

### ***7.3.1. Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust***

D.K. Govt. College for Women (Autonomous) Nellore carries the vision of **empowering** “... **the women students** - especially from the **weaker sections of society**... with **hard and soft skills and human values** that contribute for the acquisition and development of... multidimensional empowerment.” In presenting a description of the performance, the college chooses empowerment of girls from weaker sections by equipping them with hard and soft skills and human values. The college also explains, along the lines of one of its mission statements, that how having been equipped with these attributes the students pay back to the community from which they have reaped the benefits of education.

#### **Empowering the women from weaker sections:**

The first thrust area that aligns with the vision of the college is empowering young women from the weaker sections. A glance at the admission/ enrollment profile of the college for the last five years shows that almost **65-70%** on average is from socially and economically weaker sections while the GOI reservation policy has only 55% to these sections. Even among the Open Community category often the students are from economically disadvantaged sections. Thus its aspiration to focus on the weaker sections in its vision is addressed here.

#### **Endowing the women students with hard skills leading to empowerment:**

The path to empowerment is by way of equipping these young women with hard and soft skills along with human values. The curriculum offered by the college through its various programmes emphasizes on hard skills along with forte of knowledge base. Especially some courses like Nutrition, Textiles and Housing & Interior Decoration(Tailoring, Home designing) in B.Sc Home Science programme; Immunology (Blood Grouping, RBC/WBC counting, Serum and Plasma separation) in B.Sc Microbiology; (Bonsai technique, Cut flower decoration, Floriculture and nursery management) in B.Sc Botany programmes; Animal Biotechnology, Bio Physical and chemical Technology, Basic Principles of Aqua Culture, Seed technology and management, Post Harvest Technology, Aqua Culture management, Immunology and Biophysical and Biochemical techniques in B.Sc Zoology programmes; Research methodology ( use of Statistical tools) in B.Sc Statistics programme; Bio physical techniques, rDNA technology, Plant and Animal Biotechnology and Nutritional Biotechnology in B.Sc Biotechnology programme; Energy Storage Devices, Solar Thermal Energy Conversion, Solar Photovoltaic Conversion, Wind Energy Conversion in B.Sc Physics and renewable energy programmes; Journalism and Translation studies in B.A Special Telugu Programme; Writing skills and strategies, Introduction to English Language Teaching in B.A Communicative English programme; various courses in Accounting, taxation and GST in B.Com Programme and all the courses in B.Sc Computer Science programmes teach and train students in various hard skills that are relevant to the current global as well as local needs.

Along with these regular courses focusing on hard skills the college also trained students in Computer hardware (2013-14/ 2014-15), Medical lab technology (2017-18), Artist in me ( Course in fabric painting) ( 2013-18); Tailoring classes and Music classes from 2018-19.

### **Endowing the women students with soft and employability skills leading to empowerment:**

College has always focused on the aspects of imparting students with soft, life as well as employability skills along with regular curriculum. As most of the students are from rural areas with their qualifying education in regional/ vernacular language there is a strong need to equip them with complementary skills too. The curriculum offered at the college has three full fledged courses in communication skills and soft skills spreading over three semesters. Similarly computer literacy is ensured through two foundation courses in ICT spreading over two semesters. On par with these regular courses additional certificate courses in Life and soft skills- (Edu strokes 2016-17) workshops in personality development (2014-15), Employability skills(2015-2016), **Happiness ....(2016-17)**, Developing positive attitude (2013-14) are some other initiatives of the college in nurturing these skills among students. Regular training in employability is taken up through platforms like Tata Institute of Social Sciences(TISS); Jawahar Knowledge Centre(JKC); Andhra Pradesh State Skill Development Centre (APSSDC) and by offering add on courses in TALLY, C++, Photoshop, PHP and so on.

### **Manifestation of human Values in students and the attributes in which they are reflected:**

The young adult women students of the college are marked by these traits of humanism in general. They show **sincerity, helping nature, kindness, fairness, mutual encouragement and willingness to work for the institution.** The college environment is conducive to the nurturing of these traits among the students.

