



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MATRUSRI ORIENTAL COLLEGE

MAIN ROAD, JILLELLAMUDI
522113

<https://www.mocjillellamudi.ac.in/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Matrusri Oriental College was established on August 6, 1971, in Jillellamudi village with the Divine Blessings of Matrusri Anasuya Devi (Amma, mother of all) under the auspices of Matrusri Vidya Parishad, an extension of Sree Viswajananee Parishat Trust, with the goal of preserving local socio-cultural values and educating the next generation.

Jillellamudi village is situated on the banks of the Omkara River, popularly known as the Nallamada Drain. It is 13 km from Bapatla. Since its establishment, the institution has been an Aided Institute and has offered B.A. (OL) Telugu and B.A. (OL) Sanskrit Programmes through Affiliations with Acharya Nagarjuna University, Guntur and Sri Venkateswara Vedic University, Tirupati. It has also been recognised under 2(f) and 12(b) sections of the UGC Act since 2000 and has received little financial support from the UGC for the purchase of books and sports equipment. The college has a committed faculty and staff, as well as excellent facilities and infrastructure. Matrusri Oriental College is a familiar and distinguished institution in both Telugu States. By offering the community exceptional, value-based education over the past 53 years, the organisation has earned a reputation among the socially and economically underprivileged segments of society.

Cultural Background

With the great blessing of AMMA, The Institution is dedicated to advancing education for the impoverished, who would not otherwise be able to pay for their own education. Education is one of the Parishat's Primary Service Activities. One of its unique aspects is that, since the institution's establishment in 1971, all of the students have received free accommodation, food, healthcare, and general support till the degree programme is finished, whether it be in Telugu or Sanskrit. The public, who consider themselves AMMA devotees or children, provides the necessary resources. Since they preserve and transmit Indian traditional values and the deeply rooted culture of our ancient customary wisdom, the sacred legacy of our nation, the Oriental languages Telugu and Sanskrit are favoured. Thus, in addition to offering modern education, the institute also teaches the revered, long-standing historic legacy of morality and social conventions.

Vision

To serve as the instrument for promoting Sanathana Dharma and upholding Indian Vedic cultural values and heritage while providing the opportunity of education, empowerment, and employment to the needy sections of the rural community.

Mission

- To provide opportunities for equity, equality, and gender equity through quality education integrated with ethics and human values.
- To achieve holistic character development through opportunities for physical, intellectual, emotional, and spiritual development.

- To enhance higher-order thinking skills to make the learners competent and confident contributors in promoting social and cultural heritage.
- To follow sustainable measures and save Mother Nature.
- To keep pace with contemporary developments in technology and integrate them into the teaching and learning process for better global opportunities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The blessings of the mother are the potential strength, and the devotion of the devotees is the backbone of the existence of this institution. It is pegged to cultural heritage and patronised by devoted contributions. It is not based on any socio-cultural categories like caste, creed, or ritual. As such, humanity and humanism are the nucleic forces that have made the institution progress over the past fifty years. It provides free boarding and lodging to all the students under all circumstances.

Very cooperative, helpful, and magnanimous management; highly dedicated potential faculty with a sound research background; and committee-supporting staff put forward the progression of the students in all aspects. Job-oriented add-on and certificate courses, very actively functioning career guidance, and placement cells lead to an excellent success rate in PG entrance examinations as well as university examinations every year.

Completely free attached hostels for boys and girls, a central library in addition to departmental libraries with a rich collection of texts and reference books, and excellent facilities for sports and games help the student community.

The alumni of this institution are its strength, for they contribute to the college's development in many aspects. The stakeholders, locals, look up to the college as it provides quality education with values and a service motto.

Institutional Weakness

Research and innovations using advanced technology in teaching, digitization of libraries, and paperless administration are yet to materialize. Sufficient inclusion of modern technology in the teaching and learning process has to be achieved. Enhanced collaboration with job providers to bridge the gap between academic knowledge and practical skills required by the larger, global job market is to be targeted.

Institutional Opportunity

There is scope for introducing PG programmes for linguistics and other Oriental languages. The scope for establishing a full-fledged research centre with all the modern technologies for the benefit of faculty and students is another opportunity. Once the institution is accredited, chances for raising grants from central and state government funding agencies for the submission of innovative projects on languages and linguistics can be tapped. The importance being given in the NEP 2020 for Indian knowledge systems, culture, and heritage is

a vast opportunity that can be tapped.

Institutional Challenge

As an oriental college, it faces a few challenges that are common for all oriental colleges. The sociocultural perspective on Oriental languages and Oriental culture has totally changed over the past decades. It is considered that the subjects taught in this institution are not basically utilitarian. The teachers must accommodate contemporary and application-driven values in the orthodox system of academic fabric.

The major challenge facing the institution is its survival. The financial challenges and the changing trends towards oriental learning are making the institution 'dispensable' in the present society, where only 'STEM' is the focus. Already, several Oriental colleges have been shut down. Decreasing demand in the student community to join traditional Oriental courses, contrary to the trending science and technological courses with tremendous employment opportunities and growth, is a major challenge to this Oriental College. Implementing and integrating computers and ICT technologies into the curriculum framework is a significant challenge. Preparing students to be a part of globalised resources is also an uphill task in the rural scenario, where all are first-generation learners. However, the institution is determined to overcome the challenges, realise its mission, and contribute to nation-building too.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum of the affiliated universities, Acharya Acharya Nagarjuna University for Telugu and Sri Venkateswara Vedic University for Sanskrit, covers all necessary fields of study with an emphasis on practical skills and moral principles. In order to implement the crucial curricular changes, the majority of the senior staff members of the college serve as chairs or members of the board of studies of the affiliated university. The objectives outlined in the institute's vision and purposes were the driving force behind the creation of the programme outcomes. According to their preferences and the job market, students can now choose from a variety of additional subjects and cluster combinations. The institute offers twenty-six certificate programmes and institutionally tailored add-on programmes to supplement the curriculum and increase students' employment prospects. Each student must complete a two-month Community Service Project (CSP) following their second semester, a two-month internship following their fourth semester, and a six-month internship during their fifth or sixth semesters in order to fulfil the requirements for their courses. Input is gathered, analysed, and used to increase learning effectiveness. The effectiveness of the curriculum and the degree of student satisfaction are assessed based on the feedback.

Teaching-learning and Evaluation

Institutional vision and mission are the guiding principles in teaching and evaluation. Qualified teachers with commitment adopt both conventional methods of teaching as well as student-centric methods of teaching like experiential learning, participatory learning, blended learning, cooperative learning, and technology-integrated teaching and learning through appropriate methods to strengthen the POs and COs. Internship programmes

enhance experiential learning.

Teachers update their skills and knowledge to meet the challenges of 21st century demands through training programmes, workshops, utilisation of library sources, the Internet, etc. Opportunities for self-evaluation, student feedback on teaching, and student exchange programmes are being strengthened. Functional MOUs and knowledge exchange programmes are very helpful to enhance knowledge of the students.

The learners' academic acumen is assessed at the entry level, and support is offered through Addon / Certificate courses to enable them to receive the content comfortably. Advanced learners are given opportunities to enhance their Hypertension Optimal Treatment (HOT) by participating in teaching, self-learning, co-curricular projects, etc. Mentoring and guidance to face the summative assessment are given to all the students. This practice has given us consistently good results.

Evaluation of student learning outcomes is done in a transparent manner. The stakeholders are sufficiently informed in advance through the academic calendar regarding the formal assessment criteria and dates too. A variety of evaluation strategies are implemented to address the various skills. The formative assessment is a 'feed-forward' to the learners as it shows them the areas where they need to improve to fare well in the final summative assessment. Any grievances regarding evaluation, be they internal or from the university, are addressed without delay.

Research, Innovations and Extension

In order to foster a research culture among the faculty, staff, and students, the institution has arranged numerous workshops, conferences, and seminars in addition to maintaining an active research committee. Four of the twelve teaching staff members hold doctorates and have research papers published in reputable publications. The institution encouraged students to create little projects by choosing both curricular and extracurricular subjects to spark their creativity. As a result, we are imparting to the students a unique grasp of the research and observation domains. By visiting historical sites and writing the study report, students become more engaged in the subject matter. The management supported and encouraged the research activities and the publication of high-calibre publications in reputable journals. In order to find solutions to the challenges of the twenty-first century, there is thought to be a possibility of interpreting and analysing our ancient scriptures, epics, and Vedas.

All of the students have plenty of opportunities to participate in service and extension projects because of Jillellamudi's spiritual atmosphere and the numerous cultural festivals that are observed. Both the faculty and the students take part in service learning, environmental conservation campaigns, health and hygiene initiatives, civic engagement campaigns, and education about Indian mythology and culture. These efforts are carried out both individually and institutionally, sometimes in partnership with non-governmental organisations.

As part of the NEP, all UG students must complete one community service task. Memorandums of Understanding are presently in force, and a few of the MoU Institutes have provided technology exchange, internships, job placements, and guest lectures to promote Sanskrit.

