CLUSTER UNIVERSITY: KURNOOL

(Established under Act 13 of 2020 Andhra Pradesh)

INSTITUTIONAL DEVELOPMENT PLAN (IDP)
2023-2028

SUBMITTED

TO

ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION (APSCHE)

ON

28-06-2023

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CONCEPT OF CLUSTER UNIVERSITY

Cluster University Concept:

University Grants Commission (UGC) decided to promote the concept of establishing Cluster College Universities across the country during the 12th Five Year Plan period. This would minimise the burden of existing State-run Universities in inspecting and affiliating colleges of the existing universities. The concept of Cluster Universities will provide an opportunity to students to join higher education within the state instead of getting trapped in the hands of the unrecognised institutes outside. The government is committed to making education a round-the-clock affair and which will help in expanding access to higher education by increasing the gross enrolment ratio. The Cluster University concept is 'a step towards giving motion to education.' The concept of cluster universities aims to promote cutting-edge research and to create outstanding conditions for young scholars at universities, to deepen cooperation between disciplines and institutions, to strengthen national and international cooperation of research. It shall serve as a platform for communication, collaboration and co-operation that will optimize scarce resources as well as free students from the autocracy of boundaries and the constraints of location using emergent IT tools. The concept combines the best in traditional systems with the new opportunities for knowledge enhancement. The plan will bring benefits to all stakeholders with its expected outcomes.

Establishing the College Cluster Universities is by clustering a minimum of 3-5 colleges in the area surrounding a city or in a district giving the university its own independent establishment, degree granting powers and governance. Apart from this, the University Grants Commission has also decided to establish 800 constituent colleges in the existing universities. With these innovative approaches to provide access to higher education, the UGC is planning to increase the *Gross Enrolment Ratio* (**GER**) by 10 per cent from the current GER to 23.5 – 27 per cent. Enhancing quality in Universities or Model Degree Colleges is to upgrade their academic infrastructure and provide better teaching-learning environment to students. Component 1 provides upgradation of an autonomous college in a university, Component 2 allows creation of a university by conversion of 4-5 colleges in a cluster, Components 4 and 8 provide for Enhancing Quality and Excellence in select State Universities and Autonomous Colleges, and Component 10 on Research, Innovation and Quality Improvement. (Subject to adherence to RUSA norms).

The Cluster University concept is new and is dedicated to students who want to discover and learn new things regardless of the field/branch/discipline they are in. Currently, educational institutions follow the structure of *single-stream education*. Generally, what happens is that a student who has taken

a major is allowed to study relevant subjects. The student can't opt for subjects from other majors. This may restrict students to widen their thinking and learning capability. Sometimes out of a will to learn, sometimes to enhance knowledge, students may wish to adopt the *"out-of-the-box"* thinking.

Innovative steps to higher education is the need of the hour and the UGC has come up with new suggestions to cluster colleges in groups to share their resources for better prosperity of the students and teaching community and also it is of the opinion that higher education is not a luxury affair for academia as well as for the policy makers and it has to be pursued earnestly with a lot of application oriented research and development.

Cluster University for Future-Ready Campuses:

With the introduction of Cluster University, the single-stream approach of teaching-learning will be ruled out. All the educational institutions including the ones that are offering professional degrees will be transformed into a rationalized architecture that is popularly being referred to as-multidisciplinary Higher Education Institution (HEI) clusters or knowledge hubs by the year 2030.The Cluster University will head 3,000 or more students and allow them to choose subjects and courses that interest them. The university will allow a vast number of institutions such as-*Teaching-intensive University, Research intensive University and Autonomous Degree Colleges*. Thus, students don't need to stress on anything during their learning journey and can explore their passion for innovation.

Chief benefits of Cluster University:

A University management system can be integrated to multiply the productivity, efficiency, and final learning outcomes.

More Space for Student-Teacher Collaboration: With Higher Education Institutions getting merged to form a large unit, there would be more space for better student-teacher collaboration. Students who are genuinely interested in learning a particular course would come together helping faculties to achieve better student learning outcomes.

Inculcating Leadership Qualities among Students: Students would be more confident as they pursue their choice of subjects. They would get an open field to polish their skills and also develop new ones. Thus, the process would ultimately lead to the inculcation of leadership qualities among the students.

Accelerating Institutional Networking: since the Cluster University concept of the new education policy speaks of merging multidisciplinary HEIs, institutional networking would obviously go uphill.

Fewer Resources and More Expertise: Students would be able to learn under a single entity. In a nutshell, Cluster University is an excellent concept **to boost the students' strengths and empower** them with a valuable career. It can be considered the one-size-fits-all educational approach to serve every student aiming to push their limits and **"achieve the unachievable!"** *or unlock the locking things in the nature (research activities).* A student or a teacher or educator is able to reap these benefits once it gets implemented on a full scale.

Cluster University Kurnool (CUK):

It is fortunate that the first Cluster University in South India was announced by the Govt. of Andhra Pradesh at Kurnool, a historical city of Andhra Pradesh, in the year 2020. The establishment of the Cluster University Kurnool, is an innovative and a strategic intervention in the higher education sector of the State. The CUK has been established under "The Cluster University (Kurnool) Act, 2019 Act 13 of 2020" and the infrastructure development was funded through the Rashtriya Uchchattar Shiksha Abhiyan (RUSA) scheme of the Ministry of Human Resources and Development and Government of Andhra Pradesh. The mandate of CUK is to provide opportunities to the aspiring students of the State to pursue higher education and also to bridge the critical gaps in specialized disciplines. The CUK has been created by pooling the resources of the three existing government colleges at Kurnool-1. Silver Jubilee Government College (Autonomous), 2.K.V.R. Government College for Women (Autonomous), 3.Government Degree College for Men. These three constituent colleges of the Cluster University have adequate academic, physical and technical infrastructural facilities and the mission of CUK would be to lead these colleges to the advanced schools of learning.

The higher educational sector of the State is in dire need of a paradigm shift due to technological innovations occurring around the world. The modern tools of e-learning shall form an integral component of the educational system at CUK. Innovative and integrated under-graduate and post-graduate courses will be introduced at CUK that will be strengthening the bridging of Institute, Industry and Community linkage. The Father of The Nation, Mahatma Gandhi quoted that *"Literacy in itself is no education. Literacy is not the end of education or even the beginning. By education, I mean an all-round drawing out of the best in the child and man-body, mind and spirit."*

The planning of the Cluster University is intended to introduce a multi-dimensional assessment system that shall include seminars, group interaction, community development programmes, skill development and skill enhancement programs according to the NEP-2020 guidelines. The constituent campuses of CUK have glorious past and have immensely contributed to the intellectual growth of the people of Andhra Pradesh.

Academic Development:

The faculty of the constituent colleges is highly skilled with many of them having multi-dimensional expertise both in teaching and research. The CUK will have one of the largest faculty strengths in the region with the augmentation of Clustering of the institutions and one will find the CUK intellectually stimulating with a wonderful learning experience. According to the RUSA guidelines, the three constituent colleges are nomenclature as *College of Science (K.V.R. Government College for Women), College of Management (Silver Jubilee Government College) and College of Arts (Government Degree College for Men). The* total teaching faculty of the three Constituent Colleges of Cluster University is 169 and 87 have PhDs and are well experienced and expertised in teaching and research activities. 12 Faculty members are from the premier education institutes like IITs, IICT, IISC, Central Universities and Professional Universities. The three colleges have NAAC accreditation: Silver Jubilee Government College - NAAC 'A', KVR Government Degree College for Women - NAAC 'B++' , Government Degree College for Men -NAAC 'B+. The specialty of areas includes: 1. Research Inculcation and advancement and dissemination of knowledge, 2. Integrated courses in Humanities, Social Sciences and Science and Technology, 3. Inter-disciplinary courses with a thrust on frontier areas of knowledge, 4. Innovative practices in teaching, training and research with quality concerns, global standards according to National Education Policy 2020.

The three constituent colleges offer basic UG (37) and PG (21) Programmes of Sciences, Commerce and Management and Arts and the total number of the students being admitted is 1890 in UG and 790 in PG each year . For the first time, the UG admissions of the two constituent colleges – KVR Govt Degree College for Women (A) and Govt Degree College for Men, Kurnool were held through OAMDC (Online Admission Module for Degree Colleges) of APCFSS and Silver Jubilee Govt. College, Kurnool through APREI Society for the academic year 2021-2022 in the month of September, 2021 and followed by SILVERCET from 2022-23 held under Cluster University. The PG admissions of the three constituent colleges were held under Cluster University, Kurnool, through APPGCET-2021 for the academic year 2021-2022. According to the NEP-2020 guidelines, the Cluster University is going to launch 7 new courses such as Virology, Chemical technology, Food Science and Technology & Dietetics and Nutrition, Hospital Management and Administration, Computer Science Applications-Artificial Intelligence, Blockchain Technology, Cloud Computing, Big Data, drone technology and

Social work. These courses are job oriented and related to skill development, social service and self-supporting subjects with multidisciplinary approach.

Infrastructure Development:

The Govt. of AP has developed infrastructural facilities in the three constituent colleges under RUSA programme with the funding of Rs. 55 Crores for academic and administrative buildings, library, auditorium, hostel and canteen in the respective premises. It has given an Administrative Sanction of Rs. 88.50 Crores towards construction of new complex of Silver Jubilee Degree College and Administrative Buildings of Cluster University at Jagannatha Gattu, Kurnool in 55 acres, vide G.O.RT.No.42, dated 23-03-2021 and released Rs. 10.00 Crores on 21-09-2021.The Foundation Stone of the Cluster University was laid on 10-02-2022 by the Hon'ble Minister of Education and Hon'ble Minister of Finance of Andhra Pradesh at Jagannatha Gattu, Kurnool. The Govt of Andhra Pradesh has released 52 Crores according to BRO of the Finance department for the year 2023-24.

Role of NEP-2020 in Higher Education (HE) system:

Quality Universities and Colleges - A New and Forward-looking Vision for India's HE System:

- Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.

Major problems currently faced by the HE system in India:

a) Severely fragmented higher educational ecosystem.
b) Less emphasis on the development of cognitive skills and learning outcomes.
c) Rigid separation of disciplines, with early specialisation and streaming of students into narrow areas of study.
d) Limited access particularly in socio-economically disadvantaged areas, with a few HEIs that teach in local languages
e) Limited teacher and institutional autonomy.
f) Inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders.

g) Lesser emphasis on research at most universities and colleges and lack of competitive peer-reviewed research funding across disciplines.

h) Sub-optimal governance and leadership of HEIs.

i) An ineffective regulatory system.

j) Large affiliating universities resulting in low standards of undergraduate education.

NEP-2020 policy vision in HE system:

This policy envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. The policy's vision includes the following key changes to the current system.

a) Moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages.

b) Moving towards a more multidisciplinary undergraduate education.

c) Moving towards faculty and institutional autonomy.

d) Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences.

e) Reaffirming the integrity of faculty and institutional leadership positions through merit-appointments and career progression based on teaching, research and service.

f) Establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges.

g) Governance of HEIs by high qualified independent boards having academic and administrative autonomy.

h) "Light but tight" regulation by a single regulator for higher education.

i) Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education.

j) Scholarships by private/philanthropic universities for disadvantaged and underprivileged students.

k) Online education and Open Distance Learning (ODL) and all infrastructure and learning materials accessible and available to learners with disabilities.

Institutional Restructuring and Consolidation through Clusters and Knowledge Hubs:

- The main thrust of this policy regarding higher education is to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary universities, colleges, and **HEI Clusters /Knowledge Hubs**, each of which will aim to have 3,000 or more students. This would help build vibrant communities of scholars and peers, break down harmful silos, enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education.

- Moving to large multidisciplinary universities and HEI clusters is thus the highest recommendation of this policy regarding the structure of higher education. The ancient Indian universities Takshashila, Nalanda, Vallabhi, and Vikramshila, which had thousands of students from India and the world studying in vibrant multidisciplinary environments, amply demonstrated the type of great success that large multidisciplinary research and teaching universities could bring. India urgently needs to bring back this great Indian tradition to create well-rounded and innovative individuals, and which is already transforming other countries educationally and economically.

- This vision of higher education will require, in particular, a new conceptual perception/ understanding for what constitutes a higher education institution (HEI), i.e., a university or a college. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-intensive Universities, those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-intensive Universities. Meanwhile, an Autonomous degree-granting College (AC) will refer to a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching though it would not be restricted to that and it would generally be smaller than a typical university.

- A stage-wise mechanism for granting graded autonomy to colleges, through a transparent system of graded accreditation, will be established. Colleges will be encouraged, mentored, supported, and incentivized to gradually attain the minimum benchmarks required for each level of accreditation. Over a period of time, it is envisaged that every college would develop into either an autonomous degree-granting College, or a constituent college of a university - in the latter case, it would be fully a part of the university. With appropriate accreditations, Autonomous

Degree-granting Colleges could evolve into Research-intensive or Teaching-intensive Universities, if they so aspire.

- It must be clearly stated that these three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum. HEIs will have the autonomy and freedom to move gradually from one category to another, based on their plans, actions, and effectiveness. The most salient marker for these categories of institutions will be the focus of their goals and work. The Accreditation System will develop and use appropriately different and relevant norms across this range of HEIs. However, the expectations of high quality of education, and of teaching-learning, across all HEIs will be the same.

- In addition to teaching and research, HEIs will have other crucial responsibilities, which they will discharge through appropriate resourcing, incentives, and structures. These include supporting other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.

- By 2040, all Higher Education Institutions (HEIs) shall aim to become multidisciplinary institutions and to have larger student enrolments preferably in the thousands, for optimal use of infrastructure and resources, and for the creation of vibrant multidisciplinary communities. Since this process will take time, all HEIs will firstly plan to become multidisciplinary by 2030, and then gradually increase student strength to the desired levels.

MHRD-RUSA (*RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN*) - Creation of Universities by conversion of colleges into a Cluster:

- Cluster universities (public) would be created during the Current Plan Period with an average allocation of Rs.55 crore per university through the clustering of existing affiliated government colleges. These universities will be created by pooling the resources of 3 to 5 existing colleges (2 to 3 colleges for NER States) that have adequate academic, physical and technical infrastructural facilities.

Funding Priority of RUSA grant to create Cluster University:

- Colleges with a NAAC grade of 3.51 and above will be eligible. However, in case such a cluster is not possible, the Lead College has to have NAAC score of 3.51 and the participating colleges need to have NAAC score of at least 3.25.

- The purpose of such an intervention is to bring together 3-5 colleges which have the required academic and administrative autonomy (but do not have the power to award degree) and convert

them into a university (which has the degree awarding power) through an Act of State Legislature.

- Colleges fulfilling conditions of autonomy under the UGC Autonomous College Regulations, 2018 of the UGC will be eligible.

- Colleges with high Teacher-Student Ratio, Post–Graduate Departments, and having filled 85% of their sanctioned faculty positions etc. are eligible to be considered.

- These selected colleges should offer inter and multi-disciplinary programs.

- Colleges joining the cluster must have the capacity to function as a university when coalesced. This would include, among other factors, the strength and experience of the administrative staff, the number of years that the individual colleges have been functioning, degree of autonomy they have enjoyed in the past, etc.

- The conversion plan for the creation of universities must include stage-wise planning with regard to expansion in infrastructure, number of students, schools and departments, administration, academic functions, research activities, etc. It must also cover the timelines and concrete steps that will be taken for the integration of all the concerned colleges as well as the expected end State of the new University.

- Agree to a Memorandum of Understanding which should clearly specify the nature and extent of relationship among partnering colleges and lay down the modalities for the functioning of the cluster.

Requirements to fulfil the creation of Cluster University:

(a) Physical Infrastructure

- At least two of the participating colleges should have been in existence for 15 years.

- Should have an existing combined enrolment of 2000 student and the proposed total enrolment of students must be enough to sustain the institution as a university with a minimum enrolment requirement of 4000 students.

- As the university would be a multi-campus university, the physical proximity of the institutions should be such that they are able to share physical and human resources and would be able to facilitate student and faculty mobility (ideally within a maximum radius of 15-20 kms from the lead institution (to take into account the special condition of North East Region States). In

exceptional cases with strong quality credentials, the circumference of such a cluster may extend up to 50 kms.

- The State government should identify a nucleus college or ensure the availability of necessary land required for the university in and around the nucleus college to build university super-structure. The combined land availability should be at least 15 acres in mega cities, 20 acres in metro cities and 25 acres in rest of the country.

(b) **Academic Quality**

- The new cluster university may be a combination of colleges with autonomous status/ Colleges with Excellence/ College with Potential for Excellence status.

- All participating colleges should have NAAC accreditation of 3.51 and above However, in case such a cluster is not possible, the Lead College has to have NAAC score of 3.51 and the participating colleges need to have NAAC score of at least 3.25.

- Should have teaching programmes in undergraduate and postgraduate courses.

- Must have a few faculty members with excellent research performance through publications, undertaking research projects and guiding research students.

- Should have demonstrated high academic performance in inter-disciplinary teaching and research programmes.

- Should have a Student–teacher ratio (25:1) (combined based on sanctioned strength).

- The combined graduate and postgraduate departments proposed by the institutions must be able to lay the foundation for a multi-disciplinary institution and should have appropriate diversity in teaching and research.

(c) **Governance and related issues**

The participating colleges should have:

- A robust internal governance structure as per the guidelines of the regulatory body. Also, it is advisable that such institutions should have an Academic Council/ Board of Studies/Research Councils and Finance Committees.

- Ability to raise /mobilize resources from sources other than public funding.

(d) Equity and Inclusion

- Reservation as per State norms.

- Make all the buildings disabled friendly.

Commitments of Cluster University:

The proposed university should commit to the requirements and expectations listed below:

(a) Physical Infrastructure

- Convert all the existing buildings into fully disabled friendly to improve access. Commit to hostels for boys and girls.

- Per student availability: adequate classrooms, lab and library space.

(b) Academic Quality

- Agree to share existing facilities with partner colleges and undertake common ventures in promoting access, equity and quality of education.

- Agree to undertake academic reforms.

(c) Governance and related issues

- Agree to certain principles of governance like equal status to participating institutions, collective decision-making, autonomy and accountability, independence and interdependence, physical proximity, optimal size, partnership of publicly funded institutions, etc.

- Agree to a governance structure which should ensure equal and adequate representation of partnering institutions for democratic decision-making and effective implementation of academic programmes, financial autonomy and social accountability.

- An appropriate governance structure for cluster universities shall be detailed by respective States through a new Act or amendments to the existing Act within a year from the date of establishment.

(d) Equity and Inclusion

- Due preference for hostel accommodation should be given for socially and economically weaker sections.

- Convert existing buildings into fully disabled friendly ones.

Commitments of the State for proposal of Cluster University:

- Agree to a shared vision and principles of association.
- Agree to certain principles of governance like equal status to participating institutions, collective decision-making, autonomy and accountability, independence and interdependence, physical proximity, optimal size, partnership of publicly funded institutions, etc.
- Agree to a Memorandum of Understanding which should clearly specify the nature and extent of relationship among partnering colleges and lay down the modalities for the functioning of the cluster.
- Agree to a governance structure which should ensure equal and adequate representation of partnering institutions for democratic decision-making and effective implementation of academic programmes, financial autonomy and social accountability.
- Agree to share existing facilities in partner colleges and undertake common ventures in promoting access, equity and quality of education.
- Adequate hostels and toilets for boys and girls.
- Inclusion of ICT in teaching-learning processes and provision of internet access to all students.
- Implementation of all academic, examination and governance reforms.
- Aim to achieve the Student teacher ratio of 15:1.

- Bear the recurring expenditures of the university.

1. EXECUTIVE SUMMARY

Cluster University, Kurnool, established under Act No. 13 of 2020 of Andhra Pradesh Legislature, is a unitary non-affiliating university limiting its jurisdiction to the campuses of three colleges constituting the cluster namely: 1) Silver Jubilee Govt. College (Autonomous), Kurnool, 2) KVR Govt. Degree College for Women (Autonomous), Kurnool, 3) Government Degree College for Men, Kurnool.

1.1 Vision

To be a centre of academic and research excellence, promoting multidisciplinary approach, fostering a culture of ingenuity and critical thinking, inculcating entrepreneurial outlook, and instilling universal human values with a thrust on Indian knowledge systems

1.2 Mission

- To offer interdisciplinary approach for the exploration of multiple fields of study enabling the students to nurture their interests and pave their career paths.

- To promote research and innovation through establishing the research corridors, incubators and technology hubs leveraging digital resources and tools.
- To become globally competitive and internationally recognized institution by collaborating with the leading international universities.
- To enhance the social responsibility through community engagement for the harmonious social, economic and environmental ecosystems.
- To provide flexible and learner-centric environment for continuous professional development and entrepreneurial zest to meet the challenges of the 21st century.
- To disseminate the quintessence of the Indian Knowledge Systems.
- To imbibe the spirit of global citizenship with universal human values.

1.3. Key Values

- High quality of academic integrity and mentorship
- Multidisciplinary approach
- Support for research, collaboration and innovation
- Inclusivity in higher education and internationalization
- Honing entrepreneurial skills
- Creation of opportunities for continuous professional development

1.4. SWOC Analysis of the Institution

Strengths:

Silver Jubilee Govt. College (Autonomous)

- ❖ A unique state level residential institution of excellence
- ❖ Bagged NIRF ranking 35, 66, 101-150 Range in the years 2018, 2019, and 2020 respectively.
- ❖ Recognized as College with Potential for Excellence in 2010
- ❖ DBT STAR College status by MHRD, New Delhi in 2016
- ❖ Established the Institution's **Innovation Council** by Ministry of Education, Govt. of India in 2018.
- ❖ Potential alumni occupying prestigious positions for enhanced involvement for the progress and development of the *alma mater*.
- ❖ Nodal centre for Amrita Virtual Lab and SWAYAM NPTEL Local chapter.

KVR Govt. Degree College for Women (Autonomous)

❖ The first women's college in Rayalaseema region of Andhra Pradesh

❖ Only Govt college offering Home science and some courses in Urdu medium

❖ Hostel facility for about 1100 inmates

❖ 16 Minor Research Projects sponsored by UGC

❖ SWAYAM NPTEL Local chapter

Govt. Degree College for Men

❖ An institution meeting the growing educational needs of Rayalaseema region of A P.

Weaknesses:

Silver Jubilee Govt. College (Autonomous)

❖ Inadequate hostel facility.

