SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

P.V.K.K INSTITUTE OF TECHNOLOGY

SANAPA ROAD,ALAMURU(P),RUDRAMPETA,ANANTAPURAMU
515002
www.pvkkit.ac.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

PVKKIT, Anantapuramu, established in the year 2008, is a reputable institution in the Rayalaseema region of the state of Andhra Pradesh. Over a decade and a half, it has evolved into a major center for delivering quality technical education to students in the district. It is a self-financing Engineering and Technology Institution approved by AICTE, New Delhi.

The institution is situated in the Anantapuramu District of Rayalaseema, a backward region of the state of Andhra Pradesh, and is affiliated with JNTUA, Anantapuramu.

It is the flagship institution of a group of educational institutions, numbering more than 38, all operated by Sri Balaji Educational Society (SBES), Anantapuramu.

SBES was founded by Sri P. Raghunatha Reddy, a highly acclaimed academician popular in the region who later entered politics. During his illustrious political career, Sri Palle Raghunatha Reddy served as a Cabinet Minister in the A.P. State Government, holding the portfolio of IT development.

Covering 20 acres, the institution offers 6 undergraduate and 6 postgraduate programs, including MBA and MCA, attracting 660 students seeking programs in Engineering, Technology, Management, and Computer Applications.

With a dedicated team of faculty, a mix of experienced and young teachers, and a committed staff, the institution has sufficient human resources to meet the challenges of imparting quality education and producing competent engineers and professionals.

The physical resources, including learning resources, are adequate and are periodically upgraded to stay up to date with changing and emerging technologies. These resources include well-equipped laboratories and a central library, which includes a digital library.

The institution believes in giving due importance to both extracurricular and co-curricular activities, and it provides and maintains the necessary infrastructure and facilities for these activities.

The governance of the institution, along with policy-making and implementation, is efficiently overseen by the Governing Body, the apex body of the institution providing leadership.

The Governing Body follows guidelines from statutory bodies and JNTUA, ensuring effective operation of academic and administrative bodies.

The Teaching-Learning process has undergone many changes, incorporating advances made in the use of ICT tools and methods.3 programs (CSE,EEE&MECH) have been Accredited by NBA from 2023 to 2025.

Vision

The Quality Policy:

The institution has adopted a policy of growth and development by taking various initiatives aimed at enhancing the quality of the Teaching-Learning process, with a committed team of faculty. The focus is on quality improvement in areas like research, innovation, industry interaction, and the use of state-of-the-art infrastructure.

Various Outcome-Based Education (OBE) practices are being implemented effectively with the involvement of all stakeholders and the effective functioning of various cells and committees in coordination, including the IQAC.

With strategic planning, long-term policies, quality initiatives, and the participation of all stakeholders, the institution aims to relentlessly march toward academic excellence.

The Vision and Mission statements of the institution have been formulated by adopting an elaborate process involving stakeholders, aligning with the salient features of the institution's quality policy.

Vision: To emerge as an institution of excellence in technical education, offering research opportunities and nurturing an entrepreneurial attitude to produce technologically superior and ethically strong Engineers who can contribute to the needs of industry and society.

Mission

The Mission statement has four sub-components highlighting aspects like technical knowledge, industry-institute interaction, ethical and social values, and improvement in employability skills of students.

M1: To impart quality education, focusing on technical and practical knowledge of students through an effective teaching-learning process.

M2: To establish effective industry-institute interaction to promote research, innovation, and an entrepreneurial attitude.

M3: To imbibe ethical and social values among students to make them contribute to the advancement of society.

M4: To create a conducive environment for improving technological and employability skills among students.

The institution has been able to focus on the various aspects of the Mission statements, realizing the Vision over the years. The students' holistic development is aimed at, and the improvement in placements, both in terms of numbers and the quality of placements, bears testimony to the growth and development of the institution in terms of quality.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

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Academic Excellence:

- A dedicated, qualified, and experienced faculty that collaborates effectively as a unified team.
- Committed and hardworking supporting staff (non-teaching staff) that contribute to the overall efficiency of the institution.

Research and Development (R&D):

- Successful R&D initiatives launched in the last five years and beyond, showcasing tangible positive impacts.

Career Opportunities and Placements:

- Improved placement records, attributed to the concerted efforts of the Training and Placement (T&P) cell.

Infrastructure Advancements:

- Ongoing infrastructure enhancements to accommodate the growing academic and administrative demands, ensuring a conducive learning environment.

Industry Engagement:

- Effective and extensive industry interaction, providing students with real-world exposure and opportunities.

Experiential Learning:

- An annual Industrial Summit that exposes students to industry trends and equips them for successful careers.

Community Service and Empowerment:

- Active service initiatives under the National Service Scheme (NSS) and Balaji Seva Samithi (BSS), the social service organization affiliated with SBES, the overseeing society.
- Empowerment of rural youth, a significant segment of our student body, through the judicious use of technology.

Modernized Teaching-Learning Approaches:

- Enhancement of the teaching-learning process by integrating various ICT tools and methodologies for an effective and technology-friendly educational experience.

Holistic Development:

- A strong emphasis on extracurricular and co-curricular activities, supported by appropriate budget allocations, fostering well-rounded personal growth.

Institutional Weakness

Admission Quality:

- The quality of students admitted to the institution may need improvement to meet higher academic standards.

Rural Background:

- The institution's predominantly rural background presents challenges in terms of exposure and opportunities.

Research Funding:

- The limited number of funded research projects sponsored by Govenment agencies/organizations constrains the institution's research capabilities and resources.

Research Output:

- A relatively small number of research publications by faculty in well-regarded and indexed journals indicates room for improvement in academic research.

Ranking Participation:

- The institution's non-participation in the National Institutional Ranking Framework (NIRF) could hinder its visibility and recognition.

Institutional Opportunity

Strengthening Industry-Institute Interaction:

- The opportunity to enhance and streamline industry-institute interaction, creating more valuable partnerships for students and faculty.

Enhancing Employability Skills:

- A chance to focus on improving students' employability skills, leading to higher placement rates and career readiness.

Expanding Consultancy Services:

- The potential to broaden the scope of consultancy services and increase the client/customer base, thereby boosting revenue generation and expertise.

Community and Service Engagement:

- The opportunity to engage in a diverse array of community and service activities through extension and

outreach programs, benefiting both the institution and the community.

Resource Optimization:

- The opportunity to develop and implement new strategies for the efficient utilization of resources and funds, ensuring better allocation and management.

Institutional Challenge

Admission Quality:

- The challenge of attracting high-caliber, merit-based students for admission, ensuring academic excellence.

International Workshop:

- The task of organizing a successful international workshop on engineering technologies and their beneficial applications, which requires careful planning and execution.

IT Infrastructure Efficiency:

- The need to effectively utilize the IT infrastructure and facilities to enhance the technological environment for students and faculty.

Quality Assurance Enhancement:

- The challenge of further streamlining and improving the quality assurance system of the institution to maintain and enhance academic standards.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution, being an affiliated college to JNTUA, Anantapuramu, has a rather insignificant role in the design and development of the curriculum. The institution depends on the affiliating university for legitimizing its academic and administrative processes.

The delivery of curriculum for the various programs is carried out using a planned and documented process. Activities such as preparing timetables, subject allotment, and lesson plan preparation reflect the institution's commitment to quality and adherence to a systematic approach. To the extent possible, within the framework of the curriculum prescribed by the University (JNTUA), academic flexibility is introduced. Supplementary enrichment programs are designed and offered every year, benefiting the students. These add-on/value-added programs and their content provide scope for interdisciplinary learning.

The value-added programs introduced and conducted by the institution in the last five years amount to 186.

The institution must follow the credit system as prescribed by the University and cannot offer choices to the students in this regard.

Cross-cutting Issues:

Cross-cutting issues of relevance, such as

- Gender Equity
- Environmental Protection
- Sustainable Development
- Professional Ethics, and Human Values

are reflected in the courses prescribed by the University curriculum for the institution's programs.

The range of value-added courses includes

- Ethics and Human Values,
- Environmental Science, and
- The Constitution of India and Society.

These courses are offered to sensitize students to pressing issues.

Feedback

The institution collects periodic feedback from stakeholders, including

- Teachers
- Students
- Alumni
- Employers and others

regarding academic performance and the institution's overall ambiance.

The feedback is obtained through a questionnaire focusing on various aspects of curriculum, academic standards, and ambiance. Stakeholders rate the features on a scale. The collected feedback is analyzed, and actions are initiated based on the analysis.The results of the feedback analysis are typically posted on the institutional website.

Teaching-learning and Evaluation

The institution makes efforts to serve a diverse student population with different backgrounds and capabilities.

Enrolment and Student-Faculty Ratio

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The admission process is governed by the rules and regulations of the Government of Andhra Pradesh and follows established guidelines. The institution complies with the reservation system as per the Government of Andhra Pradesh rules and adheres strictly to the guidelines of JNTUA, the affiliating University, and APSCHE norms for admission to Higher Education Institutes (HEIs).

The student-faculty ratio (SFR) is maintained as prescribed by the governing bodies of Technical Education. Workload distribution follows guidelines provided by bodies like AICTE. The institution strives to keep the SFR low.

Process of Teaching-Learning

The institution promotes learner-centered teaching with digital resources. Faculty employs diverse methods, including Participative, Collaborative, and Experiential learning, while integrating modern technology and Learning Management Systems (LMS) for teaching and Learning.

Quality of Teachers

A well-defined recruitment procedure and professional development of teachers are key areas of focus in maintaining teacher quality. Performance appraisal is conducted periodically, and recognition of abilities forms the basis for rewarding performance.

Evaluation Process

The institution's academic programs are assessed through the Department Academic Committee (DAC) in each program. This committee helps evaluate teaching, learning, and evaluation processes. The evaluation of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) is carried out through the examination system. The department or program is responsible for testing these outcomes.

Reforms

The institution follows the examination system and pattern outlined by the affiliating University, JNTUA. The conduct of external examinations and the declaration of results, as well as the regulatory mechanisms for actions on possible errors, such as recounting and revaluation, fall under the purview of the University. The institution, on its part, has introduced reforms such as ensuring the quality of questions, mapping questions to relevant outcomes, and transparency in the conduct of examinations in the Continuous Internal Assessment (CIA) process.