Infrastructure and Learning Resources

There are sufficient infrastructure facilities on campus for administrative and academic requirements. Spacious

buildings are available for college, both boys and girls hostels. For the conduct of seminars and conferences, spacious rooms at Tirumala Tirupathi Devasthanam (TTD) Kalyana Mandapam are available. The ultramodern guest house, Annapoornalayam (community dining hall), spacious playground, facilities for indoor games, a health care centre, a digital library, alternative energy sources, CCTV cameras, parking facilities, gosala, a solid waste management unit, rainwater harvesting pits, etc. are available on the campus.

A good collection of textbooks, reference books, journals, e-journals, back volumes, rare books, and periodicals is available at the Library, a learning resource centre, to help staff and students with their academic work. There is a digital classroom and computer learning facility for the students, imparting training in the basics, digital skills, Internet literacy, etc., monitored by the computer faculty. Guest lectures are arranged on various special occasions; alumni interactions are also invaluable learning resources. The daily routine of all the students in an environment of peace, dedication, and harmony teaches them many values of life, which are the foundation of the institutional vision and also the focus of NEP 2020.

Student Support and Progression

The institute has a well-established and effective system for mentoring, student support, a grievance redressal committee, an anti-ragging committee, and cultural and sports committees. These committees are constantly monitored, and timely redress of student grievances is available. The institution supports all qualified students in obtaining scholarships from the government of Andhra Pradesh. The management, alumni, faculty, and magnanimous devotees offer support to the needy in the form of cash or kind. Apart from financial support, students are offered academic support to appear for competitive examinations and seek employment avenues. The Annapoornalayam offers free food four times a day to both students and faculty in a hygienic environment where all are treated with love and affection. There is provision for free medical support through qualified doctors at Matrusri Medical Centre (MMC) for primary health care.

Students are encouraged to realise their potential and participate in several curricular and co-curricular activities at different levels. They are encouraged through various means of appreciation. They are motivated to imbibe the institutional values of harmony, love, sharing and caring, discipline, respect for all religions and humans, empathy, tolerance, etc.

In order to empower students, certificate programmes in soft skills, communication skills, and life skills are offered. Sessions on gender equality, health and hygiene, human rights, and the law are provided to female students. The organisation implemented mandatory community service projects in accordance with the recently implemented national education policy. In order to get ready for entrance exams for jobs and further education, other college students can also get free specialised training.

Special coaching classes are conducted for PG CET examinations every year. A good number of students join PG programmes and teacher training institutes by clearing entrance examinations.

The college involves students in social awareness programmes such as SWACHH BHARATH, HIV/AIDS awareness rallies, and other community-related issues to develop social consciousness, skills, and competencies to foster their holistic development. Meritorious students are nominated as members of various committees and bodies. The alumni take a very active part in all the activities and programmes organised by the college and extend continuous cooperation.

Governance, Leadership and Management

To ensure that the college runs smoothly, the institution has evolved its policies and practices. The institutional vision and mission determine the management strategies, short-term goals, long-term goals, and perspectives of this institution, which is purely for free service to society. Sree Viswajanane Parishat Trust has been providing resources and operating the financial and resource management mechanisms in a structured way since 1971. The governance of the college is well structured. It is democratic, participatory, and transparent. It is hierarchical, with the correspondent at the top with supervisory and regulatory powers. The principal is responsible for effective administration and academic control. Students are also involved in offering support, participating in some committees, and providing feedback on various aspects. The stakeholders are also involved from time to time in modifying the curriculum, providing advice regarding infrastructural developments, etc.

The strategies are designed for progressive development and the optimum utilisation of all available resources, increasing the marginal efficiency of capital and human resources. The IQAS supports the principal in matters of curriculum improvement, teaching-learning strategies' upgradation, research and innovation aspects, students' progression opportunities, etc., as the quality of the institutional practices is based on the visionary management of the core aspects.

Periodic audits of academic activities and financial expenditures are undertaken. The performance of all the faculty members is appraised, and adequate steps for encouraging their progress are undertaken.

Institutional Values and Best Practices

Institutional best practices and values have evolved into recognisable characteristics. To address new national and international challenges, our academic values are intertwined with social consciousness. Our cherished institutional values are universal welfare, fraternity, empathy towards suffering, sharing the given lot with others with due care and concern, and being consistently good always and ever without any expectation or motive. Our institutional values are consistent with the creed and thought of AMMA, that being: universal welfare, fraternity, well-meaning fellowship, and the altruistic good being the driving force. This is the stepping stone for general wellbeing and a value-based society. These values are evident in the institutional best practices.

Two of the best practices that have been consistent, sustainable, and in tune with the institutional vision and mission are in the areas of teaching and learning and holistic development of the girl students in an era where gender equity, equality, and empowerment form the millennial and national goals, as collective progress depends on inclusive growth where no one is left behind.

1. 360-Degree Mentoring: It has consistently yielded 97% results in the summative examinations from students who are all first-generation learners with a pure rural upbringing, different levels of academic

competence, and no access to technology at home.

2. Sthree Sakthi: Gender equity has been one of the institutional values for which the institution has worked continuously, yielding good results. The institutional efforts to motivate and empower women students from rural backgrounds have seen a persistent growth in the number of women students coming forward to study and seek better opportunities through education, right from the beginning. The facilities offered by the institution through free education, a free hostel, food, medical services, and mentoring have enabled girl students to come out with flying colours and stand out as confident contributors to national progress.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MATRUSRI ORIENTAL COLLEGE
Address	Main Road, Jillellamudi
City	JILLELLAMUDI
State	Andhra Pradesh
Pin	522113
Website	https://www.mocjillellamudi.ac.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	A V N G Hanumath Prasad	08643-227377	9440954934	-	moc.jillellamudi@gmail.com
IQAC / CIQA coordinator	V Pavani	08643-227324	9494440844	-	moc.iqac@gmail.com

Status of the Institution	
Institution Status	Government and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Andhra Pradesh	Acharya Nagarjuna University	View Document
Andhra Pradesh	Sri Venkateswara Vedic University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	07-04-2000	View Document
12B of UGC	07-04-2000	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Main Road, Jillellamudi	Rural	3.43	3892.14

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Telugu,OL	60	SSC	Telugu	40	20
UG	BA,Sanskrit,OL	60	SSC	Sanskrit	20	14

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	2	3	0	5
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	6	1	0	7
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	3	0	5
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	2	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	3		1		4

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	28	0	0	0	28
	Female	90	1	0	0	91
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	5	4	4
	Female	10	15	15	13
	Others	0	0	0	0
ST	Male	2	2	2	1
	Female	5	4	2	5
	Others	0	0	0	0
OBC	Male	16	21	32	34
	Female	61	60	62	71
	Others	0	0	0	0
General	Male	11	12	8	12
	Female	17	27	29	32
	Others	0	0	0	0
Others	Male	0	0	0	1
	Female	0	0	0	1
	Others	0	0	0	0
Total		127	146	154	174

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Matrusri Oriental College is functioning with two UG programs viz., B.A (OL) Telugu under the affiliation of Acharya Nagarjuna University, Guntur, and B.A (OL) Sanskrit under the affiliation of Sri Venkateswara Vedic University, Tirupati. As an affiliated college, it must follow the curriculum designed by Andhra Pradesh State Council of Higher Education (APSCHE) with the approval of the BOS committee of the university. There is no scope for the college to offer a flexible and innovative Curriculum. However, all the faculty members of the college have attended several awareness programs on NEP 2020 and thoroughly understood the concepts of holistic and multidisciplinary education. College is gearing</p>
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	up to implement all the structural changes in curriculum as per the guidelines of APSCHE from the academic year 2023-24. Both the affiliating universities are working on multiple entry and existence of students at the end of 1st, 2nd and 3rd years of the UG Programme and expected to be finalized shortly.
2. Academic bank of credits (ABC):	Affiliating University has initiated Digi Locker facility for all the students. College has created awareness to all the students on Digi Locker Facility and the Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum.
3. Skill development:	Skill Development Courses have been introduced as per the recommendations of affiliating university with a special focus.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Matrusri Oriental College is one of the oldest Oriental Colleges in the state dedicated to preserving and promoting. Indian languages (Telugu, Sanskrit) Indian ancient and traditional Knowledge. Indian Arts Indian culture and traditions Entire teaching and learning process takes place in Telugu and Sanskrit only for all the years of study.
5. Focus on Outcome based education (OBE):	Course Outcomes and Programme outcomes are clearly stated for all the programs and courses offered by the college and are displayed on the website. Attainment of POs and COs are also evaluated for every graduated batch.
6. Distance education/online education:	In the capacity of one of the affiliated colleges to the university, there is no scope to offer distance education and online education programs on its own.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) was started by the college with a set of goals. The club has conducted successful awareness programs.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs	The college has started the Electoral Literacy Club (ELC) with a Senior Lecturer as a Co-Ordinator, two other lecturers and three students from final year.