KVR Govt. Degree College for Women (Autonomous)

❖ Most of the students' hail from the rural background and are first generation learners.

Govt. Degree College for Men

❖ Limited availability of outside expertise as the location is in a semi-urban area.

Opportunities:

Silver Jubilee Govt. College (Autonomous)

❖ Linkages / collaborations with the national and international institutes/organizations

❖ Nallamala forest abundant in mineral resources, is in the vicinity for research and conducive for introducing forest/industry-based courses.

KVR Govt. Degree College for Women (Autonomous)

❖ Growing interest in interdisciplinary studies and research.

Govt. Degree College for Men

❖ Growing demand for professional and continuing education.

Challenges:

Silver Jubilee Govt. College (Autonomous)

❖ Socioeconomic problems of the parents also act as barriers.

❖ Shift of youth from academic education to professional education

KVR Govt. Degree College for Women (Autonomous)

- ❖ The majority of the parents are illiterates and unwilling for the continuation of the studies of their wards, giving more importance to their settlement with marriage in respect of women students.

Govt. Degree College for Men

- ❖ Increase in the number of *corporate colleges*, advent of Degree Colleges even in remote rural areas.

1.5. Key Initiatives of the Institution:

- • **Microsoft Upskilling Programme (MSUP)**
  582 students got certified.

- • **Faculty Interaction Programme**

  Interaction Programme for the faculty was conducted in February, 2022.

- • **Tree Plantation Programme**

  A Massive Tree Plantation programme was organized by the Cluster University in January, 2022. The noted personalities, educationists, and philanthropists participated in the event.

- • **Spot Valuation Camp**

  Spot Valuation camp for I and III Semesters theory examinations of Govt. Degree College for Men, held in February/March, 2023 was conducted in March 2023.

2. ABOUT THE CLUSTER UNIVERSITY, KURNOOL

2.1 Historical Perspectives

- • Under the umbrella of Cluster University, Kurnool, the three constituent colleges of the Kurnool City namely, Silver Jubilee Govt College, K. V. R. Govt. Degree College for Women, and Govt. Degree College for Men are functioning within the radius of 3 kms.
- • Identified as Cluster University under MHRD-RUSA, Govt. of India, New Delhi.
- • Prof. D.V.R. Sai Gopal, Professor, Department of Virology, S.V.University, Tirupati appointed as the First Vice-Chancellor of Cluster University, Kurnool, vide G.O. Ms. No. 11 dated 02-03-2021, Cluster University (Kurnool) Act, 2019 (Act No. 13 of 2020)

- Appointed Prof. D. Sreenivasulu, Professor, Department of Chemistry, S.V. University, Tirupati, as the First Registrar of Cluster University, Kurnool, on deputation basis under Section 12(2), Cluster University (Kurnool) Act, 2019 (Act No. 13 of 2020) subject to ratification of the same in the Executive Council Meeting of the University, vide Letter No. 1378552/UE/A2/2021 and the Proceedings of the Vice-Chancellor, Procgs. No.CU-Registrar-Prof. D.S-SVU-Depute/2021 dated 05-07-2021.

- The three constituent colleges are under the Academic and Administrative Control and Management of Cluster University, Kurnool, w.e.f. 27-08-2022 vide Memo No. 1608081/UE/A2/2021-1, dated 19-05-2022 of Higher Education (UE) Department, Govt. of A.P. and Proceedings Rc. No. 36/OP-II/2021 dated 24-08-2022 of CCE, A.P. Vijayawada, to work on duty basis.

- The ordinances and the statutes are drafted for the Cluster University as per the guidelines of the Andhra Pradesh State Council of Higher Education (APSCHE).

- The first government budget and the additional funds were allocated for the year 2021-22. The block grant was given for 2020-23 on par with the other universities.

2.2 Milestones Crossed

- **Establishmen**t: Silver Jubilee Govt. College was established in 1972. KVR Govt. Degree College for Women was established in 1958 and Govt. Degree College for Men was in 1971.

- **NAAC Accreditation**: All the three colleges have NAAC accreditation.

- **UGC Status**: All the three colleges having the status of UGC 2(f) and 12 (B).

- **Autonomy**: Silver Jubilee Govt. College and KVR Govt. Degree College for Women are autonomous colleges while Govt. Degree College for Men is a non-autonomous college.

- **SWAYAM-NPTEL**: Silver Jubilee Govt. College and KVR Govt. Degree College for Women are identified as Swayam NPTEL Local Chapters and Local Centres.

- **ISO Certification:** Two autonomous colleges procured ISO certification.

- **Present Status**: The three colleges are the constituent colleges of the Cluster University.

2.3 Details of Location, Area, Colleges, Academic Departments, Research Centres, etc.,

Presently, the University is located in the premises of Silver Jubilee Govt. Degree College at B-Camp, Kurnool.. The Government of Andhra Pradesh accorded administrative sanction for the construction of new complex of Silver Jubilee Degree College and Administrative buildings of Cluster University at Jagannatha Gattu, Kurnool, in the total site area of 50 acres vide G.O. RT No. 42, Higher Education (U.E.) Department dated 23.03. 2021. The total cost of the project is Rs. 88.50 crores. The details of block wise area and major facilities provided are shown below.

Built-up Area of Cluster University construction at Jagannathagattu:

S.No.	Buildings	Area (in sqf)
1.	Building-1(Classrooms & Labs)	69,665
2.	Building-2 (Classrooms & Labs)	52,045
3.	Building-3 (Administration, Library & Computer Centre)	62,930
4.	Building-4 (Sports Complex)	40,580
5.	Building-5(Girls Hostel)	71,800
6.	Building-6 (Boys Hostel)	71,800
7.	Provisional Area for Staff Residences	10,000
8.	**Total for all Buildings (without external veranda, central court)**	**3,78,820**
	Total external veranda & central courts area for all buildings	**1,01,181**

Presently, the Cluster University has the academic and administrative building of MHRD-RUSA at Silver Jubilee College Campus in B-Camp with Vice-Chancellor's Chamber and Registrars' Office with Examination Branch. The decentralization of the administration is done by means of appointing the faculty as in-charge officers from three constituent colleges namely Controller of Examinations, Additional Controller of Examinations, three overall coordinators, PRO, BCDE and an overall coordinator for the Life Skill and Skill Development Courses.

2.4 Specialties of the Institution

Cluster University is the first South Indian unitary and non-affiliating state level special category University established under Cluster concept of MHRD-RUSA programme. The University is initiating unique and specialized courses which are multidisciplinary, student centric, skill oriented, industrial linkaged and job-oriented ones**.** The funding is providing by MHRD-RUSA and AP Government of HE for infrastructure facilities and also from AP Finance department as annual budget according to Financial Year. The UG and PG courses are linking with industry and also with community for the benefit of the students through internship programmes.

2.5 Best Practices

➢ Silver Jubilee Govt. College: ICT Based Teaching and Learning and the Digital Assignments are the best practices.

➢ K.V.R Govt Degree College for Women: Organic Farming & Hydroponics and Student Quality Circles: Finishing School are the best practices.

➢ Government Degree College for Men: Community Service and promotion of green and eco-friendly campus are the best practices.

3. SWOC ANALYSIS OF THE UNIVERSITY

Strengths:	Weaknesses:
• The three constituent colleges have regular faculty and proportionate student strength. • More number of PhD holders among the teaching staff. • All the three have NAAC accreditation and UGC 2(f) and 12(B) recognition. • Integrated activities are aligned.	• Recruitment of regular teaching and non teaching University posts is delayed. • The University has the control and management of the constituent colleges but funding is awaited. • Dislocated campuses. • Lack of research hubs.
Opportunities:	Challenges:
• Development of research labs and research centres. • The faculty can be recognized as research supervisors to guide the Ph.D., students. • Potential Campus with green environment. • Strong MIS for monitoring in the campus.	• The transfer of the movable and immovable properties of the constituent colleges is awaited. • Permanent Control and management is to be given to the University authorities.

Future Initiatives

- Starting new specialized PG Courses with job potentiality.

- Getting the sanction of teaching and nonteaching posts for both academic and administrative activities.

- Establishment of new campus with advanced facilities.

- Starting the research hubs which will cater the needs of the present challenging of research activities linked with industry/institutes and community.

4. PLAN FOR ACADEMIC PROGRAMS- CURRICULUM DESIGN AND DEVELOPMENT

4.1. Multiple Disciplines Including Liberal Arts

- Even while specializing in one subject, students have the chance to foray into other areas that interest them and harness them to the fullest. The sky is the limit for careers coming from a multidisciplinary background.

- Liberal Arts and Science education gives flexibility and the opportunity to use students reasoning skills and creative abilities to pursue a wide range of career options.

- B.L.A. with Major in Environmental Science
- B.L.A. with Major in Psychology
- Master of Mass Communication
- Master of Business Studies

S. No	Activity	Year Wise	Outcome of the activity
1	Form Curriculum Development Team	Y 1	Designing a learning experience that promotes thinking across disciplines is to find a process that allows the members of a design team to experience and model such Programmes.
2	Content and Methods	Y2	Curriculum development process is **selecting content** that will make a real difference in the lives of the learner and ultimately society as a whole.
3	Design Experiential Methods	Y3	After the content is selected, the next step is to design activities (learning experiences) to help the learner achieve appropriate intended outcomes. An experiential learning model and its components (i.e., **experience, share, process, generalize, and apply**) are discussed in this section.
4	Recruit and Train Facilitators and to implement Curriculum	Y4	It is a waste of resources to develop curriculum materials if adequate training is not provided for facilitators to implement it. Suggestions for recruiting appropriate facilitators are provided with a sample three-training program and implementing the programme
5	Launching of the new programmes	Y5	All the designed new programmes will be launched.

Career Options / Opportunities

- Fortune 500 companies prefer students with well-rounded competence in numbers, communication and critical thinking.
- Think tanks, NGOs, and civil sectors are rapidly rising.
- The Liberal Arts opens up many fields in Corporate Governance, Market Research and Advertising.

4.2 Existing Programs with Defined Outcomes

Sl. No.	Programme	Programme Outcome
1	B.Sc. MPC, B.Sc. MPCS & B.Sc. BZC	To understand and analyse the knowledge of all the major subjects, Mathematics, Physics, Chemistry, Botany, Zoology and Computer Science, in depth appropriate for graduation level.
2	B.A. (History, Economics, Political Science)	To understand the concepts intrinsic to the study of Political Science, origin and evolution of the concept of constitutionalism and classification of Constitutions. To acquaint themselves with the judicial system of the country and its emerging trends such as judicial reforms.
3	B.A. (Tourism & Management)	To understand the basic tourism aspects. To comprehend the requirements, role and responsibilities of profession of a Tourist Guide. To apply the knowledge acquired in managing different groups and guiding on a tour.
4	B.Com. (G)	To identify transactions and events to be recorded in the books of accounts and in different forms of business organizations.
5	B.Com. (C.A.)	To understand the technical environment of accounting software. To understand data and classification of digital data.
6	M.A. English/ Telugu/ History/Economics	To advance their careers, enhance their skills, and prepare themselves to be the professional students.
7	M.Com. (Commerce)	To acquaint the students with conventional as well as contemporary areas in the discipline of Commerce
8	M.Sc. Chemistry/Botany/ Physics	To enable the students apply various aspects of Chemistry in the natural products' isolation. Students would be benefited with the knowledge of core subjects like Plant Diversity, Physiology and Biochemistry.

4.3 Unitary, Inter-Disciplinary, Multi-Disciplinary Programs

Programmes	Running Courses	Courses to be implemented	Research with Collaborations	Employment outcomes
Unitary	B.Com (G)	B.Com Hons General	IBM, IIM	Chartered Accountant
	B.Com (C.A.)	B.Com Hons Computer Applications		Income Tax practitioners
				Banking and Insurance Sectors

Unitary	M.Com General	M.Com.(E-Commerce)	IBM, IIM	E-commerce Manager, Digital Marketing Manager, Business Analyst, Online Sales Manager.
Inter-disciplinary	Nil	Bachelor in Computer Science and Entrepreneurship, Bachelor in History and International Relations	Entrepreneurship as a viable long-term solution to unemployment in collaboration with Flipkart, Amazon, etc.	Corporate sector and Govt undertaking institutes.
Inter-Disciplinary	Nil	M.Sc. Virology	National Institute of Virology, Pune; Kurnool Medical College, AP Health University; Medical Research Institutes.	Viral Diagnostic Centres in Nodal regions of district headquarters and COVID centres, Virologist in state level and central level research institutes,
Multi-disciplinary	Nil	M.Sc. Food Science &Technology, Nutrition & Dietetics	National Institute of Nutrition (NIN), Hyderabad; Central Food Technological Research Institute (CFTRI), Mysore.; Various Food industries in Hyderabad and Bangalore. As a Dietician in private and public Hospitals.	Food Technologist, Food Scientist, Food Production Manager, Quality Control Manager, Specialists in Food processing Units.
Inter-disciplinary	Nil	M.Sc. Chemical Technology	Indian Institute of Chemical Technology (IICT), Hyderabad; IISc, IISER, IITs.	Research and industry of advanced materials-nanomaterials. Pharmaceutical, Food and drug industries, Environmental pollution agencies.
Multi-disciplinary	Nil	Bachelor of Health Science-Global Bachelor of Science in Genetics and Genomics	Physiology in Disease Modelling and Drug Development with collaboration of Hospitals and Pharmaceuticals	Rural Health Clinics, Private and Public Health centres and Hospitals.
Multi-disciplinary	Nil	MBA (Hospital Administration/Management)	IIM, IBM,ISB, ISC and other national institutes. AP Health University and AIIMS.	Administration and Managerial roles in public and private sectors of the hospitals.
Multi-disciplinary	Nil	Master of Social Work	ICSSR, RED CROSS, TISS.	Government Departments, NGOs, Global Counselling Centres, Health Industry, Human Rights Agencies, etc.

4.4 Revision and Restructuring of Programs Incorporating Global Needs

Objectives:

- To restructure the curriculum according to the learner's needs, interests, or abilities.
- To introduce the latest and updated methods of teaching and content.
- To incorporate new knowledge and practices to meet global needs.
- To correlate between the theory courses and learning practices.

Revision and Restructuring Process:

Process	Description
Board of Studies Meeting	Revision of curriculum by inviting ● University nominees with highest profile and the Subject Experts ● People from industries to introduce latest updates in the concerned subject ● Alumni to correlate the needs, interests of the learners with learning practices
Academic Council Meeting	● The curriculum revision process held at BOS level will be further reviewed by the experts from various disciplines.
MOUs with Industries	● MOUs should be established to incorporate current needs of industries in to the curriculum.
Industry-Academia Collaborations	● For inculcating academic and scientific research bent of mind among the learners. ● To Provide global competencies that could imbibe problem solving skills ● To create employment opportunities for learners
Entrepreneurship	● To equip the students with necessary skill set to become entrepreneurs.

4.5. Introduction of New Programmes and Courses

Cluster University plans to introduce new programmes or courses:

- To satisfy the current needs of Industries for relevant careers
- To equip the students with value-based and outcome-based education
- To enable the learners globally fit
- To create opportunities that suit the needs of continuing education globally.
- To successfully execute the vision of the university.

Different types of new Programmes or courses to be introduced

UG Programmes

S.No.	Type of the Programme	Year 1	Year 2	Year 3	Year 4	Year 5

1	Single Major (Unitary Programmes)	4 year Bachelor's degree in various subjects				
2	Interdisciplinary Programmes		1)Bachelor's in Computer Science and Entrepreneurship 2)Bachelor's in History and International Relations'			
3	Multi-disciplinary programmes			Bachelor of Health Science-Global Bachelor of Science in Genetics and Genomics		
4	Transdisciplinary	B.Sc. Environmental Studies			B.A. Cognitive Science	BBA

PG Programmes

S.No.	Type of the Programme	Year 1*	Year 2	Year 3	Year 4	Year 5
1	Single Major (Unitary Programmes)	M.Sc. Virology M.S.W M.Com (E-commerce)	MSc Atmospheric Sciences	M.Com Finance	MA Advanced English	
2	Interdisciplinary Programmes	MBA (Hospital Administration/Management)	M.A in Digital Humanities			MSc Animal Biotechnology
3	Multi-disciplinary programmes	M.Sc. Food Science &Technology, Nutrition & Dietetics. M.Sc Chemical Technology	MCA with Cloud Computing, AI, Drone Technology	MSc Nanotechnology	MA Translation Studies	MSc Industrial Biotechnology
4	Transdisciplinary		M.Sc. in Data Science	M.A in International Development Studies	Master of Design. MA Linguistics	MSc Bioinformatics
*I year courses are under the consideration of approval by the Higher Education Department, Govt of AP.						

4.6. Implementation of suggestions of NEP-2020 such as Introduction of 5 Year Integrated Postgraduate Programmes, 2–Year PG Programmes, With One Year of Research and 1–Year PG Programmes

To facilitate the learners to acquire dual degree (1UG+1PG)

- Any UG degree + MBA: Students who choose an integrated B.Com. + MBA program will save time. One can only pursue MBA after completing a graduation degree, and MBA after completing a graduation degree takes two years.

- B.A/B.Com + LLB: Both B.A. and LLB are bachelor's degree programs. Students who choose an integrated B.A. + LLB program will save time. One can only pursue LLB after completing a graduation degree, and LLB after completing a graduation degree takes three years, whereas students in an integrated program can save one year. The B.A. + LLB program lasts five years.

- B.Sc. + M. Sc.: is a combined bachelor's and master's degree program. It saves student's a year. The course lasts for five years.

- B.Sc. + MCA: is a combined bachelor's and master's degree program. It saves student's a year. The course lasts for five years.

- B.Sc. + B.Ed.: is one of the most well-liked integrated courses. A B.Ed. is a teacher-training program; after completing this course, students will be able to teach at the secondary level. The duration is four years.

- B.Ed. + M.Ed. is an integrated dual degree programme that combines both B.Ed. and M.Ed. B.Ed. stands for bachelor of education and M.Ed. stands for Master of Education. The duration of a separate B.Ed. programme is two years. M.Ed. also takes two years. Thus, if separately pursued B.Ed. and M. Ed. it takes four years. Completion of an undergraduate degree programme is mandatory to enrol in B.Ed. While completion of a postgraduate degree programme is mandatory to enrol in M.Ed.

- Integrated M.Sc. 5-year Programmes

- Five Year Integrated Programme in Management (IPM)

- Integrated 5-year PG programme in Food Science and Technology

- Integrated 5-year Programmes in Bio Stream/Life sciences

2-year PG programs with one year of research:

- Master of Science (M. Sc) in Biotechnology

- Master of Business Administration (MBA) with Research

- Master of Engineering (M. Eng.) in Electrical Engineering with Research

- Master of Science (M. Sc) in Computer Science with Research

- Master of Arts (MA) in English with Research

- Master of Science (M. Sc) in Psychology with Research

1-year PG programs:

- Master of Business Administration (M.B.A)
- Master of Science (M. Sc) in Finance
- Master of Science (M. Sc) in Marketing
- Master of Education (M. Ed)
- Master of Arts (M.A) in International Relations
- Master of Science (M. Sc) in Data Science

4.7 Restructuring of Existing 2 – Year PG Programmes with One Year Research

- Restructuring existing 2-year PG programs with one year of research could involve several changes to the program's curriculum and structure
- Existing 2 Year-PG Programmes or newly introduced 2-year PG-Programmes are to be restructured in the following manner.
  1. First year with two semesters consisting of core courses which include experiential learning.
  2. Second year totally concentrates on Research Project, and Project should be guided by the faculty mentor.

4.8 Introduction of Value-Added Courses and Skill Courses

The Value-based Education includes the development of humanistic, ethical, constitutional, and universal human values. Presently the University is conducting some value added and skill courses that are purely based on the available man power and infrastructure but in future the University plans to introduce courses in collaboration with the reputed institutes of India as well as globe. The list of various courses which are existing in the three constituent colleges as well as new courses that will be introduced in the future are mentioned in the table with timeline.

Value added Courses	Skill Enhancement Courses	Certificate Courses	Implementation Period
1.Environmental Education (E)	1. Communication Skills(E)	1. Tourism and Travel Management(E)	2024
2.Human Values and Ethics (E)	2. Computer Programming(E)	2. Business Analytics(E)	2024
3. Personality Development (E)	3. Graphic Designing(E)	3. Human Resources(E)	2023
4. Digital and Technological Solutions(E)	4. Digital Marketing(E)	4. Project Management(E)	2023
5. Health and Wellness (E)	5. Business Management (E)	5. Information Technology(E)	2024

6. Yoga Education (E)	6. Chemistry of Cosmetics & Perfumes (E)	6. Web Designing(E)	2024
7. Sports and Fitness (E)		7.Photography(E)	2024
8. Disaster Management, MATLAB(N) -2023-24		8. Journalism(E)	
9. GIS and Remote Sensing, Diploma in GST Practice (N)- 2024-25		9. Research Methodology(E)	2025
10. Critical Thinking for Better Judgment and Decision Making(N)-2025-26		10. Artificial Intelligence (Collaboration with IIITDM, Kurnool) (N)	2024
11. Neuroplasty : Rewire your Brain(N) 2026-27		11. Fashion Designing (in Collaboration with (NIFT, Hyderabad) (N)	2025
12. Family Life Education. (N) 2027-28		12. Chem Draw 101: Chemical Structure Representation for Bachelor Students(N)	2023

(E) and (N) refers to existing courses and new courses.

4.9 Strategies for the Establishment of Academic Bank of Credits and Credit Transfer Mechanism for Five Years

- University aims to improvise the existing credit system by framing a policy document, curriculum mapping to establish a standard credit system.

- To develop and implement credit-based courses uniformly across the disciplines.

- To implement the National Education Policy (NEP 2020) and the Academic Bank of Credits in all disciplines.

- To facilitate multiple exit options for learners.

- To develop and implement the concept of Academic Bank of Credits which would digitally store the academic credits earned from various recognized HEIs so that the degrees from the HEIs can be awarded taking into account credits earned.

4.10 Introduction of Certificate Programmes /Courses (Mentioned along With 4.8)

- To develop or strengthen specific career skills.

- To design and help students build professional profiles to accelerate their career.

- To create public and private partnership through which faculty and students will engage in any technical and creative activities.

4.11. Development of Open Online Programmes

Open Online programmes will be introduced after the successful attainment of ABC and credit transfer mechanism. These programmes may be introduced from the AY 2026-27.