Student Performance

Each program assesses students' capabilities in realizing Learning Outcomes (LOs) by evaluating their performance in both Internal and External assessments.

Research, Innovations and Extension

The institution has a well-defined policy for promoting a "Research Culture" among faculty and students. One of the core values of the institution is to serve the community through extension activities.

Research & Development

The institution encourages faculty and provides the necessary support to submit project proposals to funding agencies for research. Faculty members have submitted proposals to government and non-government agencies for research projects in the last five years, resulting in a total grant of Rs. 88.66 Lakhs from various sources.

R&D Scenario

The institution's R&D Cell, led by a senior faculty member, has formed a committee with department/program representation to oversee R&D activities. The cell conducts annual policy meetings, initiates R&D culture, hosts expert sessions, monitors project proposals, and promotes faculty engagement in publishing and participating in conferences, workshops, and seminars.

Ecosystem

The institution fosters innovation through activities such as IPR Workshops/Seminars and industry-academic partnerships. The Innovation & Incubation Centre, established in 2018, supports innovative practices, nurtures start-ups, and facilitates industry interaction. Additionally, the Institution Innovation Council (IIC) is responsible for mandated innovation-related activities.

Publications

The institution follows a policy of encouragement and assistance for promoting high-quality publications by faculty members. The R&D cell serves as the monitoring body, and incentives and monetary benefits are available for publishing papers. In the last five years, the publication activity has witnessed significant growth, with 153 number of publications in reputed journals.

Extension and Outreach Programs

In addition to the NSS unit, the organization BSS (Balaji Seva Samithi) is actively involved in extension activities and conducting outreach programs. A total of 750 beneficiaries covering four villages in and around the district have benefited directly or indirectly from the programs. The areas of community service include health and hygiene, awareness (digital, safety, etc.), literacy, and charity-related initiatives.

Collaboration

The institution maintains collaboration with other academic institutions and industrial organizations for training students and sharing research findings. In some cases, the institution has agreements/understandings with other institutions/organizations.

Infrastructure and Learning Resources

The institution has adequate infrastructure and facilities to maintain academic standards and the quality of the educational programs it offers. All stakeholders, including faculty, staff, and students, utilize these facilities to their benefit. Physical facilities such as classrooms, laboratories, computing centers, and seminar halls/galleries are provided in line with the academic advancements of the Institution. Over the last five years, the

infrastructure has grown considerably.

- The number of classrooms have been added up to 53.
- 6 Seminar halls/galleries have been made available.
- 34 Laboratories have been established.

Ambiance

Supportive facilities for extracurricular, co-curricular, and administrative activities include indoor game courts, an open gym, hobby clubs, medical restrooms, and a yoga hall.

Budgetary Allocation

Expenditure provisions are made in the annual budget of the institution for developing additional facilities and infrastructure replenishment and maintenance of physical facilities.

Library

The Central Library of the institution has two major holdings for aiding the learning process:

- Books, journals, and other materials
- E-learning resources (supported by technology)

Digital resources are provided and are an essential part of the library's functioning.

Automation of Library

Measures undertaken for library automation include:

- Use of ICMS
- Remote access to e-resources
- Utilization of e-books and e-journals

Users are made aware of the availability of these resources and are encouraged to utilize them.

IT Infrastructure

The institution carries out a wide range of activities by deploying ICT tools and methods. It has adopted a policy of using technology for various purposes, aiming at academic and administrative development. Areas where IT deployment is undertaken include:

the admission and maintenance of student records,

- Curriculum-prescribed laboratories
- Research and development initiatives
- Placement activities
- Maintenance of financial records

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Infrastructure Maintenance

Two aspects focused upon related to the institutional infrastructure are:

- Maintenance on a regular basis
- Replenishment (periodic and as needed)

Infrastructure maintenance and upkeep are undertaken for the optimum use of the same.

Budgetary Allocations

Each program/section has an allocated annual budget for infrastructure maintenance, covering repairs and servicing. Periodic stock verification identifies obsolete items, with action taken based on verification reports.

Student Support and Progression

The Institution is continuously making efforts in the fields of student support and progression to provide students with the necessary support and assistance to enable them to acquire effective learning experiences, promote holistic development, and facilitate progression to higher studies, employment, and research.

Features of Support

The institution provides various forms of support to students, including

- Financial assistance/aid in the form of scholarships/freeships
- Student mentoring system
- Establishment of a career guidance cell/T&P Cell

Skill Enhancement

The institution imparts various skills to aid students' progression to higher studies and employment. Vertical movement of students from one education level to the next is supported. The skills include soft skills, communication skills, life skills focusing on physical fitness and health, and computing skills and the usage of ICT tools/methods.

Career Counselling

Career counselling is provided by the Career Guidance Cell. The T&P Cell utilizes the services of CRTs (Campus Recruitment Trainers) to arrange activities/programs/classes for honing students' skills for gainful employment. Sessions by experts on career guidance and preparation for competitive examinations are arranged for students' benefit.

Social and Cultural Activities

Students are encouraged to participate in social, cultural, and leisure activities. Arrangements are made to ensure the development of skills and competencies that aid the holistic development of students. Hobby Clubs have been established to expose students to literacy and cultural activities. These Clubs also include:

- Singing and Dancing Club
- Fine Arts Club
- Literacy Club
- Photography Club

The Physical Education Department conducts various activities under sports and games. The annual sports event, SporTech, is organized to provide students with a platform to showcase their skills and talents in sports and games, benefiting the student community.

Alumni

The Alumni Association of the Institute is a registered body. The association conducts an alumni meet every year to bring together alumni and make them contribute to the institution's development. Contributions by alumni include academic support, participation as external stakeholders, resource mobilization, both financial and non-financial, among other means.

Governance, Leadership and Management

The institution has a Governing Body (GB) that serves as the apex decision-making body for both academic and administrative aspects. The functioning of the Institution is governed by the policies laid down by the Governing Body. The institution has developed several practices in the following areas:

- Recruitment of faculty (Human Resources)
- Performance appraisal of faculty
- Mobilization of resources
- Management of finances

Leadership

The leadership of the institution is effective, and decisions are made through a process of participative decision-making. The Governing Body meets at least twice a year to formulate strategies related to:

- Faculty Recruitment
- Student Admissions
- Infrastructure Development
- Administrative Planning

The Vision and Mission of the Institution guide policy-making and implementation.

Strategy Development

The institution follows a structured approach to strategy development, including:

- Formulating objectives,

- Governing every function through principles of participation and transparency.
- Framing guidelines with specified plans for academic and administrative.

- Implementation reviewing the overall quality of the process.

Human Resource Planning

Faculty recruitment procedures, as outlined by the University (JNTUA), are followed. Quality improvement programs to support professional development are undertaken. Appraisal of faculty performance involves feedback from various stakeholders, including students. The feedback is analyzed and used as an important input for planning faculty empowerment strategies.

Staff Appraisal

Non-teaching staff members receive training for skill enhancement, technical competence upgrading through external training programs, and performance appraisal based on skills, knowledge, workmanship, and commitment.

Quality Assurance System

The Institution's Internal Quality Assurance Cell (IQAC) focuses on continuous quality improvement and academic excellence. The IQAC conducts regular meetings and activities such as:

- Quality management measures
- Academic and administrative audits
- Formulation of Vision, Mission, objectives, outcomes
- Improving faculty quality
- Continuous improvement

The IQAC is constituted according to the guidelines provided by regulatory bodies.

Institutional Values and Best Practices

The institution responds to challenges and issues in the context of changes at local, national, and global levels. In its regular functioning, the institution addresses aspects such as:

- Programs related to social responsibility
- Activities that address pressing issues
- Incorporation of values and ethics
- Institutional distinctiveness.

Values and Social Responsibilities

The institution plans and conducts programs to promote values and fulfil social responsibilities in its functioning. These programs include:

- Organizing gender equity promotion programs
- Sensitization programs on environmental awareness and climate change

Various actions and practices undertaken are including:

- Energy conservation and audits
- Construction of water harvesting structures
- Green practices
- Facilities for the differently abled
- Teaching of human values and professional ethics through curriculum-based courses

Best Practices

Two internally evolved best practices implemented by the institution are the Annual Industrial Summit and the "Quality First Week."

- The Annual Industrial Summit brings students and industry experts together, providing a platform for effective Industry-Institute interaction.
- "Quality First Week" is observed at the beginning of each semester to focus on the improvement of quality and academic standards.

The initiative has yielded positive results and impacted the Institution positively.

Institutional Distinctiveness

The institution is recognized for its efforts in the technological empowerment of rural youth. Established in 2008, the institution serves the people of the backward region of Rayalaseema in Andhra Pradesh, particularly the rural youth of Anantapuramu District.

