name of the Faculty: **Dr. K.Padmaja**

Program: B.A EPCE,

Semester: 6

Academic Year: 2022-23

Course Title: ELT, A CLT Approach, 104 – 7C Elective

Focus Aspect /Skill Assessed: Teaching a language aspect using PWP lesson plan

Type of Assessment: Summative- Practice Teaching

Weightage for Assessment: 20 marks

Regd. No	Name of the Student	Title of the Topic
20103001	Allada Nandini	The rabbit and the tortoise -Teaching LSRW Skills
20103002	Chinverappa gari Vani	Biography of Abdul kalam
20103003	Depavath Sireesha	Short poem
20103005	Goorla Meena	Biography of Sachin Tendulkar
20103006	Jangala naga Lalitha - sri	The lion and the rabbit. Teaching LSRW Skills
20103008	Kavuri Manasa koti sri vishwan	Inviting and accepting invitation
20103009	Kota Sudha	One's I saw a little bird
20103010	Mohammad Zaveriya	Everything mom
20103011	Nenavath Poojitha	LIFE by Henry van dyke Teaching LSRW Skills
20103013	Shaik Shabana	The true friend Teaching LSRW Skills
20103014	Shaik Tabassum	My Friend by Rabindranath Tagore Teaching LSRW Skills
20103015	Thoka Vani	The boy and the catapult
20103016	Tiruvedula Poojitha	The little match girl "by Hans Christian Andersen Teaching LSRW Skills

Name of the Faculty: **Dr. G. Seshu**

Program: B.A EPCE

Semester: 6

Date: 22.06.2023

Academic Year: 2022-23

Course Title: An Introduction to Writing for Media

Course Code: CE104-6A

Focus Aspect /Skill Assessed: Basic Media Writing Skills

Type of Assessment: Summative

Weightage for Assessment: 20 Marks

Regd. No.	Name of the Student	Title of the Project/Topic
20103001	Allada Nandini	Report Writing, Headline writing & Translation
20103002	Chinverappa gari Vani	
20103003	Depavath Sireesha	
20103005	Goorla Meena	
20103006	Jangala naga Lalitha Sri	
20103008	K Manasa koti sri Vishwani	
20103009	Kota Sudha	
20103010	Mohammad Zaveriya	
20103011	Nenavath Poojitha	
20103013	Shaik Shabana	
20103014	Shaik Tabassum	
20103015	Thoka Vani	
20103016	Tiruvedula Poojitha	

Name of the Faculty: **Dr. G Srinivasulu**

Program: BA (History, Spl.English, Tourism and Travel managements)

Semester: VI

Academic Year: 2022-23

Course Title : *Creative Writing and Literary Appreciation (Spl.Eng)*

Title of the Project/Topic: As mentioned below

Focus Aspect /Skill Assessed: Data Collection through different sources like books, articles and websites on the topics

Type of Assessment : Presentation, Viva voce

Weightage for Assessment : 20 marks

Date: 22/6/2023

Regd. No	Name of the Student	Title of the Project/Topic
20104001	A.V Sivanaga	Visual description of the story, Everyday use
20104002	B.Manesha	Visual description of the story, Everyday use
20104004	B.Gayathri	Visual description of the story, Everyday use
20104005	B.Praveena	Six Feet of the Country
20104006	Ch.Buela	Six Feet of the Country
20104009	K.Swarupa Rani	Six Feet of the Country
20104011	M.Sharon	Significance of short story in English Literature
20104012	M.Naga Sai	Significance of short story in English Literature

20104013	M.Vijaya Kumari	
20104014	N.Harika	Role of Women in protecting the Nature
20104016	P.P.Priyanka	Six Feet of the Country
20104018	S.Anusha	Significance of short story in English Literature
20104019	T.Benison	Role of Women in protecting the Nature
20104021	D.Karuna	Creative Writing in English and its Importance
20104022	K.Vaishnavi	Creative Writing in English and its Importance

Name of the Faculty: **K.Chandrasekhara Rao**

Program: BA (History, Spl.English, Tourism and Travel managements)

Semester: VI

Academic Year: 2022-23

Course Title: *An Introduction to English language Teaching (Spl.Eng)*

Title of the Project/Topic: *Learning Styles*

Focus Aspect /Skill Assessed: Data Collection through survey Questionnaire, Analysis and reporting

Type of Assessment: Presentation, Viva voce

Weightage for Assessment: 20 marks

Date: 22/6/2023

Regd. No	Name of the Student	Title of the Project/Topic
20104001	A.V Sivanaga	Learning Styles
20104002	B.Manisha	
20104004	B.Gayathri	
20104005	B.Praveena	
20104006	Ch.Buela	
20104009	K.Swarupa Rani	
20104011	M.Sharon	
20104012	M.Naga Sai	
20104013	M.Vijaya Kumari	
20104014	N.Harika	
20104016	P.P.Priyanka	
20104018	S.Anusha	
20104019	T.Benison	
20104021	D.Karuna	
20104022	K.Vaishnavi	

Name of the Faculty: **Dr. K.Padmaja**

Program: B.A EPCE, B.A TTM

Semester: 6 23-6-22

Academic Year: 2021-22

Course Title: Appreciation of Literature, 104 8 A3

Focus Aspect /Skill Assessed: Critical Analysis of a literary work

Type of Assessment: Summative- Practice Teaching

Weightage for Assessment: 70 marks

Regd. No	Name of the Student	Title of the Project/Topic
19103011	K. Sindhura	Anti Racism & Radical feminism in the poems of Maya Anjelou
19103017	R. Srivallika	Representation of the theme of Friendship in short stories O. Henry
19103024	V. Parameswari	The theme of Love in short stories by Anton Chekhov
19103020	D.Triveni	Portrayal love theme in the poems of Emily Dickinson
19103002	C. Jahnavi	Shaping of Che Guevara: A study of motor cycle diaries
19104022	S. Pavithra Bhanu	Waiting for Godot as an Absurd drama
19104018	P. Hema	Animal farm as a political satire
19104012	L. Thanusha	Sentimental novel of Goldsmith
19104002	B. Karuna Sri	The Merchant of Venice as a tragicomedy
19104009	K. Prasanthi	John Keats as a nature poet and his ode poems
19104013	M. Harsha Vardhini	Alice's Adventures underground as literary nonsense

Program: B.A EPCE, B.A TTM

Semester: 6

Academic Year: 2021-22

Course Title: ELT, A CLT Approach, 104 – 7C Elective

Focus Aspect /Skill Assessed: Teaching a language aspect using PWP lesson plan

Type of Assessment: Summative- Practice Teaching

Weightage for Assessment: 20 marks

Regd. No	Name of the Student	Title of the Topic
19103002	Ch Jahnavi	PWP lesson in Reading
19103005	G.Satyavathi	PWP lesson in Listening
19103006	G.Srivalli	PWP lesson in Speaking
19103007	J.Nalini	PWP lesson in Grammar
19103008	J.Anjali Bai	Absent
19103009	J.Yasawini	PWP lesson in Listening
19103011	K.Sindura	PWP lesson in Speaking
19103014	L.Buela	PWP lesson in Reading
19103017	R. Srivallika	PWP lesson in Speaking
19103018	R. Aruna Bai	Absent
19103019	R.Blessy	PWP lesson in Reading
19103020	S. Triveni	PWP lesson in Listening
19103021	Sk. Shabana	PWP lesson in Speaking
19103023	T. Ruchtha Triveni	PWP lesson in Grammar
19103024	V. Parameswari	PWP lesson in Reading

## Department of English

### Best Practice: Developing Oral Reading Skills (Oral Literacy)

**Background to the activity:** It has been observed that both students and teachers always focus on the completion of the prescribed syllabus and not much importance is extended to real world skills of which reading ability is the most important since it's the gateway of access to the world of knowledge and information. Especially oral literacy boosts the confidence of the individual and motivates one to communicate, especially oral communication, confidently. However, it is observed that almost 60% of students are not at all comfortable with reading aloud in English. This phenomenon is limited not just to slow or average learners but even advanced learners who possess good cognitive abilities are affected with lacunae in oral reading. So regular oral reading sessions beyond timetable hours for providing ample opportunity are envisioned and thus the activity was rolled out.

#### **Problems that are observed in students with reference to oral reading:**

- Inability to match the letter and sound in English.
- Inability to mouth a word by reading spelling.
- Improper use of punctuation like no pauses or too many pauses
- Improper grouping of words
- No knowledge of grouping words into pronounceable chunks
- Lack of confidence

#### **Objectives of the activity:**

1. Learner will read aloud in English.
2. Learners will gain confidence in the use of oral skills.
3. They will have the support of a small group and peer learning dynamics.
4. Peer teachers will use their abilities to train the peers.
5. Hone their skills further.
6. Will be a peer to peer sustained learning

**Introduction to the activity:** Dept of English has planned these sessions as peer activity and the faculty play the role of monitoring mentors. In every class there are 10 to 20% good and confident readers in English and the department decided to tap on their capabilities. Initially all the faculty identified such peer teachers from among the students of the classes which they teach. Next, an orientation session on how these peer teachers must guide and monitor the learning of their team members.



### Planning the activity with students 05-02-2022

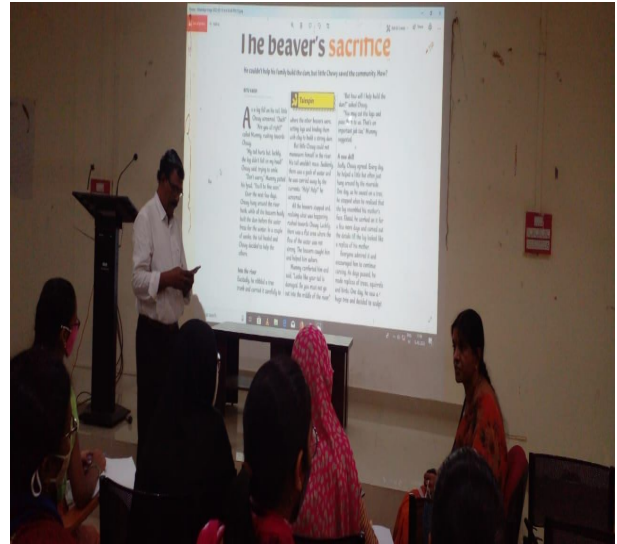
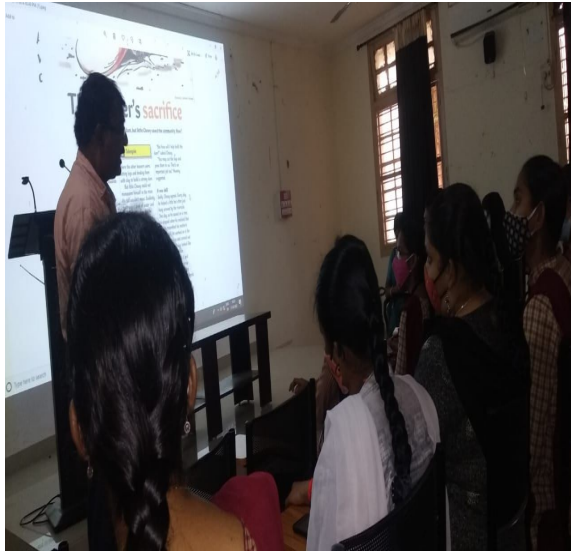
Participation in the activity by both learners and peer teachers is a voluntary activity. The enrolled learners are formed into small groups of 5-6 and each group is allotted a peer teacher.



### Inaugural of Developing Oral Reading Skills Course

14-02-2022

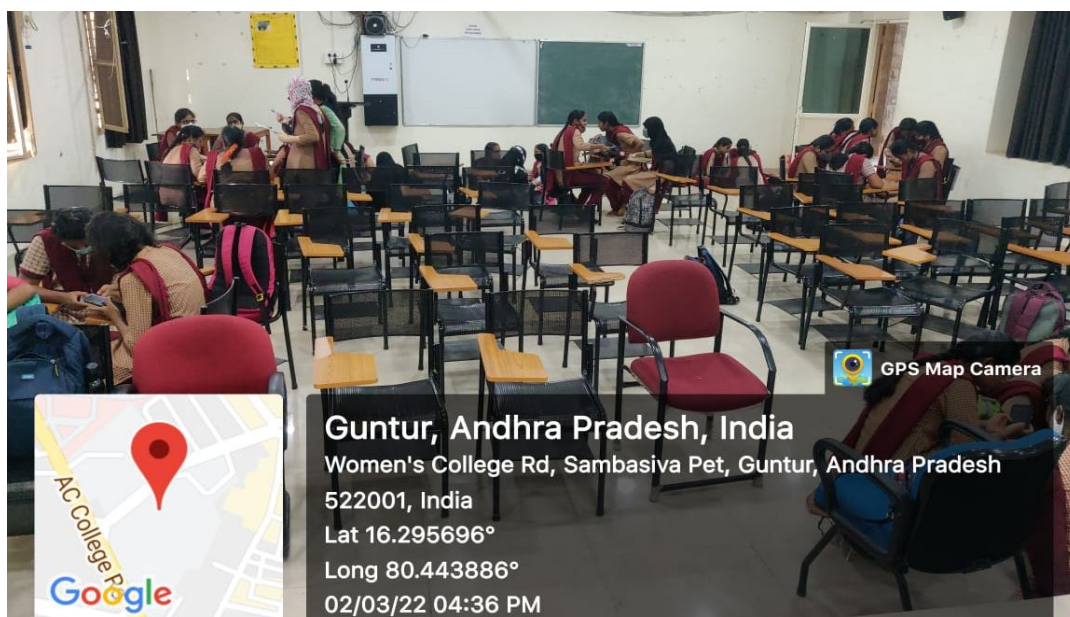
The peer teachers were also given a one-week training by the faculty on how to go about helping their team members with oral reading.



### Coaching the Peer Teachers

The sessions started from 15<sup>th</sup> February 2022 at 4.p.m and used to go up till 5 or 5 5.15 p.m. and they were conducted in the seminar hall. One of the faculty members monitored the activity and helped with problems. Each group is made to get a story book or high school reader or Young World of the Hindu. Learners are given ample time to practice and then each member reads aloud. The peer teacher helps while practicing and monitors while reading aloud.





### Sanp shots of the sessions

#### Problems encountered:

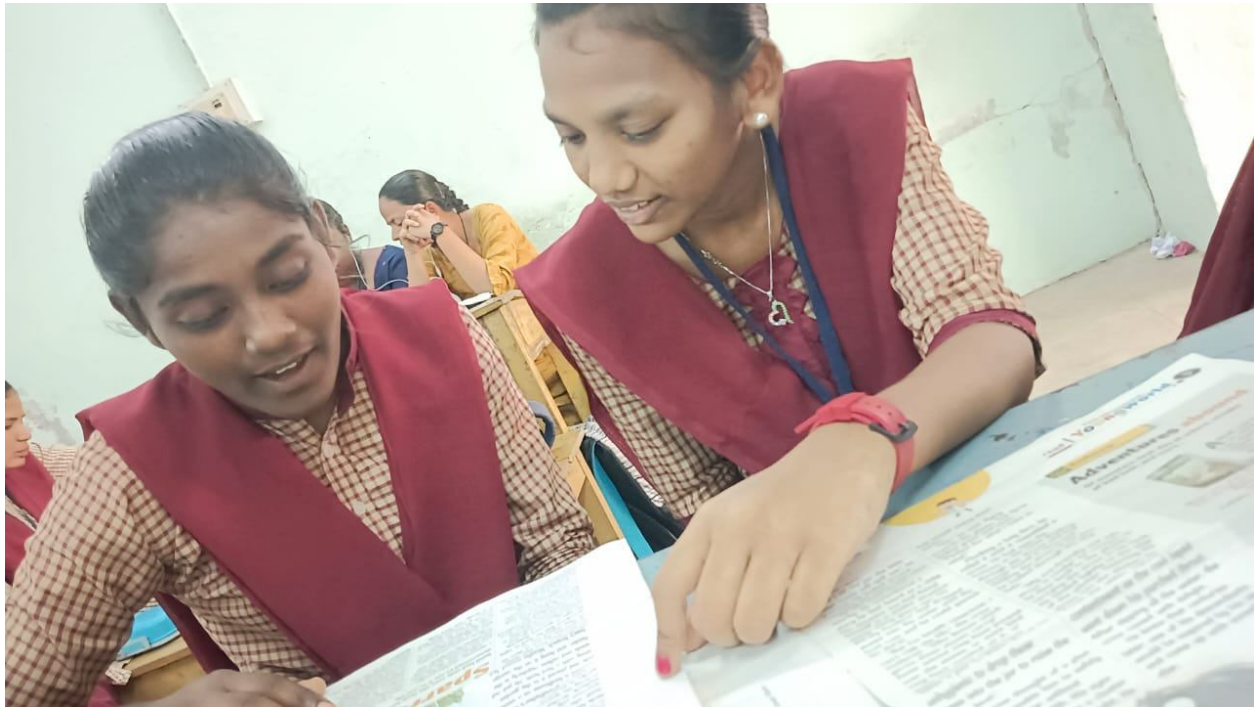
- Irregular attendance of learner students
- Time constraint on part of learners and peer teacher students because of additional classes, test, and other regular academics during the chosen time schedule
- Loss of the initial enthusiasm on part of learner as well as peer teacher
- Lack of faculty monitoring as additional administrative responsibilities or meetings have engaged the teachers during those hours.
- Monitoring student attendance from across the college is another challenge that resulted in attrition.

#### Measures taken:

The programme could not be taken ahead at college level as making all the enrolled learners was not getting materialized and in the process every day evening almost half an hour was lost in gathering the students and even then the attendance was very thin . Hence two further activities were proposed and taken up.

1. A certificate course in “Developing Reading Skills” was designed and offered. 50 students enrolled and 36 students completed the course
2. The initial activity of oral reading skills continued with Communicative English and Special English students as a regular activity during lunch hour.
  - A. Students are paired up – one learner and another mentor.

- B. They continue in those pairs
- C. They practice reading for a minimum of 15 minutes.
- D. They record what they have read in a sheet
- E. They also note down the problems faced
- F. Teacher monitors by checking on their reading periodically
- G. They use the Young World of the Hindu



**Outcomes:**

- Students spend time reading.
- They get time to practice.
- There is a slow progress in their skill.



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**DEPARTMENT OF ENGLISH**

**REPORT**

**ON**

**RADIO/STUDIO TALK SHOW**



## **Govt. College for Women (AUTONOMOUS) - GUNTUR, 1942 (Estd.)**

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### **DEPARTMENT OF ENGLISH REPORT ON RADIO/STUDIO TALK SHOW ON EMBRACING EQUITY**

#### **Objectives**

The students will be able to:

- Develop and apply their speaking skills
- Enhance a wide range of skills applicable to media, communication and various professional contexts
- Educate, inspire and engage listeners
- Have an experiential learning

#### **Introduction**

Studio talk Radio Program is an engaging and an interactive student-centered activity conducted for students in a recording environment. This program was conducted by Radio FM Radio Ranjan 90.4 Guntur on the eve of Womens' Day on the topic Embracing Equity on 08.03.2023 and broadcasted on the Radio. The Program was conducted on the topic "Liberation of women in the present day world." This radio offered a platform for students to express their opinion, share their insights, challenges, contributions and experiences on Women Empowerment, Gender equality and the role of women in the present day context.

CIRCULAR

A Radio Talk show will be conducted by Radio FM Ranjan 90.4, Guntur on the occasion of Women's Day, i.e. on 08.03.23. The Radio Team will come to the college to interact with the college students and know their opinion on Embracing Equity & Women's liberty and the state of women in present scenario. The program recording will be relayed on the radio. Students who are interested to participate and share their opinion by talking on the Radio can give their names to the faculty of Department of English by 07.03.23.

A. Seshu  
08/02/23

T. Manoj  
08/03/23  
[Signature]

[Signature]  
PRINCIPAL  
WOMEN'S COLLEGE FOR WOMEN  
GUNTUR.