<p>are representative in character?</p>	<p>Senior Staff Member Sri. G Rambabu Lecturer in History, appointed as the club's Co-Ordinator and two more staff members. The club has organized Voter registration process, Form-6 application and online voter registration and an awareness programs to students and community members on electoral process, voting right and civic responsibilities.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The programs which are organized by MOC to make students and villagers aware and informed ethical voting.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Institutional Volunteers and ELC members from the college have visited the neighborhood to conduct awareness of the value of voting in a democratic society.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The primary goal of the college ELC is to register all eligible students who have reached the age of 18 as voters.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
127	146	154	174	170
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 24

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
70.58	26.53	40.33	110.6	15.8
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Matrusri Oriental College has a well-designed and well-planned curriculum. The college is affiliated with Acharya Nagarjuna University and Sri Venkateswara Vedic University. The college delivers the core of knowledge as per the instructions of the Board of Studies.

The college, at the same time, has two options: one to adopt mandatory methods and the other to opt for student-centric courses, which concentrate more on application. As such, both are included in the curriculum planning. The core of the curriculum is not disturbed, and it is totally adopted as per the university instructions. On the other hand, some courses, like add-on courses, certificate courses, and programmes, are included in the curriculum without disturbing the university timetable. Thus, curriculum planning is satisfying teaching or instruction, examining, improving, and conducting final examinations.

In this process, the delivery of the subject is carried out using the timetable and academic calendar. The timetable is microscopic in nature; the academic calendar covers the total action plan for an academic year. The timetable is prepared by distributing the total workload of each class among the available lecturers based on their specialisation and experience. The timetable is basically need-based and covers academic needs within a time schedule. It provides scope for study hours, extra-curricular activities, and co-curricular activities. This dimension provides scope for academic flexibility for the students.

The Academic Calendar is a wider program. It includes the holidays and examination schedule as well. The academic calendar forms the fabric of the work structure. Special attention is provided with scope for attending student grievances. Basically, the academic calendar is the basis on which the university supplies an action plan, and minor changes are made to suit the local conditions and faculty and student requirements for academic updates.

As per the schedule prescribed by the affiliating universities in the academic calendar of 2018–19 to 2020–21, one midterm exam was conducted. After the 2021–22 academic year onwards, two midterm examinations are conducted for 15 marks each, and whichever gets more marks out of two will be taken. Valued answer scripts are given to students for personal verification and record grievances if any are raised by the students. Marks are uploaded to the university portal only when all student complaints have been addressed.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 26

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 73.15

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
114	137	0	170	143

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Matrusri Oriental College has adeptly woven critical themes such as professional ethics, gender sensitivity, human values, environmental consciousness, and sustainability into its curriculum framework. This innovative approach is particularly evident in the course offerings, which aim to enlighten students about common ethical principles and human values through the study of literature. The curriculum does not shy away from exploring the moral implications of human actions on environmental issues, with a specific course in the Second B.A. Sanskrit program dedicated to environmental science, highlighting the institution's commitment to integrating theoretical knowledge with pressing global concerns.

Furthermore, the curriculum is enriched with skill-oriented papers, including public relations, journalistic reporting, health, and hygiene. These subjects are designed to heighten student awareness about the significance of active participation in democracy, emphasizing the youth's pivotal role in enhancing rural healthcare infrastructures. Such courses not only equip students with practical skills but also foster a sense of social responsibility and community engagement.

To foster an environment conducive to high-quality research, Matrusri Oriental College regularly organizes guest lectures on professional ethics and Intellectual Property Rights (IPR). These sessions aim to broaden students' understanding of ethical practices within their professional and academic endeavors, encouraging them to adhere to high standards of integrity and respect for intellectual property.

An integral part of the college's pedagogical approach is the implementation of community survey programs. These mandatory initiatives are instrumental in exposing students to the realities of rural life, enabling them to develop a profound understanding of local challenges and opportunities. Through direct involvement in these surveys, students are encouraged to apply their knowledge and skills in meaningful ways, contributing to community development and gaining valuable insights into the dynamics of rural environments.

Moreover, the college's long-term internship program, which has been in place for the past two academic years, plays a crucial role in student development. This program offers students the chance to immerse themselves in professional settings, thereby enhancing their personal growth, awareness of human values, and understanding of professional ethics. The internships serve as a platform for students to apply theoretical knowledge in real-world scenarios, fostering personal enlightenment and preparing them for their future careers.

In summary, Matrusri Oriental College's curriculum is a testament to its commitment to holistic education, seamlessly integrating academic rigor with ethical, environmental, and social awareness. By offering courses that address crucial cross-cutting issues, facilitating community engagement through survey programs, and providing practical experience through internships, the college ensures that its students are well-equipped to meet the challenges of the modern world with empathy, integrity, and a deep sense of responsibility. This comprehensive educational approach not only prepares students for their professional lives but also instills in them the values necessary to contribute positively to society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 40.94

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 52

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 61.33

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
28	35	35	44	42

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	60

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 66.67

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
21	24	23	29	23

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
36	36	36	36	36

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 10.58

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institution has implemented a variety of contemporary and innovative teaching methods focused on students, enhancing the effectiveness and engagement of both teaching and learning. It offers a range of short-term programs aimed at enhancing students' soft skills, language and communication abilities, life skills, and computing proficiency. These programs are particularly beneficial for students engaging in academic competitions, making the learning experience significantly more engaging. The college prioritizes the personal, intellectual, and professional growth of its students through these student-oriented approaches.

Experiential Learning Enhancements:

- **Computer Skills Development:** Certificate and diploma courses in computing significantly bolster students' DTP, programming, and internet capabilities.
- **Field Trips:** Organized by the institution, these trips offer invaluable experiential learning opportunities, enhancing students' abilities in report writing.
- **Guest Lectures:** Sessions conducted by esteemed academicians enrich the students' knowledge base and facilitate expertise sharing.
- **Internships:** These programs offer practical experience in real-world scenarios, bridging the gap between academic learning and professional application.
- **Career Counseling:** Sessions aimed at providing career guidance, resume-building advice, and interview techniques.
- **Community Service:** Projects designed to foster social responsibility among students.

Participative Learning Initiatives:

- **Seminars:** Student-led seminars organized by various departments help in deepening subject matter understanding, boosting self-confidence, and honing expression skills.
- **Debates and Discussions:** Engaging in debates and group discussions enhances students' creative thinking and expressive abilities.
- **Quizzes:** Participation in quiz contests sharpens students' quick-thinking and spontaneity.
- **Extension Activities:** Encourages a commitment to social responsibility and nurtures a positive attitude towards community service.

ICT-Enabled Teaching:

During the COVID-19 pandemic, the institution swiftly adapted to online teaching modalities, utilizing platforms such as Zoom and Google Meet to ensure uninterrupted learning.

Project-Based Learning:

- The Matrusri Digital Center (MDC) focuses on creating digital archives dedicated to 'AMMA' and involves advanced learners from Matrusri Oriental College in projects such as DTP in Telugu, audio transcribing, proofreading, and research on AMMA's life and teachings using the archive's search engine. Training in audio, video, and photography is also provided.
- Successful completion of these projects equips students with skills making them proficient in DTP operations, content writing, research, and digital media production.

Through these innovative educational strategies, the institution not only fosters a rich learning environment but also prepares students for future challenges and opportunities. By integrating experiential and participative learning with technological advancements, it ensures a comprehensive educational experience that is both modern and effective. This holistic approach encourages students to develop a wide range of skills and competencies, setting a strong foundation for their academic and professional futures.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality**2.4.1****Percentage of full-time teachers against sanctioned posts during the last five years**

Response: 100

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 60

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	10	8

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The college has established a clear and transparent process for conducting both internal and external assessments. To oversee this crucial aspect of academic life, a dedicated committee has been set up. This committee's role is multifaceted, encompassing the guidance, coordination, and supervision of all faculty members involved in delivering the educational programs offered by the college. A key focus of this approach is to ensure transparency throughout the assessment process. This is achieved by proactively

engaging with all stakeholders, including students, to ensure they are fully informed about the assessment methodologies, the schedule of internal examinations, and other related procedures.

Efforts are made to ensure that all involved parties, especially the students, are well-aware of the assessment criteria and schedules through various communication channels. This includes oral briefings as well as written communications, such as circulars. Additionally, the college takes proactive steps to support students who may need extra assistance. Special attention is given to students who are identified as slow learners, with the aim of enhancing their academic skills, verbal communication, and other relevant competencies.

The scheduling of midterm examinations is closely aligned with the university's calendar, ensuring that internal assessment marks are promptly submitted to the respective universities. This systematic approach to examinations and assessments underscores the college's commitment to maintaining academic rigor and integrity.