The institution exposes youth from rural backgrounds to advances in technology, science, engineering, and imparts quality technical education and skills to empower them technologically. Avenues for working towards technological empowerment include:

- Use of software/ICT tools
- State-of-the-art laboratories
- Expert talks by Industry professionals
- Interaction with Entrepreneurs
- Exposure to industry policies/procedures through Industrial Summit
- Value-added courses teaching advances in technology
- Incubation facilities
- Curriculum-based teaching of Technologies/Engineering.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	P.V.K.K INSTITUTE OF TECHNOLOGY
Address	SANAPA ROAD,ALAMURU(P),RUDRAMPETA, ANANTAPURAMU
City	ANANTAPURAMU
State	Andhra Pradesh
Pin	515002
Website	www.pvkkit.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	BANDI RAMESH BABU	08554-232268	9908525396	-	principal.3n@jntua.ac.in
Professor	P.DEEPTHI JORDHANA	08554-295230	9849006640	-	naac@pvkkit.ac.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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
AICTE	[View Document](#)	29-06-2023	12	

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	SANAPA ROAD,ALAMURU (P),RUDRAMPETA,ANANT APURAMU	Rural	10	18345

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	BTech,Civil Engineering	48	Intermediate	English	30	18
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	60	33
UG	BTech,Mechanical Engineering	48	Intermediate	English	30	21
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	120	120
UG	BTech,Computer Science And Engineering	48	Intermediate	English	180	180
UG	BTech,Computer Science And Design	48	Intermediate	English	60	60
PG	Mtech,Civil Engineering	24	B.Tech	English	24	0
PG	Mtech,Electrical And Electronics Engineering	24	B.Tech	English	24	0
PG	Mtech,Mechanical Engineering	24	B.Tech	English	24	0
PG	Mtech,Electronics And Communication Engineering	24	B.Tech	English	24	0
PG	Mtech,Electronics And Communication	24	B.Tech	English	24	0

	Engineering					
PG	Mtech,Computer Science And Engineering	24	B.Tech	English	24	0
PG	MBA,Master Of Business Administration	24	UG	English	180	0
PG	MCA,Master Of Computer Applications	24	UG	English	180	0

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	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	27				14				121			
Recruited	22	5	0	27	11	3	0	14	101	20	0	121
Yet to Recruit	0				0				0			

Non-Teaching 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				90
Recruited	56	34	0	90
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				18
Recruited	16	2	0	18
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	22	5	0	2	2	0	0	0	0	31
M.Phil.	0	0	0	1	0	0	2	0	0	3
PG	0	0	0	8	1	0	99	20	0	128
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

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Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**	**Others**	**Total**
	0	0	0	0

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	257	0	0	0	257
	Female	212	0	0	0	212
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	52	59	33	26
	Female	28	16	41	15
	Others	0	0	0	0
ST	Male	16	17	10	13
	Female	7	4	11	4
	Others	0	0	0	0
OBC	Male	251	284	314	235
	Female	200	166	149	138
	Others	0	0	0	0
General	Male	90	104	119	122
	Female	94	112	99	112
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		738	762	776	665

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	PVKK Institute of Technology has always strived for a Multidisciplinary approach in its academic and co-curricular activities. Students are motivated to engage in industrial projects using a Multidisciplinary/Interdisciplinary approach by forming teams from different programs. Additionally, students are encouraged to create teams with members from diverse disciplines to participate in various technical activities such as projects and technical symposium conferences.
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) is a virtual/digital storehouse containing information about the credits earned by individual students

	throughout their learning journey. It enables students to open accounts and offers multiple options for transferring credits when changing colleges or universities. Our institute is in the process of developing a system to implement ABC in line with the National Educational Policy-2020. ABC, as envisioned in the policy, provides a national-level facility promoting curriculum framework flexibility and multidisciplinary mobility of students across Higher Education Institutions in the country, facilitated by an appropriate credit transfer mechanism established through these regulations. The Academic Bank of Credits is structured similarly to the National Academic Depository (NAD), where students' academic data is stored, and academic awards are archived (i.e., a storehouse of academic awards). Although ABC enables students to register or initiate credit transfers, academic institutions are responsible for administering the final outcomes of credit redemption and certificate issuance, along with compiling award records, through the NAD platform. The National Academic Bank of Credits (ABC) portal has been integrated into the nad.digitallocker.gov.in platform and is operational from the academic year 2021.
3. Skill development:	Skill refers to practiced ability or expertise in a given area, applicable across a wide range of situations. Essentially, there are two types of skills: hard skills and soft skills. Hard skills are quantitative in nature and can be assessed through grades and percentages. Soft skills, often referred to as human skills, encompass traits such as integrity and honesty. Our objective is to enhance our students' communication skills in alignment with corporate requirements. To achieve this goal, we have conducted various activities, including: • Regular communication skills classes for all students from the day they enter our campus. • Engaging in activities such as critical thinking, case studies, brainstorming, decision-making, problem-solving, effective presentation skills, versatile writing, and the ability to collaborate and communicate, along with a sense of responsibility toward oneself and society at large. • Organizing regular group discussions, personality development programs, and interview skills sessions for final-year students. • Offering communication classes at all levels, involving a variety of activities

	aimed at developing vocabulary and fostering the ability to speak and write in English without errors from the first year.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our institution has a Literary Forum that encourages students to share their literary knowledge and the culture of their respective languages. Since we have a mix of students from different language backgrounds, the college authorities allow students to leverage their literary knowledge and culture to spread love and affection.
5. Focus on Outcome based education (OBE):	PVKKIT programs implement OBE for all UG and PG programs. We provide information about Program Outcomes (POs), Program-Specific Outcomes (PSOs), Program Educational Outcomes (PEOs), and Course Outcomes (COs) on our institutional website and prominently display them in all UG and PG departments. Faculty members assess students' performance in line with the OBE attainment process. Assessment for each course is based on students' knowledge, skills, and academic performance in continuous internal assessment tests, seminars, classroom assignments, laboratory assignments, semester-end examinations, and more. This method provides strong evidence of student learning. The process used to set course attainment benchmark values includes: • Analyzing course-wise university grades from previous years. • Setting course proficiency and attainment levels by the course coordinator. • Establishing the appropriate course target level for the entire program in the DAC meeting. • Revising the target level in the DAC meeting after achieving attainment in three consecutive batches. The assessment of Program Outcomes and Program-Specific Outcomes (PO/PSO) allocates 80% to direct assessment and 20% to indirect assessment. Direct assessment is based on CO attainment, with proportions assigned to attainment through university exams and internal assessments. Indirect assessment is performed through program exit surveys. Assessment tools for PO/PSO attainment include direct mode (course attainment) and indirect mode (program exit survey). Evaluations occur at the end of program completion. The process for setting PO/PSO attainment benchmark values involves: • Reviewing and approving target values for PO/PSO attainment for the entire program in the DAB meeting, considering

	PO/PSO attainments of previous batches. • Revising PO/PSO target levels after achieving attainment in three consecutive batches.
6. Distance education/online education:	Online education has played a crucial role in our students' lives for the past two years due to pandemic situations. In online education, learners have adapted to the learning environment through platforms like Google Meet, Zoom, Webex, MS Teams, and other platforms, breaking geographical barriers and facilitating interaction between experts and students from distant locations. Learners are motivated to engage with experts, which has paved the way for adopting both online and traditional modes of education. This new education policy promotes a blended learning system, reinforcing learners' confidence and their ability to balance both online and offline teaching and learning environments. The institution has integrated online and offline training methodologies for students, preparing them for Placements and Competitive Exams.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club serves as a platform for involving students in engaging activities and hands-on experiences to raise awareness about their electoral rights and acquaint them with the electoral registration and voting process.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the College appoints both student coordinators and coordinating faculty members for the functioning of Electoral Literacy Clubs (ELCs). Additionally, it's worth noting that ELCs are characterized by their representatives.
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	The Institute actively promotes awareness and sensitization among its students and employees through various constitutional activities, such as Constitutional Day, Youth Day, Voter's Awareness Programs, Legal Awareness Programs, and Voter Registration Drives. These activities aim to instill the values, rights, duties, and responsibilities of citizens. Constitutional Day, celebrated on 26th November each year, involves a pledge taken by all students and staff members. Furthermore, the College hosts an

citizens, etc.	Electoral Literacy Club (ELC) in which the Institute conducts voter awareness programs. Special speeches on the significance of voting and how it contributes to upholding constitutional obligations are also delivered within the ELC. The success of democracy hinges on electing the right individuals for the right positions to prioritize constitutional values and uphold social justice for all citizens. Our Institute also organized the SVEEP (Systematic Voters' Education and Electoral Participation) program to raise awareness about the value of voting among students.
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.	The Electoral Literacy Club (ELC) at our institution has been at the forefront of promoting civic engagement and awareness among students and the wider community. Over the years, it has organized the following impactful events and activities that have significantly contributed to nurturing a sense of responsibility and participation in our democratic process. 1. Voter Awareness Program 2. Constitution Day 3. Vote for Nation – Marathon Race 4.Voters Awareness Program Voter ID Registration Camp 5. Youth Day Celebration
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.	In the past five years, various activities have been conducted to inspire and motivate students aged 18 and above: • Voter Awareness Program • 'Vote for Nation' Marathon Race • Voters Awareness Program and Voter ID Registration Camp • Voter Rights Awareness These initiatives represent just a portion of the efforts made by ELCs and colleges to establish sustainable mechanisms for registering eligible students as voters. More such activities and actions are planned for the future, aimed at promoting active civic participation among the youth.

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
2245	2244	2021	1814	1752

File Description	Document
Upload Supporting Document	[View 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: 267

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
168	171	173	181	165

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
631	738.2	746.8	736.2	777.5

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:

PVKK Institute of Technology (PVKKIT) follows a well-documented process to ensure effective curriculum planning and delivery, in line with the guidelines of JNTUA, Ananthapuramu, to which it is affiliated. The Department Academic Committee prepares and disseminates semester academic calendars aligned with the University's schedule, covering course durations and internal assessments for both theory and lab courses. Additionally, the Institute Academic Calendar incorporates prominent events like the annual fest, Sumam, and Sports day, Sportech. Department-wise Academic Calendars are also developed to accommodate activities that support academic flexibility and curriculum enrichment.

Heads of Departments (HoD) assign theory and laboratory courses to Faculty members based on their specialization and preferences at least 15 days before the semester. Course coordinators and instructors establish Course Outcomes (COs), aligning them with Program Outcomes (POs) and Program Specific Outcomes (PSOs). The Department Academic Committee (DAC) evaluates and approves the lesson plan, COs, and their alignment. The department prepares timetables for theory, lab courses, and project work. Following HoD approval, course instructors create study materials like lecture notes, question banks, assignments, and PowerPoint presentations. Faculty members deliver the course using innovative Teaching-Learning methods and ICT tools as per the lesson plan.

The Department Head regularly oversees course coverage, content delivery, and adherence to the academic calendar through periodic reviews, student feedback, and Continuous Internal Evaluation (CIE). University guidelines govern internal assessments for theory, lab courses, and project work.

The internal marks allocated for a theory and laboratory (practical) course are 30 out of 100. The Project work, which carries a total of 200 marks and is carried out in the IV year of study, has 60 internal marks to be awarded and reviewed.