### List of Participants:

Name of the Student	Program	Semester	Signature of the students
A Nandini	III BA CE	VI	A Nandini
A Praveena	III BA TTM	VI	A Praveena
E Prashanthi	III BSc. BtyBc	VI	E Prashanthi
Sd. Muskan	III BSc MPCs	VI	Sd. Muskan
Gauthami	III BSc MIB	VI	Gauthami
V. Lakshmi	III BSc MIB	VI	V. Lakshmi
K Sowmya Lakshmi	III BSc. MPC	VI	K Sowmya Lakshmi
Priyanka			Priyanka
Sarika	III B.Com	VI	Sarika

### Links of the Recordings

[https://drive.google.com/file/d/1Gr1m7G0Cl\\_bq1Nw\\_CB27yY0xUfVhc1/view?usp=drive\\_link](https://drive.google.com/file/d/1Gr1m7G0Cl_bq1Nw_CB27yY0xUfVhc1/view?usp=drive_link)  
[https://drive.google.com/file/d/13Bu3sAduyWdu5e0E4l\\_GK3ANw63Uf115A2/view?usp=drive\\_link](https://drive.google.com/file/d/13Bu3sAduyWdu5e0E4l_GK3ANw63Uf115A2/view?usp=drive_link)  
[https://drive.google.com/file/d/13WxVWwNXXvTbJCTk8BQ581\\_FK2es35Zz/view?usp=drive\\_link](https://drive.google.com/file/d/13WxVWwNXXvTbJCTk8BQ581_FK2es35Zz/view?usp=drive_link)  
[https://drive.google.com/file/d/13Q80p2B8Kw238xv0009b2Ar78Q58056/view?usp=drive\\_link](https://drive.google.com/file/d/13Q80p2B8Kw238xv0009b2Ar78Q58056/view?usp=drive_link)  
[https://drive.google.com/file/d/13O2mVv-E2r5Ct18e3y88K554E12pVY66/view?usp=drive\\_link](https://drive.google.com/file/d/13O2mVv-E2r5Ct18e3y88K554E12pVY66/view?usp=drive_link)  
[https://drive.google.com/file/d/11H8EhTCWY8JkxWu5U2ckm\\_YyR\\_AhGpDj/view?usp=drive\\_link](https://drive.google.com/file/d/11H8EhTCWY8JkxWu5U2ckm_YyR_AhGpDj/view?usp=drive_link)

No. of Faculty participated: 2

No of Students participated: 09

### Outcomes

The students were able to:

- Develop and apply their speaking skills
- Enhance a wide range of skills applicable to media, communication and various professional contexts
- Educate, inspire and engage listeners
- Enrich their learning experience



Guntur, Andhra Pradesh, India  
7CWW+W2K, Kothapeta, Guntur,  
Andhra Pradesh 522001, India  
Lat 16.266433°  
Long 80.44405°  
08/03/23 06:50 AM GMT +05:30



*V.S. [Signature]*  
PRINCIPAL  
MOT. COLLEGE FOR WOMEN  
GUNTUR



# Govt. College for Women (AUTONOMOUS) - GUNTUR. 1942 (Estd.)

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## Department of English

**Pranam Patriots, Unsung Heroes of Freedom Struggle: Content creation by the students at the college for community.**

**Objectives:** by the end of the preparation of the PPTs on unsung heroes, students will

- research Indian history
- know about the contribution of many individuals to the nation
- help the community too in getting to know these unsung heroes
- use PPT creatively and Effectively as a tool of communication

Students of the college under the guidance of the faculty of department of English, have contributed content to Yogoda Charitable Trust, as part of Azadi Ka Amrit Mahotsav. The students have studied the lives of select freedom fighters who are not well known but who contributed their mite to the freedom struggle and presented the information in an interesting and eye-catching style in power points. This project helped the students to get to know the unsung, uncelebrated freedom fighters like Smt. Leela Roy, Smt. Mira Dutta Gupta, Smt. Poornima Aravind Pakvasa, Ms. Margaret Elizabeth Cousins( Gretta Cousins) and how they contributed to the society. 53 students participated in this event and submitted the PPTs to the trust by 15-12-2022. The project, “Pranam Patriots” is appreciated by the ministry of Cultural affairs and all the PPTs are hosted on a website to which the public will have access. The content generated by the students will leave an impact on the users in raising their awareness about the contribution of many a people.

The students, after the completion of the PPT, are deeply aware of the contribution that these unsung heroes have made and how the present nation is enjoying the fruits of their hard work. This has made the students realize the value of the national commemoration of 75 years of independence leading to the holistic development of the students.

Students are awarded certificates by Yogoda Charitable trust on 07-02-2023 which were distributed to them by the Principal of the College on 23-02-2023. 8 teachers and 53 students and 8 teachers have participated in this event.

**Outcomes:** After the submission of the PPTs on unsung heroes, students have

- Researched the history of Indian freedom struggle.
- Know that there are innumerable people who fought for freedom.
- Know how these people have sacrificed their lives for the nation.
- Used PPT as a tool to present the history of these people briefly and effectively.



**Principal Dr.V.R.Jyotsna Kumari Presenting Certificates to Students**



**Members of Department with students on Certificate presentation**



- Azadi Ka Amrit Mahotsav -

**CERTIFICATE OF APPRECIATION** 

*Awarded to Mr/Ms .*

**M. NEELIMA** , of **II YEAR BSC BZC CI**

*for contributing enthusiastically to the 'Unsung heroes'  
PowerPoint Project 2022-2023 as part of  
Yogoda Charitable Trust's "Pranaam Patriots" programmes,  
celebrating 75 years of Indian Independence*

*Dr. G. Seshu*

MENTOR

Government College for Women  
(A), Guntur, Autonomous

*Dr. B. Varalakshmi*

ACADEMIC COORDINATOR -  
YCT

*Dr. B. Raghava Rao*

SECRETARY - YCT

**A Certificate presented one of the students**

## **YOGODA CHARITABLE TRUST- GUNTUR**

### **Azadi ka Amrit Mahotsav-Pranaam Patriots PowerPoint Project -2022-2023**

To  
The Principal,  
Government College For Women (A)  
Guntur,A.P.

Respected Principal,

Yogoda Charitable Trust , Guntur, conveys its warm regards at the outset.

This letter is in acknowledgement and appreciation of the contribution from your honorable institution towards realizing our Mega Project of PowerPoints of unsung Freedom Fighters from different categories-Gandhians, revolutionaries, Nationalists, Social Reformers, Artists, Saints and philosophers from all over the country who are less known despite their selfless contributions/sacrifices in our historic independence movement and national renaissance.

Our plan to upload the PPTs prepared by students from various educational institutions as our tribute to these heroes in a website for future reference, knowledge sharing, motivating the youth to be inspired by our nation builders, is materializing because of the sincere and prompt support from your enthusiastic learners and their dedicated mentors.

It gives us immense satisfaction as this activity synchronizes with the vision and programmes of our Prime Minister ,Sri Narendra Modi who encourages the involvement of Youth , as it is they who need to lead our Nation to be a Glorious , Developed, World Leader, by 2047, the Centenary year of our Independence!

May the students and those who view these PPTs imbibe the noble qualities of integrity, honesty, self confidence and service which are invaluable and timeless .

We look forward to your institution's support in spreading our National ideals and Universal brotherhood.

JAI HIND!

Dr. B. Varalakshmi,  
Coordinator,  
Yogoda Charitable Trust-Guntur

#9441095380



# Govt. College for Women (AUTONOMOUS) - GUNTUR. 1942 (Estd.)

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From  
The Principal,  
Govt. College for Women,  
Guntur.

To  
Dr. Varalakshmi,  
Yogada Charitable Trust,  
Guntur.

Madam,

**Sub:** Preparation of Pranam Patriots PPTs by the students of the college

—

Acceptance Reg.

I am very glad that the students of our college are given an opportunity to prepare PPTs on the Unsung heroes of India's freedom struggle. The selected students of our college, under the guidance of faculty of Department of English, shall prepare the Power Points as per the guidelines and requirements of the Trust. This is an opportunity for our students to use their English language and MS office skills and contribute to the cause of recording history in a digital visual form. I congratulate you on your efforts and extend the consent from the side of my institution.

Date: 21-10-2022

Yours sincerely



# Govt. College for Women (AUTONOMOUS) - GUNTUR. 1942 (Estd.)

College with Potential for Excellence  
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From  
The Principal,  
Govt. College for Women,  
Guntur.

To  
Dr. Varalakshmi,  
Yogada Charitable Trust,  
Guntur.

Madam,

**Sub:** Preparation of Pranam Patriots PPTs by the students of the college  
List of students for the preparation of PPTs

As per our correspondence about the preparation of PPTs for Pranam Patriots PPTs project, I forward the list of the students, mentoring teacher and the topic that students will work on for the PPT. As per the time schedule agreed upon we will try to make the students submit the PPTs by the last week of November 2022. I have enclosed the list.

Thank you

Date: 28.10.2022

Yours sincerely



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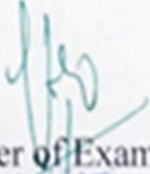
*Dr V. R. Jyotsna Kumari, M.Com., Ph.D*  
*Principal*

**CIRCULAR**

Exam Cell/CSP/23<sup>rd</sup> /II Sem

28-06-2024

- All the faculty mentors of CSP are informed to conduct Viva for the current 3<sup>rd</sup> semester students of 23<sup>rd</sup> batch for evaluating **Community Service Project** done by them during May-July 2024.
- The students have to submit 2 copies of their CSP projects at the time of evaluation and the mentors are informed to maintain one copy of CSP in their respective departments another is student's copy.
- Evaluation is to be done through "Internal Viva Committee" and as per the assessment components in the award list.
- The viva / presentation given by the students is tested for Topic introduction & relevance, procedure of conduction of CSP, Interpretation of survey and findings/ conclusion.
- The Internal Viva Committee consists of the Mentor and another evaluator allotted by the Principal. Both are requested to evaluate together and their combined opinion of evaluation should be reflected only in one award list.
- Evaluation is scheduled on **8<sup>th</sup> July 2024**.
- It is the mentor's responsibility to submit the award list in time to the Exam Cell by **12<sup>th</sup> July 2024**.
- Evaluation committee list will be notified on 3<sup>rd</sup> July 2024.

  
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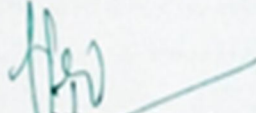
*Dr V. R. Jyotsna Kumari, M.Com., Ph.D*  
*Principal*

**CIRCULAR**

Exam Cell/Short term Internship/22<sup>nd</sup> /IV Sem

28-06-2024

- All the faculty mentors of Short Term Internship are informed to conduct Viva for the current 5<sup>th</sup> semester students of 22<sup>nd</sup> batch for evaluating **Short Term Internship** done by them during May-July 2024.
- The students have to submit 2 copies of their Short term Internship projects at the time of evaluation and the mentors are informed to maintain one copy of STI in their respective departments another is student's copy.
- Evaluation is to be done through "Internal Viva Committee" and as per the assessment components in the award list.
- The viva / presentation given by the students is tested for Topic introduction & relevance, procedure of conduction of Short Term Internship, Interpretation of survey and findings/ conclusion.
- The Internal Viva Committee consists of the Mentor and another evaluator allotted by the Principal. Both are requested to evaluate together and their combined opinion of evaluation should be reflected only in one award list.
- Evaluation is scheduled **on 6<sup>th</sup> July 2024.**
- It is the mentor's responsibility to submit the award list in time to the Exam Cell by **10<sup>th</sup> July 2024.**
- Evaluation committee list will be notified on 3<sup>rd</sup> July 2024.

  
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*Principal*

**CIRCULAR**

All the V Semester B.A, B.Com Students are informed that there is External Viva Voce for long term Internship on 22<sup>nd</sup> Jan 2024. You are requested to submit 2 copies of Project report (one copy to Exam cell and another copy to Mentor copy) to your mentor before 12/01/2024.

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*V.R. Jyotsna Kumari*  
Principal 3/1/24  
PRINCIPAL  
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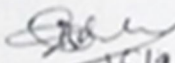
**Exam Cell**  
**Govt. College for Women (A), Guntur**

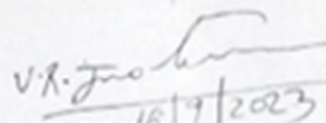
**CIRCULAR**

Exam Cell/CSP/22<sup>nd</sup> /II Sem

16-09-2023

- All the faculty mentors of CSP are informed to conduct Viva for the current 3<sup>rd</sup> semester students of 22<sup>nd</sup> batch for evaluating **Community Service Project** done by them during May 2023.
- The students have to submit 2 copies of their CSP projects at the time of evaluation and the mentors are informed to maintain one copy of CSP in their respective departments another is student's copy.
- Evaluation is to be done through "Internal Viva Committee" and as per the assessment components in the award list.
- The viva / presentation given by the students is tested for Topic introduction & relevance, procedure of conduction of CSP, Interpretation of survey and findings/ conclusion.
- The Internal Viva Committee consists the Mentor and another evaluator allotted by the Principal. Both are requested to evaluate together and their combined opinion of evaluation should be reflected only in one award list.
- Evaluation is scheduled to 3 to 5pm on 22<sup>nd</sup> & 23<sup>rd</sup> Sep 2023
- It is the mentor's responsibility to submit the award list in time to the Exam Cell by 25<sup>th</sup> Sep 2023.
- Enclosed evaluation committee list

  
16/9/23  
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16/9/2023  
**PRINCIPAL**  
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*Dr V. R. Jyotsna Kumari, M.Com., Ph.D*  
*Principal*

**CIRCULAR**

Sub: IV Sem Internship viva -Reg.

All the faculty mentors are informed to conduct IV Semester Short term internship viva on 27<sup>th</sup> OCT 2023 as per the attached format of Award List. (Award list will be circulated Later)

All B.A, B.Com & B.Sc Students are informed to get signatures from Supervisors, mentors & principal at respective pages of the Project Reports.

Further, they are informed to submit two copies during viva (one is mentor's copy & another is Student copy).

B.A, B.Com Students must attend on 27<sup>th</sup> oct, by taking prior permission from intern organization.

The faculty mentors are requested to submit award list to Exam Cell by 30<sup>th</sup> Oct 2023 without fail.

**Note:** Still 36 Mentors did not submit CSP award list. (last date 25/9/23) please submit.

*S. Mall*  
12/10/23  
COE  
Controller of Examinations  
Govt. College For Women (A)  
GUNTUR

*V.R. Jyotsna Kumari*  
Principal  
PRINCIPAL  
GOVT. COLLEGE FOR WOMEN (A)  
GUNTUR

GCW(A), Guntur

VI SEMESTER BA / BCOM / BSC

External &amp; Internal - Internship Evaluation July-2023

Programm	Reg. No	Tot No	R.No Allotte	External	Date	Session
HEP	20101001 to 20101056	43	Gallery-55	P.Subhashini, Chebrole Degree	Friday 14-07-2023	FN & AN
Spl.Tel, CE, TTM	20102002 to 20102022 & 20103001 to 3016 & 20104001 to 20104022	45	R.No -44 (CE room)	A.Nagesh, Darsi		FN & AN
Psy, FE	20105002 to 20105020 & 20106001 to 6012	26	Gallery-29	M.Mrudhula, A.C College		FN
Bcom Gen & Comp	20201004 to 20201049 & 20202002 to 20202010	41	CB-1	A.V.Hanumantha Rao, Chebrole		FN & AN
Bcom Comp & Ban	20202011 to 20202059 & 20203001 to 20203014	45	CB-5	Dr.Venugopal, Chebrole		FN & AN
Bcom Ban	20203015 to 20203028 & 20204001 to 20204030	29	Gallery-29			AN
MPC, MPCs	20301001 To 43 & 20302001 to 20302015	48	Comp. Lab (JKC)	Walter Ratna Kumar, Macherla		FN & AN
MPCs, Mstat	20302016 to 20302030 & 20303001 to 20303028	36	Gallery-27	Dr.K.N.S.Sailaja, Repalle		FN & AN
MPCs, MECs	20303029 to 20303050 & 20305001 to 20305027	45	Seminar Hall	Ramu, Hindu College		FN & AN
MECs, MCsMM	20305029 to 20305057 & 20306001 to 20306020	42	Gallery-55	P.Swathi, Vignan college		Saturday 15-07-2023
MCsMM, MCsCC, DtSCs	20306021 to 20306030 & 20307001 to 20307029 & 20308001 to 20308010	43	Gallery-27	Dr.Ch.Kiran Kumar, Vidyakendram Degree College, Sattenapalli	FN & AN	
DtSCs, MPE	20308011 to 20308029 & 20309001 to 20309009	23	Gallery-29	O.Nagaraju, Macherla	FN	
BZC, MBC, MZC	20401001 to 20401024 & 20402002 to 20402019 & 20403001 to 20403015	41	Gallery-1	R.Sujatha Lakshmi, Vignan college	FN & AN	
MZC, BTBCC, HSc	20403016 to 20403028 & 20407001 to 20407014 & 20408003 to 20408030	43	Seminar Hall	Dr.B.Prabhakar, AC College	FN & AN	
BZC(EM), CZat	20409001 to 20409039 & 20410001 to 20410014	43	Zoo Lab	Ezra Vijay Rajasekhar, AC College	FN & AN	
CZat, FT	20410015 to 20410029 & 20411001 to 20411024	34	Rno-95 (JKC)	BDJ Satyalatha, AC College	FN & AN	
Bvoc MM & SD	20501001 to 20501019 & 20502001 to 20502016	26	Gallery-29	O.Nagaraju, Macherla	AN	

*[Signature]*  
Controller of Examinations  
Govt. College For Women (A)  
GUNTUR

*[Signature]*  
PRINCIPAL  
GOVT. COLLEGE FOR WOMEN (A)  
GUNTUR

## **GOVERNMENT COLLEGE FOR WOMEN (A), GUNTUR**

### **LITERARY FORUM**

#### **ANNUAL REPORT - 2019-20**

A Literary Forum is a platform where literary enthusiastic people like writers, critics, and scholars gather to discuss and share ideas about literature. Literary Forums foster a sense of community to promote literary awareness and provide opportunities for growth and development. They can be specialized (e.g., focusing on a specific genre or language) or general, covering a broad range of literary topics.

#### **In a Literary Forum, participants can:**

1. Discuss literary works of famous authors, and genres
2. Share their own writing or research topic
3. Engage in critical analysis and debates
4. Learn from others and get feedback
5. Explore new ideas and perspectives
6. Participate in literary events.

#### **Literary Forum Activities:**

1. Book discussions: In-depth analysis and debate about a selected book.
2. Poetry readings: Sharing and performing original poetry or favorite poems.
3. Literary analysis: Analysing the Literary Books of eminent authors.
4. magazine publications: Showcasing write ups of College staff and students.
5. Literary research presentations: Sharing research findings or papers on literary topics in English, Telugu, Hindi, Sanskrit and Urdu.

These activities foster engagement, creativity, and a deeper appreciation for literature within the community.

#### **During the academic year 2019-20 the following Programmes were organized:**

- ❖ On 19.10.2019 Dr. N. Shanti Sridevi, Lecturer in English, spoke on the book Savitri by Sri Aurobindo and Poetry Recitation by V. Keerthana Hanumambika, Final Special English Student.
- ❖ On 22.11.2019 Dr. K. Sujatha, Lecturer in English introduced the writings of Namini Subhramanyam Naidu and Dr. K. Vijaya Babu, Lecturer in English and the Convenor of the forum read a poem penned by him.

- ❖ On 16.12.2019 Dr. N. Vijaya Lakshmi, Lecturer in Telugu, spoke about the technique of MAA GOKHALE as a short story writer. Special English Students Ms. Mahitha and Ms. Mrudula, presented their favourite poems.
- ❖ On 22.01.2020 Mrs. M. Vijaya Lakshmi gave a brief talk on John Keats as a poet. Dr S.L.B Sankara Sharma Lecturer in Sanskrit, spoke on Glory of Ramayana.
- ❖ On 27.01.2020 Essay Writing and Elocution Competitions were conducted to Special and Communicative English students with the objective of promoting their written expression and Public Speaking Skills.
- ❖ On 07.02.2020 English Language Quiz programme is conducted to special English and Communicative English students with the objective of inculcating the spirit of participation among the students and also to train them for Intercollegiate Quiz Competitions.