Furthermore, the college recognizes the importance of addressing any concerns or issues that may arise during the academic journey. To this end, a grievance redressal committee has been instituted. This committee convenes regularly to address a wide range of concerns, including but not limited to, queries regarding the internal evaluation process, teaching methodologies, the effectiveness of outcome-based learning, and the timely issuance of marks and certificates by universities.

The grievance redressal process is designed to be efficient and responsive, ensuring that all stakeholders receive timely feedback and resolutions to their concerns. Although the time required to address a grievance may vary depending on the complexity of the issue, the committee is committed to providing time-bound solutions to ensure that the academic and administrative processes run smoothly and without unnecessary delays.

In summary, the college's approach to assessment and grievance redressal is characterized by a strong emphasis on transparency, communication, and support for students. By implementing these mechanisms, the college aims to foster an academic environment that is not only rigorous and fair but also responsive to the needs and concerns of its students and other stakeholders. Through these efforts, the college strives to maintain high standards of academic excellence and integrity, ensuring that all students have the opportunity to succeed and achieve their educational goals.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Acharya Nagarjuna University has meticulously crafted and implemented Programme Outcomes (POs) and Course Outcomes (COs) for its Telugu programme, aligning them with the evolving demands of the academic environment. Similarly, for the Sanskrit department, the institution has developed POs and COs that mirror a commitment to efficiency and relevance. These outcomes are achieved through diligent planning, continuous evaluation, the adoption of student-centric learning methodologies, and the incorporation of experiential learning techniques. The initiative ensures that both students and educators are fully aware of the expected results and the methods employed to achieve them, thus fostering a culture of transparency and goal-oriented learning.

The establishment of COs and POs is integral to the institution's annual academic and pedagogical frameworks. Each department within the university undertakes the responsibility to formulate actionable strategies, ensuring that every student can engage with the POs and COs. This approach not only facilitates access to the defined outcomes but also focuses on equipping learners with a comprehensive skill set that includes effective communication, analytical reasoning, problem-solving capabilities, proficiency in presentation, technical acumen, life skills, and ethical understanding.

The essence of Outcome-Based Education (OBE) is underscored through this process, highlighting the emphasis on the competencies and knowledge a student is expected to possess upon completing their course. POs and COs are elevated within this educational model to reflect the specific abilities and learning depth students are expected to achieve by the time of their graduation. These outcomes are formulated through a consultative process involving various stakeholders, with a clear focus on aligning with the desired graduate attributes. Course outcomes provide a clear, direct articulation of the critical disciplinary knowledge and skills that students are expected to master, as well as the expected level of learning upon course completion.

To ensure wide accessibility and understanding of these outcomes, the university has made POs and COs readily available through its website and library resources. Additionally, the faculty is regularly informed about these outcomes during meetings of the Academic Staff Council and the Internal Quality Assurance Cell (IQAC), reinforcing the commitment to achieving these educational goals.

In conclusion, Acharya Nagarjuna University's approach to integrating POs and COs into its academic fabric demonstrates a forward-thinking and holistic educational strategy. By combining rigorous planning, continuous assessment, and innovative teaching methodologies, the institution aims to furnish its students with the necessary skills and knowledge to thrive in their respective fields. This comprehensive framework not only ensures the attainment of academic and professional competencies but also prepares students for the challenges and opportunities of the modern world.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Programme outcomes (POs) and programme-specific outcomes (PSOs) represent essential competencies and qualities that students are expected to acquire by the end of their academic programs. These outcomes are crucial benchmarks for assessing the effectiveness of the curriculum and the overall educational process. To ensure that graduates meet these predetermined standards, an assessment of POs is conducted at the conclusion of each academic program, which relies on the attainment levels of course outcomes (COs) across all components of the curriculum.

The establishment of POs is guided by comprehensive learning outcomes guidelines, ensuring that each academic program aims to impart a specific set of skills and knowledge to its students. Within this framework, every course within a program is designed with a clear set of COs, alongside specific criteria for evaluating the achievement of these outcomes. This meticulous approach facilitates a structured assessment process, where the achievement of COs directly contributes to the attainment of the overarching POs.

The process of mapping COs to POs is a critical step in quantifying the degree to which the program outcomes are being met. This mapping enables educators to align the specific learning objectives of each course with the broader educational goals of the program. Through this alignment, the attainment of COs can be systematically measured against the program's predefined targets, providing a clear metric for evaluating program effectiveness.

In each course, educators assess the level to which each CO has been achieved and compare these results against the set targets. This comparison helps in identifying areas of strength and opportunities for improvement within the curriculum. The calculated CO attainment levels are then used in conjunction with the CO-PO mapping to determine the overall achievement of POs for a given batch of graduates.

For the academic year 2022-2023, this structured assessment process was applied to the outgoing batches of B.A. (OL) in Telugu and B.A. (OL) in Sanskrit. By meticulously evaluating the attainment of COs in each course and mapping these outcomes to the program's POs, educators were able to quantitatively assess the extent to which the graduating students met the established educational objectives.

This comprehensive assessment methodology not only provides a quantitative measure of educational achievement but also offers valuable insights into the effectiveness of the curriculum design and teaching methods. By identifying the specific areas where outcomes are either met or fall short, educators can make informed decisions about necessary curriculum adjustments, teaching strategies, and resource allocations to enhance the overall quality of education and ensure that graduates are well-equipped with the requisite knowledge and skills to succeed in their future endeavors.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 98.54

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
26	24	31	30	24

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
27	24	31	30	25

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Matrusri Oriental College has a lot of scope for creating an ecosystem for innovation. In order to foster a research culture among the faculty and students, the institution has arranged numerous workshops, conferences, and seminars in addition to maintaining an active research committee. Four of the twelve teaching staff members hold doctorates and have research papers published in reputable journals. The institution encouraged students to create little projects by choosing both curricular and extracurricular subjects to spark their creativity. As a result, we are imparting to the students a unique grasp of the research and observation domains. By visiting historical sites and writing the study report, students become more engaged in the subject matter. The management supported and encouraged the research activities and the publication of high-calibre publications in reputable journals. In order to find solutions to the challenges of the twenty-first century, there is thought to be a possibility of interpreting and analysing our ancient scriptures, epics, and Vedas.

All of the students have plenty of opportunities to participate in service and extension projects because of Jillellamudi's spiritual atmosphere and the numerous cultural festivals that are observed. Both the faculty

and the students take part in service learning, environmental conservation campaigns, health and hygiene initiatives, civic engagement campaigns, and education about Indian mythology and culture. These efforts are carried out both individually and institutionally, sometimes in partnership with non-governmental organisations.

All UG students in Andhra Pradesh who receive admission are required to complete two months of community service project (CSP) following the second semester, two months of internship following the fourth semester, and six months of internship during the fifth or sixth semester as part of the new education policy and mandate with effect from the academic year 2020–21. More than twenty functional Memoranda of Understandings and a few of the MoU Institutes have provided technology exchange, internships, job placements, and guest lectures to promote Sanskrit.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 0

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.46**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	6	3

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

Over 90% of students enrolled at the college hail from rural regions marked by economic challenges,

providing them with firsthand insight into the socio-economic issues faced by underprivileged communities. This exposure is further enhanced through the college's extension activities, designed to promote comprehensive personal growth among its students.

The college's volunteers play a crucial role in spearheading community development initiatives. They organize awareness campaigns on critical social issues, including literacy, road safety, digital financial transactions, HIV/AIDS prevention, open defecation free (ODF) initiatives, environmental cleanliness, anti-plastic measures, and tree planting efforts. These programs are aimed at benefiting the community at large.

The Swachh Bharat Abhiyan, in particular, has been instrumental in fostering a sense of responsibility towards civic duties among students. They are notably active in medical camps organized by the SVJP Trust, offering commendable services to patients. Additionally, yoga and meditation practices on campus and in the women's hostels contribute to mental well-being, enhancing focus and relaxation.

Community Impact on Cleanliness: Through their involvement in Swachh Bharat activities, students have significantly raised awareness about cleanliness and its impact on health. They have utilized various methods, such as slogans, pamphlets, public meetings, and cleanliness drives, to educate the community on pollution and plastic usage's detrimental effects. Their efforts have motivated the community to adopt better sanitation practices, reduce plastic use, and improve overall cleanliness.

Impact on Environmental Sustainability: The students have also played a pivotal role in promoting environmental sustainability, particularly in the use of eco-friendly materials during festivals. They have advocated for the use of clay idols instead of those made from plaster of Paris, highlighting the environmental benefits. This initiative has led to a noticeable shift in the community, with an increased number of households opting for clay idols during celebratory events.

Enhancing Civic Responsibility: Further, the students have engaged in educating the community about their civic duties within the framework of Indian democracy. Through the use of slogans and posters, they have emphasized the importance of voting, combating corruption, opposing child labor, promoting education, and encouraging proactive engagement with government authorities. These efforts have aimed at nurturing a culture of responsible citizenship.