4.12 Exit Options and Flexibility

The University wants to continue with the same exit options as per the National Credit framework guidelines. The university plans to frame exit options for some courses such as Value added courses, certificate courses, integrated courses, and Skill enhancement courses. The university aims to design certain courses which will actually be run by collaborating with reputed Institutions and Industries. e.g.: Artificial Intelligence in drone technology can be implemented by collaborating with IIITDM, Kurnool.

ACADEMIC LEVEL	ENTRY QUALIFICATION *	EXIT QUALIFICATION AND CREDITS REQUIRED FOR THE LEVEL	NATIONAL CREDIT LEVEL (NCrF)
UNDER-GRADUATE 1st Year (B. General)	12th pass certificate Or equivalent state of education	Under-Graduate Certificate will be awarded and minimum 40 credit-hours followed by an exit 4-credit Skills-Enhancement Course	4.5
UNDER-GRADUATE 2nd Year (B. General)	Under-Graduate Certificate	Under-Graduate Diploma will be awarded and minimum of 80 credit-hours followed by and Exit 4-credit Skills-Enhancement Course	5
UNDER-GRADUATE 3rd Year (B. General)	Under-Graduate Diploma	Bachelor's Degree will be awarded and minimum of 120 credit-hours	5.5
UNDER-GRADUATE 4th Year (B. General)	Bachelor's Degree(3year)	Bachelor's Degree (Honors/Honors with Research);and minimum of 160 credits, with minimum of 40 credits each at level 4.5, 5,5.5 and 6 of the NHEQF	6
POST GRADUATE DIPLOMA Or 1st Year of 2-Year PG Program	Bachelor's Degree(3years)	Post Graduate Diploma after completion of 1st year of 2-year PG program; and minimum of 40 credits for individuals who have completed a bachelor's programme	6.0
MASTERS (M. General) 2nd Year of	Bachelor Degree (after 3years of UG)	Master's Degree; and minimum of 80 credits from the first and second years of the program, with minimum of 40 credits in the first year and	6.5

Master's Program		minimum of 40 credits in the second year of the program at level 6.5 on the NHEQF	

4.13 Autonomy of Faculty to Revise and Restructure the Courses

The autonomy of the faculty to revise and restructure the courses depends on the policies and governance structure of the university.

The university plans to engage faculty with more collaborative activities, development programs, etc… so that the university can utilize their expertise to restructure the courses.

4.14 Dynamic System of Approval for Changes in Curriculum

The Academic Senate of Cluster University will frame the guidelines for the changes in curriculum; those changes will be ratified in the Executive Council of the university.

4.15 Mechanism for getting Feedback from National and International Sources and for Adoption:

Every year feedback is taken from all the stakeholders of the university viz. outgoing students, parents, alumni, faculty from other Institutions, employers, and employees working in reputed local and national Industries.

5.TEACHING AND LEARNING SYSTEM PLAN

5.1 Blended Learning System:

Blended learning (BL) is an effective blend of online and face-to-face mode in teaching-learning. It increases student interest, keeps students focused for longer, provides student autonomy, enables students to learn at their own pace, prepares students for the future, and offers a multitude of real-world skills that directly translate into life skill. In our institution, Blended Online Class Model was practiced during Covid times. Currently, in most of the Science Courses we are following blended face-to-face class model and, in some courses, the blended MOOC model is being followed.

Our Future Plan

Year	Blended Learning (BL)
Year 1	To follow blended learning in 40:60 ratio wherein 40% online mode and 60% is face to face/offline mode in 20% of the courses.
Year 2	To provide training and support to faculty and staff in the use of the blended learning framework and technology tools and to enhance BL in 40% of the courses.
Year 3	To use the flipped classroom, the self-blend model and blended MOOC model in some of the courses and evaluate its effectiveness and to enhance BL in 60% of the courses.
Year 4	To develop a repository of online resources and activities that can be used in the blended learning approach and enhance BL in 80% of the courses.
Year 5	To organise flipped classrooms by the advanced learners covering 10% of the syllabus. To expand the use of any one or more blended learning models across 100% courses in the institution.

5.2 E-Classrooms and other Infrastructure for Leveraging Technology.

The institution has 10% E-classrooms with smart boards and internet connection. Technology-supported teaching is provided with the extensive use of LCD, Smart boards and Audio-visual aids. YouTube videos, NPTEL video lectures, MANA TV lectures and educational websites like MOOCs, SWAYAM and SWAYAM Prabha and Online live demonstrations are some of the other ICT tools used by our institution for exploring various domains of knowledge. Virtual labs are also being used in some of the Bio stream courses for practical purpose.

Our Future Plan

Year	E-classrooms and other infrastructure for leveraging technology.
Year 1	To convert 20% of existing classrooms to fully digital ones on a priority basis by purchasing LCDs, Smart boards and other infrastructure and to encourage faculty and students to use the strength of technology to enhance the teaching and learning process.
Year 2	To create awareness on OER: NMEICT, NPTEL, ePG, NDL and to enhance the E-classrooms to 30%.
Year 3	To establish virtual labs in chemical and physical sciences and to enhance the E-classrooms to 40%.
Year 4	To establish a Centre for Digital Learning, Training & Resources (CDLTR) to develop e-learning strategies, build collaborations in India and abroad, instructional design and faculty support and LMS management and to enhance the E-classrooms to 40%.
Year 5	To increase the number of video recording centres, its facilities and to enhance the E-classrooms to 60%.

5.3 Student-Centric Modern Teaching Methods (Such as Experiential Learning, Participative Learning and Problem-Solving Methodologies) for Enhancing Learning Experiences.

Our university practices student centric activities in order to maintain the academic standards in today's larger and more diversified classes. The main objective of this approach is to address the distinct learning needs, interests, aspirations and cultural backgrounds of individual students and group of students. The university has made the seminars mandatory to all UG and PG students.

The students are involved in the learning process according to the need of curriculum. Student centric activities like seminars, group discussions, debates, role plays, are conducted to develop communication skills, employability skills, team spirit and leadership skills among the students. In our institution, field visits, industrial tours and educational tours are conducted for experiential learning. Study Projects and Community Service Projects are made mandatory to inculcate participative and problem-solving learning.

Our Future Plan

Year	Student-centric modern teaching methods
Year 1	To practise *"earn while learn"* in the department of Home Science by establishing Nutrition and Dietic Counselling Centre for inculcating experiential learning among the students.
Year 2	To establish e-filing Centre in the department of Commerce by the students as part of "earn while learn" and to strengthen partnerships with pharma industry, IIIT, Fisheries dept. and community organizations to provide students with more opportunities for internships, co-op programs, and service-learning experiences.
Year 3	To increase the "earn while learn" programme in all science streams.
Year 4	To expand the "earn while learn" programme to all Arts and Commerce streams.
Year 5	To develop composite student centric programmes for creating interdisciplinary learning environment in Science and Arts streams.

5.4 E-Content Development and Procurement of E-Resources.

E-content in education is a powerful tool that may be used effectively and proficiently within the classroom to make more exciting learning environment and deliver a higher level of educational expertise to students. In our institution, some of the faculty are involved in e-content development of CCE and APSCHE in 4 quadrants for the core subjects, skill development and life skill courses. Most of the E-resources are taken from Open Access (OER). Some of the faculty are involved in creating content related YouTube videos, blogs, and MANÁ TV lectures. Some of the e-resources like e-journals and e-books are accessed by the library's INFLIBNET through Annual subscription.

Our Future Plan

Year	E-Content development and procurement of E-Resources
Year 1	Buy software / plans for online meetings.
Year 2	Buy e-journals and e-books.
Year 3	Buy Turnitin/ SPSS software
Year 4	Publish In-house journal integrated with overseas
Year 5	Maintain database of e-content

5.5 Ensuring Student Diversity, Including International Students

Developing a plan to ensure student diversity, including international students, is crucial to the success of an institution. At present our institution has diverse students of both A.P and Telangana belonging to various districts from various sections and castes.

Our Future Plan

Year	Ensuring student diversity, including international students
Year 1	To offer scholarship and financial aid
Year 2	To introduce new courses and provide hostel facilities
Year 3	To increase the diversity of faculty and staff
Year 4	To launch a portal for student support services
Year 5	To celebrate cultural festivals and diversity workshops

5.6 Capacity Building for Faculty Members

At present, the faculty is undergoing capacity building by attending FDPs, Refresher Courses, and workshops arranged by our institution and other institutions. We provide training to faculty members on pedagogical techniques, research methodologies, and emerging technologies. We encourage faculty members to participate in national and international conferences and seminars to enhance their research and teaching expertise.

Our Future Plan

Year	Capacity building for faculty members
Year 1	To identify the current skill gaps among faculty.
Year 2	To organize a mentoring program that pairs senior faculty members with junior faculty members to provide guidance and support.
Year 3	To enhance the implementing of peer-review system to evaluate the quality of teaching and research outputs of faculty members.
Year 4	To train faculty on grant writing and research proposal development for securing funding and promoting research by inviting experts from renowned institutes.
Year 5	To establish HRDC.

5.7. Involving Industry, Research Organisations and Foreign Institutions for Teaching and Learning:

Interaction between industry and academia is all about knowledge transfer, experience and technology transfer. The interrelationship is both collaborative and interactive. NEP-2020 specially focuses on industry need-based education system.

To bridge the gap between the domestic systems of teaching-learning with that of the globe, our university resolves to have interactions and integrations with various local national and international institutions. A step in this direction is already laid by the university to have a MOU with the Melbourne University, Australia for knowledge transfer and improving teaching-learning techniques.

Our Future Plan

Year	Involving industry, research organisations and foreign institutions for teaching and learning
Year 1	To have MOUs with various local institutions and industries like IITDM, Fisheries Dept., Dairy Industry, Medical Labs, Hospitals and Biofertilizer-Biopesticide units by science departments.
Year 2	To have MOUs with various local institutions and industries like Banks, Tourism and Heritage by Arts and Commerce depts.
Year 3	To have MOUs with IICT, Aurobindo Pharma, Infosys, Wipro, Central Universities at national level. To align the institution's curriculum with industry needs by creating new courses or modifying existing courses to better prepare students for the workforce.
Year 4	To have a MOU with the Melbourne University and other international Universities.
Year 5	To collaborate with foreign industries and research organizations by inviting guest lecturers to the institution for promoting International Collaboration.

5.8 Alumni Engagement in Teaching and Learning

A high profiled alumni of an institution is invariably a powerful indicator of a successful teaching-learning system of that institution. Cluster University, Kurnool with its three constituent colleges maintains Alumni Associations, which cover the Members of the Legislative Assembly, Vice-chancellors, teachers, educationists, advocates, scientists, managers, entrepreneurs, police personnel and so on. Alumni feedback on curriculum is also a part of the development strategy. They sponsor fee to deprived students and contribute in awarding endowment prizes to the meritorious. Overall, engaging alumni in teaching and learning can be a win-win for both the institution and its students.

Our Future Plan

Year	Alumni engagement in teaching and learning
Year 1	To create alumni networks and groups that focus on specific areas of interest or industries.
Year 2	To create an alumnus mentoring program.
Year 3	To invite alumni as guest speakers by organizing guest lectures by alumni who are experts in their respective fields.
Year 4	To establish alumni-led workshops and seminars.
Year 5	To offer guidance on career development, academic planning, and job search strategies

5.9 Strategy for Ensuring Local, National and Global Experiences for Students and Faculty

Students and faculty ensure to get local, national and international experiences through organisation of national and international seminars, webinars, workshops and also by encouraging them to participate. The national and international exposure of the faculty and students will be encouraged by making MOUs, linkages, faculty and student exchange programmes with those level institutions.

Our Future Plan

Year	Strategy for ensuring local, national and global experiences for students and faculty
Year 1	To enhance faculty and student exchange programmes with local level institutions by entering MOUs and organising seminars and workshops.
Year 2	To conduct faculty and student exchange programmes with national level institutions and organise national seminars.
Year 3	To have MOUs with IICT, Aurobindo pharma, Infosys, Wipro, Central universities at national level. To align the institution's curriculum with industry needs by creating new courses or modifying existing courses to better prepare students for the workforce and global needs.
Year 4	To have a MOU with the Melbourne University and other international Universities.
Year 5	To collaborate with foreign industries and research organizations by inviting guest lecturers to the institution for promoting International Collaboration and to organise international seminars.

5.10 Composition of Teacher Resources- Online and Offline

A blended mode of teaching resources with 60:40 base (60% syllabus on offline and 40% on online mode) as suggested by NEP-2020 has been continued in the institution. Faculty have been trained in maintaining online Learning Management System (LMS) via Faculty Development Programmes, Training programmes in using online LMS platforms. The Central Library provides internet facilities, access to texts, reference books, educational CDs and DVDs**.** Open access to internet, is provided to all the teachers in the institution. The institution has exclusive G Suite account with unlimited recording facility for online teaching. Online practical are conducted through collaboration with Amrita labs. E-content developed by faculty members is also made available on institutional website. Special apps like ABPhysics are also developed for competitive exams coaching. Lectures created on YouTube channels by the lecturers helped the students learning through online mode during lockdown period.

Our Future Plan

Year	Composition of teacher resources- online and offline
Year 1	To increase the ongoing professional development opportunities for teachers, both online and offline.
Year 2	To establish teacher networks for sharing the best practices and for collaborative projects.
Year 3	To increase the subscription for number of online and offline journals.
Year 4	To create an online learning platform that provides access to high-quality resources and training materials for teachers.
Year 5	To encourage peer mentoring by pairing experienced teachers with newer teachers and to arrange expert talks.

5.11 Academic Plan, Faculty Accessibility-Online and Offline

The institution has a systematic process of preparation and adherence to the academic calendar and teaching plan. There are three levels of planning and execution to ensure adherence to the academic calendar and teaching plan. At the Institutional level, the Staff Council prepares the academic calendar at the commencement of the academic year incorporating major events such as conferences, FDPs, workshops, training programmes, internships, field visits, extension activities, co-curricular and cultural fests, and sports. Examination schedules are prepared by the Examination Branch. At the Departmental level, department action plan of academic activities is prepared. The teaching plans for all courses are reviewed and approved by the Heads of the departments and submitted to the IQAC. At the Teacher level, detailed schedule of teaching plan is prepared in accordance with the format provided by the CCE/

APSCHE incorporating the learner centric pedagogy adopted for each topic/module approved by the Head of the Department and the Principal.

Our Future Plan

Year	Academic plan, faculty accessibility- online and offline
Year 1	To revise and strengthen internal and the external academic audit system for proper execution of academic plan.
Year 2	To increase the ongoing professional development opportunities for teachers, both online and offline.
Year 3	To increase the subscription for number of online and offline journals.
Year 4	To create an online learning platform that provides access to high-quality resources and training materials for teachers.
Year 5	To use feedback from students, faculty members, and other stakeholders to make necessary adjustments to our Academic Plan and ensure that we are meeting our goals.

5.12 Student Mentoring and Counselling

At present, we are following Student mentoring, Career Counselling, Academic Advising, Wellness Programs, and Group Counselling for all the students of the institution for anxiety or stress management, effective time management and overall wellness. The Cell creates a confidential and conducive atmosphere in which their problems and grievances are solved, and it helps the students to reach their highest academic and personal potential.

Our Future Plan

Year	Student Mentoring and Counselling
Year 1	To set the Pupil-Teacher Ratio (PTR) around the 30:1 norm. In the case of admissions of large numbers of socio-economically challenged students for any academic year, steps will be initiated to maintain mentor-mentee ratio around 1:25 and to have a Central Student Counselling Cell.
Year 2	To establish a peer tutoring and mentorship program to provide academic support for students and to develop a program to provide mental health and wellness resources and support for students.
Year 3	To develop a program to provide leadership training and development for students.
Year 4	To develop a program to provide financial literacy and career development resources for students and develop partnerships with international universities to provide study abroad opportunities for students.
Year 5	To develop a program to provide counselling services to students with disabilities or unique needs.

5.13 Five-Year Action Plan for Providing Practical Experience through Mandatory Internships and Community Service Projects.

Moving hand-in-hand with NEP-2020, and as per the orders of the Government of A.P. under the aegis of APSCHE, the institution made mandatory internship for all UG programmes for 10 months – 1st Internship (Community Service Project) at the end of II semester examinations, 2nd Apprenticeship/ Internship / On the Job Training after the end of 4th semester examinations and the 3rd and final Apprenticeship / Internship / On the Job Training in 5th or 6th semesters to ensure that the students develop hands on technical skills which will be of a great help in facing the world of work along with developing social consciousness and compassionate commitment towards the neighbourhood. These internship/projects will be an integral part of the curriculum and assessed by the group of experts and award marks or grades.

At present, our institution is providing training and resources to students on how to find and apply for internship and community service opportunities through Internshala, through mentorship program, providing guidance and support to students during their internship / community service projects, giving academic credit to students who complete an internship or community service project.

Our Future Plan

Year	Five-year action plan for providing practical experience through mandatory internships and community service projects
Year 1	To develop a policy requiring all students to complete a mandatory internship or community service project before graduation. To continue the mentorship program to provide guidance and support to students during their internship or community service project.
Year 2	To enhance MOUs with various local, national institutions and industries for creating internships and community service projects.
Year 3	To develop a database of available internships and community service projects for students to choose from.
Year 4	To develop an evaluation system to assess the effectiveness of the internship and community service program and develop a program to provide funding for students who may face financial barriers while participating in an internship or community service project.
Year 5	To conduct research and data analysis to measure the impact of the internship and community service programs on student learning outcomes and career readiness.

6. EVALUATION SYSTEM REFORMS PLAN

The entire process of pre and post examinations will be transformed from the present semi-automated level to a fully automated system within one year duration. The University will provide a user-friendly interface for all the stakeholders such as students, faculty and administrators with separate login pages for each of them on the university examination portal. Beginning from registration to the examination, fee payment, hall ticket generation and download, viewing the result and downloading the semester end marks list of a student will be accessible through student login in the examination portal of the university website.

All the information regarding exam notification, exam schedule (both internal and external), download of hall tickets, announcement of results, revaluation notification will be announced through the university website. Personalized information regarding revaluation and student specific grievance redressal like correction in basic details etc. are displayed on the website and also intimated through e-mail/SMS.

The evaluation system will be transformed so that it truly reflects the attainment of learning outcomes by a student, as well as promoting higher order thinking skills (w.r.to Bloom's Taxonomy) among them. To begin with continuous internal evaluation, required autonomy will be provided to the faculty to design diversified evaluation methods involving technology to assess the conceptual learning of the students rather than the factual recitation. A question bank that contains questions to test various levels of cognitive skills of the students will be prepared by the university faculty and supplied as reference to the external (semester end exam) question paper setters. The question paper setters of the external examinations will be duly informed to frame the questions to test the higher order thinking skills and match with learning outcomes of the course/program. The evaluation sheet is also designed accordingly. The evaluation sheet will be fed to a software package which determines the level of attainment of course/program outcomes.

To enhance the transparency in the evaluation system, the continuous internal evaluation scores for the different methodologies adopted will be displayed in the notice board before the end of the semester and the students are duly reflected on their performance. The end semester examination answer scripts are to be evaluated and evaluation sheets will be digitized for sharing them with the students who raise the grievance against the evaluation through an established procedure. Reverification of the end semester examination answer script facility will also be provided for those students who are not satisfied with their result even after revaluation.

To bring down the time lag between the end semester examinations and the declaration of results from present 40-45 days to less than 30 days, the university will adopt a parallel processing method. The University will initiate spot valuation simultaneously with the ongoing examinations. A semester break of one week to ten days may be given to optimally pool up all the required resources from teaching (both internal and external), non-teaching and the technical support teams to complete the spot evaluation within a predefined time limit. The University will introduce the answer scripts with pre-printed OMRs containing a secured bar code to reduce the coding and decoding time. The University may introduce an on-screen evaluation system within 3 to 4 years to further reduce the time lag.

The University has a well-established control system to check the malpractices in the examinations right from its inception. To strengthen it further, the university will engage external observers and may opt for a CCTV camera surveillance system in the future. At the same time, students will be duly counselled and reminded about the negative consequences of examination malpractices. To ensure the integrity in the examination and evaluation process, a centralized monitoring system through the office of Controller of Examinations (CoE) at the university level was established. The CoE will look after the paper setting, evaluation and result declaration processes whereas conducting and collecting the exam scripts are decentralized and vested with the college exam branches.

The issuance of mark statements and original degrees will be made easy and transparent through electronic means at the same time ensuring the security features to check the possible misuse. The university will soon register on the Academic Bank of Credits (ABC) platform and utilize its services to transfer, accumulate the credits earned by a student as well as recognise the credits earned and accumulated by a student through ABC and reflect them in the marks statement/original degree of the students.

7. PLAN TO DEVELOP A HIGH-QUALITY RESEARCH ECOSYSTEM

Knowledge creation and research are critical in growing and sustaining a large and vibrant economy like India. A robust ecosystem of research is required to facilitate the research-based learning and to promote innovation, incubation and start-ups. The Cluster University, Kurnool, will take up various initiatives to develop a highly sophisticated and state-of-the- art research infrastructure.

7.1. Research Infrastructure and Facilities

The constituent colleges of the Cluster University, Kurnool, are equipped with basic research infrastructure to give research exposure to students. In order to strengthen the research infrastructure, the following initiatives will be taken.

Goals:

I Year:	Establishment of Research Centre , Innovation and Incubation Centres and framing of the research policy.
II Year:	Establishment of centralised scientific instrumentation lab at the level of each constituent college.
III & IV Years:	Establishment of central scientific instrumentation lab in the University.
V Year:	Fostering research culture by strengthening of reference section of library with journals and e-resources.

Strategy:

- Identify promising team of researchers from multidisciplinary fields and constitute research centre and policy to give impetus to research.

- All the scientific instruments of different departments will be mobilised and kept in the Centralised Lab and will be made accessible for all faculty and students.

- As the cluster university is in the emerging state, new need based scientific instruments will be purchased with available resources to establish the state-of-the-art centralised research laboratory.

- The research committee will identify the journals on various fields and library will be strengthened with reference journals and e-resources to facilitate research.

7.2 Strategy for Promoting Research-Based Learning:

The 21st century demands huge shift in the education system and requires students to move from being passive consumers of knowledge to active producers of information. There is an emergent need to develop research skills like raising questions, seeking solutions, participating in debates, discussions, making correlations, assumptions, testing theories and drawing conclusions among the students. The following initiatives will be adopted by the Cluster University, Kurnool, to promote research-based learning:

Goals:

I Year: Strengthening research skills of the faculty.