**A Talk on Sri Aurobindo by  
Dr N. Santhi Sri Devi**

**Dr. K. Vijaya Babu, read a poem penned by him**

**During the academic year 2020-21 the following Programmes were organized:**

- ❖ Due to the Corona Pandemic, State Level Telugu Online Quiz was conducted from 29.05.2020 to 02.06.2020 for Students and Faculty.
- ❖ Due to the Corona Pandemic, State Level Telugu Online Quiz was conducted from 01.06.2020 to 08.06.2020 for the Students and Faculty.

**During the academic year 2021-22 the following Programmes were organized:**

- ❖ On 03.02.2022 As part of 'Deeksharamb' programme, Elocution competition were conducted for the First Year Students.

- ❖ On 19.02.2022, on the occasion of “International Mother Language Day” on 21.02.2022 Essay writing, Elocution, Poetry recitation competitions were organized for the students of various colleges of Guntur.
- ❖ On 25.02.2022 Andhra Pradesh State Council of Higher Education (APSCHE) in their ‘Talk the Book’ programme Dr. S. Divija Devi Lecturer in Telugu, explained the “Megasantesham” by Mahakavi Kalidasa. Explained online through ZOOM platform.

అంధ్రప్రదేశ్ రాష్ట్ర ఉన్నత విద్యామండలి  
(అంధ్రప్రదేశ్ ప్రభుత్వం యొక్క చట్టబద్ధమైన సంస్థ)

**టాక్ ది బుక్**  
- ప్రస్తావన

**మేఘ సందేశం**  
- మహాకవి కాళిదాసు

ప్రస్తావనకులు  
డా॥ యస్. దివిజాదేవి

సుక్రవారం  
25.02.2022  
03:00PM - 04:00PM

58:48

EP - 45 Talk the Book - మేఘ సందేశం -  
మహాకవి కాళిదాసు by డా. యస్. దివిజాదేవి  
APSCHE Talk the Book · 3.6K views · Streamed 2  
years ago

**During the academic year 2022-23 the following Programmes were organized:**

- ❖ Literary Forum launch an E-magazine naming **LaLit**. On 21<sup>st</sup> Jan., 2023.
- ❖ On 04.02.2023, Dr. G. Seshu, Lecturer in English, presented a Book Review on Novel “Escape” by Manjula Padmanabhan. Smt. M. Vijayalakshmi, Lecturer in English presented a poem in memory of Kalatapawwi Sri K. Vishwanath. Student Md. Zaveria, III B.A. (C.E) presented a Poem “Night”. II Year B.Z.C. Students promoted a Skit on Emotional Intelligence. Drakshayali, I B.Sc. (MPE), narrated a story about the Greatness of Mother. Jhansi, I .A. (CE), presented a Poem titled “Rain isn’t same for you”.
- ❖ On 25.02.2023, Dr. K. Suresh Kumar, Lecturer in Telugu, spoke about his research topic “Devadaasi Vyavasta”.
- ❖ On 04.03.2023, Dr. K. Vijaya Kumari, Lecturer in Hindi has delivered a lecture on the topic Nasira Sharma’s “Aapka Banti” Novel in Hindi. Rizwana a student of III B.Sc(MSCS), read out and explained “Dohas of Kabir Das”.

- ❖ On 17.03.2023, Dr. G. Srinivasulu, Lecturer in English presented his research review talk on “Post Colonial Reading of Amitav Ghosh : A Select Study”.
- ❖ On 29.04.2023, Dr. V. Bhavani, Lecturer in Telugu, has delivered a lecture on the topic Pingali Surana’s “KalaaPoornodayam”. Kum. O. Swarupa a student of II B.A(SHT), presented “Mahila” The Poem written by her. Kum. D. Sushmalatha I B.Sc (MSCS), narrated “Bangaru Panjaram”, a story written on her own.
- ❖ 15.04.2023, On the occasion of 81<sup>st</sup> College Anniversary Celebrations e-Magazine (Lalit) is inaugurated.



e-Magazine Launch Carmony, Principal Dr. V.R. Jyotsna Kumari addressing the Literary Forum Members and Students



e-Magazine (Lalit) is inaugurated by Chief Guest Sri Tulasi Ramachandra Prabhu & Principal Dr. V.R. Jyotsna Kumari

**During the academic year 2023-24 the following Programmes were organized:**

- ❖ On 17.06.2023, Sri K. Chandrasekhar Rao gave a talk on the topic “Five Elements of a Sentence”. Students Kum. Prashanthi, Sk. Sanah, Sk. Asma of II Year (IV Sem.) B.A Special English (TTM) made Power Point Presentation on the following Topics : Indo – European Languages, Various Influences on English Language, Etymology & Change of meaning.
- ❖ On 01.07.2023, Dr. S. Divija Devi, Lecturer in Telugu presented her review talk on “VIMUKTHA” book written by Olga. In this meeting M. Kanaka Durga B.Sc (MSCS) presented a story on “SHILPI” & B. Devi Sri B.Sc (MSCS) also presented a story on “TREES”.
- ❖ On 23.09.2023, Ms. T. Pranayaja, Lecturer in English, gave a talk on the book ‘cry the peacock’ by Anitha Desai. II B.Sc. Data science Students Kum. Sai Ashritha and G. Keerthan Presented their poetry.
- ❖ On 29.11.2023, Dr. D. Dhatri Kumari Lecturer in Telugu give a talk and presentation “on my research – Human Rights in Telugu Poetry – An Analysis”.
- ❖ On 06.01.2024, Mr. N. Kutumba Rao, Lecturer in English, gave a presentation on “Metamorphosis” written by Kafka whose writings deal with isolation alienation, loneliness etc. Students J. Tejaswini, M. Anusha, K. Annapurna, III B.A., TTM Students Presented their Poems.
- ❖ On 11.03.2023, Dr. S. Divija Devi, Lecturer in Telugu, gave a presentation on “World Language Families in Association with Telugu – An Observation”.



Prof. K. Padmaja, English Dept.



Students Presentation, Kum. B. Devi Sree II B.Sc. MScS.



# Govt. College for Women (AUTONOMOUS) - GUNTUR. 1942 (Estd.) College with Potential for Excellence



Celebrating 75 years of Independence

## ENGAGE IN SIGNAGE

Mark your quote: Pay tribute to Mother India through your signature

A Report

Department of Mathematics

### Summary

As a part of celebrating 75 years of Independence, the department of Mathematics organized “Engage in Signage - Mark your quote: Pay tribute to Mother India through your signature” to provide an opportunity for students to express their gratitude to Mother India through quotes by their signatures. The programme was started on 2.8.2022 and Smt. G. Raja Kumari, IAS, Joint Collector was the first person to express her gratitude through her signature.

## Engage in Signage

### Mark your quote: Pay tribute to Mother India

#### Final Report

**Introduction:** Azadi Ka Amrit Mahotsav is an initiative of the Government of India to celebrate and commemorate 75 years of progressive Independent India. Through Azadi Ka Amrit Mahotsav India is celebrating the glorious history of its people, culture, achievements. The Mahotsav is inclusive of events that depict the exiles of freedom fighters and inspire us to learn from them and their dedication to the nation. As a part of these celebrations Government college for women organized various activities that inculcate patriotism and the importance of love for one's country among the students of the college. To mark this momentous occasion, the department of Mathematics proposed to organise "Engage in Signage" from 2.8.2022 to 15.8.2022.

#### **Aim of the programme:**

The aim of the Programme "ENGAGE IN SIGNAGE" is to make young minds think of the need and importance of celebrating AKAM, to know India's unique history and culture and express their gratitude/ tribute through quotes/poems/songs by their signatures

#### **The objectives of the programme are to**

participate in 75<sup>th</sup> Independence day celebrations

pay homage to India's freedom movement and freedom fighters

remember all the significant landmarks during India's independence movement.

highlight India's scientific and technological achievements over the past few years.

India's vision, aspiration of India's youth and India in the next 25 years.

#### **Outcomes of the programme:**

After completion of the programme the students will be able to

Develop the patriotic emotion

Pay homage to Indian freedom fighters

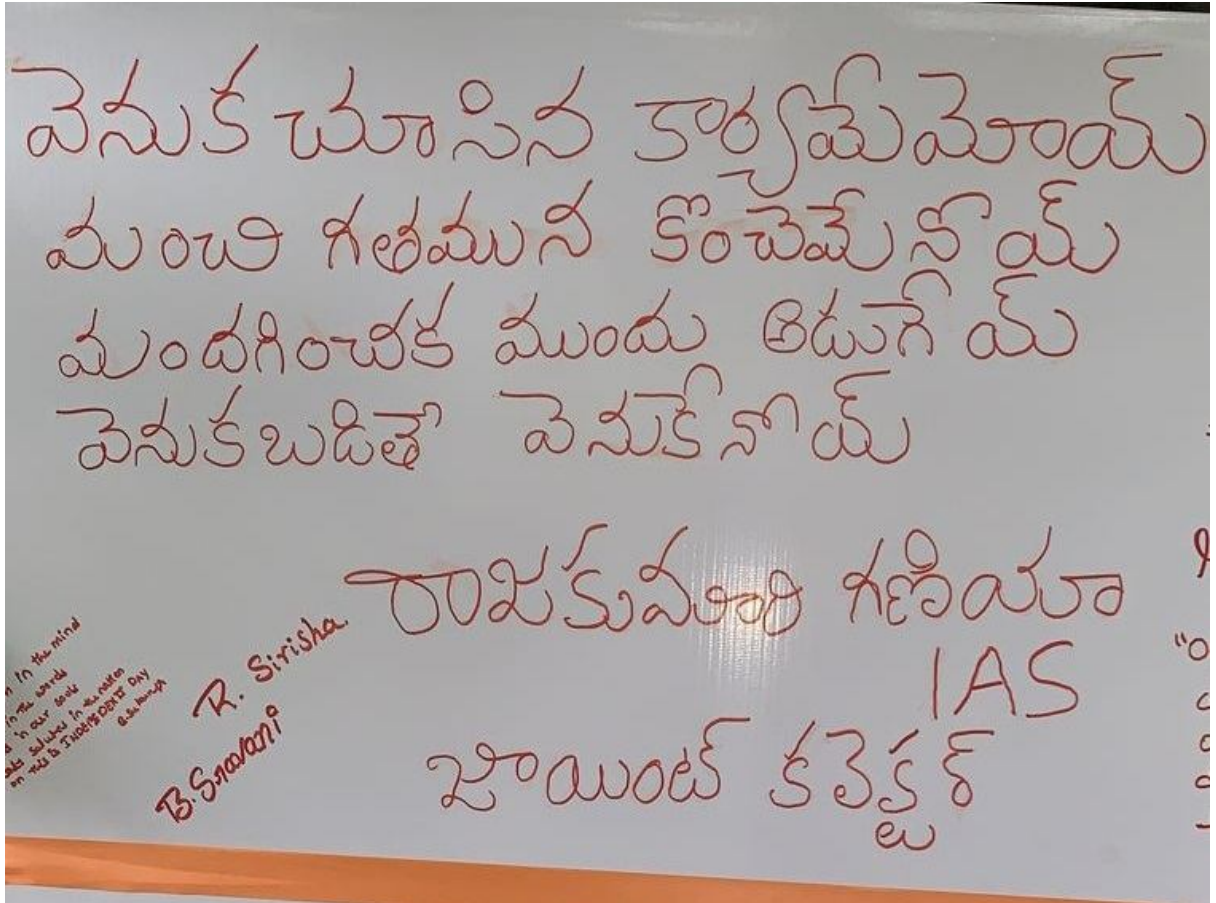
Come across various indigenous developments in India from the Independence

Think/ predict India’s future in the next 25 years and express India’s vision on their own perception.

**Programme:**

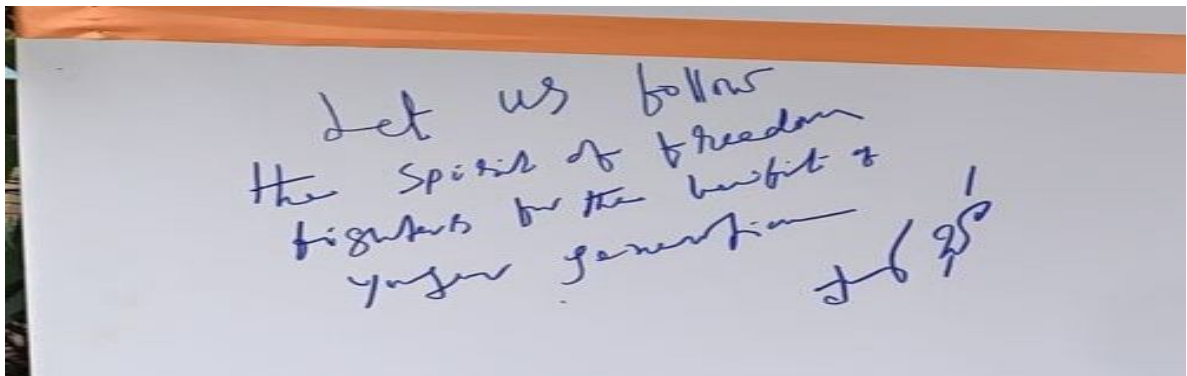
The programme started on 2.8.2022 at 3.30 PM with the first signature by Smt. G. Raja Kumari, IAS, Joint Collector, Guntur district. She briefed all the subtopics of the programme “ENGAGE IN SIGNAGE” to the students. She urged students to become best future citizens and serve Mother India. She admired Sri. Gurajada Appa Rao’s poetry and she quoted one of the poem written by Sri. Gurajada Appa rao, explained the meaning of the poem to all the students. She envisaged India in the next 25 years from empowering to empowered women, non-renewable to renewable energy, dependent to the self-reliant economy and developing to a developed country. She honoured all the Unskilled labourers in rural areas working under the scheme ‘National rural employment directory programme’ as unseen heroes of the country. She inspired students to work hard as an individual and as a team by quoting Mother Theresa’s quote ‘We know only too well that what we are doing is nothing more than a drop in the ocean. But if the drop were not there, the ocean would be missing something’ and advised them to become good citizens of India.





**Quote by Smt. G. Raja Kumari, IAS, Joint Collector, Guntur (Dt)**

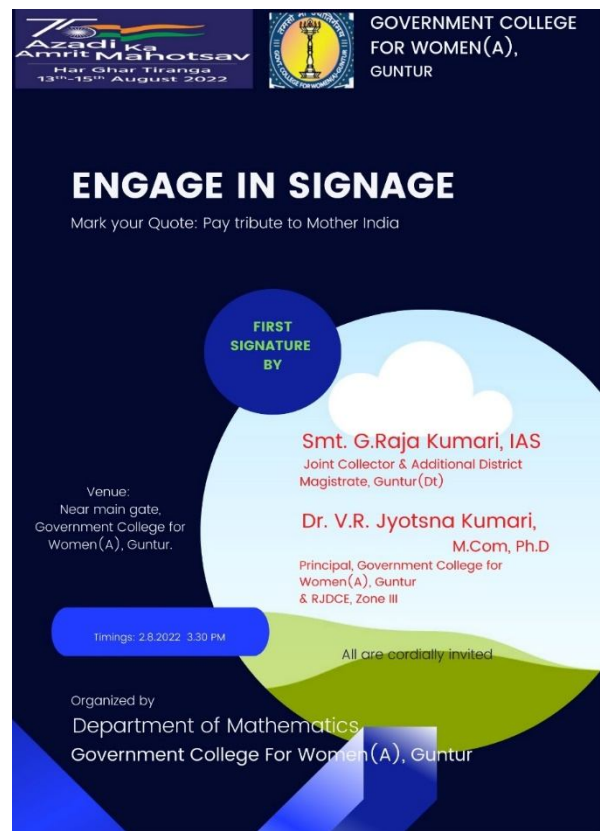
On 11.8.2022 honourable commissioner Sri Pola Bhaskar, IAS participated in this programme. He appreciated the efforts of Department of Mathematics in organizing these type of activities. He stated that it is the time to pay tribute to all the freedom fighters who lost their lives for the sake of the country. He quoted “lets follow the spirit of freedom fighters for the benefit of younger generation” and signed.



**Quote by Sri. Pola Bhaskar, IAS, Commissioner of Collegiate Education, AP**



Our Principal Dr. V.R. Jyotsna Kumari, members of the department, Smt. P. Nirmala Kumari, Dr. G. Ashok Kumar, faculty from other departments, non teaching staff, students, general public participated in the event.



Flyers



Final Signboard



**ACTIVITIES REFLECTING  
INFORMATION, MEDIA AND  
TECHNOLOGY LITERACY**

**Department of English**  
**Digital Technology Literacy**

Department of English has taken up the following activities to ensure Technological digital literacy

**Dr. K.Padmaja**

**Podcast Assignments**

**Program: B.A EPCE,**

**Semester: 2**

**Academic Year: 2022-23**

**Course Title: CE 104-2; An Introduction to Linguistics, Phonetics and Language Skills**

**Assignment 2: Pronunciation of words with correct stress**

Regd. No	Name of the Student	Link to the Audio file
21103001	A.Sivanaga Lakshmi	<a href="https://drive.google.com/file/d/12gQx7ESPr3O0V6eotS57JTOCBNxl4iph/view?usp=drive_link">https://drive.google.com/file/d/12gQx7ESPr3O0V6eotS57JTOCBNxl4iph/view?usp=drive_link</a>
21103003	B.Usha Madhu	Absent
21103004	Ch.Sandhya Raju	<a href="https://drive.google.com/file/d/1-D7mR950-uGrHwBivpyB1fhNLC1ERJPI/view?usp=drive_link">https://drive.google.com/file/d/1-D7mR950-uGrHwBivpyB1fhNLC1ERJPI/view?usp=drive_link</a>
21103005	G.Keerti	<a href="https://drive.google.com/file/d/17dFfgW-RY9ziV2C58_XRIM_Rj1FvOgc/view?usp=drive_link">https://drive.google.com/file/d/17dFfgW-RY9ziV2C58_XRIM_Rj1FvOgc/view?usp=drive_link</a>
21103008	K.Deepika	<a href="https://drive.google.com/file/d/1lGe0vPzBmhpbCEMDPOnAf5dlFZKi7XVz/view?usp=drive_link">https://drive.google.com/file/d/1lGe0vPzBmhpbCEMDPOnAf5dlFZKi7XVz/view?usp=drive_link</a>
21103009	K.Bhu Lakshmi	Absent
21103010	M.Gangotri	<a href="https://drive.google.com/file/d/1fwvV5vqOe9ID4GeBIZ60NMIaA7tEG-n5/view?usp=drive_link">https://drive.google.com/file/d/1fwvV5vqOe9ID4GeBIZ60NMIaA7tEG-n5/view?usp=drive_link</a>
21103011	M.Venkata siva	Absent
21103012	M.Spandana	<a href="https://drive.google.com/file/d/1oN_n_AbXb6PegFoGUC-g5wrABNaRNEb8/view?usp=drive_link">https://drive.google.com/file/d/1oN_n_AbXb6PegFoGUC-g5wrABNaRNEb8/view?usp=drive_link</a>
21103013	N.Nandini	<a href="https://drive.google.com/file/d/1rOTnIOLEzTDXqfkVObaZgis_AX23YMFT/view?usp=drive_link">https://drive.google.com/file/d/1rOTnIOLEzTDXqfkVObaZgis_AX23YMFT/view?usp=drive_link</a>
21103014	N.Hema latha	<a href="https://drive.google.com/file/d/1b1utKiRv67fCknu_naw7G7QlyOWF6C/view?usp=drive_link">https://drive.google.com/file/d/1b1utKiRv67fCknu_naw7G7QlyOWF6C/view?usp=drive_link</a>
21103015	P.Pavani	<a href="https://drive.google.com/file/d/1cGzgcPOSpMY_sPf6iCis3gUs3bcWA_OL/view?usp=drive_link">https://drive.google.com/file/d/1cGzgcPOSpMY_sPf6iCis3gUs3bcWA_OL/view?usp=drive_link</a>
21103016	P.Honey Keerti	<a href="https://drive.google.com/file/d/1xgzhuJdgWe-Zr3DP553ftiNqiVUdw_m/view?usp=drive_link">https://drive.google.com/file/d/1xgzhuJdgWe-Zr3DP553ftiNqiVUdw_m/view?usp=drive_link</a>
21103017	Sk.Salma	<a href="https://drive.google.com/file/d/1PH86NDqsZPz-YbXDZ5mu9Zt6zbnJ98rj/view?usp=drive_link">https://drive.google.com/file/d/1PH86NDqsZPz-YbXDZ5mu9Zt6zbnJ98rj/view?usp=drive_link</a>
21103019	T.Amulya	<a href="https://drive.google.com/file/d/1t506HUE15ThK0FrQYzbrMwOMi-KaYSWt/view?usp=sharing">https://drive.google.com/file/d/1t506HUE15ThK0FrQYzbrMwOMi-KaYSWt/view?usp=sharing</a>
21103020	V.Saidamma	<a href="https://drive.google.com/file/d/12C53B_aOK1XVhBxx5bVv7e8-48mATYw/view?usp=drive_link">https://drive.google.com/file/d/12C53B_aOK1XVhBxx5bVv7e8-48mATYw/view?usp=drive_link</a>
21103022	V.Harsha Vardhini	<a href="https://drive.google.com/file/d/1Lf5poj77CX9IAHCXrWzpcDtseZJ2t30/view?usp=drive_link">https://drive.google.com/file/d/1Lf5poj77CX9IAHCXrWzpcDtseZJ2t30/view?usp=drive_link</a>