These community engagement activities have had a profound effect on the students themselves. Through their interactions with diverse groups and situations, they have honed vital life skills such as interpersonal communication, persuasive abilities, and self-confidence rooted in knowledge. This multifaceted development prepares them not only to be effective community leaders but also to excel in various aspects of their personal and professional lives.

File Description	Document
Upload Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government

recognised bodies**Response:**

The institution has been honored with a series of appreciation letters from both village sarpanches and temple administrative authorities, recognizing the exceptional extension activities conducted by its students. These activities, deeply integrated into the educational framework, extend learning beyond traditional classroom boundaries, directly benefiting local communities.

Students have embarked on various initiatives, tailored to meet the specific needs of the villages and temple communities they serve. These range from educational programs aimed at improving literacy rates among children and adults, to health camps that offer basic medical services and raise health awareness. Environmental sustainability efforts, such as tree planting and the cleaning of public spaces, have also been significant, promoting ecological awareness and fostering a sense of stewardship within the community.

The appreciation expressed in the letters not only acknowledges the tangible improvements brought about by these activities, such as the revitalization of community facilities and the promotion of health and wellness but also highlights the cultural impact. Students have been instrumental in preserving and celebrating local traditions through the restoration of temple murals and the organization of cultural festivals, thereby enriching the community's cultural heritage.

These accolades from village and temple leaders underline the successful integration of academic learning with real-world applications, showcasing the institution's commitment to social responsibility and community engagement. The impact of these activities is profound, enhancing the quality of life for community members and fostering a collaborative spirit between the students and those they serve.

This recognition serves as a testament to the value of the institution's extension programs, motivating faculty and students alike to continue their efforts with even greater dedication. It reaffirms the importance of educational institutions in driving social change and highlights the powerful role of students in contributing to community development.

In summary, the letters of appreciation from village sarpanches and temple administrative authorities are a reflection of the significant and positive impact the institution's students have made through their varied extension activities. These initiatives not only contribute to the betterment of local communities but also embody the spirit of learning, service, and cultural preservation, underscoring the essential connection between education and societal progress.

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 27**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	3	2	5

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration**3.5.1**

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 21

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The administration of the college has been notably supportive, allocating funds generously for the construction of essential infrastructure and amenities. This includes buildings, furniture, computer systems, internet facilities and more, ensuring a comprehensive and conducive environment for both academic and administrative activities. Spanning 1.9 acres, the college property not only accommodates current needs but also promises room for future expansion, reflecting the institution's vision for growth and evolution.

The campus is well-equipped, featuring substantial buildings that serve various purposes, from academic departments to residential accommodations for students. There are separate hostels for girls and boys, ensuring comfortable living spaces that support students' academic pursuits. For organizing seminars and conferences, the college has access to large halls at the Tirumala Tirupathi Devasthanam (TTD) Kalyana Mandapam, a facility that enhances the institution's capacity to host significant academic and extracurricular gatherings.

In terms of amenities, the campus is nothing short of impressive. A modern guest house provides lodging for visiting faculty and guests, while the Annapoornalayam community dining hall caters to the nutritional needs of students and staff with a variety of healthy meals. The digital classroom and a computer center equipped with 26 computers, LCD projectors, printers, and an uninterrupted power supply support a modern teaching and learning environment. Reprographic facilities further facilitate the academic process, making study materials easily accessible.

the central library, with its extensive collection of textbooks, alongside departmental libraries, serve as key resources for research and study. For recreation and physical activities, there is a large playground, indoor game facilities, and a gymnasium, ensuring students have ample opportunities for physical fitness and leisure. The healthcare center on campus provides medical services, contributing to the overall wellbeing of the campus community.

Sustainability and safety are also prioritized, with alternative energy sources, CCTV cameras, parking facilities, a gosala for promoting biodiversity, a solid waste management unit for environmental conservation, and rainwater harvesting pits to ensure water sustainability. These features underscore the institution's commitment to creating a safe, sustainable, and supportive environment for all its members.

The physical infrastructure is detailed as follows: The campus houses

- Classrooms - 10
- Principal's Chamber
- Seminar Hall
- Office Room
- Library
- Computer Lab
- Gymnasium
- Sports Room
- Three Departments
- Residential facilities include 23 rooms in the girls' hostel & 20 rooms in the boys' hostel.
- The campus is also equipped with 13 toilets and 3 restrooms, providing adequate sanitation facilities.
- The inclusion of a playground emphasizes the importance of physical activities in the holistic development of students.

In summary, the college's infrastructure and amenities reflect a thoughtful integration of academic, residential, and recreational facilities, designed to support and enrich the educational journey of its students. The administration's proactive approach in providing these facilities underscores its commitment to excellence in education, student welfare, and sustainable campus development.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 93.95

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
69.17	23.29	38.6	104.83	11.99

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

College has a good old spacious central Library – A Learning Resource Centre with large collection of Text Books, Reference Books, Journals, Books on Puranas, Ithihasas, Periodicals and Books for Competitive Examinations. They Vision and Mission of the institute is successfully realized through the Library by providing Information Services and access to Print and E- resources in a comfortable environment to the Students, Staff Members and Devotees.

The College Library offers open access facility to the Faculty and Students.

USERS

Matrusri Oriental College offers two courses BA (OL) SANSKRIT and BA (OL) Telugu. The college has five departments - Sanskrit, Telugu, English, History and Computers. The College has 12 teaching staff and around 150 students. Girl students outnumber the boys - Girls over 100 and Boys about 50.

Library is kept open between 09.00 am to 06.00 pm on all working days.

COLLECTION

5742 Volumes covering various subjects.

Breakup of the Collection

Main Library: 4635 including Textbook Collection

UGC Collection: 667

Departmental Libraries: 191

Reference: 103

AMMA'S Literature: 146

Classification: The collection has been classified designing a special scheme.

It has 36 Subject Headings (SH – 1 to SH – 36) suited to the Core Collection of the Library.

Cataloguing: Catalogue has been compiled for entire collection of 5742 vols on Excel using various fields for

1. Author
2. Title
3. Publisher
4. Date of Publication etc. - To facilitate easy retrieval.

Support for Optimal USE

There is no restriction on the number of Books issued either for Teachers or Students. However, there is a time limit of one month from the date of issue. The facility to renew books is possible by physically presenting the book at the Service desk. During leisure hours declared in the time table or when the classes are cancelled due to non-availability of the teacher, students have the option either to go to the Computer Lab or Visit the Library.

In addition to the central Library, there is a separate section for UGC collection and the Departments maintain Departmental Libraries

Subscriptions

DAILIES

- The Hindu (English),
- Andhra Jyothi (Telugu)
- Eenadu (Telugu)
- Sakshi (Telugu)

PERIODICALS

- Darshanam (Monthly)
- Viswajanane (Monthly)
- Saptagiri (Monthly)
- Sambhashana Sandesaha

MAGAZINES

- Vijetha Competitions
- Shine India (Monthly)
- Bhakti Patrika (Monthly)
- Vivek Patrika (Monthly)
- Yojana – Telugu (Monthly)
- Yojana – English (Monthly)
- Sanathana Saradhi (Monthly)

SYSTEMS AND INTERNET

- Two Desktop Systems
- One Printer
- Internet
- Xerox Machine

LIBRARY ACTIVITIES

- Readers Orientation Programmes are conducted for promotion of Library usage and encouraging the habit of reading.
- The Book Exhibition of UGC Collection was organized during 24th, 26th & 27th September 2023. The response of students was very encouraging. There were several requests from students to add Titles of their choice to the main library collection.

Library Statistics on Issue of Books

Academic Year 2018 -19	209
Academic Year 2019 - 20	334
Academic Year 2020 - 21	147
Academic Year 2021 - 22	253
Academic Year 2022 - 23	519
Total No. of Issues	1462

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The educational institution has been actively updating its Information and Communications Technology (ICT) infrastructure to better accommodate student requirements. Key initiatives towards this goal include acquiring state-of-the-art computer hardware, upgrading internet connectivity to high-speed tiers, creating digital and virtual classroom environments, and blending traditional in-person teaching methods with online learning platforms.

The evolution of internet bandwidth within the institution is noteworthy. From a modest 20 MBPS up until the 2016-17 academic year, the capacity was increased to 30 MBPS in 2017-18. Presently, the institution boasts an impressive 200 MBPS internet connection. This substantial enhancement facilitates smoother, more efficient online learning experiences and resource access for both students and faculty. The current infrastructure includes a digital classroom equipped with a computer center housing 25 computers, LCD projectors, printers, facilities for uninterrupted power supply, and reprographic services. Additionally, an advanced digital library is available to cater to the research and learning needs of the students and faculty alike.