II Year: Providing guideship to the faculty.

III Year: Framing and adopting research-based strategy in teaching learning process.

IV Year: Adopting standard procedure in doing community service project, internships and research projects.

V Year: Promoting interdepartmental and multi-disciplinary research within the university.

Strategy:

- The university will organise/ encourage faculty to participate in various forms of faculty development programs to adopt research-based learning in the classroom.

- The university will recognise and provide guideship to the qualified faculty members.

- The Research Committee will recommend the strategies to be adopted at UG and PG level.

- The university will develop mandatory guidelines in conducting CSP, internships and research projects. All the students will be encouraged to take up research related topics to their field of study as a partial fulfilment of the requirements of their degree.

- The university will encourage the collaborative research projects to find solutions to the societal problems.

7.3.   Integration of Entrepreneurship Education

Entrepreneurship is the key driving force of any growing economy. Entrepreneurship education provides plenty of opportunities for students to develop wide set of life skills such as problem solving, creative thinking, critical thinking, resiliency, flexibility, teamwork, and public speaking to establish and run an enterprise successfully. In Cluster University, the Entrepreneurship Cell conducts various skill development and awareness programmes on self-employability and financial assistance to inculcate entrepreneurial skills among the students.

Goals:

I Year: Establishment of Entrepreneurship Cell at the constituent college and University level.

II Year: Increasing the component of entrepreneurship education in the curriculum.

III Year: Organizing various events to develop entrepreneurial skills

IV & V Years: Establishing promotional social media networks

Strategy:

● The Entrepreneurship Cell will be established at college and university level with a clear policy and guidelines for its operation.

● While devising curriculum, special care will be taken in incorporating entrepreneurial components in theory and practical syllabus.

● Various events like seminars, webinars, invited lectures, Tedx talks, workshops will be organized to promote entrepreneurship.

● The Entrepreneurship Cell of the university will promote various products and services of the students through social media.

7.4. Promotion of Innovation Society and Incubation

Promoting start-ups, innovation and incubation centres at higher education institutions lead to accomplish the goal of "Create in India." It helps to fill the academia and industry gap. In Cluster University, the initiatives are taken at college level for facilitating incubations like hydroponic, organic farming, cooperative stores etc. The following initiatives will be taken.

Goals:

I Year: Establishment of Incubation and Start-up Cell and its registration under Institution Innovation Council (IIC) and Atal Incubation Centres (AIM/ AIC)

II Year: Encouraging and providing platform to students to share and showcase their ideas

III Year: Collaboration with other established Incubation Centres, Industry, Experts.

IV& V Years: Providing consultancy services for establishment of start-ups and acquiring IP rights to the products developed in Incubation Centre.

Strategy:

- The University will establish Incubation Centre and Start-up Cell with basic infrastructure and initial corpus fund. The proposal will be prepared for financial support/ grant in aid from the state and central government schemes like Atal Incubation Centre.

- The University will provide discussion space with e-resources for students to present their ideas. Students with outstanding real-time and solution-oriented project works will be rewarded.

- The University will collaborate with other established Incubation and Start-up Cells in and around Kurnool and organise various activities for faculty and students as prescribed by IIC.

- The University will provide consultancy services to aspiring entrepreneurs and facilitate them to acquire patents.

7.5. Quality Research Projects and Publications

In order to revive our country's capability as a leading knowledge hub of the ancient days, continuous research in different areas is highly essential. The University will take following initiatives to promote quality research and publications. It encourages the faculty to publish papers in the UGC care list journals as per the proceedings of UGC and APCCE proceedings Rc.No.3/Academic cell/Re-pub/Ac-11/2022 dated 17-11-2022.

Goals:

I Year: Establishment of Research Cell and framing Research Policy.

II Year: Empowering faculty and students to undertake quality research and publications.

III Year: Funding research activity and publications.

IV&V Years: Developing research infrastructure like databases, statistical tools, plagiarism detection tools and other laboratory equipment.

Strategy:

- The University will establish the Research Centre and frame the research policy. It will encourage the faculty and the students to undertake research and publish in UGC listed reputed journals as well as high impact factor journals such as Scopus, h-index etc.

- Workshops on research methodology and writing skills will be conducted for students and faculty to enrich their knowledge and skills. Guidance will be given to publish papers in Scopus and UGC listed journals.
- The University will maintain funds for encouraging faculty and students to organise and participate in conferences, seminars and workshops.
- The University will acquire research infrastructure, journals, statistical tools, plagiarism detection tool with the available financial resources.

7.6 Strategies for Improving H Index:

Goals:

I-II Years: Guiding faculty and students for publication with high visibility.

III-V Years: Encouraging students and faculty to take up the need based applied research and publishing in reputed journals.

Strategy:

- The Research Cell will frame guidelines to promote the need-based research to improve h-index of the publications. The Research Committee will encourage the faculty and the students to write review articles for high visibility.
- The Research Committee will take several initiatives to help the faculty and the students to publish their research work in the reputed journals.

7.7 Establishment of Research Groups for Promoting Collaborative Research

The Andhra Pradesh Council of Higher Education has taken up initiatives to promote research by grouping the universities into four different clusters to collaborate and undertake quality research. The Cluster University will promote collaborative research with the following initiatives:

Goals:

I-II Years: Formation of interdisciplinary and inter-institutional research teams at college and university level.

III-V Years: Foster linkages and collaborations with public, private, national and international organizations.

Strategy:

- The University will promote need based multidisciplinary research by establishing centralised research lab for students and staff. It will formulate the guidelines for effective interdisciplinary research.

- The University will develop MOUs with leading institutions of national importance to promote collaborative research.

7.8 Establishment of Patents Unit to Promote Patents and Assist in Publishing the Patents.

In the present context, filing patent is very important to protect the intellectual property rights. The Cluster University, Kurnool, will establish patent unit with following goals and strategy:

Goals:

I-II Years: Establishing a Patent Unit to bring awareness on IPRs and Copyrights.

III-V Years: Promoting innovation and start-ups.

Strategy:

- The research cell will organize various awareness programs on IPRs and Patents to create awareness among faculty and students.

- The Incubation Cell to arrange programs / competitions for students to explore their ideas and transform those ideas into prototype.

7.9. Establishment of Scientific and Academic Chairs

The University will establish scientific and academic chairs by collaborating with eminent scientists, academicians, social reformers, environmentalists, and industry experts to contribute to the advancement of knowledge in the area of the study.

Goals:

I-II Years: Constitution of scientific and academic chair.

III-V Years: Design and execute capacity building programs for faculty and students.

Strategy:

- The University will identify and collaborate with eminent researchers and academicians and constitute chairs such as Gandhian Studies, Dr.Baba Saheb Ambedkar, Dr.Abudul Kalam, Dr.J.C.Bose, Dr.Yellapragada Subbarao, Dr.Jyothirao Pule. Dr.C.V.Raman. Sri

Vivekananda, Sri Hari Sarwothama Rao and regional significant eminent persons of both at Scientific and Society level.

- The University will utilize the expertise of Chairs in teaching, research and in organizing capacity building programs for faculty and students.

7.10. Establishment of Research Centres

Research centres act as catalysts to promote innovations and improve human resource capacity by involving all the stakeholders. It strengthens the institutional capacity to participate in global competitiveness.

Goals:

I-II Years: Establish centralized research networking centre to promote innovative research.

III-IV Years: Promote interdisciplinary and inter-institutional research.

Strategy:

- All resources available will be mobilized at college and university and put to its best use.
- The research centre will be made accessible to all the researchers.
- It will provide consultancy services (both internally and externally) in utilizing the facility and preparation of research proposal for funding agencies.

7.11 Formulation of Interdisciplinary and Inter-Institutional Research Teams.

The University will establish a research team to develop communication, cohesion and mutual respect to formulate the inter-institutional and interdisciplinary research in terms of basic, advanced and applied research.

7.12 Funding for Research

To take up quality research, funding is must. The University will take following initiatives to generate funds:

- Offering restructured interdisciplinary courses to generate funds to strengthen research.
- The Research Cell will provide guidance to faculty and students to prepare research proposals to various funding agencies like UGC, ICSSR, DST, DBT, STEM, etc.
- The University will collaborate with allied industry and generate funding for research.

7.13 & 7.14: Strategy for Linking Up Industry, Faculty and Students and Collaboration With Industry and Business Houses.

The   constituent colleges of the University have adopted many slum areas and villages in and around the Kurnool city and have taken up various community development programs through NSS, NCC and Board of Community Development through Education (BCDE).

Goals:

I-II Years: Establish Industry-Institute connect for bridging the academia – industry gap

III Year: Develop MOUs with industry experts to participate in academic activity.

IV-V Years: Establish Institute-Community Connect.

Strategy:

● The University will collaborate with industries for student internships and placements.

● It would invite the industry experts for framing syllabus and inspiring students to acquire skills and expertise required by industry.

● Promotes students to work on real projects for industries.

● Commercialization of innovative new products and technologies through organized IPRs.

● The University will adopt villages and assist government and local bodies in implementation of the government policies and programmes for the upliftment of the community.

8. INFRASTRUCTURE DEVELOPMENT PLAN

8.1. Buildings – Academic, Administrative and Support Services

The academic, administrative, and support services of the university campus provides an incubation space for the students with instructional and research facilities to address the needs of infrastructure development and regular maintenance of new and existing facilities attuned with all other themes by following the 5-year plan.

Year 1: Major construction work of the Cluster University buildings under RUSA existing in the three constituent colleges for the academic, administrative, and support services has been completed up to 90 %. Minor works like electricity, plumbing, painting etc. are pending. Full-fledged buildings with all facilities will be made available from the academic year 2023-2024.

Year 2: The University follows the strategy and plan of the DPR for the construction of new buildings for an amount of Rs.88.50 crores in 50 acres of land allocated at Jagannathagattu, Kurnool, by the academic year 2022-23 followed by the approval of the EC.

Year 3: Following the UGC guidelines, construction will be completed in stipulated time and functioning of the newly built rooms and other facilities may take place.

Year 4: Infrastructure development includes creation facilities like IT, Wi-Fi, CC-cameras, smart classrooms, laboratories, automation, central air conditioning, safety services etc.

Year 5: Campus Design and Planning is a continuous process of development. A dedicated team should be engaged in a well-structured process of campus planning with defined guidelines and master plan to guide the future development of campus structure.

8.2. Modernization Of Infrastructure

Campus modernization enables the institutes to fulfil their expectations and increase students' satisfaction. Technology such as Student Information System integrates a learning management system to restore, manage and publish study material as per the requirement.

Year 1: Hybrid learning has exposed the need for more uniform and secure access to academic resources. Renovation of existing buildings, labs and classrooms and updating them with ICT facilities should be done.

Year 2: Automation of Exam Section and Administrative office needed so that work will be done in a faster and efficient way.

Year 3: All classrooms in the new buildings should be updated with ICT facilities. The exam section & office should be fully automated.

Year 4: Establishment of Central Research Facility with internal funds and grants from funding agencies like DST, DBT, SERB, industries.

Year 5: Research/teaching collaborations and faculty/student exchanges with high-quality national and international institutions will be facilitated.

8.3. Maintenance of Infrastructure

Infrastructure assets are a foundation of a country's economic development. Maintaining such assets in a good condition is critical.

Year 1: Annual verification of existing equipment and building need analysis for repairs help to know the exact requirement of minor or major repairs.

Year 2: AP Govt. has laid down procedure for calling tenders to do the repairs like minor or major. This is a transparent process adhering to the guidelines from the government.

Year 3: The EC has to recruit the dedicated work force of skilled, certified technicians on regular or part time basis for the maintenance of the campus and infrastructure as per the cluster university act.

Year 4: Annual Maintenance Contract (AMC) needs to be implemented for regular check-ups and emergency repairs of the infrastructure.

Year 5: Condemnation of lab equipment, library books or any old stuff should be disposed as per the norms and the entire process will be under the control of EC.

8. 4. It Infrastructure

At present, the three constituent colleges have 415 computers with 100 Mbps net connectivity. However, a reliable infrastructure is a key to successful operations for the growth of Cluster University.

Year 1: IT facilities available on the campus need to be upgraded to provide advanced technology and other facilities to staff and students.

Year 2: Improvement and establishment of digital classrooms and digital labs with high end software in tune with the modern courses like IoT, Gaming, Robotics etc. will be done. CC cameras in different locations should be installed so that the safety of students and staff can be ensured.

Year 3: Annual verification process helps to analyse the requirement of IT facilities and also the requirement for the need of additional facilities under the guidance of EC.

Year 4: The IT infrastructure of the campus can be created with one main data centre in the Admin block connected to the secondary data center in the library building through fibre optics network.

Year 5: The campus entry point will be provided with boom barriers / flag barriers and central system duly supported by RFID readers integrated with the entire academic community which will provide access into the campus.

8.5. Library And Learning Resources

In the constituent colleges, Libraries are partially automated with SOUL 2.0 software and have N-list subscription.

Year1: Library is to be automated completely with SOUL 2.0 software. All staff and students should be enrolled in N-list and utilize e-resources regularly.

Year 2: Library can subscribe to e-resources like e-Shodhsindhu, anti-plagiarism and other advanced software from the available funds of the university as per the UGC guidelines.

Year 3: The users should be able to access the library resources without any difficulty using advanced search engines. Subscription of e-documents of all advanced journals in all areas should be made mandatory.

Year 4: To digitalise and to maintain library, additional staff is required. EC will initiate and do the process as per Cluster University Act.

Year 5: Reinforcing and modernizing the library with latest trends of library upgradation and creating more space for display areas and multimedia-based information.

8.6. Sports and Cultural Activities Infrastructure

Strengthening the student support system in Higher Education Institutions is a continuous process. As per NEP-2020 student support systems like Sports Facilities, Cultural and Recreational Facilities have to be augmented.

Year1: Existing sports facilities like gym, playground, indoor stadium, and auditorium need updating and renovation. Cultural club needs to be updated with modern facilities and recruitment of certified trainers.

Year 2: Cultural activities facilitate the holistic development of the students. During university admissions, special preference will be given to the all-rounders possessing impressive personality along with the academics.

Year 3: The infrastructure facilities for sports and cultural activities can be developed by raising funds through various competitions at zonal, inter-university, and state level.

Year 4: Annual verification of infrastructure and identifying minor or major repairs and call in tenders and allocating budget by approval of University authorities will be done.

Year 5: To cater to the needs of the students of modern era, renovation of infrastructure for sports and cultural facilities should be done regularly by University authorities.

8	University Infrastructure Development Plan	2023-24	2024-25	2025-26	2026-27	2027-28
8.1	Buildings – Academic, Administrative, and support services such as hostels, healthcare, canteen, guest accommodation, staff quarters, etc.,	< --- >				
	Academic, Administrative Buildings (3 Constituent Colleges)	< --- >	< --- >			
	Academic, Administrative Buildings (Jaganathagattu)		< --- >			
	Student Support Services			< --- >		
	Guest Accommodation & Staff Quarters					< --- >
8.2	Modernization of infrastructure				< --- >	
8.3	Maintenance of infrastructure				< --- >	
8.4	IT Infrastructure		< --- >			
8.5	Library and learning resources		< --- >			
8.6	Sports and cultural activities infrastructure			< --- >		
8.7	Innovation and incubation				< --- >	

Innovation and Incubation

The main objective of Innovation and Incubation Centre is to generate viable business ideas and provide support and assistance to the students during the process. The Action Plan has to be divided across the following areas: Simplification and Handholding, Funding Support and Incentives, Industry Academia Partnership and Incubation.

Year 1: Incubation Centre will have a Governing Council comprising: Vice Chancellor, Registrar, Research and Development Director/ Chairperson of the IPR Cell, Finance Officer. Institute should adopt incubation policy & SOP for establishing a successful innovative entrepreneurship model with performance indicators which will be periodically defined for assessment.

Year 2: Students must be developed with all the cognitive levels of learning and should be encouraged to take open ended experiments, multidisciplinary research projects and access with small industries and local bodies for improving employability.

Year 3: Pre-incubation centre for nurturing innovations and start-ups are to be created. It should be accessible 24x7 to students, staff and faculty of all disciplines across the University. The University has to create 'Innovation fund' to allocate budget for funding and supporting innovation and startups related activities.

Year 4: Resource mobilisation plans have to be worked out at the University level for supporting innovation, pre-incubation, incubation infrastructure and facilities. The strategy will also involve raising funds from diverse external funding sources through Government (state and central) as well as NGOs under CSR.

Year 5: Monitoring and evaluation of knowledge exchange initiatives, engagement of all departments and faculty in the entrepreneurial teaching and learning will be assessed using well defined evaluation parameters.

9. PLAN FOR ENHANCING TRANSPARENCY AND EFFICIENCY IN THE GOVERNANCE SYSTEM

9.1. Institutional Development Plan

The institutions, in tune with the vision and mission of the Cluster University, react to changing societal requirements through the development and application of knowledge. The Institutional Development plan provides strategic direction, a set of broadly defined goals critical to the evolution of the university. The strategic plan is prepared in the following FIVE areas to move forward in exciting new directions.

i) UG Education and Skill Development:

Year 1: Integrate 21st-Century Skills in the curriculum with more LSC, SDC, SEC, certificate-courses, vocational and training skills with an inter-disciplinary approach to enhance the ways of thinking, learning, working and living in the world.

Year 2: Expand the capacity to offer unique and/or critical under-graduate, and professional academic programs that address the national and regional workforce needs.

Year 3: Increase student retention to impact successful completion of graduation. Attract merit students and provide a training centre for higher education or for placement in public/private sector

Year 4: Maintain excellent teaching, learning environment to achieve Zero failures and Distinctions.

Year 5: Involve undergraduate and graduate students in integrated research, creative projects and other opportunities. Achieve good branding for Cluster University by creating a life-long desire for knowledge and understanding in students.

ii) PG Education and Research Goal:

The PG student strength of the constituent colleges of the Cluster University should be blown to 25% more in the coming 5 years.

Year 1: Introduction of mini-project work at the end of each semester for all courses. Introduce research ethics, plagiarism, IPR to initiate research culture among PG students. Credit allocation for writing review articles in academic journals, newspapers and magazines.

Year 2: Conducting workshops on academic, scientific writing, guidance in writing proposals and getting grants from public and private agencies of India & abroad.

Year 3: Improve research synergies with Industry and Central Research Institutes by getting internships in the final semester.

Year 4: Establishing Study & Training centre exclusively for clearing UGC-NET/CSIR-

JRF/DBT/ICAR/other merit fellowships and scholarships.

Year 5: Broaden resources and support for significant growth in research opportunities at national and inter-national level. Establishment of Central Research Facility for Research mobilization and promotion.

iii) Upgrade teaching-learning process to create impact.

Year 1: Making mandatory to complete one EDUSAT based e-learning programs of SWAYAM, NPTEL etc. in each semester and promoting Academic Bank Credit transfer.

Year 2: Expand pedagogical approaches focused on engaging students in learning across the curriculum through experiential learning and virtual learning.

Year 3: MoUs with premier Indian Technological Institutes, Industries and Reputed universities for knowledge transfer, simulation learning to promote the use of critical and evaluative thinking.

Year 4: Emphasizing student centric methods to develop learner autonomy and independence.

Year 5: Making university 100 % smart campus for efficient use of technology in teaching and learning process.

iv) Development & Maintenance of Infrastructure:

Year 1: Annual Verification Reports of existing equipment & buildings should be analysed to know the exact requirement of minor and major repairs. Renovation & Maintenance expenditure should be met from self-fund courses.

Year 2: Campus Design and Planning is a continuous process of development involving an audit of the physical infrastructure of the University. A dedicated team should be engaged in a well-structured process of campus planning with defined guidelines of the UGC and the Building Committee should be constituted to monitor the work progress and standards maintained.

Year 3: Infrastructure development includes creation of facilities like IT, Wi-Fi, computers, smart classrooms, amphitheatre, automation, safety services etc., in the new and existing buildings.

Year 4: Establishment of advanced scientific instruments and experimental infrastructure in the Central research facility helps to promote integrated and interdisciplinary research.

Year 5: As per the need, the university should recruit technical staff for maintenance of infrastructure. The infrastructure facilities need to be modernized as per the updated curriculum.

v) Internal Revenue Generation (IRG) Scheme

Year 1: To generate revenue for the sustainable growth and development of the University by

providing consultancies – Health & Wellness (Life Sciences) Logistics, Retail Marketing, Income Tax Services, student cooperative stores (Commerce & Management) DTP, Photoshop, AI (Computer Science).

Year 2: Introduction of a number of certification courses and market friendly soft skills and entrepreneurship development courses would definitely improve the employability of graduates besides generating revenue.

Year 3: Organizing seminars, workshops, training programs for students and faculty of other educational institutes. Public/Private partnership opens countless benefits for higher education institutions.

Year 4: The University should have its own social media page/account on Face book, Twitter, Instagram, YouTube channel etc. for better marketing and revenue generating strategies.

Year 5: University can offer their activity centers and facilities as a venue for commercial programmes, reality shows, and sports matches to earn revenue. Central Research Facility can also be used as a source for internal revenue generation.

9.2. Quality Management System (QMS)

Cluster University envisages the goal of empowering students through holistic education. The Governance of the institution ensures decentralization of administration and collaborative decision making. All the three constituent colleges follow guidelines from APSCHE and Cluster University in the matters of admissions, control, and management.

Year 1: Form a Quality Management Team (QMT) consisting of key stakeholders from various departments and establish a document control system to manage all quality-related documents and procedures.

Year 2: Develop and implement a process for monitoring and measuring student satisfaction.
Conduct internal audits to ensure compliance with the QMS and identify non-conformances. Develop and implement corrective and preventive action (CAPA) procedures.

Year 3: Conduct training and awareness programs for all staff on risk management and continuous improvement. Conduct a risk assessment to identify potential risks and opportunities for improvement. Establish a system for benchmarking the university's performance against other universities.

Year 4: Conduct a review of the QMS to ensure that it is aligned with the university's strategic goals and objectives. Conduct external audits to ensure compliance with relevant standards and regulations. Establish a system for managing and tracking stakeholder complaints and feedback.

Year 5: Develop and implement a process for managing and tracking innovation, environmental impact and continuous improvement initiatives. Conduct a review of the QMS to identify areas for further improvement.