**Program:** B.A EPCE,  
**Semester:** 6  
**Academic Year:** 2022-23  
**Course Title:** ELT, A CLT Approach, 104 – 7C Elective  
**Type of Assessment:** Summative- Practice Teaching  
**Weightage for Assessment:** 20 marks  
**Assignment 1:** Podcast on Student Centric method, Learner entered Teaching and CLT

Regd. No	Name of the Student	Link to the podcast
20103001	Allada Nandini	<a href="https://drive.google.com/file/d/1D4-qB1ytG9oUMoB55-T4Y1VxSYT2ZFA/view?usp=drive_link">https://drive.google.com/file/d/1D4-qB1ytG9oUMoB55-T4Y1VxSYT2ZFA/view?usp=drive_link</a>
20103002	Chirverappa gari Vani	absent
20103003	Depavath Sireesha	<a href="https://drive.google.com/file/d/1D4-qB1ytG9oUMoB55-T4Y1VxSYT2ZFA/view?usp=drive_link">https://drive.google.com/file/d/1D4-qB1ytG9oUMoB55-T4Y1VxSYT2ZFA/view?usp=drive_link</a>
20103005	Goorla Meena	<a href="https://drive.google.com/file/d/1qQDDIC6ShLksN1zUUdBJ_2syAh0mrS79/view?usp=sharing">https://drive.google.com/file/d/1qQDDIC6ShLksN1zUUdBJ_2syAh0mrS79/view?usp=sharing</a>
20103006	Jangala naga Lalitha - sri	<a href="https://drive.google.com/file/d/1D4-qB1ytG9oUMoB55-T4Y1VxSYT2ZFA/view?usp=drive_link">https://drive.google.com/file/d/1D4-qB1ytG9oUMoB55-T4Y1VxSYT2ZFA/view?usp=drive_link</a>
20103008	Kavuri Manasa koti sri vishwa	<a href="https://drive.google.com/file/d/1DhJt2_g7UXoqZAJN3aEhFHVB1Nkp9rx8/view?usp=drive_link">https://drive.google.com/file/d/1DhJt2_g7UXoqZAJN3aEhFHVB1Nkp9rx8/view?usp=drive_link</a>
20103009	Kota Sudha	absent
20103010	Mohammad Zaveriya	<a href="https://drive.google.com/file/d/1D4-qB1ytG9oUMoB55-T4Y1VxSYT2ZFA/view?usp=drive_link">https://drive.google.com/file/d/1D4-qB1ytG9oUMoB55-T4Y1VxSYT2ZFA/view?usp=drive_link</a>
20103011	Nenavath Poojitha	<a href="https://drive.google.com/file/d/1qQDDIC6ShLksN1zUUdBJ_2syAh0mrS79/view?usp=sharing">https://drive.google.com/file/d/1qQDDIC6ShLksN1zUUdBJ_2syAh0mrS79/view?usp=sharing</a>
20103013	Shaik Shabana	<a href="https://drive.google.com/file/d/1qQDDIC6ShLksN1zUUdBJ_2syAh0mrS79/view?usp=sharing">https://drive.google.com/file/d/1qQDDIC6ShLksN1zUUdBJ_2syAh0mrS79/view?usp=sharing</a>
20103014	Shaik Tabassum	<a href="https://drive.google.com/file/d/1DhJt2_g7UXoqZAJN3aEhFHVB1Nkp9rx8/view?usp=drive_link">https://drive.google.com/file/d/1DhJt2_g7UXoqZAJN3aEhFHVB1Nkp9rx8/view?usp=drive_link</a>
20103015	Thoka Vani	<a href="https://drive.google.com/file/d/1DhJt2_g7UXoqZAJN3aEhFHVB1Nkp9rx8/view?usp=drive_link">https://drive.google.com/file/d/1DhJt2_g7UXoqZAJN3aEhFHVB1Nkp9rx8/view?usp=drive_link</a>
20103016	Tiruveedula Poojitha	<a href="https://drive.google.com/file/d/1qQDDIC6ShLksN1zUUdBJ_2syAh0mrS79/view?usp=sharing">https://drive.google.com/file/d/1qQDDIC6ShLksN1zUUdBJ_2syAh0mrS79/view?usp=sharing</a>

**Program:** B.SC Home Science, Nutrition & Dietetics

**Semester:** 1; **Academic Year:** 2023-24

**Course Title:** ENG001- A course in Communication Skills and Soft Skills

**Assignment 4: podcast to practice** Greetings & Introduction; Asking and Giving Information; Agreeing/ Disagreeing

Regd. No	Name of the Student	Link to the podcast
23407001	Ch.Krupa	Attached as annexure
23407002	J.Lohitha Nagala	<a href="https://drive.google.com/file/d/1pEv7C1tjJIYAlwFH4zx10Kxm1IyyQa5g/view?usp=sharing">https://drive.google.com/file/d/1pEv7C1tjJIYAlwFH4zx10Kxm1IyyQa5g/view?usp=sharing</a>
23407003	K.Renuka	<a href="https://drive.google.com/file/d/1bLadXtS4wADypW9loYlRziGi_6DV120/view?usp=sharing">https://drive.google.com/file/d/1bLadXtS4wADypW9loYlRziGi_6DV120/view?usp=sharing</a>
23407004	K.Victoriya	<a href="https://drive.google.com/file/d/1PBzj2tXqVGI5fengMBFfb5750uorFqs/view?usp=drive_link">https://drive.google.com/file/d/1PBzj2tXqVGI5fengMBFfb5750uorFqs/view?usp=drive_link</a>
23407005	K.Rekha	<a href="https://drive.google.com/file/d/1U_6zbxjTDQaczKsux1vtTeqmm0FCpn-9/view?usp=sharing">https://drive.google.com/file/d/1U_6zbxjTDQaczKsux1vtTeqmm0FCpn-9/view?usp=sharing</a>
23407007	M.Jahnavi	<a href="https://drive.google.com/file/d/1bLadXtS4wADypW9loYlRziGi_6DV120/view?usp=sharing">https://drive.google.com/file/d/1bLadXtS4wADypW9loYlRziGi_6DV120/view?usp=sharing</a>
23407009	M.Naga Jyothi	Absent
23407010	M.Swapna	Absent
23407011	P.Mariya Kumar	<a href="https://drive.google.com/file/d/1U_6zbxjTDQaczKsux1vtTeqmm0FCpn-9/view?usp=sharing">https://drive.google.com/file/d/1U_6zbxjTDQaczKsux1vtTeqmm0FCpn-9/view?usp=sharing</a>
23407012	P.Suhana	<a href="https://drive.google.com/file/d/1PBzj2tXqVGI5fengMBFfb5750uorFqs/view?usp=drive_link">https://drive.google.com/file/d/1PBzj2tXqVGI5fengMBFfb5750uorFqs/view?usp=drive_link</a>
23407013	S.Bhavya Sri	<a href="https://drive.google.com/file/d/1zLVGOXXVcAXUdUau6WoQacEFL-5FbeB8/view?usp=sharing">https://drive.google.com/file/d/1zLVGOXXVcAXUdUau6WoQacEFL-5FbeB8/view?usp=sharing</a>
23407015	T.Pallavi	<a href="https://drive.google.com/file/d/1DdAw_7VLEjU5ImNa6FyQfi1SvityVK5oN/view?usp=sharing">https://drive.google.com/file/d/1DdAw_7VLEjU5ImNa6FyQfi1SvityVK5oN/view?usp=sharing</a>
23407016	T.V.Vijaya Laksh	<a href="https://drive.google.com/file/d/15TcDDRx2Cg5FzW9XcGqLwFtVAVDZZd/view?usp=drive_link">https://drive.google.com/file/d/15TcDDRx2Cg5FzW9XcGqLwFtVAVDZZd/view?usp=drive_link</a>
23407017	V.Samyodhitha	<a href="https://drive.google.com/file/d/1U_6zbxjTDQaczKsux1vtTeqmm0FCpn-9/view?usp=sharing">https://drive.google.com/file/d/1U_6zbxjTDQaczKsux1vtTeqmm0FCpn-9/view?usp=sharing</a>
23407018	V.Rojarani	<a href="https://drive.google.com/file/d/15TcDDRx2Cg5FzW9XcGqLwFtVAVDZZd/view?usp=drive_link">https://drive.google.com/file/d/15TcDDRx2Cg5FzW9XcGqLwFtVAVDZZd/view?usp=drive_link</a>
23406002	A.Aneela	<a href="https://drive.google.com/file/d/1U_6zbxjTDQaczKsux1vtTeqmm0FCpn-9/view?usp=sharing">https://drive.google.com/file/d/1U_6zbxjTDQaczKsux1vtTeqmm0FCpn-9/view?usp=sharing</a>
23406003	B.Apoorva	<a href="https://drive.google.com/file/d/1DdAw_7VLEjU5ImNa6FyQfi1SvityVK5oN/view?usp=sharing">https://drive.google.com/file/d/1DdAw_7VLEjU5ImNa6FyQfi1SvityVK5oN/view?usp=sharing</a>
23406004	P.Hancy Lindsay	<a href="https://drive.google.com/file/d/1y6e_hXZY5F8Pq9Xtref31VfmFV3AA5o/view?usp=sharing">https://drive.google.com/file/d/1y6e_hXZY5F8Pq9Xtref31VfmFV3AA5o/view?usp=sharing</a>
23406005	B.Vijaya Sri	<a href="https://drive.google.com/file/d/1ERZZ42LH5baJfFN1ep3toRmYPbwEtOTC/view?usp=sharing">https://drive.google.com/file/d/1ERZZ42LH5baJfFN1ep3toRmYPbwEtOTC/view?usp=sharing</a>
23406006	B.Alekhya	<a href="https://drive.google.com/file/d/1DfDNOMDg8h_denbp87kzBlvBhzoVHd19/view?usp=sharing">https://drive.google.com/file/d/1DfDNOMDg8h_denbp87kzBlvBhzoVHd19/view?usp=sharing</a>
23406007	D.Lakshmi Tirupathamma	Absent
23406008	K.Supriya	<a href="https://drive.google.com/file/d/1ERZZ42LH5baJfFN1ep3toRmYPbwEtOTC/view?usp=sharing">https://drive.google.com/file/d/1ERZZ42LH5baJfFN1ep3toRmYPbwEtOTC/view?usp=sharing</a>
23406009	K.Sesikala	Absent
23406010	K.Reni	<a href="https://drive.google.com/file/d/1NEo1Khpki_mQBDrM4IKTg_CokzwdvQN/view?usp=sharing">https://drive.google.com/file/d/1NEo1Khpki_mQBDrM4IKTg_CokzwdvQN/view?usp=sharing</a>
23406011	K.Priyanka	Absent
23406012	K.Krishnaveni	<a href="https://drive.google.com/file/d/1NEo1Khpki_mQBDrM4IKTg_CokzwdvQN/view?usp=sharing">https://drive.google.com/file/d/1NEo1Khpki_mQBDrM4IKTg_CokzwdvQN/view?usp=sharing</a>
23406014	P.Estheru Rani	<a href="https://drive.google.com/file/d/1pEv7C1tjJIYAlwFH4zx10Kxm1IyyQa5g/view?usp=sharing">https://drive.google.com/file/d/1pEv7C1tjJIYAlwFH4zx10Kxm1IyyQa5g/view?usp=sharing</a>
23406015	S.Nikitha	<a href="https://drive.google.com/file/d/1ifzF8bdfmW3GDI2d5DwgY_Pw8-j_L8KA/view?usp=sharing">https://drive.google.com/file/d/1ifzF8bdfmW3GDI2d5DwgY_Pw8-j_L8KA/view?usp=sharing</a>
23406016	Sk.Afrin	<a href="https://drive.google.com/file/d/1zLVGOXXVcAXUdUau6WoQacEFL-5FbeB8/view?usp=sharing">https://drive.google.com/file/d/1zLVGOXXVcAXUdUau6WoQacEFL-5FbeB8/view?usp=sharing</a>
23406017	Sk.Md Yasmin	Absent
23406018	Sk.Noorjahan	Absent
23406019	Sk.Sajida Kousar	<a href="https://drive.google.com/file/d/1ifzF8bdfmW3GDI2d5DwgY_Pw8-j_L8KA/view?usp=sharing">https://drive.google.com/file/d/1ifzF8bdfmW3GDI2d5DwgY_Pw8-j_L8KA/view?usp=sharing</a>
23406020	T.Mounika	<a href="https://drive.google.com/file/d/1DfDNOMDg8h_denbp87kzBlvBhzoVHd19/view?usp=sharing">https://drive.google.com/file/d/1DfDNOMDg8h_denbp87kzBlvBhzoVHd19/view?usp=sharing</a>
23406021	V.Lalitha	<a href="https://drive.google.com/file/d/1pEv7C1tjJIYAlwFH4zx10Kxm1IyyQa5g/view?usp=sharing">https://drive.google.com/file/d/1pEv7C1tjJIYAlwFH4zx10Kxm1IyyQa5g/view?usp=sharing</a>
23406022	V.Glory	<a href="https://drive.google.com/file/d/1pEv7C1tjJIYAlwFH4zx10Kxm1IyyQa5g/view?usp=sharing">https://drive.google.com/file/d/1pEv7C1tjJIYAlwFH4zx10Kxm1IyyQa5g/view?usp=sharing</a>
23406023	Y.Mahitha	Absent

Name of the Teacher: Dr N. Santhi Sri Devi  
 Program B.A., EPCE (2022-2025)  
 Semester: IV  
 Academic Year: 2023-24  
 Title of the Course: Skills and Strategies in Professional Reading and Writing  
 Course Code: CE 104-4  
 Title of the Assignment: My Blog  
 Focus Aspect/Skill Assessed: Technical Skill and Writing Skill

Regd. No	Name of the Student	Title of the Project/Topic
22103002	David Blessey Phebe	<a href="http://blessyphebeeters.blogspot.com/">http://blessyphebeeters.blogspot.com/</a>
22103003	G. Hepsiba	<a href="https://www.blogger.com/blog/post/edit/1194522614501657112/8330430510204437048">https://www.blogger.com/blog/post/edit/1194522614501657112/8330430510204437048</a>
22103004	K. Sarala	<a href="https://www.blogger.com/blog/post/edit/3428167743635776474/3650708390217840970">https://www.blogger.com/blog/post/edit/3428167743635776474/3650708390217840970</a>
22103007	S. Pallavi	<a href="https://www.blogger.com/blog/post/edit/6418328792074632117/2471469351131978295">https://www.blogger.com/blog/post/edit/6418328792074632117/2471469351131978295</a>
22103008	T. Sravani	<a href="https://sravanithokalaravani.blogspot.com/2024/09/day-1.html">https://sravanithokalaravani.blogspot.com/2024/09/day-1.html</a>
21103018	Syed. Muskan	<a href="https://www.blogger.com/blog/post/edit/2844285609929464934/3441352897781944915">https://www.blogger.com/blog/post/edit/2844285609929464934/3441352897781944915</a>

Name of the Teacher: Dr N. Santhi Sri Devi  
 Program B.A., EPCE (2022-2025)  
 Semester: IV  
 Academic Year: 2023-24  
 Title of the Course: Skills and Strategies in Professional Reading and Writing  
 Course Code: CE 104-4  
 Title of the Assignment: Designing a Brochure using Canva  
 Focus Aspect/Skill Assessed: Creative and Critical Thinking Skill

Regd. No	Name of the Student	Title of the Project/Topic
22103001	Ch. Sindhura	Brochure for My Start-Up (MeHandi)
22103002	David Blessey Phebe	Brochure for My Start-Up (Restaurant)
22103003	G. Hepsiba	Brochure for My Start-Up (Marriage Bureau)
22103004	K. Sarala	Brochure for My Start-Up (Mess)
22103005	K. Ankitha	Brochure for My Start-Up (Rapido)
22103006	N. Jayasri	Brochure for My Start-Up (Photograph)
22103007	S. Pallavi	Brochure for My Start-Up (Jewelry)
22103008	T. Sravani	Brochure for My Start-Up (Fashion Designer)
21103018	Syed. Muskan	Brochure for My Start-Up (Travel Agency)

Name of the Teacher: Dr K.Padmaja  
 Program B.A., TTM (2022-2025)  
 Semester: V  
 Academic Year: 2024-25  
 Title of the Assignment: Designing a tourist Brochure using Canva  
 Focus Aspect/Skill Assessed: Creative and Critical Thinking Skill

Name	Brochure Name	Group	Brochure link
E. Rahitha	Darjeeling Plirangipur am	3 <sup>rd</sup> B.A TTM.SE.H	<a href="https://www.canva.com/design/DAGToHb9ha4/mN64g6Nu1BN4ISJ-8QE7v7Q/edit?utm_content=DAGToHb9ha4&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToHb9ha4/mN64g6Nu1BN4ISJ-8QE7v7Q/edit?utm_content=DAGToHb9ha4&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a> <a href="https://www.canva.com/design/DAGToIOr8A/MdStTdUgxGu3GNhaOzY94w/edit?utm_content=DAGToIOr8A&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToIOr8A/MdStTdUgxGu3GNhaOzY94w/edit?utm_content=DAGToIOr8A&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
G. Anjana	Ananthapur Ooty	3 <sup>rd</sup> B.A TTM.SE.H	<a href="https://www.canva.com/design/DAGRAAdoHf0/t3udLvgDjBrVf_KkhAoeO/edit?utm_content=DAGRAAdoHf0&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGRAAdoHf0/t3udLvgDjBrVf_KkhAoeO/edit?utm_content=DAGRAAdoHf0&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a> <a href="https://www.canva.com/design/DAGToPspnPg/RX3M25nQilFm7x52rOvalw/edit?utm_content=DAGToPspnPg&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToPspnPg/RX3M25nQilFm7x52rOvalw/edit?utm_content=DAGToPspnPg&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
G. Terisa	Kodaikanal Shillong	3 <sup>rd</sup> B.A. TTM.SE.H	<a href="https://www.canva.com/design/DAGToOPR8gs/Jhgzy8TfTCOnpwoPg74gw/edit?utm_content=DAGToOPR8gs&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToOPR8gs/Jhgzy8TfTCOnpwoPg74gw/edit?utm_content=DAGToOPR8gs&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a> <a href="https://www.canva.com/design/DAGRAUb71UI/e-Xj6bMNGggFE1HfExylg/edit?utm_content=DAGRAUb71UI&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGRAUb71UI/e-Xj6bMNGggFE1HfExylg/edit?utm_content=DAGRAUb71UI&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
J. Nandu Priya	Maredumilli Rishikesh	3 <sup>rd</sup> B.A TTM.SE.H	<a href="https://www.canva.com/design/DAGToQxXIT8/G00NKW05A-HiIBsanmm_yw/edit?utm_content=DAGToQxXIT8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToQxXIT8/G00NKW05A-HiIBsanmm_yw/edit?utm_content=DAGToQxXIT8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a> <a href="https://www.canva.com/design/DAGTodRu88E/lphiYQAxsdTzeJRkpNKYHw/edit?utm_content=DAGTodRu88E&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGTodRu88E/lphiYQAxsdTzeJRkpNKYHw/edit?utm_content=DAGTodRu88E&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
P. Jhansi	Scuba diving in Kerala Gujarat	3 <sup>rd</sup> B.A TTM .SE.H	<a href="https://www.canva.com/design/DAGToThZJ8k/nP-QnNC3eDmL.OIR-ES6ONA/edit?utm_content=DAGToThZJ8k&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToThZJ8k/nP-QnNC3eDmL.OIR-ES6ONA/edit?utm_content=DAGToThZJ8k&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a> <a href="https://www.canva.com/design/DAGObGdk3Hk/axoWB9CMOtsaj44zdc69iA/edit?utm_content=DAGObGdk3Hk&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGObGdk3Hk/axoWB9CMOtsaj44zdc69iA/edit?utm_content=DAGObGdk3Hk&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>