Two mid-semester examinations are conducted, each with a maximum of 30 marks, and the question papers comprise descriptive and objective type questions. The question papers are set following the Bloom's taxonomy levels. The course outcomes are also indicated in the question paper, mapped with the questions. Students must submit assignments, worth 5 marks, with questions aligned to Cos.

JNTUA administers Semester End Examinations (SEE) according to its schedule. After SEE results are published, departments conduct a comprehensive performance analysis. The Department Academic Committee (DAC) reviews Program Outcomes (POs) and Program Specific Outcomes (PSOs), integrating action plans for effective curriculum delivery in line with the Institution and Department's Mission and Vision.

In addition to course delivery, problem-based learning, group discussions, seminars, workshops, industrial visits, and industry-oriented certification courses are conducted for skill development and to bridge curriculum gaps. The HoD, along with concerned instructors, interacts regularly with stakeholders to review the effectiveness of course delivery. Furthermore, the course instructor identifies slow and advanced learners based on their continuous internal evaluation. Remedial classes and counselling support are provided for slow learners, and advanced learners are encouraged through self-learning activities.

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: 186

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[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: 91.54

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
2135	2085	1861	1620	1523

File Description	Document
Upload supporting document	View 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:

The institute follows curriculum prescribed by the university and integrates various socially relevant crosscutting issues like ethics, human values, environment, etc., across UG and PG programs to sensitize the students.

The affiliating University JNTUA frames and prescribes the activities for the holistic development of students, the various courses, prescribed in the curriculum contribute effectively, to sensitize the students, to cross-cutting issues like

1. Gender discrimination
2. Environment Protection
3. Sustainable Development
4. Professional ethics and Human values
5. Professional Practice
6. Improving Competencies

Gender Discrimination:

- Awareness sessions conducted on "Gender Discrimination" by eminent social service/legal experts

- Representation given to women in leadership and responsibility positions at department/program and institutional levels
- Activities of Women Empowerment cell focusing on developing of women

Professional Values and Ethics:

- Expert lectures arranged on "Professional ethics, Moral values and behavior" by experts on personality development and eminent academicians
- During the "Student Induction Program", conducted for the Ist B.Tech students, at the time of admission, sessions addressed by personality development trainers,

are conducted for students, which focus on professional ethics, Human values and behavior

Environment and sustainable development:

- Creation of awareness on environment protection and sustainability

- Conferences / Seminars / symposium conducted on Environment/sustainable development addressed by environmentalists/field engineers working in the area of environment and public health.

Other activities:

To promote the concept of inclusive growth and cater to the needs of diversity of students other activities like

- Swachh Bharath Abhiyan
- Blood donation and grouping Camps (NSS Unit)
- Health awareness camps

are conducted.

The wide range of activities, contribute effectively to sensitize the students to the issues.

The Institution, thus integrates all the issues, relevant to the various aspects of the holistic development of students, both in the coverage of curriculum, as prescribed by the affiliating university and the conduct of various activities/events, common to all the disciplines of study.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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1.3.2

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

Response: 68.64

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

Response: 1541

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 94.51

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
738	762	776	665	673

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
780	780	780	704	780

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 92.33

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
347	350	362	337	362

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
390	390	390	344	390

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 13.36

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:

PVKK Institute of Technology is committed to delivering an exceptional learning experience by adopting student-centric approaches. These strategies aim to provide a well-rounded education that goes beyond theoretical knowledge.

Experiential Learning: In addition to theoretical knowledge, the institution strongly feels that the experiential learning is a necessary tool for all professional students. Some efforts in this direction are mentioned below:

- Laboratory Sessions: Students engage in hands-on experiments, coding, and execution, with comprehensive documentation of their work.
- Integrated Tools: Students use platforms like NPTEL-SWAYAM, Coursera, and more for technical knowledge, certifications, and fostering innovation.
- Virtual Labs: Students can engage in hands-on activities, simulations, and experiments through a computer or mobile with virtual labs.
- Projects: Students are encouraged to create projects addressing real-world issues, promoting practical problem-solving skills.
- Internships: Students gain real-world experience, acquire new skills, and build professional networks through internships.
- Industrial and Field Visits: Students get exposure about how work is carried out in the industries and current industry trends.

Participative Learning: Various co-curricular activities provide an opportunity for the students to get exposure to participative learning.

- Workshops, Guest-Lectures & Seminars: Eminent personalities from industries and institutions conduct workshops and seminars, keeping students informed about the latest developments.
- Group Discussions & Debates: Encouraging students through debate and discussion to create their own understanding of the content and allow students to think out of the box.
- Technical Presentations: Technical seminars and presentations foster collaborative and independent learning.
- Alumni Interactions: Alumni interactions provide insights into industry requirements, enhancing students' job readiness
- Student Chapter Activities: Departmental activities promote learning and co-curricular engagement, building confidence and leadership skills.
- Assignments: Regular assignments facilitate continuous evaluation and improved thinking ability as well as learning skills lead to better performance in exams.
- Fests/Events: Departmental and institute-level events provide a platform for students to showcase their talents, enhance leadership skills, and develop overall personalities.

Problem Solving Methods: The Following problem-solving methodologies are inculcated in order to enrich the students' skills towards the goal.

- Hands-on Workshops: Eminent personalities lead hands-on workshops to equip students with skills to tackle complex problems.
- Community Service Projects: Students identify and resolve community problems, providing technical solutions for local benefit.

- Product Development: Our project laboratories encourage students to develop prototypes and products.

ICT Tools: The Institution is implementing ICT enabled teaching methodologies. Some key ICT tools and practices adopted by the institution are

- E-Content: Learning resources are available 24/7 on our college website for easy access.
- National Digital Library: Encourage students to utilize the resources in the National Digital Library.
- E-Journals/E-Books: Access to a large collection of e-resources and journals is provided online.
- Google Classroom: Video lectures, lecture notes, assignments, and model question papers are shared via Google Classroom.
- E-Classrooms: Teaching aids such as video lectures, PowerPoint slides, and collaborative learning strategies are employed.
- Online Classes/Training Sessions/Webinars: We conduct online classes, training sessions, and webinars to connect students with experts.

Through these student-centric methods, PVKKIT aims to provide a comprehensive learning experience, preparing students for real-world challenges while nurturing their personal and professional growth.

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
168	171	173	181	165

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**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: 17.37

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
32	38	35	28	16

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

PVKKIT is affiliated to JNTUA , The Institute follows the university norms and academic regulations. The regulations include internal (Continuous Internal Examination-CIE) and external assessment (Semester End Examination-SEE) procedures. The Internal Assessment system is carried out in a systematic manner and is transparent. The external examinations (SEE), are conducted by the University and result will be displayed in the university website.

The institute maintains a transparent and systematic approach in conducting these assessments, contributing to a fair and conducive learning environment.

The **Internal Assessment includes** the following

1.Mid Term examinations & Assignments (CIE)

2.Lab Internal Assessment

3.Project Work

4. Technical Seminar

Mid Term Examinations & Assignments (CIE):

- The institute schedules the first and second internal exams well in advance, with the first exam taking place approximately eight weeks into the semester and the second at the end of the semester.
- These exam Question papers are prepared by the Course Coordinators and verified by the Department Academic Committee (DAC).
- The exams are conducted by the Examination Section, and the answer scripts are assessed by the respective Course Instructors.
- To ensure transparency, evaluated answer scripts are distributed to students. Any discrepancies brought to the faculty's attention are rectified promptly.
- In addition to exams, Students are given assignments at regular intervals and evaluated marks are added to CIE as per the university regulations.
- Internal marks are displayed on departmental notice boards, and students' progress is communicated to parents or guardians through mentors.

Lab Internal Assessment:

- Weekly laboratory classes are conducted and day to day evaluation is carried out.
- Students' marks are meticulously recorded in laboratory attendance registers and their record books.

Project Work:

- To oversee project work, the institute forms a Project Monitoring and Review Committee, including Department HOD, senior faculty members, and supervisors.
- Three project reviews are held to assess students' progress based on predefined rubrics and parameters.
- Feedback and evaluation remarks are shared with respective student batches.

Technical Seminar:

- A robust and transparent evaluation process is implemented for technical seminars.
- Students select topics within their field of study and present them with faculty members providing evaluations.

Mechanism to deal with Internal/External Examination related grievances which is transparent, time-bound and efficient. The steps taken to ensure transparency are:

- PVKKIT maintains an efficient and time-bound grievance resolution system for issues raised by students regarding both internal and external examinations.
- Common grievances related to internal examinations, such as dissatisfaction with descriptive answer script evaluation, marking discrepancies, errors in mark sheets, total internal marks calculation errors, and wrong options in objective question papers, are promptly addressed.
- Any issues arising after the display of final internal marks on department notice boards are escalated to the Head of the Department for appropriate action.

For external examinations, PVKKIT allows students to apply for recounting or Challenge Valuation with the affiliating university within a specified period of results declaration. Common external examination grievances, such as incorrect display of internal marks in results, absenteeism, mistakes in hall tickets, and requests for scribes, are communicated to the university for necessary action

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:

The Institute practices student-centric Outcome-Based Education (OBE) for effective implementation of Teaching-Learning Process to provide quality education to the students of diverse backgrounds. The Course Outcomes (COs), the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are the three major components of OBE for continuous quality improvement. It mainly focuses on knowledge and skills that students can demonstrate at the end of the course. JNTUA usually defines COs in the curriculum. If necessary, concerned Course Instructors redefine / modify the course outcomes using action verbs of various learning levels as suggested by revised Bloom's Taxonomy.

All the courses prescribed for the Program of study, have well defined Course outcomes (COs), usually

six in numbers. COs are reviewed and approved by Department Academic Committee (DAC). POs are the statements about Knowledge, Skills and Attitude that the graduates should have and are defined by National Board of Accreditation (NBA). DAC plays a major role in defining Program Specific Outcomes (PSOs) for individual programs. DAC frames the draft of PSOs and the same are modified as per the requirement.

The Institute follows the POs as specified by National Board of Accreditation (NBA), 12 POs for UG Program, 3 POs for PG(M.Tech) program and 8 POs for the MBA. Course Outcomes are correlated to POs and PSOs by concerned faculty members on a scale of levels, 1 for low, 2 for medium, and 3 for high.