9.3. Management Information System (MIS)

The constituent colleges of the Cluster University are using dedicated MIS portal hosted on APCCE website through college login for uploading basic information of the government colleges. The MIS can provide real-time data and information to aid in decision-making and provide insights into various aspects of the institution's performance.

Year 1: Identify potential MIS solutions and vendors that can meet the needs of the university. Develop a project plan, including timelines and budget. Conduct training and awareness programs for all staff on the MIS tools and their use.

Year 2: Implement the MIS solution, including data migration and system configuration. Establish a system for data validation and quality control, data reporting and analysis. Develop and implement dashboards and data visualizations to aid in decision-making.

Year 3: Establish a system for managing and monitoring the performance of the MIS. Establish a system for managing and tracking customer complaints and feedback related to the MIS.

Year 4: Develop and implement a process for managing, integrating the MIS with other systems and tracking the implementation of new features and functionality in the MIS.

Year 5: Regularly conduct a review of the MIS to identify areas for further improvement. Develop and implement a process for managing and tracking the use and adoption of the MIS by end-users.

9.4. e-Governance

The constituent colleges of the Cluster University are implementing e-governance partially for student admission, scholarship, attendance, salaries, TLP, staff and student attendance using APFRS and RNIT solutions.

Year 1: Develop a comprehensive e-governance strategy for the institution with a focus on student admission, scholarship, attendance, staff attendance, TLP app, APFRS, RNIT solutions, automation in office, library, exam section, ERP, software updation, vendor details, budget allocation, and expenditure.

Year 2: Implement the e-governance strategy, including software and hardware procurement installation and data migration. Online Library portal must be made available and RFID system must be incorporated for issuance of books.

Year 3: Establish a system for managing and monitoring the performance of the e-governance system. Integrated portals must be available for both office and exam section.

Year 4: Conduct a review of tracking and assessment of e-governance system to ensure it is alligned with the strategic goals and objectives of the institution. All transactions should be made online mode from student entry to exit point.

Year 5: Conduct a review of the e-governance system to identify the areas for further improvement. Establish a system for managing and tracking the security and access control of the e-governance system by end-users.

9.5. Transparency

A focus on enforcing higher standards of transparency should be the first step in enabling a stronger institutional accountability and addressing the complexities and challenges of higher education.

Year 1: Various Statutory bodies like Academic Council, Governing body, CPDC, Finance Committee involve in decision making regarding academic policies, programs, faculty appointments and promotions, infrastructure development, student welfare, expenditure and utilization of financial resources.

Year 2: The university administration may publish documents related to anti-corruption policy and conflict of interest which provides optimal solutions to ambiguous issues and reduces the risk of conflict of interest.

Year 3: Provide a convenient feedback channel both for reporting corruption and for offering advice on transparency and conflict of interest issues through online portal.

Year 4: Website design of the university should be user friendly and regularly updated. All documents related to its policies, programs, finances, and performance should be published in the website.

Year 5: Internal & External audit of all financial resources and Academic audit of the faculty improves the quality and transparency of the knowledge delivery system. The university should get accredited in time line for quality assurance using quantitative and qualitative key indicators by NAAC, NIRF, ISO, etc.

9.6. Decentralization

Decentralization and participative management stand out as the two main strengths of the institution. The EC is the apex body followed by a hierarchy of the Governing Body, Academic Council, Board of studies, IQAC, and Finance Committee.

Year 1: Training programs should be conducted for the members of the Academic Committees and Staff Council, enabling them to develop the necessary skills and knowledge required for effective decision making.

Year 2: The Statutory Bodies should be composed of senior faculty members, deans, heads of departments, and representatives of student bodies as per UGC norms. The minutes of the meetings should be recorded along with the rationale behind each decision should be made available to all stakeholders.

Year 3: The decision-making power should be decentralized to the departments, enabling them to make decisions related to the allocation of resources, appointment of technical assistants, and development of academic programs.

Year 4: The departments should be given increased autonomy in decision making, enabling them to develop their own academic programs and curricula, subject to the overall guidelines and the policies of the university.

Year 5: Regular reviews should be conducted to evaluate the effectiveness of the decentralization process and to identify areas for improvement.

9.7. Reporting and Feedback System

The three constituent colleges of the Cluster University have the respective active Student Council/Unions with student representatives from all the programmes and each council is constituted every year through the selection process based on students' performance in diverse skills. Other stakeholders like parents, provide feedback and recommendations to the institution on policies, programs, and activities. Internal & External Audit Committees give feedback on utilization of financial resources of the institution.

Year 1: Establish a finance committee consisting of members from the university board of trustees, finance professionals, and senior executives to oversee the internal audit and financial management of the university. Conduct a competitive bidding process and select an external audit firm to provide independent and objective audit services to the university.

Year 2: Hold regular finance committee meetings to review financial reports, monitor the budget, and for revising policies. Annual internal audit, external audit, academic audit of the university should be done as per the norms.

Year 3: Implement recommendations from the internal and external audit reports, academic audit, and student feedback.

Year 4: Monitor progress in implementing recommendations from previous audits and feedback mechanisms.

Year 5: Evaluate and improve the effectiveness of the finance audit, finance committee, academic audit, and student feedback mechanism.

9.8. Grievances Redressal Mechanism

Student Grievance Redressal Committee (SGRC) is made available for students as per UGC guidelines 2023 and faculty grievances are addressed by ICC and WEC in the constituent colleges in online and offline mode.

Year 1: Develop and implement a Grievance Redressal Policy for both staff and students.

Establish a Grievance Redressal Committee (GRC) consisting of members from various departments, staff and student representatives, and a designated authority to handle grievance complaints.

Year 2: Develop an online grievance redressal system to enable staff and students to file complaints electronically. Ensure that the online system is easily accessible, user-friendly, and confidential.

Year 3: Conduct awareness programs to educate staff and students on the importance of filing grievances and the grievance redressal mechanism. Conduct regular reviews of the Grievance Redressal Policy and procedures to ensure their effectiveness.

Year 4: Enhance the transparency of the grievance redressal mechanism by publishing regular updates on the status of grievances and actions taken to address them.

Year 5: Continuously improve the grievance redressal mechanism by incorporating feedback and making necessary changes to the policy, procedures, and online system.

9.9. Policy Framework and Standard Operating Procedures

Cluster University maintains transparent policies and SOPs for Admission, Evaluation, Research, Anti-Ragging / Other Grievances by following all the policies and guidelines of UGC, Centre

and State Governments and all major decisions taken are implemented with the approval from the Academic Council and Governing Body.

Year 1: Conduct a comprehensive review of existing policies and SOPs across the institution. Identify and prioritize areas for improvement, including gaps, inconsistencies, and develop a plan to update the policies and SOPs to ensure compliance with applicable laws and regulations.

Year 2: Develop partnerships with relevant stakeholders, including faculty, staff, students, and external experts, to enhance the effectiveness and relevance of the policies and SOPs.

Year 3: Develop and implement a plan to integrate technology-based solutions into the policy and SOP framework, such as online portals for policy and SOP updates and tracking.

Year 4: Establish a program to monitor and evaluate the effectiveness of the policies and SOPs. Conduct a comprehensive review of the institutional policy and SOP framework, with a focus on identifying emerging risks and opportunities for improvement.

Year 5: Establish a program for continuous improvement of the policies and SOPs, including ongoing monitoring and review of compliance requirements and best practices.

9.10. Review and Control Mechanisms

The three constituent colleges of Cluster University have an active Review and Control Mechanisms through CPDC, Academic Council, Governing Body, Student Council/Union, Parent – Teacher Committee, Finance Committee, Internal & External Audit mechanism. The Five-year action plan for implementing an efficient review & control mechanism include:

Year 1: Conduct a comprehensive assessment of the current review and control mechanisms. Develop and implement a plan to update the mechanisms and ensure they are in compliance with the applicable laws and regulations.

Year 2: Develop partnerships with relevant stakeholders to enhance the effectiveness and transparency of the review and control mechanisms. Establish a program to promote a culture of compliance and ethical behaviour across the institution.

Year 3: Develop and implement a plan to integrate technology-based solutions into the review and control mechanisms, such as data analytics and automated monitoring tools.

Year 4: Establish a program to monitor and evaluate the effectiveness of the review and control mechanisms. Develop and implement a plan to address identified gaps and areas for improvement in the mechanisms.

Year 5: Conduct a comprehensive review of the institutional review and control mechanisms, with a focus on identifying emerging risks and opportunities for improvement.

9.11. Networking and Connectivity

Current Network facility needs to be upgraded in the constituent colleges of Cluster University. 4G and 5G connections are available from BSNL, Airtel and Jio etc., and the routers are to be made adaptable for the fast connections. The systems must get upgraded in order to take NPTEL exams, IBM, CISCO, WIPRO, TCS, Microsoft online exams. Maintenance team should be available to track and monitor the utilization of net resources and rectify the problems.

Year 1: Conduct a comprehensive assessment of the current networking and connectivity infrastructure in place. Identify and prioritize areas for improvement, including capacity, reliability, and security of the infrastructure.

Year 2: Develop and implement a plan to upgrade the infrastructure to meet the needs of the institution. Develop partnerships with relevant stakeholders, including IT vendors, service providers, to enhance the effectiveness and scalability of the networking and connectivity infrastructure.

Year 3: Develop and implement a plan to integrate emerging technologies, such as cloud computing and Internet of Things (IoT), into the networking and connectivity infrastructure.

Year 4: Establish a program to monitor and evaluate the effectiveness of the networking and connectivity infrastructure. Develop and implement a plan to address identified gaps and areas for improvement in the infrastructure.

Year 5: Establish a program for continuous improvement of the networking and connectivity infrastructure, including ongoing monitoring and review of technology trends and best practices.

9.12. Stakeholders' Participation

The stakeholders of the constituent colleges of Cluster University are a part of Parent-Teacher Committee (PTC), Alumni, CPDC and other statutory and non- statutory bodies. The Industry Advisory Board (IAB) should be constituted with industry experts, employers, and professionals in relevant fields.

Year 1: Conduct a survey to understand the expectations of stakeholders and identify their key areas of interest. Establish a Parent-Teacher Committee (PTC) and Industry Advisory Board (IAB) to promote effective communication and collaboration between stakeholders and the institution.

Year 2: Develop a system for regular interaction and feedback between stakeholders and the institution. Establish a Career Planning and Development Centre (CPDC) to provide career guidance and placement services to students.

Year 3: Develop partnerships with industry and other stakeholders to promote research and innovation. Conduct workshops and seminars to provide training and development opportunities for staff and students.

Year 4: Expand the role of the PTC and IAB to include participation in governance and decision-making processes of the institution.

Year 5: Continuously review and improve the involvement of stakeholders in the growth and development of the institution. Establish a culture of collaboration, innovation, and continuous improvement in the institution.

9.13. Management Information System (MIS)

The constituent colleges of cluster university are using dedicated MIS portal hosted on APCCE website through college login for uploading basic information of the institution. The MIS can provide real-time data and information to aid in decision-making, and dashboards and data visualizations can provide insights into various aspects of the institution's performance. This can help improve operational efficiency, student outcomes, and overall institutional effectiveness.

Year 1: Identify potential MIS solutions and vendors that can meet the needs of the university. Develop a project plan, including timelines and budget.

Year 2: Implement the MIS solution, including data migration and system configuration.

Establish a system for data validation and quality control, data reporting and analysis. Develop and implement dashboards and data visualizations to aid in decision-making.

Year 3: Develop and implement a process for continuous improvement of the MIS. Establish a system for managing and monitoring the performance of the MIS. Establish a system for managing and tracking customer complaints and feedback related to the MIS.

Year 4:.Develop and implement a process for managing and tracking innovation and continuous improvement initiatives related to the MIS.

Year 5: Conduct a review of the MIS to identify areas for further improvement. Develop and implement a process for managing and tracking the use and adoption of the MIS by end-users.

9.14. Brand Building and Creating Visibility

The three constituent colleges of Cluster University are unique in their own nature. K.V.R. Govt. Degree College for Women (A) established in 1958, is one which caters to the higher educational needs of the women of Rural Rayalaseema Region with an attached Student Managed Hostel. Government Degree College for Men, Kurnool, was established in 1971 with a vision to provide education to students of all sections from diverse backgrounds of rural and urban Rayalaseema Region. Silver Jubilee Government College established in 1972 is a Unique State-level Residential Institution of Excellence with free boarding and lodging to all the students of A.P & Telangana states offering admissions through State level online entrance test. All the three institutions have produced glorious alumni in various professions and in different fields.

Year 1: Conduct a comprehensive review of the university's brand identity, including its mission, vision, values, and key differentiators. Develop and implement a plan to update the brand identity to ensure consistency and relevance across all communication channels.

Year 2: Develop partnerships with relevant stakeholders, including alumni, industry partners, and global thought leaders, to enhance the visibility and reputation of the university.

Year 3: Develop and implement a plan to expand the university's online presence and digital marketing efforts, including Search Engine Optimization (SEO), social media, and email marketing.

Year 4: Establish a program to engage with the media and thought leaders to generate positive coverage and exposure for the university. Develop and implement a plan to expand the university's presence at national and international conferences and events.

Year 5: Conduct a comprehensive review of the university's brand-building efforts, with a focus on identifying emerging trends and opportunities for improvement.

9.15 Achievement of SDG (Sustainable Development Goals)

Sustainable Development Goal 4 (SDG 4) is the education goal. SDG 4 focuses on education and aims to *"ensure inclusive and equitable quality education and promote lifelong learning*

opportunities for all." By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and university education for employment, decent jobs and entrepreneurship.

Year 1: Conduct a comprehensive assessment of the university's current practices and initiatives related to sustainable development and the SDGs. Identify and prioritize key areas for improvement, including education, research, campus operations, and community engagement.

Year 2: Develop and implement a plan to integrate the SDGs into the university's mission, vision, and strategic plan.

Year 3: Develop and offer new sustainability-related courses and programs, and integrate sustainability into existing curriculum.

Year 4: Establish partnerships with local and global organizations and stakeholders to enhance the university's impact and contribution to the achievement of the SDGs.

Year 5: Conduct a comprehensive review of the university's SDG-related initiatives and achievements, with a focus on identifying areas for improvement and opportunities for scaling up.

9	**Plan for Enhancing Transparency and Efficiency in the Governance System**	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
9.1	Institutional Development Plan	< --- >				
9.2	Quality Management System		< --- >			
9.3	e-Governance	< --- >	< --- >			
9.4	Transparency	< --- >	< --- >			
9.5	Decentralization- school system		< --- >			
9.6	Reporting and feedback system	< --- >				
9.7	Grievance redressal mechanism	< --- >				
9.8	Policy framework and SOPs	< --- >				
9.9	Review and control mechanisms	< --- >				
9.1O	Networking and connectivity		< --- >			
9.11	Stakeholder participation				< --- >	
9.12	MIS		< --- >			
9.13	Brand building and creating visibility across the world			< --- >		
9.14	Achievement of SDGs					< --- >

10. PLAN FOR RESOURCE MOBILIZATION

The resource mobilization in higher educational institution involves generation and management of human, financial and material resources for its sustenance and growth. It also encompasses making better use of available resources.

10.1. & 10.2: Internally Generated Resources and Self-Sustainability

The Cluster University can internally generate resources that can leverage for resource mobilization. Some of them are:

Goals:

I-II Years: Increase number of seats and enrolment of students.

III Year: Introducing new self-funding multidisciplinary UG and PG programme, certificate and diploma courses.

I- V Year: Encourage faculty and students to apply for fellowship and research grants.

I- V Year: Recommend optimal use of resources and implementation of cost cutting measures.

Strategy:

- The University will increase the number of seats in existing courses to generate funds.

- The University will introduce new self-financed, restructured courses to generate financial resources.

- The students and faculty will be encouraged to apply for various fellowships and research grants sponsored by corporate, state and central government.

- The University will conduct green audit and will adopt various cost cutting measures (Reduce, Reuse and Recycle).

10.3. Resource Mobilization from Industry and Alumni

Goals:

I-II Years: Establishment of Alumni Cell

III Year: Establish partnerships with the industry.

IV- V Year: Mobilise Alumni Contributions, Establish endowment Funds and Naming Rights.

Strategy:

- The University will establish Alumni Cell and maintain a strong network of alumni. Alumni meet and fund-raising events will be organised to involve them.

- The University will tie up with industry for giving hands on experience to students through internships.

- The alumni network will be strengthened and motivated to contribute back to strengthen the University.

11. PLAN FOR HUMAN RESOURCES MANAGEMENT

11.1. Manpower Planning

Manpower planning at the university level involves forecasting the human resource needs of an institution over the next five year as this is an important process for any organization. As per section 48 of the Cluster University, Kurnool 2019 Act and Govt. Orders dated 24.08.2022, all staff of the three constituent colleges are directed to work with Cluster University on "On Duty basis" till the Government sanctions regular posts to Cluster University, Kurnool. The following are the year-wise goals of Cluster University, Kurnool for the next five years:

Year 1: The first step in manpower planning is to determine the current and future needs of the university with respect to introduction of new courses and programmes.

Year 2: With a clear understanding of the workforce needs and trends, the next step is to develop recruitment strategies to attract qualified candidates for teaching and non-teaching posts as per UGC guidelines and Cluster University, Kurnool 2019 Act.

Year 3: University should also concentrate on recruiting/hiring the non-teaching staff such as hostel wardens and other contingent/maintenance staff/ certified technical staff on regular/out-sourcing basis as per the available funds.

Year 4: must overcome budgetary constraints when planning their manpower needs which include considerations such as available funding, potential funding cuts, and other financial factors.

Year 5: The University will consider professional development opportunities for their staff and faculty members to include opportunities for on-going education, training, and career development.

11.2. Recruitment and Selection Process

The recruitment and selection process plays a vital role in the smooth and healthy functioning of the university. As per section 48 of the Cluster University, Kurnool 2019 Act and Govt. orders dated 24.08.2022, all staff of the three constituent colleges are directed to work with Cluster University on "On Duty basis" till the Government sanctions regular posts to Cluster University, Kurnool.

Year 1: As a first step, the Cluster University should adopt a policy of diversity, equity, and inclusion in the recruitment and selection process to attract qualified candidates for teaching and non-teaching posts as per UGC guidelines and Cluster University, Kurnool 2019 Act .

Year 2: Recruitment notification should be widely circulated through job boards, university website, print and electronic and social media.

Year 3: The University may conduct initial screening and invite qualified candidates for written examinations and interviews through Executive Council for selecting worthy candidates.

Year 4: Challenges faced during recruitment and selection process need to be addressed. The criteria attracting the right talent leading to employee retention and organizational efficiency need to be studied.

Year 5: The critical aspects involved in employee selection process should be thoroughly studied to gain insights in providing suitable recommendations for enhancing the hiring.

11.3. Performance Appraisal and Control Mechanism

At present, in the three constituent colleges of Cluster University, Academic Self-Appraisal Reports (ASAR) are prepared and submitted by each faculty member based on UGC guidelines.

Year 1: The University should evolve Key performance indicators (KPIs) for regular evaluation for assessing individual performance and providing feedback to the faculty.

Year 2: The University should also encourage research among its faculty by giving guideship and motivating to apply for projects from public and private funding agencies.

Year 3: University should often provide financial assistance to participate in various professional development opportunities for teaching staff to help them improve their skills.

Year 4: University should itself organize various capacity building programmes like workshops, training courses, mentoring, and coaching.

Year 5: University should also establish mechanisms such as peer review, accreditation, and external evaluations to ensure high standards of academic quality and performance.

11.4. Student Affairs

Students of the three constituent colleges of Cluster University are actively taking part in sports, games, NCC, NSS and cultural programmes and getting awards in national and international events.

Year 1: Proper initiatives and programs should be aimed at promoting an inclusive environment for students of all backgrounds.

Year 2: The University may organise workshops on soft skills, mock interviews and time management; conduct programs that enhance the social and cultural experience of students; provide services such as mental health counselling and health education.

Year 3: A special focus should be on creating very vibrant and hygienic hostel life for both boys and girls. Sufficient number of cultural clubs, games and sports facilities, NCC and NSS units should be created.

Year 4: Regular educational tours should be organized and project reports are to be assigned and the University should plan to allocate necessary budget for this purpose.

Year 5: A very dynamic Career Guidance Cell has to be established. MoUs with reputed educational institutions, industries, research labs etc. should be undertaken. Modern health centre, state-of-the-art digital labs, auditoriums should be established.

11.5. Implementation of Student Safety and Security Measures

The crucial responsibility of the university is to ensure safety and security to the students. Anti-ragging Cell, Internal Surveillance Cameras, Sanitation, Fire Extinguishers, Availability of First Aid,

Safety Addressing Cell, Healthcare Centre, and Grievance Redressal Cells are active in the three constituent colleges of Cluster University.

Year 1: The University should conduct depth enquiry of all its employees, to ensure a safety campus. The University should have easily accessible online reporting systems to allow students to report incidents of harassment, assault, or other safety concerns.

Year 2: The University should provide safety training to students and staff and students are made aware of self-defence, first aid, emergency evacuation, use of Disha app, cyber security apps etc.

Year 3: The University should train security personnel who are available 24/7 to ensure that the campus is safe and secure.

Year 4: Universities should conduct on-going safety assessments to identify potential safety risks and make necessary improvements to the safety measures in place.

Year 5: The University should provide safe transportation options available 24/7 for students. The University should also invest in technology enabled safety infrastructure and emergency call boxes, in main areas of the campus.

11.6. Employee Safety, Security and Welfare

The members of the staff of the three constituent colleges of Cluster University are availing themselves of various employee welfare measures like medical leaves, paternity, child care and maternity leaves, APGLI, EHS cards, GIS etc. as per guidelines of AP Govt.

Year 1: The University can implement policies that promote work-life balance such as flexible work arrangements, telecommuting, employee assistance programs and parental leave.

Year 2: The University may establish workplace safety committees that are responsible for identifying and addressing safety hazards and concerns in the workplace.

Year 3: The University may provide safety training programs for their employees to educate them on safety measures, emergency procedures, and workplace hazards.

Year 4: The University can implement security measures such as access control systems, CCTV cameras, and security guards to ensure the safety of employees on the campus.

Year 5: The University can provide Employee Assistance Programs (EAPs) to employees who may be facing personal or work-related challenges.