The **sincerity** of these girls is visible in their attitude towards work. Majority of the students are duty bound towards any work like academics, or weekly assembly, duties of the committees to which they are nominated or the duties in the Hostel or any other work allotted by the teacher concerned. It is strongly perceivable in the achievements that they show in the realms like sports, cadet commitment in NCC, volunteer dedication in NSS or sports championships that they secure regularly. It is also apparent in the acclaims they receive from the visiting dignitaries.

Their **kindness** is visible in way the students attend to sick and indisposed peers in the college and hostel, both physically and monetarily, is heartwarming. For instance all the students respond quite kindly to the need of a woman teacher who is in a debilitating condition by accompanying her from her department to class and vice versa and even in the environs of class by being supportive in handling board work and so on. Since the college does not have disability friendly facilities students help their disabled peers too quite willingly. One more instance is that the college is an examination centre for many university and government exams and our students quite warmly come forward to be scribes for visually challenged students who write the exams.

The students extend **mutual encouragement** in all the curricular, co curricular and extracurricular activities. Though there may be a sense of competition, it is healthy and never the ill intended one. Their mutual support for one another is visible in the student centered Group activities and group projects. Their activities, apart from these curricular ones, in sports, NCC, NSS or in college level committees, at the time conduct of events or celebrations and so on. Lso show this spirit of “live and let live.”

Their spirit and **willingness to work for the institution** at such young age is exemplary for the teachers too. They regularly take part in waste management, garden management, swachcha Bharat. They play key role in motivating their juniors in taking admission to the programmes in our college. One trait of the students of which the college is proud of is that they never let pride come in the way of work. They participate in all the government assigned programmes with all humility. There are self motivated students who initiate their participation in development as in quiz competitions, essay and elocution competitions across the town and district and in fellow ship programmes, seminars and workshops.

**Multi dimensional empowerment** of these students is taken care of with various support activities and programmes and Women Empowerment Cell of the college plays vital role in this sphere. Anti ragging awareness, awareness on laws for women, Women’s rights and so on are periodically discussed through lectures and presentations by prominent personalities in the area. Similarly awareness on health hygiene reproductive health and on diseases like cancer is regularly taken up by inviting specialist doctors to the college. Self defence training is given every year. Their economic empowerment is illustrated with a small example. The hostel is managed by students and they tailor the menu of the hostel meal as per their economic feasibility and the college administration has created such self sustained environment for these girls from economically poor background. They are also equipped with value added training tailoring, medical lab technology, pot painting and thus can start their own small scale business or venture.

### **Contribution to Community:**

Having been empowered with these skills and traits the students play an active role in contributing to the community from which the college has originated.

The number of activities and the number of students participated in community development activities over the last five years and especially during the previous two years stand example to the enthusiasm with which the students take part in community development activities. Apart from the regular community development programmes under NSS the students actively contributed to making villages **ODF**, and in educating the public on **digital literacy in financial transactions** in the wards around the college. The other specific community development programmes that brought college laurels are **Kishori Vikasam programme** which aims at empowering young adolescent girls by educating them on reproductive health , hygiene, nutrition, sexual abuse, legal marriage age , positive attitude and future planning. The scheme is

successful as these young adolescents across the district are trained by the women students of the college who are close to them in age group and almost it is peer teaching and almost to 10,000 adolescent girls throughout the year. Our students who are the peer group trainers have received commendation certificates from the state Minister of Women and Child welfare and the District Collector and Magistrate.

The department of Home science conducts annual programmes in breastfeeding awareness by collaborating with the officials of ICDS and Anganwadis. Their nutrition awareness week, from September 1<sup>st</sup> to 7<sup>th</sup>, educates the people in villages in preparing low cost nutrient food and educates children on the ill effects of junk food. Another yearly extension activity by the department takes children and address behavioural problems if any. They are also educated in the kind of foods to be taken to avoid vitamin deficiency. The programme also assess the village specific felt needs and addresses them during week long half day programmes