<b>T. Sravanthi</b>	Dindi Tour Kerala	3 <sup>rd</sup> B.A TTM .SE.H	<a href="https://www.canva.com/design/DAGToO1rnC0/Mun5UMwaOQX1GL-QjpO-fg/edit?utm_content=DAGToO1rnC0&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToO1rnC0/Mun5UMwaOQX1GL-QjpO-fg/edit?utm_content=DAGToO1rnC0&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a> <a href="https://www.canva.com/design/DAGRBe9eDn4/KhxnetxaF0bAGkwyMve8Q/edit?utm_content=DAGRBe9eDn4&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGRBe9eDn4/KhxnetxaF0bAGkwyMve8Q/edit?utm_content=DAGRBe9eDn4&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
<b>Sowjanya</b>	R.K Beach	2 <sup>nd</sup> B.A TTM	<a href="https://www.canva.com/design/DAGToe7YWao/K52h8esWdwte-31f6zq4jg/edit?utm_content=DAGToe7YWao&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToe7YWao/K52h8esWdwte-31f6zq4jg/edit?utm_content=DAGToe7YWao&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
<b>Yashaswi</b>	Kondaveedu fort	2nd B.A TTM	<a href="https://www.canva.com/design/DAGToRPHdfo/Ajl_V6VV_0kb9bgKlhbKsw/edit?utm_content=DAGToRPHdfo&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToRPHdfo/Ajl_V6VV_0kb9bgKlhbKsw/edit?utm_content=DAGToRPHdfo&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
<b>Venkateswari</b>	Araku valley	2nd B.A TTM	<a href="https://www.canva.com/design/DAGQYhCLOnQ/M3xDPzrFMxDwA97j21AtDA/edit?utm_content=DAGQYhCLOnQ&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGQYhCLOnQ/M3xDPzrFMxDwA97j21AtDA/edit?utm_content=DAGQYhCLOnQ&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
<b>Ganga</b>	Chirala	2 <sup>nd</sup> B.A TTM	<a href="https://www.canva.com/design/DAGToG4iNvw/jhsUfXSIDNiN65g7knWg/edit?utm_content=DAGToG4iNvw&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToG4iNvw/jhsUfXSIDNiN65g7knWg/edit?utm_content=DAGToG4iNvw&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
<b>Reshma</b>	Bhavani island	2 <sup>nd</sup> B.A TTM	<a href="https://www.canva.com/design/DAGToaggbHU/42-8Xj92B34es8T11uurYw/edit?utm_content=DAGToaggbHU&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToaggbHU/42-8Xj92B34es8T11uurYw/edit?utm_content=DAGToaggbHU&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
<b>Sowmya</b>	Undavalli	2 <sup>nd</sup> B.A TTM	<a href="https://www.canva.com/design/DAGToJ99u4/a7xsNW8GynoxE-UodD3aA/edit?utm_content=DAGToJ99u4&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToJ99u4/a7xsNW8GynoxE-UodD3aA/edit?utm_content=DAGToJ99u4&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
<b>Athika</b>	Ramapuram	2 <sup>nd</sup> B.A TTM	<a href="https://www.canva.com/design/DAGToHnBF7M/BCxjHSPICyvgN52JC-SKuQ/edit?utm_content=DAGToHnBF7M&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToHnBF7M/BCxjHSPICyvgN52JC-SKuQ/edit?utm_content=DAGToHnBF7M&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
<b>Naziya</b>	Gandhi Hills	2 <sup>nd</sup> B.A TTM	<a href="https://www.canva.com/design/DAGRAUgY9ag/y5A_xr1vJ2Hfwy0KhdMe8Q/edit?utm_content=DAGRAUgY9ag&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGRAUgY9ag/y5A_xr1vJ2Hfwy0KhdMe8Q/edit?utm_content=DAGRAUgY9ag&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>
<b>Keerthi</b>		Nagarjuna Sagar	<a href="https://www.canva.com/design/DAGToCckPPE/adVC_F_m0pD_M0sDkazeFmQ/edit?utm_content=DAGToCckPPE&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGToCckPPE/adVC_F_m0pD_M0sDkazeFmQ/edit?utm_content=DAGToCckPPE&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a>

**Government College for Women (A), Guntur**

**Department of English**

**Special English, paper 3 SE107-3:**

Students researched information and authenticated and thus reflected the ability to select the right information from right source.

Seminar on Women and Gender equity

<b>S.no</b>	<b>Semester and Class</b>	<b>Name of the student</b>	<b>Topic</b>	<b>Date</b>	<b>PPT, &amp; Paper</b>
1	III - S . E	G.Nandu	Gender stereo types in 21 <sup>st</sup> century	8-12-23	“”
2	III - S . E	Jhansi	Women are better Leaders in making the world to be a better place	8-12-23	“”
3	III - S . E	Sravanthi	Gender stereo types in ( movies, Advertisements and Televisions)	8-12-23	“”

Link to student PPTs:

[https://drive.google.com/drive/folders/11hI0qe1jsD6r0xLwPICPbjuI4hVl63tZ?usp=drive\\_link](https://drive.google.com/drive/folders/11hI0qe1jsD6r0xLwPICPbjuI4hVl63tZ?usp=drive_link)

## SPSS workshop

On 29.6.2023 a comprehensive training workshop on “Introduction to SPSS” was conducted at Government College for Women(A), Guntur. The workshop aimed to provide participants with a solid foundation in data analysis using SPSS. Dr. D. Ramesh, Assistant Professor, ANGRAU Agricultural extension college, Bapatla who is an expert in the field as resource person for the workshop.

### Objective

to introduce the basics of SPSS, in particular how to perform quantitative analysis, interpret and reporting results and provide hands-on practice on a set of problems.

The workshop spanned over two days covering a wide range of topics related to data analysis concepts and techniques. Dr. D. Ramesh delved into various statistical procedures and the ways to solve these statistical tests using SPSS, enabling participants to gain valuable insights into the Software’s capabilities. The workshop primarily focused on essential Statistical tests, including t-test, F-test, Z-test, correlation analysis and ANOVA.

### Outcomes

- Use SPSS and apply right tools for data analysis
- Select appropriate tool for data analysis
- Interpret the results of data analysis
- Enhance data analysis skills



## Certificate course on R

The 30-hour course on 'R' introduced students to essential programming concepts and data analysis techniques using the R programming language. Designed for beginners, the course covered foundational aspects of R, including data manipulation, statistical analysis, and data visualization, equipping students with practical skills for data-driven problem-solving. By the end of the course, participants gained hands-on experience with R's core functions, enabling them to explore and analyze real-world datasets effectively.

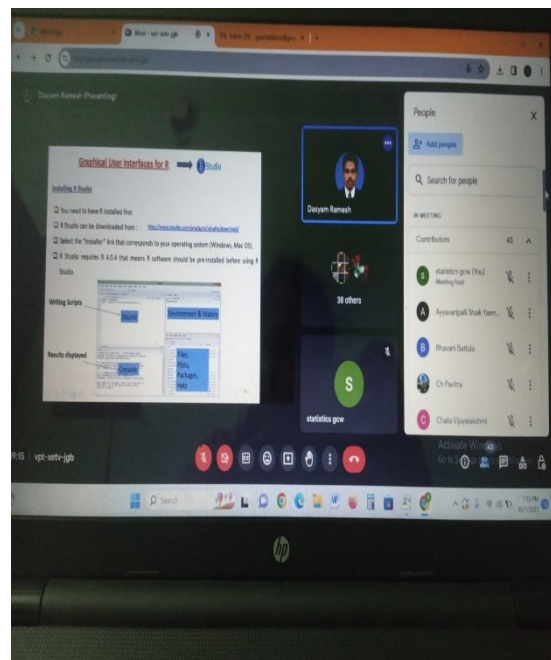
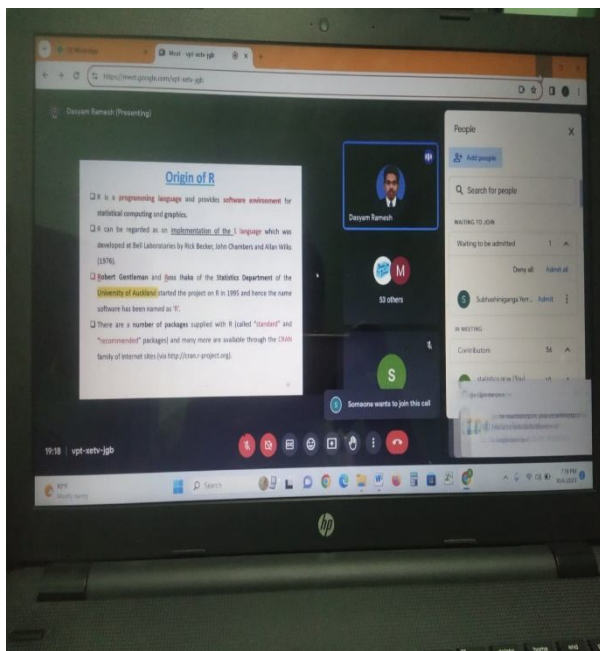
### Objectives:

- Understand basic syntax, data types, and structures in R
- Apply statistical methods using R's extensive libraries
- Create compelling visualizations
- Work with real datasets to build practical skills

The course, spanning 30 hours, covered a wide range of data analysis topics in online mode. Dr. D. Ramesh, Assistant Professor, Department of Statistics and Computer Applications, ANGRAU Agricultural College, Bapatla, served as the resource person. Classes ran from 7:30 to 8:30 AM, starting on October 6, 2023, and concluding on December 13, 2023. Forty-four students participated and gained valuable insights into R programming.

### Outcomes:

- Ability to write and debug R code for data analysis
- Skills to create visualizations using ggplot2
- Completion of a project analyzing real-world data using R



# Digital Herbarium

Objectives: -

1. Transform physical herbarium specimens into digital formats to ensure they are preserved against physical degradation and loss.
2. Record detailed metadata for each specimen, including information about its origin, collection date, and taxonomic classification.

**Description:** - A digital herbarium is an online repository of botanical specimens, where high-resolution images and detailed metadata of plant samples are stored and managed electronically. Our students collected plant specimens from our college campus and from Surroundings areas. they prepared Physical Herbarium, we digitized these plant specimens to prepare digital Herbarium., It provides students and Public with accessible and searchable data on plant diversity, taxonomy, and distribution. By digitizing physical herbarium collections, a digital herbarium ensures the preservation of valuable botanical information, facilitates remote access, and supports research and education in plant sciences.

- Outcomes:** -
1. Provides a valuable tool for teaching botany and plant sciences, with interactive and visual resources for students.
  2. In the study of plant taxonomy and phylogeny It providing access to a wide range of specimens and associated data.





## Department of Chemistry

### **Title of the Practice: Constructing and analysing Chemical structures and apparatus through Chem sketch for enhance chemistry education**

#### **Introduction:**

At our college Department of Chemistry, we emphasize both theoretical understanding and practical application of chemical concepts. The second and third years are pivotal for students as they deepen their knowledge in constructing chemical structures and analyzing laboratory apparatus using Chem Sketch software. Chem Sketch is a versatile chemical drawing software widely utilized in academic for drawing detailed chemical structures, molecular models, and laboratory apparatus diagrams. Chem sketch enables students to construct and visualize complex molecules, design reaction mechanisms, and depict stereochemistry in both 2D and 3D formats with ease. As a valuable tool for students, educators, and researchers alike, Chem Sketch supports the exploration of organic, inorganic, and physical chemistry. Whether for educational purposes or research, Chem Sketch seamlessly integrates theoretical concepts with practical application, equipping students with the skills required for modern chemical analysis and research.

#### **Objectives:**

1. To produce clear and reproducible chemical structures.
2. To encourage interactive and self-directed learning through the use of Chem Sketch.
3. To bridge the gap between theoretical knowledge and practical application in chemical drawing and modeling.

Number of Students: 94

#### **The Practice:**

This practice involves constructing chemical structures and laboratory apparatus using Chem Sketch. Each year, this practice is continued to students of III B.Sc. M.Z.C, H.B.C, II B.Z. Cand III B.Sc. M.Z.C during 2023-24, 2022-23 and 2022-21 respectively by providing a hands-on approach to draw chemical compounds, molecular structures, and laboratory setups. More over visualizing complex concepts and fostering a deeper understanding of molecular interactions. Students are integrated their theoretical chemistry with practical, experimental planning, which enhances their practical skills in preparing for experimental procedures.

**For Academic Year 2023-24:** The Department of Chemistry extended it to the students of III B.Sc. M.Z.C (Microbiology, Zoology, Chemistry) and H.B.C (Home Science, Botany, Chemistry) programs.

Structures of pyranose rings of glucose

Structure of Polymers

PTC-Crown ethers

Newman projections

3D view of fructose furanose structures

**Academic Year 2022-23:** This practice was conducted with II B.Sc. B.Z.C (Botany, Zoology, Chemistry) students, focusing on below mentioned topics

3D view of pyranose form of glucose

3D view of five membered ring structures

Structures of Amino acids

Hawarth configurations of fructoses

Lab apparatus

**Academic Year 2021-22:** The III B.Sc. M.Z.C students are practiced in:  
safety and hazard symbols.

Thermodynamic equations

Visualizing reaction mechanisms with correct arrow-pushing techniques.

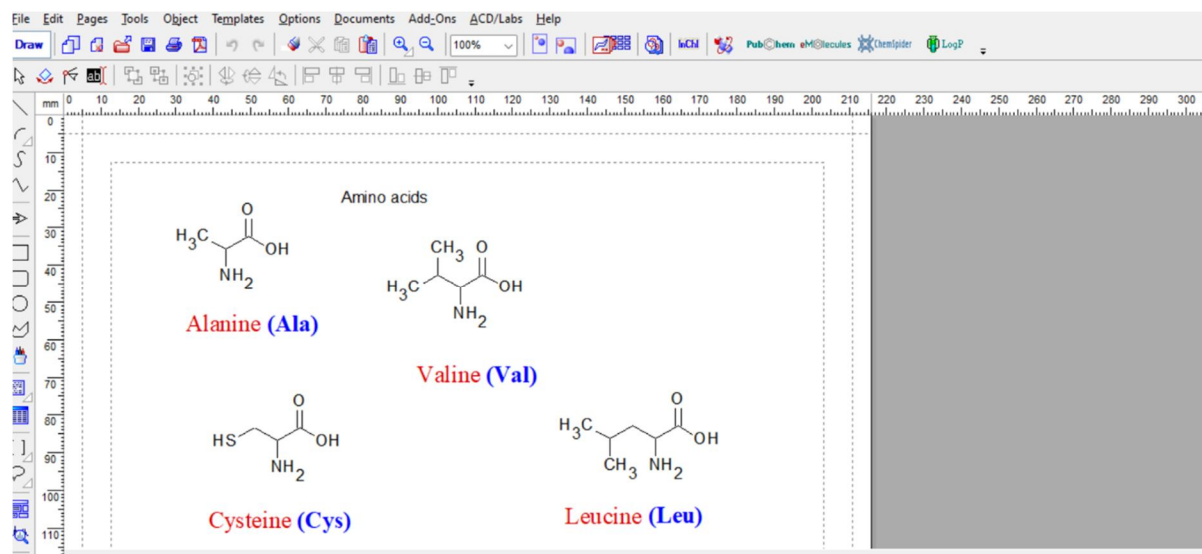
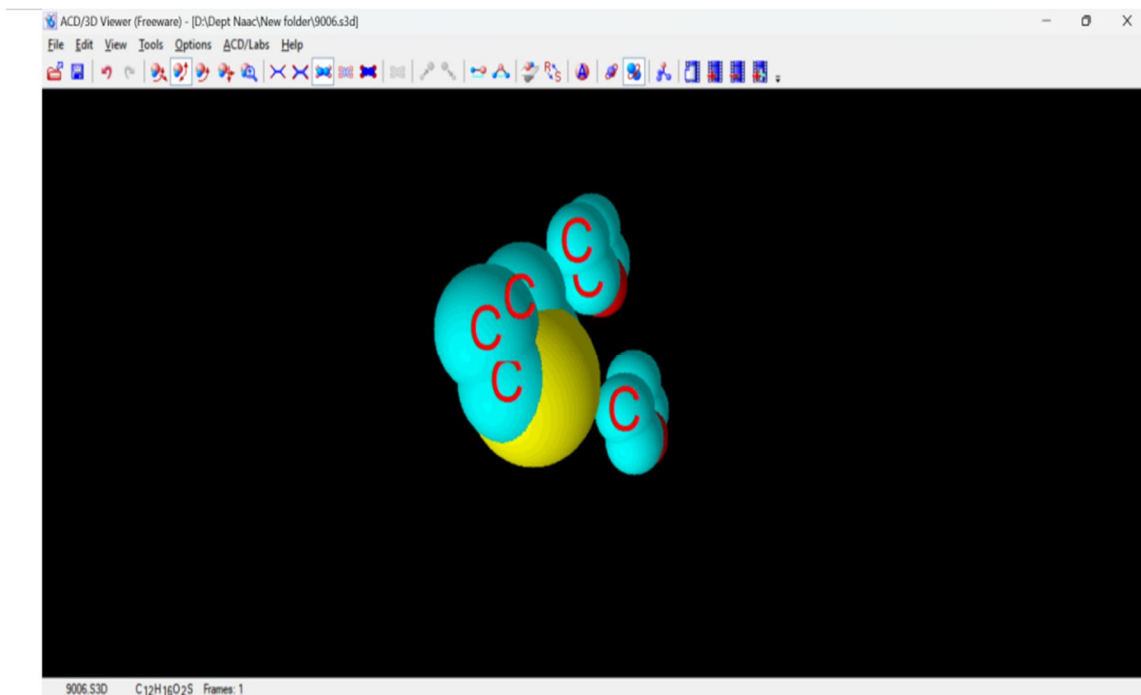
Drawing laboratory setups for common chemical processes and experiments.

**Outcomes:**

1. Students experienced a stronger connection between classroom theory and practical application.
2. Improved problem-solving skills and more effective study and review techniques.
3. Enhanced hands-on practice that deepened understanding of chemical phenomena.
4. Greater ability to visualize and interpret molecular structures.

**Conclusion:**

Chem Sketch is valuable tool widely used in chemistry departments for educational, research, and professional purposes. These programs enhance understanding of molecular structures, help students illustrate complex reaction mechanisms, and streamline the preparation of scientific publications. Moreover, students gain computational skills essential for modern chemical research. By integrating these tools into both teaching and research, chemistry departments significantly improve the efficiency and quality of their work.



# DEPARTMENT OF COMMERCE

## Workshop Report on Top Ten Technologies in Indian Banks

**Date:** September 18, 2023  
**Venue:** Assembly Hall, Government College for Women (A), Guntur  
**Chief Guest:** Professor M.S. Narayana, Professor in Banking, K.L. University, Guntur  
**Organized by:** Department of Commerce, Government College for Women (A), Guntur  
**Participants:** 150 Students

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### **Introduction:**

On September 18, 2023, the Department of Commerce at Government College for Women (A), Guntur, organized a workshop titled "Top Ten Technologies in Indian Banks." The session was graced by Professor M.S. Narayana, a renowned expert in banking, who shared valuable insights into the transformative technologies shaping the banking sector in India.