11	**Plan for Human Resources Management**	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
11.1	Manpower planning	< --- >				
11.2	Recruitment and selection process		< --- >			
11.3	Performance Appraisal and control mechanism			< --- >	< --- >	< --- >
11.4	Student Affairs	< --- >	< --- >			
11.5	Implementation of student safety and security measures	< --- >	< --- >	< --- >	< --- >	< --- >
11.6	Grievance redressal mechanism	< --- >	< --- >	< --- >	< --- >	< --- >
11.7	Employee safety, security and welfare			< --- >	< --- >	< --- >

12. PLAN FOR INTERNATIONALIZATION

12.1. International Student Admissions

The National Education Policy, 2020 focuses on attaining the highest global standards in the quality of higher education. It reinforces the need to attract a greater number of international students and achieve the goal of "**internationalisation at home,**" to restore India's glorious role **as Vishwa Guru".** The Cluster University is in a developing stage and we are in an advantageous position to create world class infrastructure and learning ecosystem to attract students from different parts of the country and the world.

Goals:

I Year:	International exposure to faculty through joint research with faculty from foreign universities.

II Year: Incorporation of international dimensions to curriculum and pedagogy to promote better learning outcomes for all the students.

III Year: Inculcating and improving competencies of faculty, staff and students.

IV Year: Establish an alumni cell and maintain a detailed database of the alumni living in India and especially abroad.

V Year: Develop our reputation and brand at national and international level in the coming five years so that more and more students from different corners of the world will come for admission.

Strategy:

- Developing virtual partnership/ MOUs with foreign universities to give exposure to our students and faculty to international standards of education through e-conferences and workshops.

- Data collection and analysis with help of ICT to track the study preference and needs of foreign students. A committee can be constituted to identify our core areas of our strength in academics and make them attractive for foreign students to take admission for regular programs or for internship and apprenticeship.

- Facilitating and encouraging faculty and students to participate in various training programmes (FDP & EDP) workshops, conferences at national and international level to improve their competencies. Faculty will be encouraged to develop e-content and offer online courses beyond physical boundaries.

- Conducting alumni get together and inviting them to participate through video conferences in various activities of the University. Sharing with the alumni regarding the latest initiatives of the institution and providing brochure, pamphlets and other advertising materials about the institution, programmes, and courses for the dissemination abroad.

- The Cluster university will take membership of Association of Universities and get NAAC Accreditation, NIRF ranking and will emerge as the Institute of Repute.

12.2. Joint Programs with International Institutions

To start the joint programs in Cluster University, collaboration with foreign Higher Education Institutions and developing MOUs as per the guidelines issued by the UGC is essential.

Goals:

I Year: Developing and strengthening the infrastructural facilities and learning ecosystem in the next five years required for internationalisation.

II Year: Take membership of Association of Indian universities.

III Year: Conducting Joint programs with other universities through Regional Cluster Group

IV Year: Secure NAAC score of 3.01 on a scale of 4 or can set the target of securing top 100 ranks in the university category of NIRF.

V Year: Signing MOUs with Foreign Higher Institutions to offer Joint programs.

Strategy:

- The Cluster University will start joint programs in collaboration with foreign universities, the Cluster University will strengthen and develop new infrastructural facilities and learning ecosystem in the next five years.

- The Association of Indian Universities is playing a crucial role in marketing Indian higher education system abroad. The Cluster University, Kurnool, as a new University, will take its membership.

- The Cluster University will take active part in interinstitutional collaborations with other Central and State Universities through Regional Cluster Groups.

- In order to get the eligibility to collaborate with foreign HEIs, the Cluster University will go for NAAC accreditation and NIRF ranking which will improve the reputation of the university and pave the way for internationalization.

- As APSCHE is taking Initiatives in collaborating with foreign HEIs, a committee will be constituted by the Cluster University to sign the functional MOUs and to start joint programmes with foreign HEIs.

12.3.   Faculty Exchange

The faculty exchange programme leads to exchange of knowledge, expertise and gives global exposure to the faculty. It is an important tool for recruitment and retention of competent faculty.

Goals:

I Year: Recruit and retain faculty members who have a high caliber of teaching and research.

II Year: Improve the competencies of the faculty to propel the university towards internationalization.

III Year: Invite visiting professors from national and international universities.

IV Year: Encourage Faculty to participate in foreign universities. Organize exchange programmes, short term projects, etc. to get global exposure.

V Year: Recruit highly competent faculties from foreign countries.

Strategy:

- The Cluster University has taken up the initiatives for approval of teaching and non-teaching posts. It will recruit faculty members with high calibre.

- The Cluster University will improve the competencies of the faculty and students by encouraging them to participate in seminars, workshops, and faculty development programmes (Microsoft Upskilling, Edu skills) to propel the university towards internationalization.

- APSCHE and AP Higher Educational Planning Boards have taken up the initiatives to develop functional MOUs for sharing resources among the Universities. The Cluster University will invite visiting professors from national and international universities to give global exposure to students and faculty.

- The Cluster University will provide financial assistance or create awareness about scholarships (Nehru Fulbright scholarship), short term projects, workshops, internships, and other faculty exchange programmes in foreign universities.

- With increase in financial resources, the Cluster University will invite or recruit highly competent faculties from foreign countries by the year 2028.

12.4. Students Exchange

The NEP 2020 lays emphasis on students' mobility for promoting the internationalisation. The UGC and the APSCHE facilitate the student mobility by establishing national and international partnerships for research. They are easing the processes through which institutions can enrol the students across the world. In the next five years, the Cluster University will facilitate:

Goals:

I Year: Organising and strengthening the Student Exchange Programs among the constituent colleges of the university.

II Year: Creating awareness about opportunities and scholarships available in Indian and Foreign Universities.

III Year: Encouraging students' participation in various student exchange programs.

IV-V Year: Identifying and Organising student exchange programs for students across the world.

Strategy:

- The Cluster University will encourage constituent colleges to identify the areas in which student exchange programmes can be conducted to strengthen and complement each other.

- Various guest lectures (offline and online mode) will be organised to create awareness among students about various opportunities like summer internships and scholarships available in the reputed Indian (IISc., IITs etc.) and Foreign Universities. Existing scholarships information will also be disseminated among the students.

- The Cluster University will provide guidance and help to students to participate in various student exchange programs.

- The University will identify its core areas of strength and organise short term training/ summer internship/ workshops for students from different parts of India and the world.

- In the coming years, students will spend a few semesters abroad under Twinning Arrangement.

- The University offers local language courses and other bridge courses for foreign students.

- Fosters connections among domestic and international students and value the inputs of the international students on the campus.

12.5. Credits Exchange

The NEP-2020 calls for promoting India as a global study destination. It eases the processes through which institutions can enrol students from around the world and for the feasibility of carrying credits across institutions in multiple countries.

Goals:

I -II Years: Developing multi-disciplinary flexible academic design in line with NEP 2020.

III Year: Facilitating Easy and Exit Options to our students.

IV -V Years: Developing MOUs with Foreign Universities.

Strategy:

● The Cluster University will constitute the BOS and restructure the curriculum and pedagogical approaches to facilitate the easy Entry/Exit system and credit transfer options as envisaged in NEP 2020.

● It will constitute high power committee to negotiate and collaborate with foreign universities to start Twinning, Dual and Joint Degree Programmes.

12.6.   Collaborative Projects

Goals:

I- II Years: Developing institutional strength through collaboration with Regional Universities.

III-IV Years: Formation of knowledge partnership with faculty of other universities and Alumni studying or working in Foreign Universities.

V Year: Organising various collaborative activities.

Strategy:

● The AP Higher Education Planning Board has created functional regional cluster group and the Cluster University will collaborate and utilise the resources of other local universities.

● The Cluster University will encourage faculty to collaborate with faculty of other universities in India and Alumni studying or working at various foreign universities for academic and research activities.

● The University will organise academic and research workshops, seminars and conferences in partnership with other leading national and international universities.

12.7.   Infrastructure Facilities

The NEP 2020 focusses on creating large, multi-disciplinary degree granting institutions with flexible academic design. Hence the immediate priority of the Cluster University is to develop and strengthen the infrastructure to deal with new flexible degree programmes and to facilitate internationalization.

Goals:

I-II Years: Renovating and upgrading existing Infrastructural facilities with ICT.

III-IV Years: Developing world class infrastructural facilities.

V Year: Build quality residential facilities to students from abroad.

Strategy:

- By keeping the immediate need of the students and faculty/ institute in mind, the Cluster University will renovate and improvise the existing infrastructural facilities.
- The Cluster University will mobilise financial resources available at its disposal and develop world class academic, administrative and residential infrastructure.
- Constructing quality residential facilities for foreign students to ensure effective living conditions and learning environment to international students.

12.8.   Single Window System

The Office for International Affairs in each University is the single point of contact and an integral part of internationalisation of higher education in India. In the years to come, the Cluster University, Kurnool, will open this office to facilitate foreign students' admission. The various activities of the Office of International Affairs are:

- Single point contact for carrying out all collaborative activities with foreign institutions.
- Disseminating information related to admission process among prospective foreign students.
- Coordinating all matters relating to welcoming, registration and supporting the foreign students.
- Extending all possible help to the foreign students to adapt to the new cultural environment and make their stay in India comfortable and enriching.
- Facilitating networking of international students with fellow students.
- Providing support services for integration of international students into the institution's academic and social activities.
- Conceptualizing and engaging in promotional activities and effective approach towards brand building campaign abroad.
- Implementing and monitoring of institution level strategies for internationalisation.

- Maintaining records to disseminate information related to internationalisation.

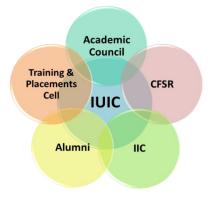- Streamline the form and processes of admission of foreign students through ICT.

12.9. Safety and Security of International Students

- The Cluster University, Kurnool, will ensure safety and security to all students in general and international students in particular. The students from foreign countries will have access to various points of contact for any kind of emergency. The following measures will be taken to ensure safety and security of students.

- A special body will be appointed to ensure safety and security of international students.

- The Safety and Security Department of the University will monitor and responds to all emergencies 24×7.

- The CCTV network will monitor and record for the purposes of prevention of untoward incidents, for the safety of our staff and students and for the protection of property.

- The University will integrate incoming international students with the local communities, the faculty mentors, the host families and the student buddies.

- Friendly environment for incoming students to have a safe, positive, and holistic experience.

- The international students will be given guidance to stay aware and vigilant about their safety in their surroundings like avoiding travelling alone especially during nighttimes, carrying documents and sufficient cash for emergency etc.

13. PLAN FOR INDUSTRY-INSTITUTE CONNECT

The vision of the university is to establish a mutually beneficial and supportive relationship with the industry. At present each constituent college of the university has established linkages through some active MoUs with the industry people. But most of them are in the form of getting support from the industry in academic areas like student internships and field visits. To establish a vibrant relationship between the industry and the university, the university is planning to explore more common avenues of interaction with industry. As part of that industry experts are made an integral part of the board of studies of each department, as well as the Academic Council so that the curriculum designed through interactions reflects the needs of the industry. The industry experts are invited to deliver the guest lectures to highlight the application perspectives of the curriculum and orient the students towards the skill set required for the industry.

To provide impetus to the institute industry collaboration, the University is going to establish Industry-University Interaction Cell (IUIC) as a nodal center with all stakeholders like Academic Council, Training and Placements Cell, Institution Innovation Council (IIC), Center for Fostering Social Responsibility (CFSR), Alumni and representatives from the industry.

Through IUIC, the University will be benefitted through the following

- Exploration of the possibility of introducing new programmes with industry specific curriculum.
- Enhancement of the internship cum placement opportunities for the students.
- Establishment of skill development centers/labs or innovation centers with the support of industry.
- Offering the industry specific certification courses for the students to make them job ready.

- Organization of capacity building and training programs for the faculty to reorient their research activities that address the industry needs.
- Explore the possibility of conducting training programs for industry people by the faculty of the university.
- Harness the funding for research activities/to procure research equipment/to establish research labs.

At a matured level, the industry university relationship could be able to establish incubation centres, provide funding for start-ups and jointly apply for patents for the jointly developed products/services to make this a win-win relationship for both.

14. FIVE-YEAR ACTION PLAN

14.1 Five-Year Action Plan for Placement Support

The institution is conducting Campus Placements with major MNCs and Industry orientation has been provided through JKC and Skill hubs. Our JKCs equip the students with reasoning, numerical abilities, logical, analytical, and computer skills. Special coaching is given by some of the departments on general awareness and current affairs for the aspirants of competitive examinations. The students will be encouraged to write competitive exams by providing previous question papers of competitive exams and material on regular basis.

Year 1: To establish a centralized placement cell with alumni, industry, society linkages.

Year 2: To offer mock interview sessions and career fairs to prepare students for the job search process.

Year 3: To create a database of job search resources, such as job boards and industry-specific websites.

Year 4: To establish a fund to provide financial support for students pursuing paid internships.

Year 5: To develop on Job training programs for students with disabilities or unique needs.

14.2 Five-Year Action Plan for Learning Environment

The learning environment of an institution includes *the intellectual, social, emotional and physical environments.*

Regarding learning environment, the institute provides a student friendly, healthy environment by providing special guidance in the form of Remedial Coaching, Personal Counselling, Question paper Solving and Home Assignments. The advanced learners conduct Peer Teaching as part of quality circles in hostels to help the slow learners beyond college hours. They are encouraged to use e-links of MOOCs on SWAYAM, NPTEL, NDL, Spoken Tutorial portals to foster self-learning. The institution has adequate infrastructure facilities such as well-ventilated classrooms, laboratories, seminar halls with LCD, ICT facilities, Wi-Fi/LAN facilities, and an automated Library for teaching-learning activities. A big auditorium, open ground for sports and yoga and a gym are provided in the institution for the physical development and healthcare of the students. Skill Hub Centre is also available to provide employability skills for the unemployed youth.

Year 1: To improve the physical infrastructure of the university, including classroom design and technology to create a more engaging and interactive learning experience for students.

Year 2: To establish a peer tutoring and mentorship program to provide academic support for students and to develop a program to provide mental health and wellness resources and support for students.

Year 3: To develop a program to provide leadership training and development for students.

Year 4: To develop a program to provide financial literacy and career development resources for students and develop partnerships with international universities to provide study abroad opportunities for students.

Year 5: To establish a program to provide support and resources for students with disabilities or unique needs and provide cultural competency training for faculty and staff.

14.3 Action Plan for Capacity Building and A Multi-Skill Environment

The institution is conducting workshops, invited talks and seminars for capacity building to students which include training on entrepreneurship, leadership, and communication skills.

Year 1: To enhance the interdisciplinary collaboration and teamwork among students through group projects and competitions. To establish a network of alumni mentors that provides ongoing support and guidance to students for their transition into respective careers.

Year 2: To expand the range of workshops and seminars to include training on entrepreneurship, leadership, and communication skills. To establish a peer-to-peer learning program that allows students to share their knowledge and skills with one another.

Year 3: To establish a student-led innovation and entrepreneurship centre that provides resources and support for students to start their own businesses.

Year 4: To establish a centre for research and innovation that promotes interdisciplinary collaboration and cross-disciplinary research.

Year 5: To expand the scholarship program to provide financial support to students from the underprivileged backgrounds.

14.4 Five-Year Action Plan for Career Counselling

The institution is conducting career counselling through various departments/Alumni/Resource persons in their respective areas. Special coaching is given by some of the departments on general awareness and current affairs for the aspirants of competitive examinations.

Year 1: To establish a centralized career counselling centre and develop partnerships with local businesses and organizations to offer internships and co-op opportunities to students.

Year 2: To host career fairs and networking events to connect students with employers in various fields.

Year 3: To develop partnerships with alumni and professionals in various industries to provide mentorship opportunities for students and develop an alumni job shadowing program that pairs students with alumni in their chosen fields.

Year 4: To offer specialized career counselling services for students with disabilities or unique needs.

Year 5: To expand the online job portal to include job opportunities specifically for alumni and host a career conference that brings together employers, alumni, and students for networking and professional development opportunities.

14.5 Five-Year Action Plan for Psychological Counselling

The institution provides psychological counselling by means of mentor-mentee system, awareness programmes and invited talks on the campus. To enhance the psychological counselling, the future plan is as follows:

Year 1: To establish a central counselling centre that provides psychological counselling services to all students and to create an outreach program to promote mental health awareness.

Year 2: To develop a peer counselling program to train and supervise student volunteers to provide peer support to their fellow students.

Year 3: To develop an online counselling platform to provide remote counselling services to students and to create a website that provides information on mental health and wellness resources available to students.

Year 4: To develop a program to provide counselling services to students with disabilities or unique needs.

Year 5: To establish partnerships with local hospitals and healthcare providers to offer comprehensive mental health services to students and to conduct research, data analysis to measure the impact of the services of the counselling centre and programs on student mental health outcomes.

14.6 Safety And Security

The institution is committed to maintain safety and security for its students and staff. It has taken every necessary step to ensure that they have a free, fair, and healthy environment to learn and grow. The institution has security devices installed at the entry/exit gates, hostel areas, mess facilities, and commutation areas for monitoring any eventuality on the campus. Regular visit of SHE-Teams and Blue Colts Policing is also another precaution taken by the institution.

Year 1: To increase the number of CC Cameras, security devices on the campus with sufficient numbers of staff, who have received appropriate standards of individual security officer training.

Year 2: To create an effective security policy that defines the approach of the University Faculty, Departments and Colleges for managing their security risks and to have regular drill and other safety measures and inspection of fire hydrants and fire extinguishers.

Year 3: To have regular safety audits of buildings, laboratories and to popularize DISHA App among women students to ensure their safety and security through timely use of the App.

Year 4: To strengthen Anti-ragging Cell, Discipline Committee and Internal Complaint Cell, Women Empowerment Cell and Grievance Redressal Cell with more measures related to safety and security of the female students and staff such as providing a specific mail id for each cell where the students can mail their problems, conducting training sessions in self-defence and sexual abuse awareness.

Year 5: To establish a primary health centre for medical help in case of any medical emergency such as accidents, personal medical issues, or any such eventuality.

14.7 Facilities for Divyanganas:

Differently-abled Friendliness Resources available in the institution are disabled-friendly washrooms, ramps, human assistance, reader and scribe provision, friendly and encouraging atmosphere.

Year 1: To give relaxation from the Library Rules and to increase the number of wheel chairs.

Year 2: To enhance the availability of ramps/lifts for easy access to classrooms in the institution.

Year 3: Allotment of classrooms on the ground floor and to designate the restrooms.

Year 4: To provide awareness on both central and state government schemes and to provide Assistive Technology and allied facilities for Divyanganas like Braille software, accessible website, screen-reading software and mechanized equipment, etc.

Year 5: To arrange special skill development programmes and special Mentors.

14.8 Coaching for Competitive Examinations:

Year 1: To establish a full flagged Competitive Examination Facilitation Centre (CEFC) for the various types of examinations to be conducted by the government agencies like UPSC, SSC, UGC-NET, CSIR, DBT, Banking, Railways, SSB, APPSC etc.,

Year 2: To conduct regular coaching for the competitive examination through CEFC.

Year 3: To provide guidance from professional experts, successful candidates, and experienced administrative officers among the alumni.

Year 4: To organize counselling sessions, guest lectures for motivation & personality development.

Year 5: Planned to establish a separate library and reading room for the competitive examinations.

15. PLAN FOR THE DEVELOPMENT OF LIBRARY RESOURCES

Vision

The Cluster University Library will have an increasing influence in the success of the University Library users through equitable access to services, inclusive spaces, and unique collections. Also, we are committed to the university's goals of academic excellence, enriching the community, and creating positive experiences for all, while upholding the principles of academic and intellectual freedom.

Mission

The mission of the Cluster University Library of Kurnool is to drive academic excellence and promote life-long learning and discovery. Also, it provides a diverse, inclusive and collaborative environment, as we contribute to student and research success, fostering an informed citizenry through innovative, creative education, services, and resources.

The three constituent colleges of the Cluster University, Silver Jubilee Government College (A), K.V.R Government College for Women (A) and Government Degree College for Men have the following library resources.

S.No.	Type of Resources	SJGC (A)	KVR-W (A)	GDC (M)	TOTAL
I	**Primary Resources**				
1	Textbooks	31267	51304	32772	115343
2	Periodicals	21	25	15	61
3	Research Reports	-	-	-	-
4	Seminar/Conference Proceedings	-	-	-	-
5	Reports on Scientific Literature	-	-	-	-
6	Official Publications	-	-	-	-
7	Patents/ Standards	-	-	-	-
8	Trade Literature	-	-	-	-
9	Thesis and Dissertations	-	-	-	-
10	Manuscripts	-	-	-	-
11	Audio/Video Recordings	-	-	-	-
II	**Secondary Sources**				
1	Periodical Reports	-	-	75	75
2	Review of Progress	-	-		

3	Reference books (Textbooks, dictionaries, encyclopaedias, handbooks and manuals etc.)	9456	5023	3800	18279
4	Translations	-	-	-	-
III	**Tertiary Sources**				
1	Year books	25	-		
2	Directories	-		-	-
3	Bibliography	-		-	-
4	Indexing and Abstracting Services	-		-	-
IV	**E-Resources (NLIST)**				
1	E-Books	195809+	3,00,00,000+	199500+	3,03,95,309+
2	E-Journals	6292+	7800+	6000+	20,092+
3	E-Databases	-	-	-	-
4	E-Thesis	-	-	-	-
5	CD/DVDs	-	-	218	218

Action Plan

Based on the above view, cluster university libraries of the three constituent colleges will be developed in terms of the resources **i.e. primary, secondary, tertiary and e-resources** which strongly support the university curriculum, co-curriculum and extra-curricular activities as follows.

● **Library Users (Staff and Students) Opinion**

Teaching staff and students' opinion plays an important role in the selection of the library resources as per their curricular needs. While acquiring the library resources, the users' opinion is considered.

● **Resources Evaluation**

It is the process of assessing a library collection in terms of specific objectives or in terms of the needs of the patrons of the particular collection.

● **Selection policy**

It is based on the authenticity, public demand, general interest, content, and circumstances of use.

- **Acquisition policy**

It is a formal statement that guides the library's acquisition of materials to be added to its collections through the Quotations from publishers or suppliers.

- **Technical Section Process**

It contains the technical section, playing the role of a bridge between the acquisition section and circulation section i.e. accession of the books, classification and cataloguing.

- **University Library Committee**

All of the above plans to develop the library resources will be operational with the approval of the university library committee, comprising nominated members, under the chairmanship of the Vice-Chancellor of the Cluster University.