Communication regarding administrative and operational aspects such as budgeting, introduction of new academic courses, and staff management (encompassing postings, transfers, depositions, approval of extra increments, confirmation of service records, management of extended leaves, and retirement benefits) as well as student-centric activities (including the induction program, Continuous Internal Evaluation (CIE), skill development courses, coordination of placement drives, training sessions, and internships) is exclusively conducted through the e-office platform. This digital channel of communication ensures streamlined, efficient handling of affairs, mandating that any matters not routed through this platform will not be reviewed by the administrative office. Furthermore, to enhance the administrative efficiency and transparency, the institution has adopted a facial recognition system (FRS) mobile application equipped with Geographical Information System (GIS) tagging for recording staff attendance daily, a move initiated by the Andhra Pradesh government.

Moreover, the Commissioner of Collegiate Education in Andhra Pradesh has rolled out the I-Map system, an innovative tool designed to monitor and manage internships comprehensively. This system tracks internship placements, facilitates connections between students and their mentors, and engages with employers, ensuring a well-rounded and practical learning experience for students. This initiative underscores the institution's commitment to integrating technology not just in educational delivery but also in administrative efficiency and oversight.

In sum, the institution's progressive approach to leveraging technology in education has not only enhanced the learning environment but also streamlined administrative processes. By investing in high-quality ICT infrastructure, including fast internet, digital classrooms, and modern computer equipment, and by adopting digital platforms for administration and communication, the institution is well-positioned to provide a conducive learning environment that meets the evolving needs of its students and staff. Through these efforts, the institution aims to foster a more engaging, efficient, and effective educational experience, preparing students for success in the digital age.

File Description	Document
Upload Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 4.88**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 26

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 3.06**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.91	1.75	0.80	3.06	1.56

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 81.58

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
111	128	117	121	152

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 43.84

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
77	78	0	94	89

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 57.25

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	13	20	18

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
27	24	31	31	25

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 12

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at

national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	0	9	2

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 8.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	0	12	10

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The Sree Viswajanani Parishat Trust (SVIP Trust), under the spiritual guidance of AMMA, has evolved into a beacon of hope and education for many, especially those hailing from underprivileged backgrounds. Central to this noble mission is the Matrusri Oriental College, a distinguished institution established on August 6, 1971, with AMMA's blessings. AMMA's vision was clear and profound: to make education accessible to all, irrespective of their social and economic standing, while also preserving and promoting the richness of ancient languages and traditions. This vision was embodied in the college's steadfast commitment to offering comprehensive courses in arts, sciences, alongside a special emphasis on Sanskrit and other classical languages, reflecting AMMA's deep respect for cultural heritage.

In line with AMMA's directives, Matrusri Oriental College upholds a remarkable policy of not charging any tuition fees from its students. This exceptional approach extends to providing free meals, accommodation with separate dormitories for male and female students, and healthcare throughout their educational journey. The college now offers BA (O.L.) degrees in TELUGU and SANSKRIT as part of an integrated five-year degree program, a testament to its evolving curriculum aimed at fostering deep academic and cultural insights.

Over the past 52 years, under the guidance of dedicated faculty and disciplined students, the college has seen remarkable progress and achievements. Its alumni, many of whom occupy prestigious positions across various sectors, look back at their alma mater with immense gratitude and pride. Their time at Matrusri Oriental College, enriched by AMMA's teachings and the institution's holistic education model, has been transformative, instilling in them values of service, excellence, and compassion.

In a spirited demonstration of their appreciation and loyalty, alumni have been actively contributing to the college and the broader SVIP Trust in numerous ways. Their contributions range from the donation of furniture and equipment to enhance the campus facilities, to financial support for hosting diverse events and festivals. Notably, alumni have been instrumental in significant development projects, including the construction of the Girls Hostel, which stands as a symbol of their commitment to giving back to the institution that shaped their lives.

Moreover, alumni involvement extends to academic support through the donation of books and stationery to students in need, thereby ensuring that financial constraints do not hinder anyone's educational aspirations. They also play a crucial role in encouraging new admissions, thereby expanding the college community and its impact. Perhaps most importantly, scholarships funded by alumni have opened doors for talented students, enabling them to pursue their studies and realize their potential without the burden of financial strain.

The collective efforts of Matrusri Oriental College's alumni not only underscore their deep-seated gratitude towards AMMA and the institution but also exemplify a thriving culture of philanthropy and community support. Their ongoing engagement and contributions are vital in sustaining and advancing the college's mission, ensuring that it continues to serve as a pillar of learning, culture, and social upliftment for generations to come.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The vision of our institution is to be a beacon of Sanathana Dharma, preserving and promoting the rich Vedic culture and heritage of India, while also focusing on the educational, empowerment, and employment needs of the rural community's underprivileged sections.

Our mission encompasses several core objectives:

1. We aim to foster equity, equality, and gender equity by providing education that is not only of high quality but also deeply integrated with ethics and human values. This approach ensures that our students not only excel academically but also grow into morally upright individuals.
2. We are committed to the holistic development of our students. This involves nurturing their physical, intellectual, emotional, and spiritual facets to shape well-rounded characters who are ready to contribute positively to society and uphold our cultural heritage.
3. We strive to cultivate higher order thinking skills among our learners. By doing so, we prepare them to be competent and confident individuals, capable of making significant contributions to the preservation and promotion of our social and cultural heritage.
4. Environmental sustainability is at the heart of our operations. We are dedicated to implementing sustainable practices to protect and preserve Mother Nature for future generations.
5. Keeping abreast of contemporary developments in technology and integrating these advancements into our teaching-learning process is a priority. This ensures that our students are well-equipped to seize global opportunities, enhancing their employability and ability to contribute to the global community.

Founded in 1971 by the SVJP Trust in a remote rural area, our institution has been steadfast in its commitment to offering higher education in the oriental languages of Sanskrit and Telugu, with a special emphasis on fostering universal brotherhood. Education at our college is entirely free, reflecting our dedication to making learning accessible to all, irrespective of their economic background.

Since its inception, the institution has provided hostel facilities, offering food and accommodation to economically disadvantaged students. This initiative aligns with the SVJP Trust and AMMA's principle of "Neekunnadi Trupthiga Tini Itharulaku Aadaramga Pettuko," emphasizing the importance of sharing and support.

All enrolled students benefit from government scholarships, which cover their fees and maintenance costs. These funds are directly deposited into the students' accounts, ensuring transparency and ease of access to financial support.

For over half a century, our institution has upheld the highest standards in both academic and administrative spheres. The governance of the college is characterized by the active involvement of various statutory bodies and committees, including the Governing Body of the Trust, the Academic Staff Council, and Advisory Committees for different departments and activities. These bodies play a crucial role in shaping policies and development plans, ensuring their effective implementation.

Looking forward, we are focused on establishing a comprehensive post-graduation center with research facilities in oriental languages and introducing new job-oriented courses. These initiatives are part of our ongoing effort to expand our educational offerings, providing our students with more opportunities for personal and professional growth.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The policy of the college is that the entire functioning and governance of the institution must be down through participative and collective responsibility of the stake holders meeting are convened with the faculty, students, alumni, parents, and students in regular intervals to finalize the activities and steps to be taken for the development of the College.

Committees constituted for the effective functioning of the college

- Academic Staff Council
- Admissions committee
- General discipline committee
- Examination committee
- Library Advisory committee
- Cultural and Sports committee
- Anti-ragging committee
- Grievance redressal committee
- Career guidance and placement cell
- Women Empowerment cell

- Feedback committee
- Endowment committee
- Institutional social responsibility committee

Service and leave rules applicable to the regular staff members of the college are governed by the Government of Andhra Pradesh. Recruitment and promotions of regular teaching and non-teaching staff of the college will take place as per the guidelines of CCE and RJDCE.

In case of Management Appointments, a selection committee consisting of Correspondent, Principal, concerned HOD and one external subject expert will take care of the appointments basing on the demo and personal interview. Service and leave rules of the staff members appointed by the management are as per the guidelines of SVJP trust. Candidates are offered a consolidated pay for first two years and allowed increments subsequently basing on the student feedback and principal's satisfactory reports.

Institutional development plan

Management of the college is planning to introduce some modern job-oriented courses in addition to the traditional programmes B.A(OL) Telugu and B.A(OL) Sanskrit from the academic year 2024-25. Some of the courses under consideration are:

- B. Sc Computer science
- B. Com Computer applications with Sanskrit combination.
- B.A (Vedic mathematics with computers)
- M.A (Sanskrit)
- M.A (Telugu)

Plan to establish research center with all modern ICT facilities to take up research in oriental languages and social sciences are also under serious consideration of the management.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institution has a performance appraisal system, with self-appraisal by the faculty and performance appraisal by the management. The faculty submit their self-appraisal forms yearly and record their details regarding teaching methods adopted, seminars organized, attended, papers published, workshops attended, technical skills acquired, faculty Development programs attended, support offered to the management in administrative activities through various committees, etc.

The Principal and Management appraise every faculty member, based on the Self- Appraisal submitted as well as their overall observations and offer necessary observations and feedback for further improvement.

The Management of the college is highly magnanimous and helpful in extending its support financially and morally to the students and also staff members.