The POs, PEOs and COs are disseminated to the entire concerned faculty as well as students through the following means of communication:

- Institutional Website
- Curriculum/ regulations books
- Classrooms
- Departmental display boards
- Department Website
- Laboratories through display boards
- Student Induction Programs
- Faculty meetings
- Library
- Display boards in corridors

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:

Process of attainment of COs-POs, PSOs mapping.

The COs are integrated with the course curriculum and they are formulated to achieve the purpose of setting the POs/PSOs of the Program.

The COs of the course are attained, making use of different assessment tools like

- Continuous Internal Evaluation
- Semester end examination (University end Examinations)

All these processes and tools are aimed at measuring the learning levels of students and subsequently, the attainment of Course Outcomes. The various steps involved in the attainment of levels of CO are

- Data collection (in the form of individual marks)
- Data verification
- Data analysis (mapping of COs with questions)

The attainment levels of COs are calculated following a defined procedure.

Attainment of POs/PSOs

The process of evaluation of attainment levels of POs/PSOs is well defined and elaborate.

Broadly, the assessment tools used for evaluation of POs/PSOs are of two types

- Direct Methods
- Indirect Methods

https://pvkkit.ac.in/naac//c2/2.1.jpg

In the direct method, the student performance is considered to be indicative of effective Course delivery and good Course content. The questions/exercises which form part of the direct assessment methods are framed such that the ability of the students to achieve a particular CO is assessed, which in turn is mapped with the POs and PSOs of the Program. The student performance would reflect the attainment levels related to both POs and PSOs.

In the Indirect method the responses received from the various stakeholders like alumni, Graduates and employers to a set of questions are obtained and analyzed.

The process of evaluation of POs/PSOs is transparent, scalable and as objective as possible.

The various tools used for calculation of attainment of POs/PSOs under the direct and indirect methods are illustrated below.

The direct and indirect methods are given weightages of 80% and 20% respectively for arriving at the overall PO/PSOs attainment levels.

The committee of the Department by name DAC constituted with senior faculty, in coordination with the course coordinators/course instructors, handling the various courses (subjects) looks after the calculation of attainment levels of various outcomes.

CO attainment is calculated for the entire courses in a program and merged to calculate the POs & PSOs attainment.

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: 90.1

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
482	546	409	463	402

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
552	604	429	507	463

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 88.66

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
29.44	23.58	7.60	14.71	13.33

File Description	Document
Upload supporting document	[View 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:

The policies and practices of the institution in the areas of research and innovation are aimed at the creation, transfer, and sharing of knowledge. The ecosystem created by the institution for innovation has the following salient features:

- Promoting a culture of research and innovation among faculty and students.
- Making efforts to work in collaboration with government/non-government organizations to boost research, innovation, and entrepreneurship-related activities.
- Providing motivation and support for the conversion of ideas into real-time practices.

The key components of the ecosystem are:

R&D Cell

The R&D Cell of the institution, with an apex committee headed by the convener, focuses on various research-related activities, including:

- Enhancing research publications in terms of numbers and quality.
- Enabling and supporting faculty in undertaking research projects.
- Making efforts to obtain grants/funds from funding agencies, both government and private organizations.
- Promoting a general "research culture" among faculty and students.

The R&D Cell also looks after the "transfer of knowledge" aspect by arranging presentations/talks in relevant and emerging technologies by eminent researchers/industry persons.

Facilities:

To promote the research culture aggressively among the faculty and students, the R&D cell has a team of coordinators consisting of one faculty member from each department/program who look after its functioning and have been provided with the following facilities:

- Wi-Fi connectivity
- Laptops
- Online access to journals

IEDC Cell

The cell focuses on the capabilities of students from an entrepreneurial point of view. The cell is undertaking the following activities:

- Displaying information to stakeholders on innovation and entrepreneurship aspects.
- Conducting awareness sessions on the latest developments in research and innovation.
- Hosting interaction sessions with successful entrepreneurs in various fields.

IPR Cell

The cell has put in place an elaborate process to promote:

- Patents filing
- Patents publication

Activities:

Awareness Creation

Periodic awareness sessions for the faculty to educate them on the various aspects of patent filing, its significance, and procedures involved are conducted by the cell.

Workshops/Conferences

Workshops/Conferences on IPR, with eminent academicians and intellectuals as resource persons, are

conducted to promote awareness of IPR, and are growing significantly.

Monitoring and Support

The patent-related activities are monitored by the IPR Cell, and necessary support is provided in terms of procedures, data filing, correspondence, and submission.

Conferences/Workshops

On average, 15 workshops/FDPs have been conducted on IPR and related issues. A total of 15 applications have been filed during the last five years, and 15 patents have been published by faculty members during the period from 2018-19 to 2022-23.

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: 53

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
13	10	11	11	8

File Description	Document
Upload supporting document	[View 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: 0.57

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
29	40	39	32	13

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[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](#)

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: 0.22

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
29	14	8	7	2

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

The institution believes in the philosophy of the development and progress of the neighbouring community being an essential part of the overall development of the nation.

The extension activities aimed at the welfare of the community also sensitize the students to several social issues, such as:

- Gender disparities
- Inequity
- Underdevelopment
- Health and hygiene
- Adult literacy
- Awareness creation

These activities are carried out by various stakeholders under the guidance and supervision of the Units/Cells/Forums.

NSS

The foremost unit involved in the conduct of extension programs in the neighbouring community, sensitizing the students who act as volunteers, to various social issues is the NSS.

The NSS program unit, headed by a senior faculty member of the institution, undertakes several programs, which can be categorized as follows:

Awareness Creation

- Literacy
- Healthy neighbourhood
- Swachh Bharat

Skill Development

Areas in which the community is provided support and guidance include:

- Computer literacy
- Use of digital resources in transactions

Social Programs/Activities

- Gender discrimination issues
- Social equity and its importance
- Road safety measures

Others

- Tree plantation
- Blood grouping
- Blood donation camps

Balaji Seva Samithi (BSS)

The institution is sponsored and run by the well-known organization Sri Balaji Educational Society (SBES). Besides running over 38 colleges to impart education, the society serves the community through its various activities. The BSS (Balaji Seva Samithi), on behalf of the institution, undertakes the following extension activities:

- Providing opportunities for local rural youth in training in computer basics.
- Conducting eye camps/blood donation camps.
- Offering support to patients in nearby hospitals.

The various extension activities conducted by the institution and its associated organization BSS involve student participation. The students acquire various attributes and are sensitized to social issues like:

- Social equity
- Upliftment of downtrodden sections
- Rural youth empowerment using technology
- Social service

Women Empowerment Cell

The women empowerment cell of the institution, which looks after issues related to women faculty and staff, also undertakes the following activities for the committee:

- Arranging sessions to improve awareness on health and hygiene issues among women

- Promoting self-reliance and defence measures

Extension as Part of Education

In addition to the activities conducted, the institution has community service as an integral part of the curriculum prescribed by the University JNTUA. Several courses provide scope and opportunity for students to serve, reflect, and learn.

The rural background gives the students an advantage in carrying out the Community Service Project (CSP) introduced in the R20 scheme and regulations, which came into effect from the AY 2020-2021. The CSP, introduced at the III B.Tech. level, is a curriculum extension interface.

The courses that have scope and content related to extension activities include:

- Environmental Studies
- Constitution of India
- Professional ethics

Impact

The learners (students), institution, and the neighbouring community have all benefited from the sustained practices related to extension activities in the last 5 years.

The nearby villages, numbering about six, and the community have been served. The tangible influences/effects are felt in:

- Improvement of health awareness among rural people
- Clean and green surroundings
- Enhancement of digital literacy

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

PVKKIT, an educational institution dedicated to promoting community service and social engagement, has received several awards and accolades for its outstanding National Service Scheme (NSS) activities. These awards are a testament to the institution's commitment to social welfare, community development,

and the empowerment of its students to make a positive impact on society. Here are some of the notable awards given for the NSS activities conducted by PVKKIT:

Best Social Service Initiative Award:

PVKKIT's NSS unit was honoured with the "Best Social Service Initiative" award. This recognition was presented by the Sarpanch (Head) of the Village Panchayat, Kattakindapalli, under the Anantapuramu Rural Mandal. The award specifically acknowledged the institution's exceptional work in organizing an Eye Camp in the nearby village of Kattakindapalli.

Cleanliness Programs Recognition:

PVKKIT's NSS Program was recognized by the Anantapuramu Municipal Corporation (AMC) for its cleanliness programs. The institution's NSS volunteers, in collaboration with faculty members, conducted a program in a specific area. In recognition of their efforts, the Municipal Commissioner of AMC presented an award to the NSS Cell of PVKKIT.

Recognition for Social Services for Orphanages and Hospitals:

The NSS unit of PVKKIT has played a pivotal role in providing valuable social services to local orphanages and hospitals. Through their dedicated efforts and unwavering commitment to community welfare, the NSS volunteers have made a substantial impact on the lives of those in need. Their contributions to orphanages have included organizing educational programs, recreational activities, and the distribution of essential supplies, ensuring a nurturing environment for the children. By extending a helping hand to both Orphanages and Hospitals, PVKKIT's NSS unit exemplifies the spirit of community service and embodies the institution's commitment to making a positive difference in society.

Best Blood Donation Institution Award:

The NSS unit of PVKKIT has earned the prestigious "Best Blood Donation Institution" award, a recognition that underscores their exceptional commitment to serving the community and saving lives. This esteemed award is a testament to the unit's unwavering dedication to organizing blood donation drives and raising awareness about the importance of voluntary blood donations. It stands as a symbol of the NSS Unit's impact on the local community and their remarkable contribution to the cause of blood donation.