### **Objectives of the Workshop:**

1. To introduce students to the latest technological advancements in Indian banking.
2. To analyze the impact of these technologies on banking practices and customer experiences.
3. To inspire students to consider careers in the evolving field of banking technology.

### **Workshop Agenda:**

1. **Welcome and Introduction**
  - Introduction of the chief guest and overview of the workshop objectives.
2. **Overview of Technological Trends in Banking**
  - The significance of technology in enhancing banking services.
3. **Discussion on the Top Ten Technologies:**
  - **1. Artificial Intelligence (AI) and Machine Learning**
    - Used for personalized services and risk management.
  - **2. Blockchain Technology**
    - Ensuring security and transparency in transactions.
  - **3. Mobile Banking Applications**
    - Enhancing customer accessibility and engagement.
  - **4. Internet of Things (IoT)**
    - Facilitating real-time data collection and analytics.

- **5. Robotic Process Automation (RPA)**
  - Improving operational efficiency and accuracy.
- **6. Cyber security Solutions**
  - Safeguarding customer data against breaches.
- **7. Cloud Computing**
  - Providing *scalable* and cost-effective banking solutions.
- **8. Big Data Analytics**
  - Driving informed decision-making through data insights.
- **9. Digital Payment Systems**
  - Revolutionizing cashless transactions and user convenience.
- **10. Chat bots and Virtual Assistants**
  - Enhancing customer service through automated responses.

#### 4. Case Studies

- Real-world applications of these technologies in Indian banks.

#### 5. Interactive Q&A Session

- Engaging students in discussions about future trends and career opportunities in banking technology.

#### 6. Conclusion

- Summary of key points and encouragement for further exploration in the field.  
Outcomes

### 1. Artificial Intelligence (AI)

- **Understanding:** Participants recognized AI's role in enhancing customer service and risk management.
- **Action Item:** Develop AI-driven Chabot's for improved customer interaction.

### 2. Block chain

- **Understanding:** Insights into how block chain can enhance transaction security and efficiency.
- **Action Item:** Pilot block chain solutions for cross-border payments.

### 3. Cloud Computing

- **Understanding:** Awareness of cloud benefits for data management and operational flexibility.
- **Action Item:** Create a roadmap for migrating services to the cloud.

### 4. Big Data Analytics

- **Understanding:** Participants explored the power of big data in customer segmentation and personalized marketing.
- **Action Item:** Invest in analytics tools to better understand customer behavior.

### 5. Mobile Banking

- **Understanding:** Increased emphasis on mobile platforms for customer engagement.
- **Action Item:** Enhance mobile app features based on user feedback.

### 6. Robotic Process Automation (RPA)

- **Understanding:** RPA's potential to automate repetitive tasks for efficiency gains.
- **Action Item:** Identify processes suitable for automation.

### 7. Cybersecurity Solutions

- **Understanding:** Importance of robust cybersecurity measures to protect sensitive data.
- **Action Item:** Implement a comprehensive cybersecurity audit.

### 8. Internet of Things (IoT)

- **Understanding:** Discussion on IoT applications for improving customer experiences and data collection.
- **Action Item:** Explore IoT integrations for smart payment solutions.

### 9. RegTech (Regulatory Technology)

- **Understanding:** Tools for simplifying compliance and regulatory reporting.
- **Action Item:** Assess current compliance processes for potential automation.

### 10. Digital Wallets and Crypto currencies

- **Understanding:** Trends in digital payments and the growing use of crypto currencies.
- **Action Item:** Research potential partnerships with digital wallet providers.

### Summary of Workshop Discussions

- **Collaboration:** Strong emphasis on interdepartmental collaboration to implement these technologies effectively.
- **Customer-Centric Approach:** Participants agreed on the necessity of a customer-first mindset when adopting new technologies.
- **Innovation Culture:** Need to foster a culture of innovation within organizations to keep pace with technological advancements.

### Recommendations for Future Action

- **Continuous Learning:** Establish ongoing training programs on emerging technologies for staff.
- **Pilot Programs:** Launch pilot initiatives to test new technologies in controlled environments.

- **Feedback Mechanism:** Create a structured feedback system to gather insights from both customers and employees.

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### **Participant Feedback**

The workshop was well-received, with students expressing appreciation for the clarity and relevance of the information presented. Many participants showed interest in specific technologies and their applications, highlighting the workshop's effectiveness in stimulating curiosity.

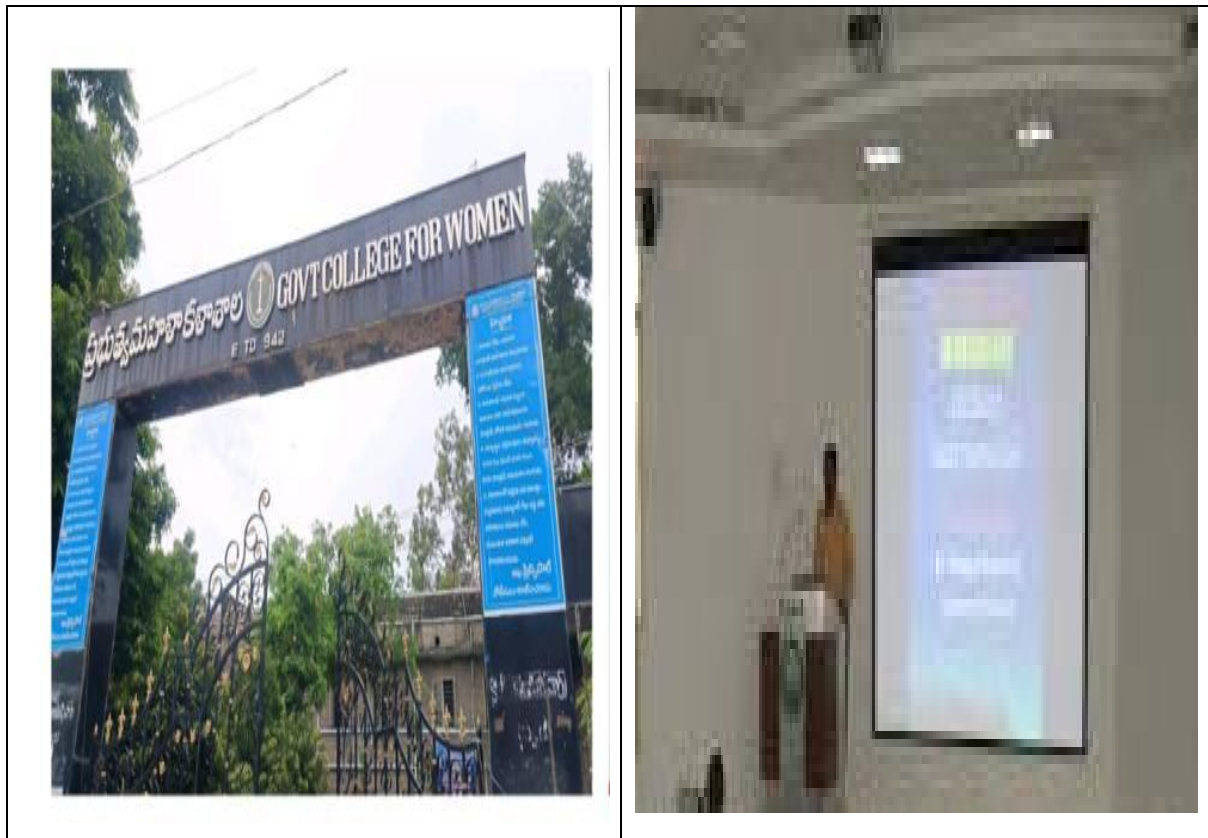
### **Conclusion**

The workshop led by Professor M.S. Narayana was a resounding success, equipping students with essential knowledge about the technological innovations in Indian banking. The insights provided during the session will serve as a foundation for students interested in pursuing careers in this rapidly evolving industry.

### **Acknowledgments**

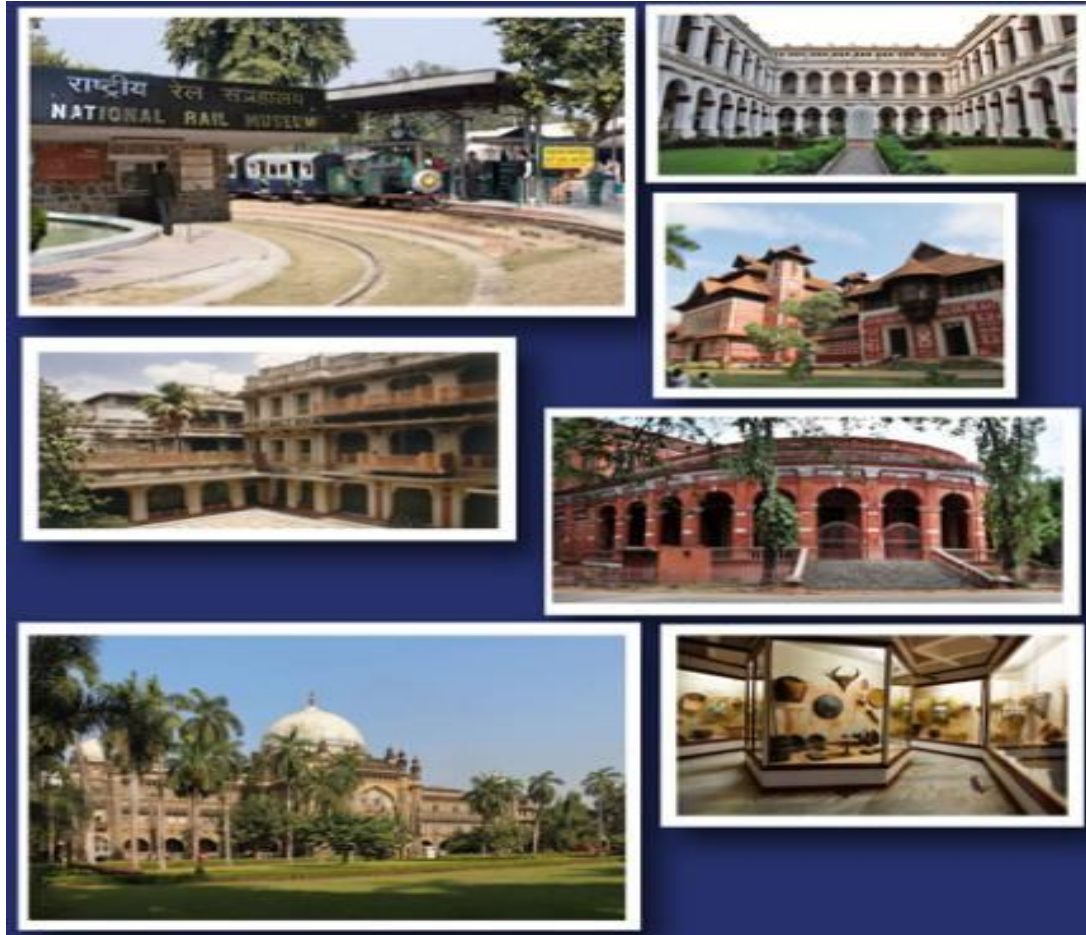
The Department of Commerce extends its gratitude to Professor M.S. Narayana for his insightful presentation and to all participants for their enthusiastic engagement.

### **PHOTO GALLERY**





# Types of MUSEUMS



## Introduction

### Museum :

A building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibit

This document consist of :-

- 1) Multi disciplinary museums
- 2) Specialty museums
- 3) Cultural heritage museums

### **Process :-**

Museums are revered institutions that preserve, promote, and showcase humanity's rich cultural, artistic, scientific and historical heritage. To effectively understand and appreciate the

diverse roles museums play, we categorize them into three primary groups: Multi-Disciplinary Museums, Specialty Museums and Cultural Heritage Museums.

**Objectives:**

- 1.This classification enables us to grasp the unique characteristics, strengths and purposes of each museum type.
2. Understand museum history and development.
- 3.Recognize the role of museums in preserving cultural heritage.
4. Improve research and communication skills.
- 5.Understand cultural policy and ethics.
6. Build knowledge of museum technology and software.

**Outcomes:**

1. Familiarity with museum collections, exhibitions.
2. Research and documentation skills.
3. Appreciation for cultural diversity and heritage.
4. Respect for preservation and conservation efforts.
5. Enhanced critical thinking and creativity

**The students who are involved in the activity.**

<b>Museum category</b>	<b>Group members</b>	<b>Class</b>	<b>Access</b>	<b>Reorganized</b>
Multi disciplinary museums	Rahitha, Terisa	3 <sup>rd</sup> B.A TTM	We used Google websites, ChatGPT, and Meta AI to research and gather information for our project.	We collected information about various museums, and then categorized them into art, history, science, and natural history museums based on their exhibits.
Specialty museums	Anjana , Nandu Priya	3 <sup>rd</sup> B.A TTM	We utilized Google websites to find relevant data, and we also	After collecting information about numerous museums, we systematically categorized them into art,

			employed ChatGPT and Meta AI to generate ideas and organize our thoughts.	history, science, and natural history museums, taking into account the specific types of exhibits featured in each institution.
Cultural Heritage museums	Jhansi , Sravanthi	3 <sup>rd</sup> B.A TTM	We used Google websites for research, and ChatGPT helped us organize our thoughts.	After collecting and analyzing extensive museum data, we systematically categorized and named the museums “Museum Clusters” (Art, History, Science, and Natural History), arranged them in a hierarchical order based on exhibit types, and identified distinct characteristics within each group.

**ACTIVITIES REFLECTING FLEXIBILITY,  
LEADERSHIP, INITIATION, SOCIAL  
CROSSCULTURAL INTERACTION**

**GOVT. COLLEGE FOR WOMEN (A) GUNTUR**  
**Dept. of Psychology**

**“Strategize Your Time , Realise your Goals” (06-12-2022)**

**Objectives**

1. To raise awareness among students on the importance of Time management
2. To develop Goal setting in the individuals by changing their thought process
3. To explain steps in Goal setting.

**Date:** 06-12-2022

**Time:** 2.30 PM in Assembly Hall, GCW (A), Guntur

**Participants:** All B.A I Year (PEP, SHT, HEP, CE, TTM) Students, faculty and other

**No of Students:** 196

**No of Faculty:** 12

**Other Participants:** 8

**Out Comes**

1. Students have got the awareness regarding the importance of Time management.
2. They have learnt some of the strategies to manage the time.
3. They understood that positive thinking process is very important to achieve goal.
4. They have learnt some of the steps in Goal setting.

**Description:**

The Depts. of Psychology and Sociology, Govt.College for Women (A) have conducted on Awareness Programme **“Strategize Your Time, Realise your Goals”** on 06-12-2022 at Assembly hall Govt.College for women (A) Guntur. The following are the dignitaries: Dr.V.Rama Jyotshna Kumari (Chief Patron) Principal & RJD Guntur, Krishana Bharat (Guest of honour) Psychologist and Psychiatrist Katuri.Srinivas,Katuri Hospital.

Smt.D.Chandrika Lecturer in Psychology welcomes the dignitaries and has given brief introduction about the programme. Psychiatrist Katuri.Srinivas has addressed the students that when the younger generation thinks and follows the right path they can achieve their aims and goals. Principal & RJD, Guntur Dr.V.Rama Jyotsna briefed about importance of Time management. Psychologist Krishana Bharath has said that: different concepts of residential and social environment has more impact on the life of student and if we mould those circumstances in our favour we can achieve successful life and we have to keep the mind set in positive way to achieve goals. The programme was concluded by vote of thanks of smt. Chandrika. Other faculty members have actively participated in this programme.

**Evidence:**



**GOVT. COLLEGE FOR WOMEN (A) GUNTUR**  
**Dept. of Psychology**  
**“Strategize Your Time , Realise your Goals” (25-11-2023)**

**Objectives**

1. To raise awareness among students on the importance of Time management
2. To develop Goal setting in the individuals by changing their thought process
3. To explain steps in Goal setting.

**Date:** 25-11-2023

**Time:** 11.30 AM in Assembly Hall, GCW (A), Guntur

**Participants:** All B.A I Year (PEP, SHT, HEP, CE, TTM) Students, faculty and other

**No of Students:** 180

**No of Faculty:** 12

**Other Participants:** 8

**Out Comes**

1. Students have got the awareness regarding the importance of Time management.
2. They have learnt some of the strategies to manage the time.
3. They understood that positive thinking process is very important to achieve goal.
4. They have learnt some of the steps in Goal setting.

**Description:**

The Depts. of Psychology and Sociology, Govt.College for Women (A) have conducted on Awareness Programme **“Strategize Your Time, Realise your Goals”** on 25-11-2023 at Assembly hall Govt.College for women (A) Guntur. The following are the dignitaries: Dr.V.Rama Jyotshna Kumari (Chief Patron) Principal & RJD Guntur, Psy Srinivas garu (Guest of honour) Psychologist and Psychiatrist Dr.IVL. Narasimha Rao garu,Manasa Hospital.

Smt.D.Chandrika Lecturer in Psychology welcomes the dignitaries and has given brief introduction about the programme. Psychiatrist Dr.IVL. Narasimha Rao garu has addressed the students that Time management develops self-discipline and accountability. Proper time management allows us to prioritize tasks, set clear goals, and allocate time to complete them.Principal & RJD, Guntur Dr.V.Rama Jyotsna briefed about importance of Time management. Psychologist Psy Srinivas garu has said that: Goals act as a roadmap, guiding us toward what we want to achieve. They give us a clear sense of purpose and help us identify the steps needed to reach our objectives and also explained that Goals help us prioritize tasks and

allocate time effectively, ensuring that our efforts are directed toward activities that will move us closer to our desired outcomes. The programme was concluded by vote of thanks of smt. Chandrika. Other faculty members have actively participated in this programme.

**Evidence:**



**GOVT. COLLEGE FOR WOMEN (A) GUNTUR**

**Dept. of Psychology**

**“Strategize Your Time , Realise your Goals” (08-12-2021)**

**Objectives**

1. To raise awareness among students on the importance of Time management
2. To develop Goal setting in the individuals by changing their thought process
3. To explain steps in Goal setting.

**Date:** 08-12-2021

**Time:** 10.30 AM in Assembly Hall, GCW (A), Guntur

**Participants:** All B.A I Year (PEP, SHT, HEP, CE, TTM) Students, faculty and other

**No of Students:** 185

**No of Faculty:** 15

**Other Participants:** 6

**Out Comes**

1. Students have got the awareness regarding the importance of Time management.
2. They have learnt some of the strategies to manage the time.
3. They understood that positive thinking process is very important to achieve goal.
4. They have learnt some of the steps in Goal setting.

**Description:**

The Depts. of Psychology and Sociology, Govt.College for Women (A) have conducted on Awareness Programme **“Strategize Your Time, Realise your Goals”** on 08-12-2021 at Assembly hall Govt.College for women (A) Guntur. The following are the dignitaries: Dr.V.Rama Jyotshna Kumari (Chief Patron) Principal & RJD Guntur, Dr. Srinivas garu (Guest of honour) Psychologist,GGH and Psychiatrist Dr.T.D.Vimala, Psychologist, Acharya Nagarjuna University, Guntur.

Smt. D.Chandrika Lecturer in Psychology welcomes the dignitaries and has given brief introduction about the programme. Psychologist Dr. T.D.Vimala, Psychologist garu has said the students that every one must keep specific, measurable, and realistic goals to give yourself a clear direction and Break down larger goals into smaller, manageable steps and also explained the students that Plan the day, week, or month by scheduling tasks and allocating time for each. Principal & RJD, Guntur Dr.V.Rama Jyotsna briefed about importance of Time management. Psychologist Dr. Srinivas garu has said that Identify and minimize distractions that take away

from productive time. Set boundaries and create a focused environment to maintain concentration.

And also explained that Monitor the progress regularly to see if you're moving toward your goals. Regularly review your time management strategies and adjust as needed. The programme was concluded by vote of thanks of smt. Chandrika. Other faculty members have actively participated in this programme.

**Evidence:**



# Report on the Unique Strengths of Our NCC in Leadership and Responsibility

The National Cadet Corps (NCC) of our institution plays a vital role in promoting responsibility and leadership skills among its cadets. Through a structured training program, activities, and community engagement, our NCC unit has developed a distinctive approach to leadership and responsibility that prepare cadets to excel in any field they choose.