15.1. Library Automation

The three Constituent Colleges of the Cluster University, Kurnool i.e. Silver Jubilee Government College (A), KVR Government College for Women (A) and Government College for Men libraries are using the Software for University Libraries (SOUL), Library Automation Software developed by INFLIBNET, Ahmedabad.

Action Plan

Three college libraries are partially automated with SOUL. 1.0 and SOUL 2.0. For coming next five years, three college libraries will be fully automated with the latest version of library automation software **SOUL 3.0** with the application **of RFID Technology**.

15.2. Integrated Learning Management System (ILMS)

Integrated Learning Management system (ILMS) is a completely saleable software application or Web-based technology used to plan, implement, and assess a specific learning process. It is a comprehensive delivery system, designed to provide efficient tools for creating electronic lesson plans, class assignments, tests, ability to use interactive features such as threaded discussions, video conferencing and discussion forums and also for tracking the progress of individual students and classes. It manages the log-in of the Registered Users, the course catalogues, the data from the learners, and provides reports to the management. Faculty members and Library and information Centre can easily create lesson plans that help integrate technology into the curriculum and tie software activities to specific learning objectives. Together, these features help faculty members and library to organize classes or provide library services, activities and clearly communicate expectations to the students to meet curricular and co-curricular activities.

General features of LMS: Most of the Learning Management Systems (LMS) have the following features:

● Authoring	● Discussion boards
● Classroom management	● Tracking functions
● Competency management	● IMS metadata tag support
● Knowledge management	● Skill-gap analysis functions
● Certification or compliance training	● Assessment tool functions
● Personalization	● Ease of tracking external courseware
● Support for live e-Learning	● Access to administrative information
● Mentoring	● Thousands of students and courses can be supported.
● Chat	

Action plan

With the above view, the ILMS facility will be provided in the Cluster University Library in the forthcoming five years with the latest library software like SOUL 3.0, KOHA or New GenLib which will be suitable to the university library needs.

15.3. Facilities Such as Reading Space, E-Library Access, Facility for Divyangans, Parking, Access, Ventilation, etc.

At present, the following facilities and services are available in the three constituent colleges of the cluster university, such as textbook section, periodical section, competitive books exam cell, e-resources access centre etc.

Action Plan

In view of the above, the following facilities and services will be developed in the university with adequate furniture.

● Textbook Section	● E-Resources Access Centre	● General Washrooms and special washrooms for Divyangans
● Reference Section	● Seminar Hall with LED projector	● Pathway for Divyangans
● Periodical Section	● Internet Facility with Wi-Fi	● Special Section for Divyangans
● Circulation Section	● Centralized Air Condition	● Waiting or Restrooms
● Acquisition Section	● Purified Drinking Water	● Cafeteria /Canteen
● Technical Section	● Discussion Room	
● Back Volume Section		
● Reading Room Facility		

● Competitive Exam Section	● Parking place for library users ● Solar Energy	● Office Room ● Green Library with plants

15.4. Improvement in Library Usage

The three constituent college libraries of the cluster university are using library sources on both offline and online modes. The e-resources and online resources like NLIST are accessed through internet facility available in the respective libraries.

Action Plan

The constituent college libraries of the Cluster University will adopt the following action plan to improve the library usage.

- Library orientation programmes
- Library access by 24X7 through library automation and digitization
- Purchase of the latest books as per curriculum requirement
- Subscription of online resources like NLIST, Science Direct, Elsevier, etc.
- Subscription of online databases
- MOUs with reputed libraries for resource sharing

15.5. Space for IKS, Manuscripts, New Arrivals, etc.

Action Plan

The three Constituent college libraries of the Cluster University will implement the following action plan to create space for Indian Knowledge Systems, Manuscripts and New Arrivals.

- Acquisition of books from ancient to present modern world relating to Indian Knowledge like Vedas, Puranas, Itihasas, Literature, Biographies, Autobiographies, Manuscripts and Latest publication by the Indian reputed authors
- Allotment of an exclusive section for Indian Knowledge System (IKS)

15.6. Journal Subscription Including E-Journals

The journals play a major role in the creation and transmission of knowledge. The e- publishing has brought a revolution in journals publication, subscription and access and delivery mechanism. The ability to access journals, online has led to a new and still evolving, form of cooperation among libraries and information centres.

The three Constituent college libraries of the Cluster University provide a good number of print journals along with e-resources such as **(National Library and Information Services Infrastructure for Scholarly Content) NLIST.**

Action Plan:

An important role is played by the journals in the academic sector to gain the latest developments or knowledge in the respective subjects. Cluster University will adopt the following action plan to increase the subscription to the print journals, databases and especially e-journals.

- The opinion of the faculty and the students regarding the requirement of Print Journals, E-journals and databases as per the curriculum demand is considered.
- Some of the important e-journals are NLIST, INDEST-AICETE, Elsevier, IEEE, Indian Journals.com etc.

15.7. Books-Titles and Volumes Additions Including E-Books Subscription

Books, titles and volumes are very important to any academic library to support the curricular systems. Faculty and students depend on the books to meet their academic goals. At present the three Constituent colleges of the Cluster University have 1,15,343 volumes as per the present curricular requirement.

Action Plan:

Based on the introduction of the new courses and as per the requirement of the curriculum, the Cluster University will purchase the required books, titles, and subscribe to e-resources.

15.8. Maintenance

Libraries build book collections to meet the information needs of their members but it is also essential and important to ensure that the libraries meet their needs effectively as well as expeditiously. To meet the user expectations, the three constituent college libraries of the cluster university follow the methods given below.

- Library maintains its resources arranged in a systematic manner.
- Resources are regularly shelved in proper sequence and order as they invariably get disturbed during the use.
- The user-friendly access to the library resources is enabled.

- Protection and preservation of the library resources against the damage by library users is ensured.
- The collection is kept in a usable condition.
- The relevant collection is made available for the users.
- The collection is kept safe and its stocks are verified as per items in the accession records of the library.

Action Plan

Based on the above view, cluster university library will initiate appropriate action to maintain the library resources for the proper utilization by the library users as follows:

- Acquisition of library collection including e-resources as per curriculum demand
- Proper shelving of the library collection
- Automation and digitization of the library resources
- Providing sufficient infrastructure
- Weeding out of the outdated books and policy implementation
- Stock verification
- Library online resources access 24X7 to the Library Users
- Pest control to protect library collection
- Sufficient ventilation, lighting and water facility, etc.

15.9. Best Practices

Information and communication technologies (ICT) have made a tremendous impact on the functions of the academic libraries and knowledge resource centres. The developments in the ICT have changed the user's expectations from the academic libraries in different ways. The ways to build a library collection and offer services to the end users vary from the past.

Action Plan

As per the curricular demand and user expectations of the cluster university library users, the following action plan may be implemented to meet the curricular, co-curricular and extra-curricular activities.

Traditional Best Practices

● Book Exhibition	● Training to use E-Resources
● Library Hour	● Indexing and Abstracting Services

● Orientation Programme	● Library Users (Staff & Students) Meet	
● New Arrivals	● Best Library User Award	
● Readers Club	● Career Guidance Cell	
● Library Short Term Course		

ICT Based Best Practices

● Computerized Library with Library Software ● Library Webpage ● Online Public Access Catalogue (OPAC) ● Electronic Document Delivery Services	● Current Awareness Services (CAS) and Selective Dissemination Services (SDS) ● E-Mail Service ● Institutional Repository ● Online Full Text Service ● Online Readers Advisory Service

Library Extension Services

● External Membership Facility ● Interlibrary Loan ● Document Delivery Service ● Learn and Earn Scheme ● Reprography Service	● Suggestion Box ● Newspaper Clipping Service ● Career Notification Display Board ● Feedback Register ● Library Help Desk

15.10 Plan for the Development of Library Resources

S.No.	Description	2023-24	2024-25	2025-26	2026-27	2027-28
1	Library Automation	Under process	Complete	-	-	-
2	ILMS	In use	In use	In use	In use	In use
3	Facilities such as reading space, e-library access, facility for Divyangans, parking, access, ventilation, etc.	-	Will be provided	-	-	-
4	Improvement in library usage	Average 200 per day	Target 500 per day	Complete	Complete	complete

5	Space for IKS, manuscripts, new arrivals, etc.	-	Will be provided	-	-	-
6	Journal subscription including e-journals	Yes	-	-	-	-
7	Books-titles and volumes additions including e-books subscription	Yes	-	-	-	-
8	Maintenance	Yes	-	-	-	-
9	Best practices	Yes	-	-	-	-

16.PLAN FOR INNOVATION, INCUBATION AND ENTREPRENEURSHIP PROMOTION

Niti Ayog launched the "Atal Innovation Mission," under which Atal Incubation Centres (AIC) have been set up with a grant of 10 crores. The cluster university will encourage creative minds and turn these ideas to start-ups, whereas Incubation Cell will lead these start-ups to reach the market.

16.1. Creating Awareness

Goals:

I-II Years: Establishment of start-up incubation centre to support the entrepreneurship.

III Year: Rejuvenating students clubs to nurture the creativity of the students.

IV-V Years: Exploring the possibilities of local start-up avenues. Encouraging the faculty and students for their start-ups.

Strategy:

● The University will identify a dedicated team of researchers and experts and establish start-up and incubation centre to create the work scape and work towards it.

● The entrepreneurship club will organise various awareness and capacity building programmes for students to bring the best talent out of them.

● The Cluster University will tie up with nearby central universities, national institutes, and incubation centres to materialize innovative ideas to start- ups.

16.2 Intellectual Property Rights Policy

Intellectual Property (IP) refers to creations of the mind and includes inventions, artistic works, images, etc, used in commerce. IP is protected in law by patents, copyright and trademarks, which enable people to earn recognition or financial benefit from their invention or creation. The IP system aims to

foster an environment in which creativity and innovation can flourish. The Cluster University will establish an Intellectual Property Cell on its campus with following objectives.

- To hand hold students and faculty to identify Intellectual Property in their day-to-day activities and to use it for academic excellence.
- To enable faculty and students to understand, identify and file for patents.
- To provide counselling, legal assistance and advisory services.
- To provide resources to file for IP.

16.3. Incubation Centre Infrastructure

The Cluster University will establish the incubation centre with basic facilities of workspace and Wi-Fi facility. With the availability of financial resources, it will establish other labs and other facilities.

16.4. MoUs and Networking

The Cluster University is going to tie up with Melbourne University for student exchange/ faculty exchange and dual degree programmes, which is an initiative to encourage faculty to collaborate with other universities of national and international repute. The Institution has collaboration with various universities and autonomous colleges through MoUs. The following initiatives will be taken:

- The University will strengthen its collaboration with other institutions, community and industry.
- All the departments will be encouraged to collaborate and organize various programmes.

16.5. Resource Generation Mode

The Cluster University will send proposals to Atal Incubation Centre to establish a Start-up Centre in the University.   Incubation centres will mobilise the resources and expertise of the staff, external consultants, existing entrepreneurs, peer-to-peer networks, and external enterprise support.

Goals:

I-II Years: Establishment of start-up incubation centre to support the entrepreneurship.

III Year: Mobilisation of available resources to establish and run the centre.

IV-V Years: Collaboration with Industries and philanthropists to mobilise funds.

Strategy:

- The University will identify a dedicated team of researchers and experts and establish start-up and incubation centre to create the workspace and work towards it.

- The resources in terms of expert faculty, workspace, equipment and machinery will be mobilized.

- The Cluster University will collaborate with the nearby Central Universities and the Incubation Centres of the national institutes.

17. PLAN FOR CAMPUS LIFE ENRICHMENT

IDP plan will be implemented with SWOC analysis to formulate the strategic plan based on the process of discussion involving all stakeholders including the teaching staff, supporting staff, present students and their parents and alumni. Apart from the academic development, there will be a congenial environment for co-curricular and extra-curricular development of the students. Following are some of the important initiatives for the campus life enrichment.

Establishment of a Cell for the following Student Support Services:

● Campus Life Enrichment Club ● Exhibitions ● Play Festivals ● Art Shows ● Academic Clubs ● Seminars at National and International Level ● Personal Safety Issues ● Science Clubs ● Blood Donation Camps ● Canteen ● Recreation Centre ● Campus Placement Cell	● Community Space ● Centralized Research Labs ● Establishment and Installation of Structured LAN & CCTV Surveillance ● Mental Health Clinic to equip students with coping strategies to face daily life hassles ● Organizing events and campaigns such as go cycling, blood donation camps, plantation and save energy projects, etc. ● Upgrading the existing gym with advanced equipment and physiotherapy machines ● Personal Counselling Cell

	● Nutrition Experts' Advice

17.1 Socialisation of Students, Faculty and Other Employees

Community Engagement Plan: Each Department has to design an extension activity which sensitizes the students to social issues. Socialisation introduces students to know the hidden cultures, practices and values of the profession.

● Students to be adequately socialised ● They should spend enough time with their mentors and role models. ● They should feel campus environment. ● Nurturing community and culture. ● Re-union Celebrations	● Community participation of the students will be encouraged. The students will be motivated to take part in various social service/ NSS camps and other activities organized by the college. ● Regular Get together Meets ● Field Trips

17.2 Environment Protection

Eco-friendly and Sustainable Campus: Emphasis is on environmentally sustainable campus by upholding the natural landscape and biodiversity and the promotion of sustainable development through eco-friendly practices and implementation of the green protocol. Following are some of the measures helpful for the environment protection.

- Observing every Wednesday as vehicle free day
- Khadi wearing to promote sustainable development through eco friendly practices and Implementation of the Green Protocol
- Provision of alternate energy sources.
- Use of 100% LED bulbs on the college campus
- Use of biodegradable wastes of the campus by converting them into bio-fertilizers ('Waste into Wealth')
- Strengthening vermi composting
- Strengthening the system of rain water harvesting and open well recharge to promote water conservation

- Undertaking regular Energy audit, Green and Environmental Audit and implementation of the recommendation
- Undertaking plantation as a permanent project.
- Recycling of resources, solar rooftops for major buildings, Waste to energy, Biogas plants, and Sewage treatment plant (STP), etc.
- Conducting programmes related to Environment and Sustainability on behalf of Departments/NSS/ NCC/Cells like Green Campus, Clean Campus, Waste Management, Energy Conservation (use of LED bulbs) , Green Audit, Energy Audit, Environment Audit
- Awareness programme by Disaster Management
- Sensor-based energy conservation system.
- To limit the use of paper in office administration
- Preservation of various varieties and species of trees in the ecosystem.
- Preservation of natural water resources on the campus.
- Strengthening the Environment & Climate cell, Eco club of the college.
- Observation of environmentally important commemorative days with students, staff and community.
- Systems are being strengthened to improve waste disposal and handling processes and to ensure recycling of all materials.
- Measures are being taken to dispose of hazardous waste safely.
- Land use is being optimized through full life cycle planning of built infrastructure

17.3. Clean and Green

The University is committed to managing its campus in accordance with responsibilities towards promoting sustainable environment. These responsibilities can be demonstrated within the following areas:

● Green Environment and Clean Campus	● Roof Gardening Initiative
● Solid Waste Management	● Energy Use and Conservation
● E -Waste Management	● Noise Pollution Management
● Liquid Waste Management	● Air Pollution Management
● Soil Management	● Restricted Use of Automobiles
● Maintenance of Water Bodies	● Ban on Single-use Plastics on the Campus
● Water Conservation and Management	● Display Boards on College Campus

● Paperless operating procedure ● Landscaping with Trees and Plants	● Green Audit

17.4. Discipline and Code of Conduct (AP Civil Services Rules- CCA 1991)

Code of conduct is a collection of rules and regulations that include what is and is not acceptable of expected behaviour. It defines the VALUES of an organisation and provides to all the employees the boundaries of their behaviour relative to their duties to the organisation. A well-written code of conduct carries an organization's mission, values and principles, linking them with standards of professional conduct. Written codes of conduct or ethics can become benchmarks against which individual and organizational performance can be measured. Additionally, a code is a central guide and reference for employees to support day-to-day decision making. It encourages discussions of ethics and compliance, empowering employees to handle ethical dilemmas they encounter in everyday work. It can also serve as a valuable reference, helping employees locate relevant documents, services and other resources related to ethics within the organization.

Code of discipline and conduct for Teachers

- A teacher shall carry out the legitimate academic and administrative decisions taken by the authorities of the University pertaining to his/her sphere of responsibility/duties.
- A teacher shall not discriminate against a student on political grounds for reasons of race, religion, caste, language or sex or for other reason of an arbitrary or personal nature and shall not incite students/ teachers against other students or other teachers, colleagues or administration/Governing body of the University.
- A teacher shall not remain absent from duty without proper sanction of leave except in case of emergency.
- A teacher shall desist/refrain from indulging in unempirical publication which would prove to be detrimental to the reputation and the progress of the University.
- A teacher may be permitted to take up consultancy under terms and conditions as outlined in the relevant Statute/Ordinance as amended from time to time. However, he shall not conduct

individually or participate in conducting jointly with others coaching classes directly or indirectly. He/she shall not give any student of the University private tuition.

- Refrain from undertaking any other employment and commitment including private tuitions and coaching classes which are likely to interfere with their professional responsibilities.
- Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand.
- Co-operate with the authorities for the betterment of the University keeping in view the interest and in conformity with dignity of the profession.
- Should adhere to the conditions of contract.
- Give and expect due notice before a change of position is made.
- Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule.
- Must follow the HR Policy, Travel Policy, Leave Policy, Research Policy, Social Media Policy and instructions issued by the University authorities from time to time.

Code of discipline and conduct for Students

This Code shall apply to all kinds of conduct of students that occur on the University premises and any off-campus conduct that has or may have serious consequences or adverse impact on the University's interests or reputation.

- At the time of admission, each student must sign a statement accepting this code of conduct and by giving an undertaking.
- That, he/she shall be regular and must complete his/her studies in the University. Students must have a compulsory attendance of 75%. On medical grounds or on any legitimate reason, the students with a minimum of 62.5% shall be qualified for appearing in the final examinations after submission of the valid certificate along with one considered by university administration as per policy.
- That, in the event, a student is forced to discontinue studies for any legitimate reason; such a student may be relieved from the University subject to written consent of the university authorities.
- That every student will maintain proper discipline, integrity and dignity on the University Campus and will behave appropriately with the Officers, Authorities, Faculty Members, Staff Members and other students of the University.

- That in case any student causes any damage/breakage fully or partially to any property, article, equipment, apparatus which belongs to the University, by mistake or deliberately, the University will have all the rights to recover the damages caused by him/her and impose monitory fine on him/her, and in case of non-payment, University may cancel his/her admission or may take any legal action against him/her.

- That during the entire duration of his/her course he/she will not enroll himself/herself for any other Regular Course in any other University/College/Institution.

- That he/she will neither indulge in any illegal, unlawful or criminal activity, ragging, malpractice, misconduct, fraud nor will get involved in consumption of liquor, drugs, smoking or any other kind of addiction in any manner in the University premises. In case he/she is found indulging in any of the above, the University may take any legal action against him/her.

- That he/she would attend the University in the prescribed University Uniform and carry and display his/her Identity Card issued by the University, every day, if unable to do so the University can initiate action as per rules and regulations.

- That in case he/she is found travelling in the University Bus without due authorization and permission he/she shall be liable to pay the transport fee of concerned route for the whole academic year.

17.5. Celebration of Events of Importance

The University believes in celebrating events and festivals on the campus. It is an integral part of learning and building a strong cultural belief among students and staff. The events and festivals organized at the University level will be celebrated with great pomp and gaiety from every year January to December.

17.6. Promotion of Harmonious Relations

Maintenance of harmonious employer-employee relations is of vital importance for the survival and growth of the enterprise. Good industrial relations result in increased efficiency and hence prosperity, reduced turnover and other tangible benefits to the organization. The following are some of the important measures that will be helpful to such good relationship between employee and employer.

- Internal Democracy
- Contribution of Employees for the development of economical and moral values of the institute.
- Good relationship between staff and students to meet student expectation of their career goals
- Morale of the workforce

- Optimum use of rare resources

- Encouragement and support to the staff by the University authorities.

18 PLAN FOR CAPACITY BUILDING OF TEACHING AND NON-TEACHING STAFF

18.1 Teacher Upskilling Policy and Activity

Teacher upskilling is a critical component of improving the quality of education and student outcomes. Teachers must be grounded in Indian values, languages, knowledge, ethos, while also being well-versed in the latest advances in education and pedagogy.

To this end, the NEP makes some positive recommendations that include safe infrastructure and inclusive, healthy physical environments, promotion of spaces for collaboration, encouragement of teacher autonomy, and reduction of administrative work so that teachers can spend their time on teaching and learning. Acknowledging the criticality of the faculty in achieving the goals of higher education, various initiatives have been introduced in the past several years to systematize recruitment and career

progression and to ensure equitable representation from various groups in hiring of the faculty. The policy recommends the following initiatives to achieve the best, motivated, and capable faculty in HEIs.

1. The institute will be equipped with the basic infrastructure and facilities, including clean drinking water, clean working toilets, blackboards, offices, teaching supplies, libraries, labs, and pleasant classroom spaces and campuses. Every classroom shall have access to the latest educational technology that enables better learning experiences.

2. Teaching duties also will not be excessive, and student-teacher ratios not too high (1:20), so that the activity of teaching remains pleasant and there is adequate time for interaction with the students, conducting research, and other university activities.

3. Faculty will be appointed to individual institutions and generally not be transferable across institutions so that they may feel truly invested in, connected to and committed to their institution and community.

4. Faculty will be given freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments. Compensation levels of permanent faculty in public institutions have also been increased substantially. Various initiatives will be taken towards providing faculty with professional development opportunities like FDPs, RCs, OCs, ARPIT courses, etc.

5. Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be held accountable.

6. In tune with the vision of the autonomous institutions, empowered to drive excellence, independent and transparent processes, there will be a fast-track promotion system for recognizing high impact of research and contribution.

7. A system of multiple parameters for proper performance assessment, for the purposes of 'tenure' i.e., confirmed employment after probation, promotion, career advance schemes (as per UGC) salary increases, recognitions, etc., including peer and student reviews, innovations in teaching and pedagogy, quality and impact of research, professional development activities, and other forms of service to the institution and the community, will be developed.(Ref NEP-2020)

18.2 Non-Teaching Staff Upskilling Policy and Activity

In any organization, upskilling is important for both teaching and non-teaching staff. Technical as well as other support staff needs training in operation and maintenance of machines and equipment,

upkeep of institute services, advanced knowledge in occupational areas, motivational/attitudinal development   programmes life skill development and management training to senior administrative staff. Here are some steps to develop an upskilling policy and activities for non-teaching staff.