Best Creator of Awareness on Digital Transactions and Safety Measures Award:

The NSS unit of PVKKIT has been honoured with the esteemed "Best Creator of Awareness on Digital Transactions and Safety Measures" award, a recognition that emphasizes their proactive efforts in educating and empowering the community in the digital age. The Institution's dedication to spreading awareness about digital transactions and safety measures has been instrumental in equipping individuals with the knowledge and skills necessary to navigate the digital landscape securely. This award not only acknowledges their outstanding contribution to digital literacy but also reinforces their position as a leader in fostering a digitally aware and secure community.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 69

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
30	6	13	7	13

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: 28

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:

PVKK Institute of Technology is spread over 10 acres of lush green campus having one administrative block & four academic blocks with total built-up area of 18345 sq.mts. to cater the requirements of all Engineering branches (UG & PG), MBA and MCA Departments along with renovations of washrooms, roads, road widening, footpath, extension of parking space, garden maintenance, seating chairs for students, installation of roof top solar system, rainwater harvesting systems of buildings and external painting of all blocks.

The procedures and policies for maintaining and utilizing various facilities are well defined and periodically updated based on the feedback received from the various stakeholders. The available facilities for Curricular and Co-curricular activities include spacious, well-furnished 53 classrooms and 8 Tutorial Classrooms equipped with teaching aids viz., White, and Ceramic Green boards, 45 multimedia projectors. 44 Laboratories catering to the JNTUA syllabus and beyond are established in all the departments. Every department has been provided with seminar hall with adequate seating capacity, to conduct student activities. In addition, 6 Departmental Libraries, 5 Project Laboratories / Research Laboratories are also provided to the department.

Technology Enabled Learning Spaces to encompass Central Library with area of 753 Sqm, Digital Library with dedicated 20 machines, Wi-Fi zones with 300 Mbps bandwidth, Palle Uma Memorial Incubation Centre, well-furnished Students Support Systems include 21 Cells. 6 Seminar Halls with modern amenities such as overhead LCD projectors. Facilities are provided for both Outdoor and Indoor Games and Sports activities. NSS, Cultural Activities, Health Centre, Canteen, ATM, Photocopy centre, Central Room, UPS Room, Server Room, Security Room, Stationary store, Student Rest Room, etc. are also provided.

The institution is having good Indoor and Outdoor sports facilities. Our institution has dedicated sports committee which conducts timely meetings for the purpose of discussing budget proposal and conduct of Inter & Intra-Collegiate tournaments every academic year.

The sports related materials are issued to the students on regular basis. Students who are selected for the college teams of various events are provided with uniform. Equipment related to various physical activities and sports are updated on a regular basis. Gym, Cricket ground, Tennikoit, Volleyball, Throw ball, Badminton, Basketball courts, Running track, Long & high jump, shotput & Indoor games facilities

are maintained periodically. All the cultural and student centric activities will be held in Open air Auditorium. In addition to this, each department is having their own seminar hall with a seating capacity of 250.

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: 18.53

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
107.64	159.31	139.79	107.67	158.17

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

PVKK Institute of Technology in its endeavor to provide quality education has provided best in class infrastructure and learning resources to promote effective teaching- learning environment. Entire library resources are under CCTV Surveillance. Integrated Library Management System along with the surplus learning resources is used by the students to assimilate knowledge for academic excellence. Library, being an integral part of the learning process the institute has fully automated Library with seating capacity of 200 and rich collection of 45140 volumes of books comprising of 7345 titles catering to the requirements of all stakeholders. The digital library with 20 computers is having high speed internet and providing access to more than 2005 e-Journals and over 4028 e-books on various branches of Engineering, Science & Humanities, and Management. As the entire campus is enabled with Wi-Fi internet facility, remote access of these resources is also available.

In addition to the above-mentioned facilities, there are many General Magazines, Project Reports, Technical Magazines, News Papers, Back Volumes, Technical Reports, collection of Question papers, rare books, and CD/DVD ROMS, available for the stakeholders. Library is fully automated in the year 2016 with Newgenlib software of educational version incorporating Catalogue/Accession, Search, Membership, Book borrowing and returning for members through Bar- coding. The library resources have been completely Bar coded and the transactions are carried out through the barcode mechanism.

Library is utilizing Dewey decimal classification for all the books. Library subscribed **e-**resources can be access from anywhere. Library is a member of JNTUA Consortium for the subscription of online electronic resources like e- Journals of Elsevier, Science Direct, Springer, Taylor & Francis etc.., The library is enlisted in the National Digital Library, Govt. of India with an access to e-journals, e- books etc..,**.** NPTEL videos have been made available to students and the faculty. The library remains open from 09:00 a.m. to 06:00 p.m. on all working days. Library website is integrated with college website: https://pvkkit.ac.in/Amenities/CentralLibrary for the convenience of stakeholders.

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:

Institute gives Paramount importance to IT infrastructure development and its timely upgradation and maintenance as the institution envisions that adequate IT infrastructure is essential to offer quality education. Computers being the integral part of academic and administrative activities, institute continuously upgrades the computing facilities over the years and currently housing 607 computers wherein 581 computers are available for student usage, many with INTEL , Dual Core, Core i3 processors, 4GB/ 8GB RAM distributed to various laboratories, digital library, staff rooms and various offices. The Institute maintains the student computer ratio of 3.86:1 Institute's perseverance towards establishing ICT enabled classrooms with 44 projectors distributed to all class rooms, seminar halls, conference rooms, auditorium. 10 laptops are provided for HODs. PCs for faculties are also provides on need basis.

All PCs are connected through Local Area Network. Institute has 20 printers and 20 printers with scanners which are purchased over the years. These printers are distributed to different departments for the academic and administrative purposes. For conducting university examination, institute has procured 4 high speed printers which print 300 pages/min. To ensure hassle free operation and safety, all the PCs are connected through dedicated UPS. This makes all the computer-based activities run continuously without any interruption. The entire campus is monitored by CCTV Surveillance facility. The CCTVs are installed in the college campus at all blocks, Library etc., which assist to monitor the campus activities and ensure security. Software is purchased and license is renewed as per norms. Since inception, to have information at finger tips, institute has provided internet facility through Local Area Network cables with 100Mbps capacity in the year 2017, upgraded to 300Mbps in 2022. Currently internet bandwidth connectivity is upgraded to 300 Mbps with 22 access points for Wi-Fi. The institute has 3 Interactive flat panel displays of 65" and necessary system and application software.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 3.7

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 607

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 31.81

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
207.97	225.43	251.18	219.4	250.58

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 97.97

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
2245	2173	1980	1789	1684

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**
Report with photographs on ICT/computing skills enhancement programs	**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: 44.47

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
810	810	797	941	1123

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 61.12

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
312	328	257	278	232

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
482	546	409	463	402

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

5.2.2

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

Response: 4.02

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
3	3	10	13	7

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View 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: 157

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
27	17	30	38	45

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 32.2

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
47	31	9	32	42

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 Institute has, guided by the core value of "family culture" strongly believes Alumni as an integral part of the PVKKIT family for present achievements and future hope. This strong conviction has encouraged the institution to develop lifelong commitment through continuous engagement with proud alumni of Engineering and Management Studies spread across the globe, established well in the chosen profession with their global competency, making a positive impact as brand ambassadors of the alma mater. The institute has ensured that its esteemed alumni continue to be a part of the ecosystem by Establishing PVKK IT Alumni Association in 2022, with

Reg.No: 157 of 2022 and Certificate No: APESDAA 33461651

Alumni Association support students through diversity of events and services. Core committee of the Alumni Association, composed of alumni representatives and faculty coordinators from every department strives towards maintaining an up-to-date alumni database to strengthen the relationship between the alumni and current students and also to enhance alumni recognition and engagement. Alumni have a regular interaction with the peers and the alma mater, get up - to - date information of major events / activities, achievements of the institute through Facebook, Instagram, LinkedIn.

Alumni contribute significantly towards constructive growth of the institution as invited members of the Department Academic Committee giving feedback on courses and necessary suggestions for curriculum enrichment. Continuous efforts to build a concrete bond between the alumni and the current students are through organizing Technical talks/Alumni Talks in the emerging areas with an exposure to current industry scenarios, alumni entrepreneurs sharing their inspiring entrepreneurial journey experiences, promoting innovation and entrepreneurial skills amongst the students. Alumni are invited for various technical events, cultural fest, hackathons and to start-up meet. Alumni also guide final year students to design innovative projects towards incubation and help the institution in providing internship and career opportunities.

The efforts of the institute through Alumni Association is evidenced through sustained alumni engagements in every possible dimension with unforgettable institute experience adding value to the success of the institution

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 and Mission of the Institution are

Vision:

To emerge as an Institution of excellence in technical education, offering research opportunities and nurturing entrepreneurial attitude, to produce technologically superior and ethically strong Engineers, who can contribute to the needs of Industry and the society.

Mission:

M1: To impart quality education, focusing on theoretical and practical knowledge of Students, through an effective teaching-learning process.

M2: To establish an effective Industry-Institute interaction to promote research, innovation and entrepreneurial attitude.

M3: To imbibe ethical and social values among Students, to make them contribute to the advancement of the society.

M4: To create a conducive environment for improving technological and employability skills among Students.

The Organizational Culture

The Institution employs formal and informal arrangements to achieve its vision of producing engineers through academic and administrative planning.

Governance and Leadership

The governance of the Institution and the leadership is provided by the Governing Body (GB) constituted with representation from

- Industry
- Academic
- Social Service/ Legal Services

- Professional bodies
- Management of the Institution

The Governing Body, in alignment with AICTE, Govt. of A.P., and JNTUA Anantapur guidelines, formulates and periodically reviews polices for the institution's holistic development, aimed at realizing its vision.

Meetings of Governing Body

The meetings of the Governing Body held twice in every academic year and focuses on the following

- Review of Academic & Administrative matters
- Review on Admissions
- Financial allocation and approval
- Strategies with regard to Student Support System
- Review of progress made since the last academic year and suggestions for improvement

Decentralization

The institutional governance is achieved by decentralizing power and involving various authorities effectively.

The decentralization details with the authority level are:

Body/authority : Management

Principal : Administrative and academic matters

IQAC : Quality Maintenance and Improvement

HOD : Functioning of Departments

Exam Section : Conduct of Examinations

R&D Cell : Research & Development Initiatives

T&P Cell : Recruitment and training to improve employability skills, placement activities

Physical Education : Sports and Games conduction

Librarian : Maintenance of learning research and societies

The Practices

Academic

The various activities involved in the academic planning and implementation aspects are

- Various committees like Programme Academic Quality Committee (PAQC), Department Academic Committee (DAC), Program Curriculum Committee Project Review &Monitoring Committee (PRC), Post Training & Assessment Committee (PTAC), and Academic Audit Committee (AAC) for monitoring and carrying out academic works at Department level.
- The IQAC discusses, approves, and guides the work of these committees at Institutional level.
- The institution employs a mentoring system, with each faculty member assigned around 15 students, for periodic interaction with students and parents to address academic and personal development.