Welfare Measures Offered By The Management

- Rent free quarters within the campus to all the working Teaching and Non-Teaching staff members.
- Free food facility to all the students and staff in Annapurnalayam managed by SVJP Trust.
- Grant of On-Duty facility to the Teaching Staff members for attending FDP and training programs.
- Salary advances to the employees.
- Special honor and felicitations to the staff members on significant achievements.

- Free unlimited internet access to all the employees.
- Computer training programs to all the staff members by the department of computers.
- Free medical consultation and treatment in Matrusri medical Centre functioning under the medical wing of SVJP Trust.

File Description	Document
Upload Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 44.62

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	6	1	0

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	1	0	0

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The SVJP Trust plays a pivotal role in supporting the college community by providing essential amenities such as free accommodation and food to all its students. This generous provision not only ensures that students have a conducive environment for learning but also alleviates financial burdens, enabling them to focus on their studies without worrying about basic necessities.

Moreover, the trust's commitment extends beyond student welfare to the maintenance and enhancement of the institution itself. While salaries for regular aided teaching and non-teaching staff members are covered by government funds, the trust takes on the responsibility of compensating employees appointed by the management and financing the institution's maintenance through its own funds. This dual financial support system ensures the smooth operation of the college while upholding its standards of excellence.

A recent development indicative of the trust's dedication to student well-being is the construction of a new hostel building specifically for girl students. With modern amenities and a conducive atmosphere, this facility not only addresses the accommodation needs of female students but also promotes inclusivity and gender equality within the college community. The estimated budget of 3 Crores allocated for this project underscores the trust's commitment to providing high-quality infrastructure for its students.

Furthermore, recognizing the importance of hygiene and sanitation, the trust has invested in the construction of new toilet blocks for boys, girls, and staff members. With an estimated budget of 5 lakhs, this initiative aims to improve the overall campus environment and ensure the well-being of everyone within the college community.

In addition to infrastructure development, the trust also prioritizes the renovation and upkeep of administrative spaces such as the Principal's room and Office room. By investing 2 lakhs in renovating these crucial areas, the trust demonstrates its dedication to maintaining a professional and conducive working environment for college staff.

Another noteworthy aspect of the college's funding model is the significant contributions from alumni. Alumni support plays a vital role in funding activities aligned with their interests, both within the college and through initiatives like Annapoornalayam. These contributions not only foster a sense of community and pride among alumni but also provide essential financial support for projects and programs that enhance the college experience for current students.

To ensure transparency and accountability in financial matters, audits are conducted annually by chartered accountants engaged by the SVJP Trust. These audits provide stakeholders with assurance regarding the trust's financial management practices and adherence to regulatory standards, further bolstering trust and confidence in the institution.

The SVJP Trust's multifaceted support system, encompassing student welfare, infrastructure development, alumni engagement, and financial transparency, underscores its commitment to fostering excellence and inclusivity within the college community. Through strategic investments and partnerships, the trust continues to uphold its mission of providing a holistic educational experience that empowers students to thrive academically, personally, and professionally.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Teaching-Learning Process overseen by the Internal Quality Assurance Cell (IQAC) is a comprehensive approach aimed at ensuring academic excellence and student development. At the

beginning of each academic year, IQAC convenes to discuss critical aspects such as curriculum design, teaching methods, assessment strategies, and academic planning, culminating in actionable decisions presented to the Principal for approval, ensuring alignment with institutional objectives.

Central to this process is meticulous record-keeping by faculty members, including curricular plans and teaching diaries, which undergo regular scrutiny by Heads of Departments (HoDs), the IQAC Coordinator, and the Principal, promoting accountability and improvement.

Recognizing the evolving education landscape, IQAC promotes the integration of Information and Communication Technology (ICT) tools to enhance traditional teaching methods, preparing students for a digital-centric world.

IQAC also orchestrates supplementary initiatives such as add-on programs, certificate courses, field trips, and guest lectures in collaboration with HoDs, catering to diverse student interests and fostering holistic development.

Inclusivity is core to IQAC's mandate, evident in its support measures for struggling and high-achieving students, including remedial coaching and stimulating projects, ensuring tailored support for all students.

Feedback from stakeholders is crucial, guiding continuous enhancement. Collating input from students, faculty, and others, IQAC identifies areas for improvement and recommends actions to the Principal, promoting a responsive culture.

IQAC's achievements include designing diverse add-on courses, establishing collaborations with neighboring institutions, executing community service projects, organizing faculty development programs, providing career guidance, and enhancing students' life skills and employability through skill development programs.

In summary, IQAC's multifaceted approach embodies a commitment to excellence, innovation, and inclusivity, fostering a dynamic educational ecosystem conducive to student success and societal impact.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Matrusri Oriental College in Jillellamudi is a co-education college that is conscious of its affiliation to national and human values. While the college is co-educational, the number of female students is increasing. The institution ensures that gender equity is strictly followed, and suitable measures are taken to highlight the scope of living for female students. The college has a local cultural centering around the faith for the mother of All, which has given rise to a local devotional culture as well as utmost respect for women which is inherent in Indian culture.

The college has a strong focus on the all-round development and empowerment of its students. 'Stree Shakti' is one of the Best Practices of the institution as it shows sustainable increase in the success of girl students in this institution.

It conducts several events for the personality development of its students, and festivals of national and international importance go well with cultural festivals. Special service activities and environmental protection-oriented events are organized, especially for female students. The college also focuses on all areas of development, including health, academics, finance, legal, psychological, and behavioral.

To promote gender equity, there are several programs organized by Matrusri Oriental College. In the academic year 2021-22, the college organized a medical camp and a lecture on women's empowerment. In the academic year 2019-20, the college organized a student stress counseling session and an awareness camp on health. In the academic year 2022-23, the college plans to organize several programs such as a personality development program, a parent-teacher meeting, a special lecture on counseling for students, a special lecture on the need for a nutritious diet for students, a special lecture on breast cancer awareness, by a woman medical officer.

The college also celebrates Women's Day on March 8th and organizes Mahila Moorcha programs to promote employment opportunities for women. The college also ensures the implementation of the Anti-Ragging Act and raises awareness of the Disa and Nirbhaya Acts by Women Police Officers. The college also distributes sanitation pads to its students through ASHA Volunteers.

In conclusion, Matrusri Oriental College in Jillellamudi is a college that is committed to promoting gender equity and providing equal opportunities for all its students. The college's focus on all-round development and empowerment has helped the students to develop their personality and become responsible citizens. The various programs and events organized by the college have helped the students to gain knowledge, skills, and confidence, which will be useful for them in their future endeavors.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Institution tries to put all the effort into and organizes activities which promote an inclusive environment on the campus.

The environment in Jillellamudi is a shining example of inclusivity, where every day, people from various regions, communities and languages come and offer their prayers to the MOTHER, dine in Matrusri Annapoornalayam where the students serve food as a part of their voluntary service every day.

- Eminent personalities are invited to deliver guest lectures to educate students about various cultures, backgrounds and perspectives.
- Students are encouraged to showcase their cultural talents through performances and presentations.
- Awareness programs are conducted to address issues like inclusivity, mental peace and diversity.
- Students are encouraged to participate actively in community service projects for better understanding of real socio-economic diversity.

To promote awareness on constitutional and democratic processes, special programs are organized and students are encouraged through extension activities to create awareness in adjacent the communities

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File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Best Practice - 1

Title: 360 Degree Mentoring

Objectives of the Practice:

1. Empowering Learners: The primary goal of the 360 Degree mentoring practice is to empower students from remote rural areas of Andhra Pradesh by offering comprehensive counseling and mentoring.
2. Objective-Oriented Learning: Another objective is to align teaching and learning processes with clear objectives to enhance outcomes.

The Context:

At Matrusri Oriental College, education with values in Oriental languages is prioritized to cultivate competent individuals who contribute positively to society while embracing Indian cultural values. Despite the allure of Western education and its associated career opportunities, the institution advocates for the pursuit of Oriental Languages, emphasizing discipline, perseverance, and goal-oriented approaches. Most students, first-generation learners hailing from diverse backgrounds across Andhra Pradesh, lack exposure to Sanskrit and Oriental texts. Hence, the institution implements 360 Degree mentoring to provide guidance and support for their academic, personal, and holistic development.

The Practice:

360 Degree mentoring encompasses all facets essential for learners' academic success, integrating efforts from faculty and management. By addressing academic, financial, psychological, and physical health needs, the practice ensures a nurturing environment conducive to learning. From admission to graduation, students receive personalized attention and support. Bridge courses and orientation sessions acquaint students with the institution's unique culture, fostering a sense of belonging. Regular interactions with faculty and elders help identify and address individual challenges and interests, while remedial classes and study hours under supervision facilitate academic progress.

Evidence of Success:

Performance against targets and benchmarks highlights the success of the mentoring approach. Despite initially low academic standards, students consistently achieve outstanding results, with pass percentages exceeding 90%. University examination results reflect sustained excellence, even during challenging times like the COVID-19 pandemic, with 100% pass rates in both streams. Recognition through gold medals further validates the effectiveness of the practice.