## **Objectives:**

- To equip cadets with leadership skills by providing roles of responsibility and decision-making opportunities, preparing them to lead confidently in various capacities.
- To engage cadets in social service activities that fosters a sense of civic duty and responsibility towards the community.

## **The practice:**

Our NCC unit excels in developing leadership skills and social responsibility by adopting a multi-dimensional approach of training and focusing on empowering cadets at every level. This practice is not confined to traditional drills and exercises but is designed to thrive in diverse and challenging environments.

**Leadership through rotational command:** One of the unique approaches in our NCC is the rotational command system. Cadets are regularly rotated into commanding positions, where they are responsible for the command and management of their peers during drill, and events. This method ensures cadets experience the challenges and responsibilities of leadership, helping them build confidence, adaptability, and strategic thinking. Every year different cadets will act as contingent commander for the parades on national important days like Independence Day and republic day.

- On 26-01-2024, JUO B. Devi Sri with Regimental number AP2022SWA414319 acted as contingent commander for Republic day parade at college
- On 15-08-2023, LCPL B. Yashodha with Regimental number AP2022SWA414305 acted as contingent commander for Independence day parade at college
- On 26-01-2023, LCPL Sk. Shaila Bhanu with Regimental number AP2021SWA414305 acted as contingent commander for Independence day parade at college
- On 15-08-2022, CQMS G. Manasa with Regimental number AP20SWA414302 acted as contingent commander for Republic day parade at college.



Independence Day parade on 15-08-2023



Republic Day parade on 26-01-2022

**Leadership Development through appointments and ranks:** Cadets are given specific appointments or ranks such as Under Officer (UO), Company Quarter Master Sergeant (CQMS), and Sergeant (SGT), Corporal (CPL), and Lance Corporal (LCPL) with responsibilities of guiding peers and maintaining unit discipline. This leadership training is further reinforced through the organization and participation in various college activities and camp events.

*V.R. Julem*  
**PRINCIPAL**  
**GOVT. COLLEGE FOR WOMEN (A)**  
**GUNTUR.**

*Latha B.*  
 (Lt. Dr. Latha B.)

S.No	Regimental No.	Name	Camps done in previous year	Rank proposed
1	AP19SWA/414335	Priya shree K.	Pre-RDC1, IGC, CATC-I	SUO (Senior Under Officer)
2	AP19SWA/414351	K. J. A. Dayaseela	IGC(2020), CATC-I, EBSB (2020)	JUO(Junior Under Officer)
3	AP19SWA/414318	K. Sireesha	Pre-RDC1, IGC, CATC-I, IGC(2020)	SGT (Sergeant)
	AP19SWA/414319	M. Jyotshna baby	CATC-I, RCTC	SGT (Sergeant)
5	AP19SWA/414331	Swarupa Muvva	ATC-I, RCTC	CQMS (Company QuarterMaster Sergeant)
6	AP20SWA/414302	G. MANASA	ATC-I	CPL
7	AP20SWA/414319	SK. MASTANAMMA	CATC-I	CPL
8	AP20SWA/414325	T. POOJA SRAVANTHI	ATC-I	CPL
9	AP20SWA/414308	SK. SALMA BHANU	ATC-I	LCPL
10	AP20SWA/414315	B. MOUNIKA	ATC-I	LCPL
11	AP20SWA/414318	B. NAGA LAXMI	ATC-I	LCPL

Ranks proposed and sanctioned for the 2021-22

Guntur  
Dt: 12-09-2024

To  
The Commanding Officer  
10(A) Girls Bn, Guntur

Respected Sir,

Sub: Request for allotment of Ranks to the senior cadets of GCW(A), Guntur-Reg.

I am Lt. Dr. Latha B., Associate NCC Officer of Govt. College for Women NCC Company under our 10(A) Girls Bn, Guntur. Based on Cadets involvement and participation in various activities, their ability and discipline, I recommend following cadets of my college for the below proposed ranks. Hence, I appeal you to kindly consider my request and assign the proposed ranks to cadets.

Thank you sir

*V.R. Jyo*  
21/9/24  
PRINCIPAL  
GOVT. COLLEGE FOR WOMEN  
GUNTUR

Yours sincerely  
(Lt. Dr. Latha B.)

*Latha B.*  
01310124  
Lt. Dr. LATHA B.  
NCC Officer  
Govt. College For Women (A)  
GUNTUR-522 001

S. No	Regimental No.	Name	Rank proposed	Previous Rank
1	AP2022SWA414341	K. Sindhupriya	SUO	SUO
2	AP2022SWA414316	K. Bhuvanewari	JUO	JUO
3	AP2022SWA414319	B. Devisri	JUO	JUO
4	AP2022SWA414308	N. Vineela Preethi	CSM	SGT
5	AP2022SWA414332	B. Navyasri	CQMS	SGT
6	AP2022SWA414329	P. Jessie sweeti	SGT	CPL
7	AP2022SWA414309	B. Swapna	SGT	CPL
8	AP2022SWA414327	K. Mounika	CPL	CPL
9	AP2022SWA414304	P. Swathi	CPL	LCPL
10	AP2022SWA414305	B. Yasodha	CPL	LCPL
11	AP2022SWA414303	M. Meghana Sai	CPL	LCPL
12	AP2022SWA414333	P. Mounika	LCPL	LCPL
13	AP2022SWA414324	M. Durga Devi	LCPL	Cdt
14	AP2022SWA414336	T. Sakuntala	LCPL	Cdt
15	AP2022SWA414323	S. Madhuri	LCPL	Cdt
16	AP2022SWA414330	Sumayya Khanam	LCPL	Cdt
17	AP2022SWA414321	B. Pavani	LCPL	Cdt
18	AP2023SWA023346	K. Arthi	CPL	Cdt
19	AP2023SWA023338	K. Rasool bee	CPL	Cdt
20	AP2023SWA023357	P. Tejeswari	CPL	Cdt
21	AP2023SWA023311	Sk. Asma bi	LCPL	Cdt
22	AP2023SWA023342	Sk. Anshura	LCPL	Cdt
23	AP2023SWA023363	B. Manasa	LCPL	Cdt
24	AP2023SWA023348	V. Salma	LCPL	Cdt
25	AP2023SWA023318	O. Surekha	LCPL	Cdt
26	AP2023SWA023319	B. Devisri	LCPL	Cdt

Ranks for the year 2024-25

**Responsibility in Leadership Roles:** Leadership positions within our NCC are given based on active participation and merit, but with a focus on responsibility. Cadets selected for higher roles are expected to mentor younger cadets, serve as role models. This dual responsibility - leading while taking care of others - strengthens their understanding of accountable leadership. Additionally, all cadets actively participate in initiatives such as Swachhata Pakhwada, awareness rallies, parades on national days, and fund collection for Communal Harmony Campaign Week & Flag Day, reinforcing their commitment to civic duties and social responsibility.



Telephone - 2230970  
 g-mail - 10agbncc@gmail.com  
 No 10(A) GBN/542/Accts

10 Andhra Girls Bn NCC  
 Syamalanagar, 3<sup>rd</sup> Lane  
 Guntur - 522 006 (AP)  
 Dec 2022

The Branch Manager,  
 Union Bank of India,  
 Pattabhipuram Branch,  
 Guntur

**NEFT PAYMENT : REG**

1. It is requested to transfer funds through NEFT to the Beneficiary Bank account as per the details given below from Regl Fund Account No. 042510011005577:-

S. No.	Account holder Name	Account No.	Bank and Address	IFSC Code	Amount
a)	National Foundation for Communal Harmony	10569548047	State Bank of India, Nirman Bhavan, Maulana Azad Road, New Delhi-110011	SBIN0000583	2813.00
<b>TOTAL</b>					<b>2813.00</b>

(Rupees Two Thousand Eight Hundred and thirteen Only)

2. Your self Cheque No. 02041485 dated 01 Dec 2022 for Rs.2813.00/- (Rupees Two Thousand Eight Hundred and thirteen only) is enclosed for the above NEFT transfer.

**10(A) GIRLS BN NCC GUNTUR**

*(Signature)*  
 Lt Col  
 Commanding Officer  
 10 (A) Girls Bn NCC, Guntur

## DEPARTMENT OF POLITICAL SCIENCE

ACADEMIC YEAR 2022-23

### CONSTITUTION OF GOVERNMENT COLLEGE FOR WOMEN (A)

The Department of Political Science plays a key role in helping students develop important leadership and responsibility skills. To support this goal, political science students created a constitution for the college.

#### **Objectives of the Practice**

The Department of Political Science could arrange various activities to build leadership and responsibility in students.

- 1. Leadership and Responsibility:** The drafting of a college constitution serves as a profound exercise in nurturing leadership and responsibility among students, guiding them to shape a shared vision, uphold values, and foster a sense of collective purpose and accountability.

#### **The Context**

Fostering student leadership and accountability is a primary objective at many educational institutions. In order to accomplish this, universities frequently include students in worthwhile, practical initiatives that impart civic responsibility, ethics, and governance. The creation of a college constitution is a potent means of fostering these ideals. Through this project, students—especially those in the Department of Political Science—can actively contribute to the development of a document that sets forth common principles and objectives and regulates student life. Through this process, students build leadership and accountability skills that will benefit them long after they graduate from college. They also learn how to express ideas, debate viewpoints, and cooperate toward a common goal. The process of drafting a constitution is not merely a scholarly endeavor; it is a significant chance to participate actively in the creation of a document that governs student life and establishes shared values and goals. Through this process, students learn to communicate ideas, negotiate perspectives, and work toward a common purpose, developing qualities of leadership and accountability that will serve them well beyond college. This experience of building a constitution is not just an academic exercise; it is a profound opportunity to understand the responsibilities of leadership and the impact of well-founded governance.

## **The Practice**

### **I. I. Life Skills: Leadership and Responsibility:**

The writing of a College Constitution equips students with essential life skills, fostering both leadership and a deep sense of responsibility. This process helps them in understanding the class representative system followed in the college which assigns leadership roles to student in a democratic way. They learn to collaborate, make decisions, and uphold shared values, preparing them for future roles in their communities and careers. The writing of college constitution also enables students learn about roles and responsibilities of teaching faculty, non-teaching staff and students.

### **Outcomes of the Programme:**

1. **Leadership skills:** The process of writing the college constitution cultivates responsible, visionary leaders who are prepared to uphold shared values and make impactful decisions.
2. **Informed Decision-Making:** The debates and discussion that goes on in writing the Constitution of College helps students make informed decisions.



## CONSTITUTION OF GCW(A)

*(college with potential with Excellence)*

We, the members of Government College for Women, establish this Constitution to govern our college community. With a commitment to academic excellence, women's empowerment, and inclusive education, we aim to create a nurturing environment that fosters personal growth and social responsibility. Upholding principles of equity, diversity, and respect, we strive to prepare our students for a changing world through interdisciplinary learning and innovation. With a focus on social justice and equality, we aspire to create a safe and inclusive campus that values diversity. This Constitution guides us in our pursuit of knowledge, wisdom, and the holistic development of women, promoting unity and progress within our college community.

### **Article 1: Name of the institution**

Government College for Women (A)

### **Article 2: Purpose and vision**

Leading students towards enlightenment, rational thinking with professional orientation and contributing towards self-development and providing the nation with responsible citizens.

### **Article 3: Principal**

#### *Section 1: Academic and Administrative Leadership*

1.1 The principal is the academic and administrative leader of the college.

1.2 Responsibilities include planning and supervising the execution of annual academic plans, co-curricular, and extra-curricular activities.

#### *Section 2: Administrative Functions*

2.1 Sanctioning Casual Leaves to Teaching Staff and Non-Teaching Staff.

2.2 Sanctioning increments to the teaching and non-teaching staff.

2.3 Constituting different committees for the smooth functioning of the college.

### *Section 3: Financial Functions (Powers)*

- 3.1 Sanctioning Temporary Advance from GPF to Teaching Staff and Non-Teaching Staff.
- 3.2 Reimbursement of tuition fees.
- 3.3 Conducting an annual review of stocks and other assets of the institution.
- 3.4 Sanctioning medical reimbursement to Gazetted Officers and Non-Gazetted Officers.
- 3.5 Distribution of budget allotments to various departments.
- 3.6 Utilization of Special Fee/PD Funds by sanctioning expenditure and purchases.
- 3.7 Drawing and Disbursement of Salary to the staff as DDO.
- 3.8 Monthly reconciliation of all Plan and Non-Plan expenditures with Treasury figures.
- 3.9 Preparation of UGC Plan Proposal for a plan period.

### *Section 4: Academic Functions (Powers)*

- 4.1 Supervising students and maintaining discipline in the college.
- 4.2 Issuing Transfer Certificates (TCs) and Conduct Certificates to outgoing students.

## **Article 4: Vice Principal**

### *Section 1: Role and Responsibilities*

- 1.1 Acting as a senior faculty member and assisting the Principal in academic activities.
- 1.2 Handling day-to-day affairs in the absence of the Principal.

## **Article 5: Head of Department (HOD)**

### *Section 1: Role and Responsibilities*

- 1.1 The HOD is responsible for the dissemination of knowledge in their subject to all students.
- 1.2 Distributing the syllabus and preparing an annual plan for the department.
- 1.3 Reviewing the progress of syllabus coverage and informing the Principal.
- 1.4 Planning and organizing remedial coaching for students.
- 1.5 Submitting monthly reports to the Principal regarding lecturers and students in the department.

## **Article 6: Lecturer**

### *Section 1: Role and Responsibilities*

- 1.1 Following the annual plan and completing the syllabus.
- 1.2 Ensuring coverage of the syllabus and conducting extra classes if needed.
- 1.3 Informing students about the syllabus schedule and planning for completion.
- 1.4 Organizing seminars, tutorials, assignments, and other academic activities.
- 1.5 Adopting student-centered teaching methods and utilizing audio-visual aids.

- 1.6 Conducting periodic tests, maintaining records of marks, and providing incentives.
- 1.7 Participating in counseling programs and guiding students on educational and career opportunities.
- 1.8 Maintaining teaching diaries, lesson synopses, and participating in co-curricular activities.
- 1.9 Assisting the Principal in maintaining discipline and performing assigned duties.

### **Article 7: Junior Lecturer**

#### *Section 1: Role and Responsibilities*

- 1.1 Assisting teachers in lesson preparation and setting up classroom materials.
- 1.2 Tracking student attendance and schedules.
- 1.3 Providing individual support to students with learning challenges.
- 1.4 Conducting remedial teaching and assisting with grading and parent communication.
- 1.5 Supervising students during field trips and school activities.

### **Article 8: Lab Technician**

#### *Section 1: Role and Responsibilities*

- 1.1 Receiving, labeling, and analyzing samples.
- 1.2 Conducting laboratory testing and experiments.
- 1.3 Observing and interpreting research findings.
- 1.4 Managing lab equipment and supplies.
- 1.5 Adhering to safety guidelines and maintaining cleanliness.

### **Article 9: Academic Coordinator**

#### *Section 1: Role and Responsibilities*

- 1.1 Handling course registrations and requests for course/subject changes.
- 1.2 Preparing schedules and conducting internal examinations.
- 1.3 Arranging examination halls and managing examination-related tasks.
- 1.4 Assisting in assessment

### **Article 10: NCC Officer**

#### *Section 1: Role and Responsibilities*

- 1.1 Conducting NCC Activities:
- 1.2 Organizing and coordinating NCC activities at the institution level.
- 1.3 Parade Supervision: Supervising parades on occasions such as Independence Day, Republic Day, etc.
- 1.4 Security Services: Providing security services through NCC cadets during programs and events.

1.5Camps and Certificates: Encouraging students to attend NCC camps and participate in examinations for 'B' and 'C' certificates.

1.6Community Services: Involving NCC cadets in community service during natural calamities or government functions.

### **Article 11: NSS Coordinator**

#### *Section 1: Role and Responsibilities*

1.1Awareness Activities: Organizing awareness campaigns for events like AIDS Day, blood donation drives, and polio vaccination.

1.2Collaboration: Coordinating with various departments, organizations, and NGOs for community development initiatives.

1.3Extension and Outreach: Engaging faculty and students in outreach activities to promote social awareness and citizen responsibility.

### **Article 12: JKC Coordinator**

#### *Section 1: Role and Responsibilities*

1.1Training Programs : Planning and organizing training programs for students.

1.2Placement and Career Guidance: Facilitating MOUs with employers for placements.

1.3Providing coaching for competitive examinations.

1.4Offering career guidance to students.

1.5Documentation and Yearbook:

1.6Maintaining records and preparing a yearbook with evidence of JKC activities.

### **Article 13: IQAC Coordinator**

#### *Section 1: Role and Responsibilities*

1.1Quality Systems:

Organizing training in quality systems and ensuring understanding among employees.

1.2Maintenance of Quality System:

Ensuring the functioning of the quality system and implementing corrective and preventive actions.

1.3External Liaison:

Liaising with external agencies/bodies on matters related to quality systems.

1.4Quality Initiatives :Coordinating all quality initiatives such as NAAC and NIRF ranking on behalf of the college.

1.5Feedback Collection and Analysis:

Collecting feedback from students and stakeholders and analyzing the results.

## **Article 14: Duties and Responsibilities of the College Principal**

### *Section 1: Administration*

The College Principal shall administer the college in such a manner that the stakeholders, including students, academicians, and non-teaching staff function promptly.

### *Section 2: Academic Activities*

The College Principal shall oversee the conduct of classes and other academic activities such as curricular, co-curricular, and extra-curricular activities given by CCE and universities and implement academic innovations given by apex bodies from time to time.

### *Section 3: Continuous Internal Assessment*

The College Principal shall implement Continuous Internal Assessment (CIA) as per the Standard Operating Procedure (SOP) issued by the CCE.

### *Section 4: Teaching Workload*

The College Principal shall take classes as per the teaching workload norms in vogue for college principals.

### *Section 5: College Website*

The College Principal shall maintain the college Website as per the SOP issued by the CCE.

### *Section 6: Monthly Newsletters*

The College Principal shall prepare the Monthly Newsletters and upload them on the College Website and CCE website.

### *Section 7: Placement Drives :*

The College Principal shall organize the placement drives at college level to explore and promote better employment opportunities for students.

### *Section 8: Resource Mobilization*

The College Principal shall mobilize resources for the development of the college through CSR/Alumni/Philanthropic contributions.

### *Section 9: Record Maintenance*

The College Principal shall maintain records, files, note files of academic, administrative, and financial activities.

### *Section 10: Staff Records*

The College Principal should make sure that each staff member handovers the records of that particular academic year (ASAR with evidences, Lecturer wise Academic Audit forms with evidences, Departmental NAAC records as per NAAC SOP) before the summer vacation.

*Section 11: Resource Utilization*

The College Principal shall take measures to utilize the available resources in the college, including Virtual Class, Digital Class, ELL, Library, Laboratories, Sports facilities, etc.

*Section 12: Admissions*

The College Principal shall take measures for improving college admissions.

*Section 13: Stock Registers*

The College Principal shall maintain stock registers and conduct stock verification in March/April every year.

*Section 14: Service Registers*

The College Principal shall maintain the Service Registers of all teaching and non-teaching staff.

*Section 15: Digital Initiatives*

The College Principal should implement e-office and other digital initiatives such as biometric and TLP.

*Section 16: Annual Confidential Reports*

The College Principal shall prepare Annual Confidential Reports (ACRS) of the teaching staff and non-teaching staff (Superintendents and Administrative Officers).

*Section 17: Attendance Registers*

The College Principal shall maintain staff attendance registers and Movement register.

*Section 18: Research*

The College Principal shall support research.

*Section 19: Assessment and Rankings*

The College Principal shall prepare the college for assessment and rankings.

*Section 20: Data Update*

The College Principal shall update the data from time to time.

**Article 15 - Duties and Responsibilities of Lecturers**

Section 1: The primary responsibility of lecturers is to disseminate knowledge in their respective subjects to all students.

Section 2 : The lecturer in-charge of the department shall distribute the syllabus to all members of the department at the beginning of the academic year.

Section 3: Lecturers shall prepare a month-wise annual plan based on the available periods and working days for each subject. The plan shall be reviewed by the department head monthly and shared with the Principal.