Administrative

The various steps involved are

- HODs conduct meetings with Faculty, Lab In-Charge and Co-Ordinator.
- Principal conducts meetings with HODs to review the academics.
- IQAC coordination is sought.
- Governing Body discusses, approves and authorizes administrative and financial aspects

Realizing Vision

The Governing Body thus works with the motto of realizing the Vision of producing graduate engineers, technologically superior and morally strong.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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 Institution believes in a transparent and decentralized work culture to coordinate the academic and administrative activities. The Organization structure is shown below.

https://pvkkit.ac.in/naac/c6/123.png

The Organization Chart

The organization outlines key portfolios and their reporting structure. Effective institutional functioning is achieved through delegated roles and responsibilities, controlled coordination, policy implementation, and service rules.

Service Rules:

Service rules, which are on par with the guidelines of AICTE, JNTUA and Government of Andhra Pradesh, are constituted by Sri Balaji Educational Society and are documented in Trust manual and made available for all the employees of the organization. The Recruitment procedure for the appointment of teaching faculty is presented below.

Staff requirements will be gathered from HODs using a prescribed format annually. These details will undergo Management approval for newspaper advertisements, specifying qualifications, experience, pay scales, etc. Scrutiny of applications will lead to shortlisting candidates for interviews on a set date. A Selection Committee meeting will be held, with representatives from JNTU, AICTE, GB Members, HOD, and Subject Expert. After thorough interviews, the Principal will issue offer letters to selected candidates. The Chairman/Principal will then issue Appointment Orders.

The candidate will report to duty through HOD & Principal within the specified joining date as mentioned in the letter signed by the Chairman /Principal and submit all his / her original documents to the Office. In case, the candidate requests for an extension of joining period, the same shall be examined by the Principal and suitable decision will be conveyed to the candidate. In case, the selected candidate does not report within the prescribed time, his / her appointment stands cancelled and a fresh Appointment Order is issued to the waitlisted candidate.

Promotional Policies:

Promotion Policies are in line with AICTE guidelines. The prospective candidates satisfying the minimum eligibility criteria and service norms of our trust will be considered for promotion against vacancy positions. Faculties who have excelled in Academics and Research will be considered for additional increment / relaxation in meeting the criteria for promotions.

Strategic Plan:

The Strategic plan of the Institution is developed with the involvement of all the stakeholders through focused discussions and adopting a participative approach at institutional and department level. The plan is well designed with an aim at accomplishing excellence through effective utilization of resources. Institution has strategic plan prepared, aiming at clearly formulated objectives.

The objectives are:

1. Achieving Academic Excellence.

2. Enhancing intellectual ability and technical competency.

3. Strengthening the placement activities.

4. Promoting R & D activities and consultancy services.

5. Improvements in Infrastructure for creating conducive learning environment.

6. Continued NBA/NAAC accreditation for all programs.

7. Creating a cordial environment for holistic development.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[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 measures are implemented following the guidelines framed by the management of the Institution

The welfare measures include

- Allotment of seats under Category-B to the children of faculty and staff.
- Fee concessions for the children/wards of faculty and staff.
- Group insurance facility.
- Encouragement for publishing papers in the form of incentives.
- Transportation facility is free for Staff.
- Participation in Conferences/Workshops to present papers is supported financially.
- Medical expenses borne in unusual situations like COVID-19 affected cases.
- Free uniforms for class IV employee.

In addition to above, leave benefits like

- Maternity Leave
- Study Leave
- Special Casual Leaves in case of Research Work.
- Academic Leaves for conferences/workshops, observers, viva-voce & spot valuation.

Performance Appraisal System

The institution has developed a comprehensive Faculty Performance Appraisal and Development Systems (FPADS) for faculty and staff of the Institution.

Faculty PADS

The performance of the faculty, in all the spheres/areas of teaching-learning and other areas like research, consultancy etc. is appraised by different stakeholders like students and authorities etc.

The five major components of performance appraisal system are,

Appraisal of faculty by

- Self
- HOD of Department/Program
- Students (mostly on all aspects of teaching-learning)
- Principal
- AAC of the Department

Self

The faculty, at the beginning or every academic year, submits to the Department/HOD, a self-appraisal form, which contains the various aspects of appraisal like teaching-learning, research, contribution to Department/Institutional development etc., and the achievements and performance of the faculty in these areas.

All the five components are summed up and a performance appraisal score is arrived at, for a maximum of 100.

Based on the score obtained by the faculty, they are placed under categories of

- Achievers
- Performers
- Under performers

The HOD and the Principal initiate actions, according to the category, in which the faculty are placed. The management would also be part of the appraisal, in the form of rewarding top performing faculty, with monetary benefits and promotions.

HOD

The HOD of the Program/Department appraises the performance and capabilities of faculty in various aspects related to academics and others.

Students Appraisal

The students' feedback on the performance of the faculty, related to teaching-learning is obtained. The questionnaire consists of ten questions ranging from punctuality to evaluation of student performance. The students rate the various aspects and the responses are analyzed to give a final scope.

Principal

The Head of the Institution rates the performance of the faculty in works/activities related to the Institutional functioning.

AAC

The AAC carries out the appraisal of faculty related to maintenance of record/documents and academic performance.

Non-Teaching staff

The Department and HOD obtain the performance appraisal of the Non-Teaching staff, every academic year. The performance appraisal is based on

- Skill improvement
- Attending to duties and responsibilities

- Conduct of laboratory work and maintenance.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 90.21

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
154	164	143	169	144

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 75.29

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
141	147	143	166	125

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
23	22	20	19	17

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Resource Mobilization

PVKKIT is Self-financed Private Institute whose main source of income is from tuition fee. The other revenues include JNTUA consultancy work, service charges collected for conducting various online and offline examinations by National Testing Agency and other government agencies.

Institution has well defined mechanism to monitor effective and efficient use of available resources. The fund mobilized is optimally used for salary payments, laboratory infrastructure and maintaining building infrastructure, purchasing of library books, construction of new buildings, establishing of new laboratories, upgradation of laboratories, training & placement activities, organizing Faculty Enrichment programs, student support systems and Extension activities.

Mobilization of Intellectual and other Abstract Resources

The institution mobilizes its human resources, designing and implementing academic and co-curricular activities that challenge the students to the most and develop their potential to the fullest. It encourages all staff to reach their personal and professional growth goals by cooperating with their career development imperatives and discipline specific aspirations. For resource sharing the institution organizes guest lectures from Industry experts, Academicians and Alumni. Specialized trainings are arranged for students from companies. The faculty will be invited as resource person for other institutions as a part of resource and knowledge sharing. Institution regularly conducts internal financial audit and also external financial audit through external auditing agency. The audited statements have been uploaded in the institution website.

Internal Audit: All expenses are incurred with proper approval or sanction by the Head of the institution or HODs of various departments, which are accounted for. Seed money distributed, registration amount generated, expenses incurred and disbursed in each activity say the International conference, the Annual & Department fest, FDPs, Internship activities, Purchase of consumables, Servicing of equipment, etc. are some of the activities undergoing regular internal audit. Every financial transaction is recorded, scrutinized, and audited. The accounts and procedures of internal control of finance are carried out by the Registrar and accounts department. Every financial transaction is audited at Central Trust level accounts department.

External Audit: An annual audit is done by the authorized statutory auditor. The audit of accounts and submission of income tax returns are being carried out regularly each year. There are no audit objections since the institution follows a good system of internal controls like calling quotations, comparison of rates, preparation of purchase order, etc. and approvals at every stage of such implementation and due verification of goods and services that are obtained after delivery or completion of works. The procedures are computerized and all payments are made through drafts, cheques, RTGS, NEFT and a high degree of transparency is exhibited.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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 IQAC has consistently striven to institutionalize quality assurance strategies and processes at every level of institution's functioning. From devising strategies to improve the teaching-learning process through increased use of ICT, expanding the scope of the library and transforming it into a multivalent knowledge portal to redefining the boundaries of a vitalizing, meaningful and holistic education, the IQAC has been a proactive player in the overall benchmarking process.

The IQAC has standardized templates for preparing learning materials such as Lesson Plan, Question Bank, Assignments complying to Revised Blooms Taxonomy learning levels in order to achieve learning outcomes and to fulfill OBE requirements.

Following are the few best practices institutionalized as a result of IQAC initiatives.

1. Academic Audits

An academic audit reviews the processes used by departments to enhance the quality of their Programs as per OBE process. The main objective of an academic audit is to ascertain that the departments have put in place adequate and effective quality assurance mechanisms in terms of strategies, procedures, that ensures quality inputs and consequently quality outputs, their agility in ensuring continuous improvements along with review of available resources, their optimal utilization, additional resource requirements for providing quality education.

Regular audits are conducted internally after every semester by AAC & reviewed by AAA. The audit comprises the Teaching & learning, Result Analysis, Attainment of COs and POs, Industry participation, Workshops/FDPs/Conferences conducted/Attended, Research& quality publications. Based on the audit report, the departments are suggested for improvements.

2. Administrative Audit:

The AAA is constituted by the Principal and headed by the Convener, including the members from all the Departments with the objective of enhancing the academic excellence and to make strategic plan from time to time for the holistic development of the Institution with regular audits.

3. Industry Institute Interaction:

The IQAC organizes Internal Expert Lecture Series for all the Faculty members to share the knowledge in Curricular aspects, Research Methodologies, Patents, OBE, Accreditation needs and process, Quality assurance policies etc. in strengthening Peer to Peer learning. In addition to this, best practices followed in various departments are discussed in order to bring uniformity among the quality processes followed at the Institution level.