1. All Non-Teaching staff should be trained in office automation and file maintenance by making them attend either workshops, seminars, online courses or mentoring programs.
2. They must be upgraded in the use of ICT tools.
3. Incentives such as bonuses, promotions, or recognition for Non-Teaching staff to engage in upskilling activities should be provided.
4. Non-Teaching staff must be trained in their respective fields like Specimen Storage, Instrumentation, Herbarium Storage, Chemical Preparation etc.

18.3. 21st Century Skills for all the Employees

In today's fast-paced and ever-changing world, there are certain skills becoming increasingly important for employees to possess in order to be successful. Here are some 21st century skills that are essential for all employees:

1. Critical thinking and problem solving: The ability to analyse and evaluate information to make informed decisions and solve problems.
2. Communication and collaboration: The ability to effectively communicate and work with others to achieve common goals.
3. Creativity and innovation: The ability to think outside the box and come up with new and innovative ideas.
4. Digital literacy: The ability to use technology effectively and efficiently.
5. Adaptability and flexibility: The ability to adjust to changes in the workplace and learn new skills quickly.
6. Emotional intelligence: The ability to understand and manage one's own emotions, as well as those of others.
7. Leadership and teamwork: The ability to lead and inspire others, as well as work effectively as part of a team.
8. Cultural competence: The ability to work effectively with people from diverse backgrounds and cultures.
9. Entrepreneurship: The ability to identify and pursue opportunities for growth and innovation within the workplace.

10. Lifelong learning: The commitment to continuous learning and self-improvement.

Overall, these skills are critical for employees to possess in order to thrive in today's rapidly changing work environment. By developing these skills, employees can increase their value to their employers and enhance their own career prospects.

19. PLAN FOR QUALITY ASSURANCE OF CONSTITUENT (AFFILIATED) COLLEGES

19.1.Performance Appraisal of Constituent (Affiliated) Colleges

At present in the three constituent colleges of Cluster University Academic Self-Appraisal Reports (ASAR) are prepared and submitted by each faculty member based on UGC guidelines.

Year 1: The University should evolve key performance indicators (KPIs) for regular evaluation for assessing individual performance and providing feedback to faculty.

Year 2: The University should also encourage research among its faculty by giving guideship and motivating to apply for projects from public and private funding agencies.

Year 3: The University should often provide financial assistance to participate in various professional development opportunities for teaching staff to help them improve their skills.

Year 4: The University should itself organize various capacity building programmes like workshops, training courses, mentoring, and coaching.

Year 5: The University should also establish mechanisms such as peer review, accreditation, and external evaluations to ensure high standards of academic quality and performance.

19.2.Changes in Affiliation Policy

Previously, until the academic year 2022-2023, the three colleges were affiliated to Rayalaseema University, Kurnool. Presently, they are the constituent colleges of the Cluster University.

19.3.NAAC Accreditation for Affiliated Colleges

At present, of the three constituent colleges of Cluster university- KVR GCW(A), was accredited with 'B++' grade in 2022; GDC(Men) was accredited with 'B+' grade in 2019; SJGC(A) was accredited with 'A' grade in 2014. The Cluster University is hopeful to get 12 B status in 2023-24 academic year and planning to get NAAC accreditation (First Cycle) in the subsequent two years.

19.4. Promoting as Degree Awarding Institutions

The UG & PG students of the three constituent colleges, admitted for the 2021-22 academic year, were awarded Degrees by the Cluster University, Kurnool.

19.5.Mechanism for Periodic Monitoring (Same As 9.10)

The three constituent colleges of Cluster University have an active mechanism for periodic monitoring through CPDC, Academic Council, Governing Body, Student Council/Union, Parent–Teacher Committee, Finance Committee, Internal and External Audit mechanism. The Five-year action plan for implementing an efficient review & control mechanism includes:

Year 1: Conduct a comprehensive assessment of the current review and control mechanisms. Develop and implement a plan to update the mechanisms and ensure they are in compliance with applicable laws and regulations.

Year 2: Develop partnerships with relevant stakeholders to enhance the effectiveness and transparency of the review and control mechanisms. Establish a program to promote a culture of compliance and ethical behaviour across the institution.

Year 3: Develop and implement a plan to integrate technology-based solutions into the review and control mechanisms, such as data analytics and automated monitoring tools.

Year 4: Establish a program to monitor and evaluate the effectiveness of the review and control mechanisms. Develop and implement a plan to address identified gaps and areas for improvement in the mechanisms.

Year 5: Conduct a comprehensive review of the institutional review and control mechanisms, with a focus on identifying emerging risks and opportunities for improvement.

19	**Plan for Quality Assurance of Affiliated Colleges**	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
19.1	Performance appraisal of Affiliated colleges	< --- >	< --- >			
19.2	Changes in affiliation policy	< --- >	< --- >			
19.3	NAAC accreditation for affiliated colleges		< --- >	< --- >		
19.4	Promoting as Degree awarding institutions	< --- >	< --- >			
19.5	Mechanism for periodic monitoring	< --- >	< --- >	< --- >	< --- >	

20. PLAN FOR EMERGING TECHNOLOGY INTERVENTIONS IN ALL SYSTEMS

20.1 Adoption of new technologies in curriculum design and implementation

Adoption of new technologies in curriculum design and implementation can bring numerous benefits to the Cluster University such as increased student engagement, improved learning outcomes, and better alignment with the needs of the job market. Here are some requirements for the Cluster University to consider when adopting new technologies in its curriculum design:

S.No	Type of Technology through Curriculum design and Implementation	Implementation through	Existing	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Introduction of Open Distance Learning (ODL) /Blended/Online Programs	Through University level BOS Committees	Yes				Yes	
2.	Stakeholder engagement in the development of the Curriculum	Engagement with industry partners, students and other stakeholders.	Yes	Yes				
3.	ICT integrated Campus and Smart Learning Resources	University and Government of Andhra Pradesh	Yes		Yes			
4.	Faculty Training and Development	Conduction of trainings comprising technology-driven teaching methods and approaches by University/College level IQAC, HRDC, Other Training Institutes		yes		Yes		
5.	Development of e-resources/audio books/ cloud-based applications (such as – Learning management system)	Through University level Academic Committee	Yes		Yes			
5.	Introduction of digital learning platforms and Interactive media	Establishment at College level and collaboration though Institutes	Yes			Yes		
6.	Implementation of interactive learning features	quizzes, simulations, gamification					Yes	
7.	Implementation of Smart education apps and AI-based programs	Unacademy, Toppr., White hat, Duolingo ABC etc.,	Yes					
8.	Collaboration with IT and software organizations	Microsoft, Cisco etc.,	Yes					Yes

20.2 Curriculum enrichment

To enrich Curriculum, the Cluster University plans to introduce the following courses accordingly.

S.No.	Type of Curriculum Enrichment	Implementation	Existing	Year 1	Year 2	Year 3	Year 4	Year 5

1.	Integration of crosscutting issues	Introduction	Human Values &Professional Ethics,	Environment and Sustainability	Gender Equality			
2.	Introduction of Value-added Courses	Certificate Courses	Computer fundamentals and ICT Skills	Disaster Management, MATLAB	GIS and Remote Sensing. Diploma in GST Practice	Critical Thinking for Better Judgment and Decision Making	Neuroplasty: Rewire your Brain	Family Life Education.
3.	Introduction of Employability Trainings, Industry-Institution Interface Programmes	Through university level Career Guidance Committee	Yes	Yes				
4.	Introduction of virtual/online practicals	At Colleges	Yes	Yes				
5.	Completion of various MOOCS Courses	Introduction to the Curriculum		Yes				
5.	Video Lectures	shown to the students periodically to enrich and supplement the Curriculum		Business Management	Computer & IT	Social Science		
6.	National/Internal Seminars, Workshops and Conferences	Conduction/ Participation	Internal Workshops	National Seminars	National Conferences		International Seminars /Conferences	

20.3 Teaching and Learning Process

The teaching-learning process in the Cluster University is student-centered and designed to meet the needs of the students and the job market. The curriculum is continuously evaluated and updated to ensure that it remains relevant and effective in preparing the students for their future careers. The instructional

delivery is innovative, engaging and assessment is designed to encourage critical thinking and problem-solving skills.

Some of the Teaching Processes at CU:

- Planning and Organizing the Teaching, Learning and Evaluation Schedules –Academic Calendar, Teaching Plan, and Evaluation blue print and Schedule.
- Systems - Group discussions, Group Projects, Team Assignments, and Business Newspaper Analysis in Groups.
- Usage of Technology – LCD Projectors, AV Aids, Internet Based Library Services, Digital library, NPTEL Videos, Virtual labs, Digital Camera and Videography.
- Innovative Teaching Approaches/Methods Adopted - Project Based Teaching, Lab Based Teaching, Experiential Learning, Theatre Based Learning, Simulation Games, Video Case Study, Activity Based Learning.
- Introduction of Learning from Nature & Environment, social work and National Service Scheme and Community Based Learning.
- Analytical Learning, Team based learning, Observation based learning, social service-based learning.

20.4 Evaluation system:

Cluster University has an ideal teacher–student ratio with effective and transparent Continuous Comprehensive Evaluation (CCE) scheme with its regular round of Seminars, Presentations, Group Discussions, and Pedagogical Innovations.

S.No.	Type of Evaluation system	Implementation	Existing	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Online Assessment Platforms - Introduction	Through Examination Committees	Yes partially	Blackboard	Moodle	Canvas		
2.	Blockchain-Based Evaluation	Through Examination Committees			Yes			
3.	AI-Based Evaluation	Through Artificial Intelligence				Yes		
4.	Mobile-Based Evaluation	Through Mobiles of Staff & Faculty		Yes				
5.	Gamification	Through JKC						Yes

20.5 e-Governance: Existing and The Coming Five Years Plan

The objective of implementing e-governance is to provide good governance. The characteristics of good governance include participation, transparency, and accountability. E-Governance supports the

Governing body in the Institution. The existing e-governance in the three constituent colleges of the cluster university is as follows.

S. No.	Type of Activity through e-Governance	Implementing through	Existing	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty and Student Attendance	Attendance is monitored by Apps prepared by Govt. of AP like RNIT, Jnanabhoomi and Biometric.	Yes	Yes	Yes	Yes	Yes	Yes
2.	Administration	The Administration communicates with all the stakeholders through e-mails, WhatsApp groups etc. WIFI enabled Campus with CCTV is an added feature.	Yes	Yes	Yes	Yes	Yes	Yes
3.	Student Admissions and Support System	Admission process is partially online.	Yes	Yes	Yes	Yes	Yes	Yes
		Support system through Internshala and scholarships is available.	Yes	Yes	Yes	Yes	Yes	Yes
4.	Finance and Accounts	The College also uses the software like Public Financial Management System (PFMS) to generate payroll and bills.	Yes	Yes	Yes	Yes	Yes	Yes
		Payments are made through online modes such as NEFT, RTGS, IMPS Bank Transfers.	Yes	Yes	Yes	Yes	Yes	Yes
5.	Digital Library	Library supporting through N-List. Digitalization	Yes	Yes	Yes	Yes	Yes	Yes
6.	Examination & Evaluation	Internal Assessment	Yes	Yes	Yes	Yes	Yes	Yes
		External Assessment	Yes	Yes	Yes	Yes	Yes	Yes
7.	e-waste management	Sending all the e-waste to the Earth Sense Recycle Pvt. Ltd through MOU.	Yes	Yes	Yes	Yes	Yes	Yes
8.	Alumni	Registering Alumni Account and managing through WhatsApp group.	Yes	Yes	Yes	Yes	Yes	Yes

20.6 Infrastructure

The procurement of new infrastructure or improvement of the existing infrastructure can be achieved in step-by-step process.

S.No.	Type of Activity	Through	Existing Y/N	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Updation with the latest technology and technology audits	Artificial Intelligence and IOT .	Yes	Yes	Yes	Yes	Yes	Yes
		Cloud Computing and Data Analytics	Yes	Yes	Yes	Yes	Yes	Yes
2.	Allocation of Budget	Allocate resources for research and development activities to explore the potential of emerging technologies. e.g. : innovation labs or partnerships with research institutions to experiment.	Yes	Yes	Yes	Yes	Yes	Yes
3.	By Upgrading Hardware and Networking Infrastructure. By Enhancing Connectivity	Like upgradation of servers, storage systems, network equipment, and other hardware components to enhance performance.	Yes	Yes	Yes	Yes	Yes	Yes
		Providing High speed network, Wi-Fi 6, or even 5G infrastructure, if feasible.	Yes	Yes	Yes	Yes	Yes	Yes
4.	By Strengthening Cyber security Measures	Protecting the infrastructure from evolving threats.	Yes	Yes	Yes	Yes	Yes	Yes
5.	Collaborate with Technology Partners	Establishing partnerships with technology vendors, industry experts, and research institutions.	Yes	Yes	Yes	Yes	Yes	Yes
6.	Feedback	By taking continuous feedback from various stake holders.	Yes	Yes	Yes	Yes	Yes	Yes

20.7 Research Facilities

Until now the three constituent colleges are carrying out their research work through the MRPs funded by various agencies which is inadequate. Most of the faculties do not have the research guideship. To enhance the research facilities integrated with the present emerging technology, the University is going to implement the following protocols in the subsequent academic years.

Year 1: The University is planning to establish MOUs with academic, industry and research institutions at national as well as international level.

Year 2: The University is planning to introduce the new courses so as to enable the faculty and students to acquaint themselves with more research approaches and research guideship to the faculty in particular.

Year 3: In order to meet the present day needs university is planning to purchase latest equipment and soft ware's which enables the researchers for conducting research activities effectively.

Year 4: The establishment of Innovation and Incubation Centre helps the faculty and students to exchange their ideas.

Year 5: High quality research may be encouraged; work may be published in renowned journals, suitable works with patenting shall rise the funding to the University. The University is planning to render the services through consultancy which shall generate more income.

20.8 Student Support

The University continuously supports the students by providing the following aspects especially with the integration of emerging technology.

S.No	Aspect	Through	Existing Y/N	Year 1	Year 2	Year 3	Year 4	Year 5
1.	By Enhancing Experiential Learning	Augmented, Virtual Practicals, LMS, Digital Assignments, Presentations, Involving Gamification Quizzes etc	Yes	Yes	Yes	Yes	Yes	Yes
2.	Access to research resources	Digital libraries, online databases, and open-access journals	Yes	Yes	Yes	Yes	Yes	Yes
3.	Providing research opportunities for students through emerging technologies	Linkages with Research Centres and institutes in advanced areas of research through cutting edge technology	Yes	Yes	Yes	Yes	Yes	Yes
4.	Support services and Others, Career readiness	Guidance, resources and activities should be provided to support students on their journey through university, including induction, pastoral support, the development of generic study skills and e-learning skills, and career advice.	Yes	Yes	Yes	Yes	Yes	Yes

21. PLAN FOR EXTENSION ACTIVITIES

To become the flag bearers of significant societal changes, educated youth must grow up in an environment where institutional social responsibility is at the heart of individual and organizational development. Keeping that same tone of faith, Institutional Social Responsibility (ISR) is a top priority at Cluster University, Kurnool. The University believes that key changes occur as a result of community involvement and societal transformation. As an active agent of social change, Cluster University, Kurnool, takes on voluntary actions in the creation of a culture of social responsibility in society through a myriad of activities that address both its own competitive interests and the welfare of the society.

All the three constituent colleges of the Cluster University, Kurnool, organize days of social importance in their respective colleges, conducting rallies, poster presentations etc. to make students aware of their social responsibility. The students also donate books, clothes and necessities to the needy, displaying quotations about social responsibility. The students are made socially responsible by involving themselves in social activities such as blood donation camps, traffic control, cleaning the surroundings, plantation etc. Through these activities, students develop hands-on social skills which will be of great help in facing the world of work along with developing social consciousness and compassionate commitment towards the neighbourhood.

As part of the new curricular framework under CBCS 2022 by APSCHE, students of the constituent colleges are involved in Community Service Projects (CSP) in which they address a specific issue related to a particular community. As part of it, students conduct surveys on the issues related to the community and propose solutions to them, interact with the community heads and volunteers so as to know the problems in a particular area and complete the CSP in that direction.

NCC and NSS students are actively involved in the community outreach programs. One-time and regular service programs are planned and implemented to meet the self-identified community needs. The village adoption has been taken up by NSS in the constituent colleges and the social service programs such as cleaning, plantation, addressing and counselling the people of the adopted villages weekly once are also organized. The students are involved in creating awareness among the villagers regarding the scholarships and other programs that help them financially for educational and other needs, giving job counselling to the educated youth and exposure to job opportunities thereby increasing the employability of the adopted villages, knowing about the infrastructural needs of the village such as the status of roads, electricity, water, hospitals and schools, and utilizing the funds raised and donations and interacting with the authorities concerned to solve the problems faced by the people in the village.

To oversee all the community engagement activities, it is proposed to create a Centre for Fostering Social Responsibility (CFSR).

- CFSR will become the nodal agency to engage with the community and organize need based community service projects with the active involvement of faculty and students.

- It provides inputs to the academic council for designing community-based courses.

- Interacts with IIC (Institution Innovation Council) and IUIC (Industry University Interaction Cell) to propose innovative solutions to the community problems.

- Forms student committees for the continuous and focused addressing of specific problems of the community.

- Brings about an attitudinal change in the students and helps them to develop societal consciousness, sensibility, responsibility and accountability.

- Conducts awareness programs in communities regarding digitalization and technology.

- Involves students in social service in orphanages and other areas where manual service is required.

- Prepares students to be active global citizens by engaging them in service activities that enhance the quality of life for both others and themselves.

- Accesses the community partners wishing to engage the student body in public and community service initiatives.

- Brings awareness among the people regarding general issues by maintaining YouTube channels run by the students of the constituent colleges and by using other social media platforms such as Facebook and Twitter.

- Prepares the public to the challenges of the society by motivating them and bringing awareness regarding all the burning issues.

- Analyses the public opinions regarding the strategies used by the colleges and updates them accordingly.

22. CLUSTER UNIVERSITY, KURNOOL BUDGET ESTIMATES FOR FINANCIAL YEARS FROM 2023 TO 2028

BUDGET ESTIMATE FOR PROPOSED TEACHING AND NON-TEACHING STAFF

In Rupees only

SL. No.	GRANT IN AID- SALARIES FOR PROPOSED PERMINENET STAFF	NO. OF POSTS REQUIRED	BUDGET ESTIMATES 2023-24	BUDGET ESTIMATES 2024-25	BUDGET ESTIMATES 2025-26	BUDGET ESTIMATES 2026-27	BUDGET ESTIMATES 2027-28
I	Grants I aid salaries for permanent staff						
	A)Professors (No.)	07	1,69,57,920	1,86,53,712	2,05,19,083	2,25,70,992	2,48,28,091
	B) Asso. Prof (No.)	14	3,09,05,280	3,39,95,808	3,73,95,389	4,11,34,928	4,52,48,421
	C) Asst. Prof. (No)	28	2,71,42,080	2,98,56,288	3,28,41,917	3,61,26,108	3,97,38,719
	To be sanctioned Total	**49**	**7,50,05,280**	**8,25,05,808**	**9,07,56,389**	**9,98,32,028**	**10,98,15,230**
II	Non-Teaching (Equivalent Cadre)						
	A) A.R and above (No)	07	84,42,000	92,86,200	1,02,14,820	1,12,36,302	1,23,59,932
	B) Jr. Asst-Suptd. (No.)	55	3,06,80,513	3,37,48,564	3,71,23,421	4,08,35,763	4,49,19,339
	C) Others (No.)	24	95,54,968	1,05,10,465	1,15,61,511	1,27,17,662	1,39,89,429
	To be sanctioned Total	**86**	**4,86,77,481**	**5,35,45,229**	**5,88,99,752**	**6,47,89,727**	**7,12,68,700**
	Total (I +II) in Rs.		**12,36,82,761**	**13,60,51,037**	**14,96,56,141**	**16,46,21,755**	**18,10,83,930**

Note: Budget estimates according to the present scale of teaching and non-teaching faculty only

(1) Professors: (Pay Scale 144200-2,18,200) (Gross 2,01,880X12X7=1,69,57,920)

(2) Associate Professors: (Pay Scale: 131400-217100) (Gross:1,83,960X12X14=3,09,05,280)

(3) Assistant Professors: (Pay Scale : 57700-1,82,400) (Gross: 80,780X12X28=2,71,42,080)

(4) Finance Officer: (Pay Scale: 79800-2,11,500) (Gross 1,11,720X12X1=13,40,640)

(5) Controller of Examinations: (Pay Scale: 79800-2,11,500) (Gross : 1,11,720X12X1=13,40,640)

(6) Deputy Registrar (Pay Scales: 1, 18500-2,14,100)(Gross: 1,65900X12X1=19,90,800)

(7) Assistant Registrar (Pay Scale: 56,100-1,77,500)(Gross: 78540X12X4=37,69,920)

(8) Superintendent (Pay Scale: 44,570-1, 27,480) (Gross: 60624X12X13=94,57,361)

(9) Senior Assistant (Pay Scale: 37,570-1,09,910)(Gross: 48,382X12X18=1,04,50,512)

(10) Junior Assistant (Pay Scale: 27,500-87480) (Gross: 37,405X12X24=1,07,72,640)

(11) Assistant Librarian (Pay Scale : 57,700-1,82,400)(Gross :80780X12X1=9,69,360)

(12) Technical Assistant: (Pay Scale: 21,200-65,360)(Gross: 28836X12X3=10,38,096)

(13) Office Subordinates: (Pay Scale: 23,120-74,770)(Gross: 31448X12X18=67,92,760)

(10) Drivers (Pay Scales: 23,120-74,770)(Gross: 31448X12X2=7,54,752)

For U.G.C.Employees D.A. is 31% and H.R.A is 9% (Professors, Asso. Professors, Assistant Professors, Finance Officer, controller of Examinations, Deputy Registrar and Assistant Registrars and Assistant Librarian)For State Govt. Employees (D.A. is 20.02% and H.R.A is 16%- (Superintendent, Senior Assistant, Junior Assistant, Technical Assistant, Office Subordinates and Drivers)

23. Cluster University Academic and Administrative Buildings at Jagannadhagattu, Kunrool