Problems Encountered and Resources Required:

Challenges such as low self-esteem and the influence of modernization require dedicated efforts to overcome. Building trust and fostering a supportive environment demands commitment from faculty and management. Necessary resources include committed personnel, strong rapport with students, and technology for remote mentoring, ensuring continuity even in adverse circumstances.

Notes:

Aligned with the National Education Policy (NEP) 2020 goals, the practice emphasizes value-based education and holistic development without substantial financial investment. By nurturing students' personalities and providing timely encouragement, institutions can create confident and responsible contributors to societal progress.

Conclusion:

The 360 Degree mentoring approach represents a sustainable best practice for supporting first-generation learners from rural backgrounds. By prioritizing their needs and providing comprehensive support, institutions can ensure equitable access to academic success for all students, irrespective of their background or circumstances.

Best Practice - 2**Title: Sthree Shakthi****Objectives of the Practice:**

Sthree Shakthi aims to provide higher education to rural girls, fostering gender equality and empowering

them with the skills needed for success. Objectives include promoting education, enhancing knowledge of Indian culture, encouraging academic achievement, and supporting further education pursuits.

The Context:

Matrusri Oriental College, situated in a rural area with low literacy rates, emphasizes women's education to uplift families and society. Challenges include convincing parents of the value of girls' education, overcoming economic barriers, and fostering a supportive environment. The institution strives for equality and provides free education, hostel facilities, and mentorship.

The Practice:

The support begins with pre-admission motivation and continues throughout the students' journey. Personalized counseling, cultural immersion, and health education shape their holistic development. The institution offers free amenities, access to technology, and exposure to diverse role models. Co-curricular activities, internships, and community service instill confidence and skills. Celebrations of female empowerment reinforce respect for women.

Sthree Shakthi stands out as a successful rural co-educational initiative aligned with global and national education goals. Spiritual values and community support mitigate financial constraints, creating an enabling environment for growth and learning.

Evidence of Success:

Increasing enrollment and outstanding academic performance demonstrate the institution's impact. High pass rates, gold medals, and active participation in extracurriculars highlight students' achievements. Alumni success in higher education and employment reflects the program's effectiveness.

Problems Encountered and Resources Required:

Initial challenges like low self-esteem and lack of role models were addressed through counseling and access to diverse speakers. The institution leverages its spiritual ambiance and community engagement to inspire students to excel.

Conclusion:

Sthree Shakthi breaks gender stereotypes, proving that rural girls can thrive with support and opportunity. Counseling, supportive environments, and stakeholder commitment are vital. With technological advancements, these empowered girls can make a global impact, embodying the essence of Sthree Shakthi.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Matrusri Oriental College carries its distinctiveness in upholding a much desirable principle which is essential for world peace, tolerance, harmony, equality, and coexistence. It stems from the philosophy propagated by all the Matrusri institutions and the culture of Jillellamudi and is one of the institutional missions.

UNIVERSAL BROTHERHOOD – A GLOBAL CONCEPT

The concept of brotherhood has been around for centuries, it refers to the idea of treating everyone as a member of one's own family. The idea of universal brotherhood takes this concept to a global level, where every human being is treated as a brother or sister, irrespective of age, gender, race or Nationality. This concept is rooted in the belief that all human beings are equal and should be treated with respect and dignity.

Universal brotherhood is not a new concept. It can be traced back to the ancient Indian philosophy of Vasudhaika Kutumbakam, which translates to "The World is One Family." This philosophy promotes the idea of living in harmony with nature and treating all living beings as part of one big family. In India, the idea of brotherhood is deeply ingrained in the culture, as can be seen in the Indian pledge, which states, "All Indians are my brothers and Sisters."

However, the concept of universal brotherhood is not limited to India. It is a global concept that is embraced by people from all walks of life and cultures, at an ideal level.

In Jillellamudi, a small village in Andhra Pradesh, India, the concept of Universal brotherhood has been implemented in a unique way. Here, irrespective of age, gender, or social status, people address each other as Annayya (Brother) or Akkayya (Sister), indicating that every person is part of one big family. The idea of universal brotherhood is not just a feel-good concept. It has practical implications for global peace and harmony. When people treat each other as brothers and sisters, they are less likely to engage in conflicts or Wars. They are more likely to work together to solve problems and create a better world for everyone.

In conclusion the concept of Universal Brotherhood is a powerful idea that has the potential to create a more peaceful and harmonious world. It is a concept that should be embraced by all cultures and societies.

When we treat each other as brothers and sisters, we create a sense of unity and belonging that transcends all boundaries. It is only through universal brotherhood that we can create a world that is truly worth living in.

This ideal of brotherhood which has been emulated and imbibed by all the students at this Oriental

College made them uphold these values even after leaving the campus and flying to different corners of the globe. This makes the quality distinct and worth mentioning, for it has become a part of the thinking process and behaviour in deeds that speak for themselves.

The 'Poorva Vidyarthi' or ALUMNI are standing proof of this Brotherhood.

Their contributions and achievements reflect the quality of education provided by the institution. Such is the case with our college, which has been producing excellent students since 1971. The human values of students who have studied in our college since its inception are remarkable. As a result, the alumni association called POORVA VIDYARDHI SAMITHI was formed to bring together all the former students, which is unique in its community activities which show that they have carried with them, the concept of Universal Brotherhood, taught through practice, 24/7, in their impressionable, formative years in MOC.

POORVA VIDYARTHI SAMITHI has been conducting various programs to help the community and nurture the bond between the alumni and the college.

One such program is the Daily Food Serving Program held in Parvathipuram, a tribal area in Andhra Pradesh, initiated by the MOC Alumni, in the year. 2021 The program is aimed at providing food to the underprivileged people in the area. The alumni generously donated both their time and resources to make the program a success. This program not only aimed to help the community but also instilled a sense of social responsibility in the alumni.

Another program that the alumni conducted was the Food Serving Program in 108 Places of Andhra Pradesh and Telangana on 28 March 2023. The alumni aimed to serve food to the needy in various parts of these two states. The alumni worked tirelessly to make sure that the food was served on time and that everyone got a share. This program is a testament to the alumni's commitment to the community.

Apart from community service, the alumni also visit Matrusri Oriental College to provide books, pens, and pay college fees to the needy students. This program is aimed at helping the students who need support beyond that already extended by the institution. Lady Alumni Too Have Creditable Achievements and Involve with Amma's Organization.

The alumni recognized the importance of education and the struggles that come with it. As such, they wanted to make sure that no student was left behind due to financial constraints.

In conclusion, the alumni of our college have shown that education is not just about getting good grades but also about giving back to the community.

The various programs conducted by POORVA VIDYARTHI SAMITHI have made a significant impact on the lives of many people. The alumni have shown that they are not just former students but also responsible citizens who care about the community. They believe in sharing what they have with the less privileged and seeing the divine in all. They make no distinctions based on any physical, social, religious lines and are true members of 'Vasudhaiva Kutumbakam'.

Their efforts have strengthened the bond between the alumni and the college, making them an integral part of the institution's success.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Matrusri Oriental College is bonded with Sree Viswajananeesh Parishat Trust, which has built and is maintaining 'ANDHARILLU' A House of All, 'ANNAPURNALAYAM' A Feeding Home, 'MATRUSRI MEDICAL CENTRE' for Primary Health Care, and 'MATRUSRI DIGITAL CENTRE' for protecting all types of archival material and evidence to have the record of the institution from the 1940's.

Jillellamudi is a remote village but is the hub of many enlightening activities because of the strong culture of love and brotherhood. Celebrations, festivities, spiritual lectures, speeches by renowned scholars, Vedic rituals, etc., take place very frequently on a grand scale. These provide a platform for regular internalisation of the principles of 'VASUDHAIKA KUTUMBAKAM' for the students, who are all blessed with opportunities to mingle, interact, serve, and learn from national and international congregations.

Concluding Remarks :

Matrusri Oriental College is a hub of Oriental learning and the sprout of cultural spiritualism promoted by Brahmandam Anasuya Devi, more popularly known as Jillellamudi AMMA, the 'Mother of All'. This institution is advancing in coherence with changing educational policies, upcoming social needs, and striving to promote an unbiased spiritual orientation. The support of the government and the initiative of the Sree Viswajananeesh Parishat Trust are making the venture very successful for the benefit of the affiliated socio-cultural groups.

This institute is self-sufficient, true to the word, as the devotees are contributing richly to its survival through cash and kind. This is a mesmerising achievement in the contemporary corporate scenario to feed many students freely for more than half a century without expecting anything as a token of receipt. This is the hub of love and learning and the root of expanding cultural heritage—an enchanting, mystic experience of peace and harmony. With the Divine Mother's blessings, it is confident of realising its vision and mission in a phased manner.

"KIM KIM NA SAADHAYATHI KALPALATHEVA VIDYA"