Section 4: Lecturers shall complete the syllabus assigned to them within the given timeframe. If there are any interruptions in the working days, additional classes shall be conducted to complete the syllabus.

Section 5: Lecturers shall keep the students informed about the schedule of syllabus coverage.

Section 6: The lecturer in-charge of the department shall review the progress of syllabus coverage monthly and inform the Principal. A plan for completing any backlog shall be discussed and implemented if necessary.

Section 7: Lecturers shall plan and organize seminars, tutorials, assignments, and other academic activities.

Section 8: Lecturers shall motivate students and adopt student-centric teaching methods along with the lecture method.

Section 9: Lecturers shall provide regular assignments to the students, preferably every fortnight.

Section 10: Lecturers shall use audio-visual teaching methods, such as overhead projectors, slide projectors, charts, etc.

Section 11: Lecturers shall maintain teaching diaries in the prescribed format and submit them to the Principal through the department head every month.

Section 12: Lecturers shall maintain synopses of each lesson and provide a copy to the students. The record of synopses shall be checked by the Principal monthly.

Section 13: Lecturers shall conduct periodic tests and motivate slow learners to improve. Records of internal tests shall be maintained in the department. Incentives may be provided to those who get higher ranks. The progress of the students shall be submitted to the Principal through the department head.

Section 14: Lecturers shall arrange remedial coaching for academically backward students outside college hours.

Section 15: Lecturers shall participate in Students Counselling/mentoring Programs organized by the Principal and give necessary counseling to students allotted to them.

Section 16: Lecturers in Science subjects shall ensure that practical classes are conducted immediately after the theory class of a particular topic is completed. There should be a perfect co-ordination of theory and practical classes. Practical classes shall continue till the end of the specified period.

Section 17: Lecturers shall cooperate and participate in all co-curricular and extra-curricular activities in the college.

Section 18: Lecturers shall accept the membership of the Committee to which they are nominated by the Principal and discharge their duties with commitment.

Section 19: Lecturers shall attend to all examination duties without fail.

Section 20: Lecturers shall assist the Principal in maintaining discipline in the college.

Section 21: Lecturers shall remain in the college premises during working hours and beyond if required.

Section 22: Lecturers shall conduct seminars, expert talks, commemoration days, etc., involving local experts and users for the benefit of the students and community.

#### **Article 16 :Rights & Duties Of Non- Teaching Staff :**

Section 1: They shall maintain the SR ( service register) of teaching & non- teaching staff.

Section 2:They shall do the work related to students' scholarships.

Section 3:They shall maintain the Cash books

Section 4:They shall maintain the TFR (term fee register)

Section 5:They shall maintain the DFC ( daily fee collection) record.

Section 6:They shall Collect the fee from students.

Section 7:They shall maintain the Admission record of students.

Section 8:They shall maintain the CL(casual leave) account, Special CL account, CCL account

Section 9:They shall do the verification of budget bills and aided bills.

Section 10:They shall see the matters related to staff salary bills, contract salary, guest faculty salary.

Section 11:They shall issue the TC(transfer certificate), Marklist, study certificate, conduct certificate and maintain the stationary.

Section 12:They shall process the files from office such as Leave sanction - medical & half pay leaves and Sanction of increments

Section 13:Inward and outward

Section 14:They shall forward the IC, NOC of lecturers to CCE

Section 15: They shall forward the pension papers, pay fixation and other proposals to CCE which are not under principal.

Section 16:They shall follow the rules given by AP government service.

#### **Article 17 : Rights and Duties of students**

##### *Section 1: Attendance and Conduct*

Students shall attend college every day unless excused by a valid reason approved by the college administration.

*Section 2: Uniform and Identity Card*

Students shall wear the proper uniform and display their identity card while on college premises.

*Section 3: Cleanliness and Maintenance*

. Students shall maintain cleanliness and hygiene in the surroundings and premises of the college.

*Section 4: Proper Examination Procedure*

Students shall follow proper examination procedures as prescribed by the college administration.

*Section 5: Discipline and Conduct*

Students shall conduct themselves in a disciplined manner while on college premises and during college-sponsored activities.

*Section 6: Prohibition Against Property Destruction*

Students shall not destroy or damage the property of the college.

*Section 7: Prohibition Against Littering*

Students shall not throw any waste or litter on college premises, but rather dispose of it in the designated dustbins.

*Section 8: Enforcement and Authority*

The college administration shall be responsible for the enforcement of this constitution.

*Section 9: Penalties*

Any student found guilty of violating this constitution may be subject to penalties as prescribed by the college administration.

**Article 18: Examination cell**

Section 1: The Examination Committee shall consist of the following members:

- a) Principal
- b) Convener of the Examination Cell
- c) Controller of Examinations
- d) Two Additional Controllers

Section 2: The Examination Committee shall have the following supporting staff:

- a) Programmer
- b) Assistant Programmer
- c) Office Subordinate

Section 3: Function of the Examination Cell

The Examination Cell shall have the following functions:

- a) Prepare an examination calendar for the whole academic year
- b) Prepare modalities for the collection of fee from students
- c) Prepare the time table for the internal assessment and semester end examination
- d) Announce seating arrangements in the examination halls
- e) Notify the students and staff about the examination dates and time table

## **Article 19: Election of Student Council Members**

### *Section 1: Eligibility and Nomination*

1.1 The college shall conduct an election for the positions of President, Secretary, and Joint Secretary of the Student Council.

1.2 Candidates for the position of **President** must be enrolled in their **third year**, candidates for the position of **Secretary** must be enrolled in their **second year**, and candidates for the position of **Joint Secretary** must be enrolled in their **first year**.

1.3 All candidates must have good academic standing, as determined by the college administration.

### *Section 2: Election of Class Representatives*

2.1 The college shall first conduct an election to choose class representatives.

2.2 Only currently enrolled students of each respective class are eligible to vote for their class representative.

2.3 The representatives shall be responsible for casting the votes for their respective classes during the election of the Student Council Members.

### *Section 3: Campaigning and Voting*

3.1 The election for the Student Council Members shall be held on the same day as the election of the class representatives.

3.2 Candidates for each position shall be given an opportunity to campaign and give a speech to the class representatives.

3.3 The voting for the Student Council Members shall be conducted by secret ballot, with each class representative casting one vote for each position.

3.4 The candidate with the highest number of votes for each position shall be declared the winner.

#### *Section 4: Disqualification and Appeals*

4.1 The college administration shall have the power to disqualify any candidate who is found to have violated any of the rules and regulations related to the election process.

4.2 Any disqualified candidate may appeal the decision to the college administration.

#### *Section 5: Oath of Office*

5.1 The newly elected members shall take an oath of office, pledging to uphold the principles of the college and to serve the best interests of the student body.

5.2 The oath of office shall be administered by the college administration.

#### *Section 6: Amendments*

6.1 Any amendments to this Article of the college constitution must be approved by a two-thirds vote of the Student Council and the college administration.

6.2 Any proposed amendments must be submitted to the college administration in writing at least two weeks prior to the vote.

## DEPARTMENT OF POLITICAL SCIENCE

ACADEMIC YEAR 2022-23

### **BALLOT BRILLIANCE: A COMPREHENSIVE ELECTION INITIATIVE**

The Department of Political Science takes a leading role in fostering essential qualities of leadership and civic responsibility among students. In pursuit of this objective, the department has launched a structured Voter Empowerment initiative, aimed at promoting Voter Awareness and facilitating Voter Enrollment among the undergraduate students of this college.

#### **Objectives of the Practice**

The Department of Political Science could organize a range of activities to **instill leadership and responsibility in students.**

- 1. Increase Voter Registration:** Encourage and facilitate the enrolment of eligible students as voters to ensure maximum participation in the electoral process.
- 2. Raise Awareness on Voting Rights:** Raising awareness of students on their voting rights and its importance. Educating students on importance of voting for maintain democracy.
- 3. Promote Civic Responsibility:** The programme is aimed at instilling a sense of civic duty among students.
- 4. Provide Knowledge on Election Procedures:** Teach students about the voting process, from registration to casting a ballot.
- 5. Informed Voting:** Equip students with the skills to make informed and responsible voting decisions.

The department also takes up cross-cultural interaction initiatives.

- 1.** The department conducts programmes on Human Rights awareness and organises rallies for bringing voter awareness in the community.

#### **The Context**

Voting is a cornerstone of democracy, yet many young voters miss the opportunity to register in time, often due to limited awareness or a lack of motivation. Voting enables individuals to make their voices heard and contributes significantly to shaping society.

Despite being eligible, many potential voters are either unaware of their rights or lack information on how to participate effectively.

Undergraduate students are a crucial segment of the electorate, representing the leaders of tomorrow. Their active engagement is essential not only for forming sound policies but for fostering a socially responsible and civically minded generation. The "**Your Vote, Your Voice**" training program has been created to empower undergraduate students by instilling a sense of civic responsibility and equipping them with the life skills needed for active citizenship. Through this initiative, students will gain insight into the importance of voting as a life skill, underscoring that political engagement is both a right and a duty that strengthens their roles within diverse communities.

The program encourages students to envision themselves as impactful participants in the democratic process, recognizing that their votes can influence decisions at the local, state, and national levels. By participating in the training, students will learn practical skills such as how to register as voters, understand election procedures, and familiarize themselves with their rights and responsibilities as citizens. This experience not only reinforces their personal accountability but also promotes cross-cultural interaction, as students from different backgrounds come together to discuss and appreciate each other's perspectives on civic duty and democratic participation.

Upon completion, students will not only feel empowered to participate in elections but will also be prepared to serve as ambassadors of voter awareness. They will actively encourage their peers and communities to engage in the electoral process, fostering a more inclusive and informed electorate. Beyond voting, this program aims to instill a lifelong commitment to civic engagement and a shared responsibility for shaping a diverse and democratic society, strengthening their roles as conscientious citizens and leaders who inspire positive change within and beyond their own communities.

### **The Practice**

#### **II. I. Life Skills: Leadership and Responsibility:**

- 1. Voter Registration Camps:** Organised on-campus voter registration drives once year in collaboration with the Municipal Office of Guntur thus helping new students and those

eligible to enroll as voters. Provide assistance with the online or offline registration process.

2. **Interactive sessions on Voting:** Officers from Municipal Office interacted with students to give awareness on electoral voter registration and importance of voting. The department organises various competitions like debates, quiz and poster presentation on election process. The department organised rallies in collaboration with the Collectorate.
3. **Campus Awareness Campaigns on Voting:** Conducted voter awareness campaigns to spread awareness about the importance of voting and the electoral process.
4. **Mock Election Exercises:** Conduct mock elections or role-play scenarios to simulate the voting process, helping students understand the practical aspects of voting. This can make them more comfortable with how elections work.
5. **Peer-to-Peer Outreach:** Encourage students to form peer outreach teams that raise awareness about voting rights and the enrolment process, targeting dormitories, study groups, and student clubs to spread the message widely each year.
6. **Model polling stations:** Students were accompanied to visit model polling stations to provide a realistic experience of the voting process to newly enrolled voters.
7. **Voter facilitation centres:** Voter facilitation centres were sets up voter facilitation centres to assist voters with any queries or issues related to the electoral process.

## **II Social and Cross-cultural Interaction:**

The program empowers students to see themselves as active contributors to democracy, teaching them practical voting skills and fostering cross-cultural dialogue on civic responsibility and engagement. Through this, students gain both accountability and a deeper appreciation of diverse perspectives in the democratic process.

### **Outcomes of the Programme:**

The Department of Political Science has been creating civic awareness and responsibility among students. It is helping students learn life skills like voter awareness which is important for a vibrant participative democracy.

This yearly practice helps undergraduate students build a culture of Leadership and responsibility. It also fosters cross-cultural dialogue on civic responsibility and engagement.

**1. Increased Voter Registration Among Students:** By organizing voter registration camps, more students successfully enrolled as voters, ensuring they are eligible to participate in upcoming elections.

**2. Greater Awareness of Voting Rights:** Through interactive sessions and peer outreach, students were able to gain a deeper understanding of their voting rights and the

**3. Higher Student Turnout in Elections:** The program was aimed to lead to higher voter turnout among students as they become more informed and motivated to vote, contributing to the overall democratic participation.

**4. Informed Decision-Making:** Mock election exercises and discussions helped students attain knowledge on the voting process, making them more confident and informed voters when they participate in actual elections.

**5. Stronger Campus Community Engagement:** Peer-to-peer outreach and campus campaigns created a sense of responsibility and civic engagement among students, motivating them towards a culture of active participation in political and social matters and political discussions.

**6. Improved Communication Skills and Leadership:** By involving in the activities, students develop valuable communication skills, teamwork, and leadership skills that can benefit them both academically and professionally.





# GOVERNMENT COLLEGE FOR WOMEN (A) GUNTUR

## DEPARTMENT OF POLITICAL SCIENCE

ACADEMIC YEAR 2023-24

### **BALLOT BRILLIANCE: A COMPREHENSIVE ELECTION INITIATIVE**

The Department of Political Science pioneers in inculcating the elite qualities of Leadership and Responsibility among students. With this motive, the department initiated organised Voter Empowerment through Voter Awareness and Enrolment for undergraduate students of this College.

M. Meghana Sai and R. Lakshmi Lalitha, the students of IIB.A. HEP have made a remarkable impact by championing the rights of Persons with Disabilities (PWDs) to create a more accessible and welcoming voting experience. They embarked upon the mission of raising awareness about voting rights and accessibility at Prabhata Sindhuri Special School and Samarthan Trust to pave way for an inclusive future where every voice matters.

#### **Objectives of the Practice**

- 1. Inculcating Leadership and Responsibility among Students:** Encourage students to take up initiatives that portray their Leadership skills and Responsibility.
- 2. Engaging in Social and Cross-cultural Interaction:** Engage students in Social and Cross-cultural Interaction
- 3. Increase Voter Registration:** Encourage and facilitate the enrolment of eligible students as voters to ensure maximum participation in the electoral process.
- 4. Raise Awareness on Voting Rights:** Raising awareness of students on their voting rights and its importance. Educating students on importance of voting for maintain democracy.
- 5. Promote Civic Responsibility:** The programme is aimed at instilling a sense of civic duty among students.
- 6. Provide Knowledge on Election Procedures:** Teach students about the voting process, from registration to casting a ballot.
- 7. Informed Voting:** Equip students with the skills to make informed and responsible voting decisions.

## **The Context**

The Undergraduate programme focusses not only on education but also on inculcating strong Leadership qualities and responsibility. It makes them understand life skills that are needed for being a responsible citizen. The activities taken up by the department also focus on bringing Social and Cross-Cultural Interaction through participation in Voter Awareness initiatives and taking up project works like “Access People with Disabilities (PWD) Vote: Bridging Gaps, Building Voices’ and “Ballot Brilliance: A Comprehensive Election Initiative”.

Many young voters fail to get enrolled on time for casting vote due to lack of awareness. Voting is the most effective way to make individual voices heard. Many eligible voters remain unaware of their voting rights. They fail to enrol themselves as voters due to lack of information or because of disinterest.

Undergraduate students represent a critical segment of the electorate, as they may become future leaders. The active participation of students is necessary for shaping the nation’s policies and governance.

The "**Your Vote, Your Voice**" training program is designed to empower undergraduate students by increasing their awareness of the importance of voting and helping them take the first steps towards active political participation. The program aims to inspire students to see themselves as key contributors to the democratic process, emphasizing that their vote can make a difference in local, state, and national elections.

Through this training, students will gain practical knowledge on how to register as voters, understand election procedures, and be informed about their rights and responsibilities as citizens.

By the end of the program, students will not only be empowered to participate in elections but will also be equipped to act as ambassadors of voter awareness, encouraging their peers to engage in the electoral process that showcase their Lifeskills. This training programme tries to inculcate civic responsibility and active citizenship among undergraduate students, ensuring that their voices contribute to the future of the nation which shows their responsibility. Not only this they can help in creating awareness among the communities where they live and also among People with Disabilities (PWDs) thus bringing Social and Cross-cultural interaction creating a wider impact.

## The Practice

### III. Life Skills: Leadership and Responsibility:

1. **Voter Registration Camps:** Organised on-campus voter registration drives once year in collaboration with the Municipal Office of Guntur thus helping new students and those eligible to enrol as voters. Provide assistance with the online or offline registration process. A group of motivated students help in creating awareness among other students.
2. **Interactive sessions on Voting:** Officers from Municipal Office interacted with students to give awareness on electoral voter registration and importance of voting. The department organises various competitions like debates, quiz and poster presentation on election process. The department organised rallies in collaboration with the Collectorate.
3. **Campus Awareness Campaigns on Voting:** Conducted voter awareness campaigns to spread awareness about the importance of voting and the electoral process.
4. **Mock Election Exercises:** Conduct mock elections or role-play scenarios to simulate the voting process, helping students understand the practical aspects of voting. This can make them more comfortable with how elections work.
5. **Peer-to-Peer Outreach:** Encourage students to form peer outreach teams that raise awareness about voting rights and the enrolment process, targeting dormitories, study groups, and student clubs to spread the message widely each year.
6. **Model polling stations:** Students were accompanied to visit model polling stations to provide a realistic experience of the voting process to newly enrolled voters.
7. **Voter facilitation centres:** Voter facilitation centres were sets up voter facilitation centres to assist voters with any queries or issues related to the electoral process

### II Social and Cross-cultural Interaction:

1. Students are encouraged to take up study projects that promote social and cross-cultural interaction like accessing People with Disabilities (PWD) and creating awareness about voting and bridging gaps in the society.

### Outcomes of the Programme:

The Department of Political Science has been promoting civic awareness among students, focusing on the significance of voting for a vibrant democracy. This annual initiative encourages undergraduate students to foster a sense of voter responsibility and cultivate awareness on campus. The department had been celebrating Voters' Day every year and also conducting different programmes for bringing awareness among students and communities

about importance of voting. The department with the collaboration of Municipal Office staff set up voter registration kiosks in the college campus at different intervals between August 2023 to December 2023.

1. **Inculcating Leadership and Responsibility among Students:** Students motivated each other for registering their votes and were enthused about casting their vote.
2. **Engaging in Social and Cross-cultural Interaction:** M. Meghana Sai and R. Lakshmi Lalitha, the students of IIB.A. HEP worked with Persons with Disabilities to create more accessible and welcoming voting experience for PWDs. They have raised awareness about voting in Prabhata Sindhuri Special School and Samarthan Trust.
3. **Increased Voter Registration:** The on-campus voter registration camps, organized in collaboration with the Municipal Office of Guntur, ensure that more students, especially new and eligible ones, are successfully enrolled as voters. The Department had been collaborating with the Municipal Office to enroll undergraduate students as new voters. In academic year 2023-24, enrolment drives were organised in the college between September 2023 to December 2023. This leads to a significant rise in voter registration rates among students.
4. **Enhanced Electoral Awareness:** Interactive sessions with municipal officers, along with competitions like debates, quizzes, and poster presentations, provide students with in-depth knowledge of the electoral process and the importance of voting. This fosters a greater understanding of their civic responsibilities. Demonstration of using Electronic Voting Machine for casting vote was taken up on 24 February 2024.
5. **Increased Voter Participation:** Campus awareness campaigns and rallies, organized in collaboration with the Collectorate and Municipal Office encourage greater voter participation by inspiring students to actively engage in elections and raising awareness about the significance of their vote.
6. **Practical Understanding of Elections:** Through mock elections and role-play scenarios, students gain hands-on experience with the voting process. This prepares them to confidently participate in real elections, eliminating any uncertainty about how to vote correctly.
7. **Widespread Voter Education:** Peer-to-peer outreach initiatives help disseminate information on voting rights and the enrolment process more effectively. By targeting student clubs, dormitories, and study groups, this initiative helps create a campus-wide voter awareness movement.

8. **Increased Voter Assistance and Support:** Voter facilitation centres provide students with ongoing support, helping them resolve queries or issues related to voter enrolment, the electoral process, or voting day procedures. This improves overall voter engagement and smooths the voting experience for students.

The study projects submitted by these students on “Access People with Disabilities (PWD) Vote: Bridging Gaps, Building Voices’ and “Ballot Brilliance: A Comprehensive Election Initiative” won accolades from the District Collector as well.

Wed, 29 Nov 2023 Guntur, Andhra Pradesh







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