4. IQAC Reports:

The IQAC develops quality metrics for audit of each program to guide and monitor the implementation of Outcome Based Education (OBE) through Department Assessment Committee (DAC) of each department. After continuous audit reports IQAC suggests strategic plan for the upcoming Academic Year which may lead to continuous growth of the institution.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[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:

The Institution is committed to gender equity and its promotion. It organizes gender equity promotion programs. In addition, several measures have been adopted for promotion of gender equity, in the Institution.

Measures:

Effective functioning of Women Empowerment Cell

The Women Empowerment Cell, constituted with a Convener and members from various Departments/Programs, conducts activity, which ensures gender equity and achievement of women empowerment. The activities of the women empowerment cell include.

- Organizing programs to create awareness among women faculty & students on gender discrimination, gender equity and safety aspects
- Display of information on legal checks, acts for women and redress of grievances
- Counseling to needy students and faculty
- Constitution of Complaints Committee for redressed of grievances related to several harassment
- Motivational talks and presentations on women safety and security by eminent women in different fields.

Financial Assistance

Women students are offered scholarships and other forms of financial assistance, which include

- Pragathi Scholarships Instituted by the Govt. of India
- Minority and other scholarships under Govt. of A.P. schemes

Representation for Women

Women faculty and students are given due encouragement and assistance to take part in activities of bodies forums like

- NSS unit of the Institution
- Hobby Clubs

Besides the above women participation in sports and games is given due importance

Celebration of Commemorative Days/ Events/ Festivals

The Institution has been in the forefront of celebrating/organizing various national/international commemorative days, events and festivals. The celebration and organizing of such events is done, so as to foster among the faculty, staff and students of the Institution, a sense of national pride, commitment and ideology.

The celebrations spread the message of unity, harmony and peace among the stakeholders and mark an occasion to pay tribute to national leaders and men of eminence.

National Days

The national days of importance, including

- Independence day
- Republic day
- Birth day of the father of the nation

are celebrate with enthusiasm, gaiety and a sense of commitment.

Speeches, parades and award of prizes are the features, which mark the occasion of celebration.

Other Important events/days

In addition, the Institution, has made it a regular practice to celebrate important occasions, coinciding with a theme topic like

- Engineers day
- Teachers' day
- Yoga day
- Women's day
- National Youth day
- Environment day
- Science day
- World Water day

Functions are organized, emphasizing the significance and highlighting the deeds/actions to be undertaken, during these days.

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

The institution's unwavering commitment to inclusivity is reflected in its regular initiatives aimed at fostering harmony and tolerance among its diverse community.

Efforts and Initiatives towards an Inclusive Environment:

The institution is proud of its diverse community, comprising individuals from various backgrounds, each contributing to the rich tapestry of the institution's culture. This diversity includes differences in culture, caste, region, religion, language, and socio-economic conditions.

The institution's efforts to create an inclusive environment are multi-faceted and encompass a range of initiatives:

1. Organizing Harmony and Tolerance Events/Meets:

- The institution regularly hosts events and programs aimed at educating stakeholders about the importance of harmony, peace, and tolerance.
- Eminent speakers and thought leaders are invited to address these sessions, emphasizing the need for unity and the practice of tolerance.
- "Harmony Day" is celebrated annually, serving as a reminder of the institution's commitment to promoting unity and highlighting the rich diversity of cultures and traditions through student performances.

2. Creation of a Conducive Atmosphere:

- The institution fosters an atmosphere of tolerance and harmony on its campus through various means:
    - Celebrating traditional festivals that involve the participation of individuals from all religious backgrounds.
    - Screening movies and documentaries that promote the values of equality, harmony, and inclusivity.
    - Enforcing a common code of conduct, rules, and a prescribed uniform on campus to ensure a sense of equality and unity.
    - Displaying quotes and sayings that emphasize the importance of harmony, unity, peace, and tolerance throughout the campus.

3. Sensitization:

- Both employees (faculty and staff) and students undergo sensitization programs to better understand their obligations, rights, and the values enshrined in the Constitution of India.
- Sensitization measures include:

Curriculum Courses:

- The institution offers courses such as "Constitution of India," "Human Values," and "Professional Ethics" as part of the "Open Electives" category for students.
- These courses provide students with a deeper understanding of their duties, rights, responsibilities, and ethical values as citizens.

Programs Conducted:

- The institution plans and conducts various events and programs with themes focused on constitutional responsibilities, rights, human values, and ethics.

4. Extension Activities:

- To instill a sense of responsibility and duty towards society and the nation, the institution actively encourages students to participate in outreach programs and social service activities.
- These activities are conducted under the National Service Scheme (NSS), Balaji Social Service (BSS), and other forums, enabling students to actively contribute to the welfare of the community and the nation.

In conclusion, the institution's commitment to fostering an inclusive environment is evident through its comprehensive efforts and initiatives. By promoting harmony, peace, tolerance, and unity among its diverse community, and by sensitizing individuals to their responsibilities and values, the institution not only enhances the educational experience but also cultivates responsible and ethical citizens who contribute positively to society and the nation.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: Organizing Annual "Industrial Summit"

Objectives: The institution conducts an annual "Industrial Summit" to benefit students by providing exposure to industry practices, enhancing industry-institute interaction, and establishing meaningful connections with regional industrial leaders. The goals of the summit include improving students' employability skills, reducing stress and anxiety related to recruitment, and bridging the gap between academia and industry.

Context: The institution's Training and Placement Cell hosts various training programs. The "Industrial Summit" brings industry recruiters and managers' together guide, motivates, and educates students for their future careers.

Challenges: Challenges faced include time constraints limiting industry representation, insufficient time for in-depth interactions between students and industry experts, and non-availability of many industry representatives and managers at the Summit.

Uniqueness: In the context of Indian higher education, the "Industrial Summit" stands out with its focus on recruitment and placement, providing students with a valuable advantage for their career efforts.

Evidence of Success: The Summit has led to students becoming more knowledgeable and industry-prepared, resulting in improved placement records and a positive impact on academic performance.

Academic Year Data:

Year	Dates of the Summit	No. of industries Represented	No. of HRs	Total students attended (III&IV Years)	Placed Students
2022-23	16.07.2022	06	06	588	238
2019-20	29.02.2020	08	08	527	131

Academic Year Data:

Academic Year	Total IV Year Students	Students Placed	Percentage of students placed
2018-2019	263	100	38
2019-2020	313	131	41
2020-2021	294	141	47
2021-2022	412	412	42
2022-2023	366	366	65

Result: The "Industrial Summit" has significantly improved student discipline and employability while contributing to enhanced academic performance.

Problems Encountered and Resources Required:

Problems: The COVID-19 pandemic disrupted the continuity of the Summit in 2021, and the coordination with various organizations from different sectors is time-consuming and can clash with academic schedules and events.

Resources Required:

1. **Financial Resources:** The institution funds the Summit through its annual budget, with partial sponsorship from local companies.
2. **Human Resources:** Faculty, staff, and student volunteers play active roles. An organizing committee, led by the Training and Placement officer, oversees the arrangements.
3. **Infrastructure:** The institution's infrastructure, including an open-air auditorium, seminar halls, interaction halls, dining areas, and accommodation for visiting industry experts, is adequate.
4. **Logistic Support:** A committee acts as a liaison between the industry and the institution, providing logistic support.

Best Practice - 2

Title: 'Quality First' Week

Objectives: The "Quality First" Week, conducted at the start of academic semester, engages students, faculty, and staff to enhance student discipline, teacher dedication, and campus behavior. Its key goals are to promote knowledge about quality and professional standards, instill values, enhance efficiency, establish discipline on campus, and enforce a zero-tolerance policy for student indiscipline and rule violations

Context: Professional colleges aim to maintain quality and standards. Students are expected to maintain

punctuality, discipline, politeness, and dignity. Faculty and staff are expected to maintain punctuality, interact politely, keep records orderly, and fulfill academic duties.

Key Challenges: Challenges include addressing student indiscipline, violations of dress code and conduct, instilling good habits and practices among students, and raising awareness about quality requirements and standards among both students and faculty/staff.

The Practice: The 'Quality First' Week is observed at the beginning of academic semester, involving a committee of senior faculty members. This committee, in coordination with the "Academic Quality Advisor," formulates an action plan for the week. The observance includes wide publicity through banners, notice boards, messages, and circulars,

Key Issues:

- **Discipline:** Faculty squads enforce campus discipline regarding dress code, mobile phone use, and ID card compliance, with violations resulting in warnings, counseling, and advice for the students involved.
- **Professional Dignity & Behavior:** HODs/Senior faculty visit classes to highlight the requirements of professional behavior and emphasize the significance of maintaining dignity on the campus.
- **Rules and Regulations:** Banners spread awareness about rules and regulations, and students are cautioned, advised, and informed to follow them.
- **Teaching – Learning Process:** Faculty receives guidance in department and institution-level meetings, focusing on the teaching-learning process and quality maintenance.

In the Context of Indian Higher Education: 'Quality First' Week stands out in Indian higher education as it uniquely centers on quality, engaging all stakeholders to achieve overall quality improvement.

Constraints/Limitations Faced: Stakeholders tend to show slackness in enforcing quality measures after the completion of the week. Another limitation is the lower percentage of students attending college at the beginning of the semester.

Evidence of Success: 'Quality First' Week has been instrumental in ensuring quality in all aspects of the institution's functioning, resulting in improved student discipline, faculty record-keeping, and adherence to rules and regulations.

Results:

- **Improvement in Discipline:** Student discipline has significantly improved, with fewer cases of rule violations and code of conduct breaches over the last five years.
- **Teacher-Related:** Faculty members have grown accustomed to maintaining quality records, updating documents, and files.
- **Campus Initiatives:** Maintaining entry and exit rules has improved faculty punctuality and reduced unnecessary departures from the campus during working hours.
- **Awareness Creation:** Student awareness has created a well-behaved, disciplined campus with minimal rule violations.

Areas of Improvement:

- **Mobile Phone Usage:** Mobile phone usage inside classrooms needs improvement.
- **Late Coming to College/Classes:** The number of cases has reduced over the years, but further improvement is possible.
- **Wearing of Uniform & Dress Code:** Few violations have been reported.
- **Clean Campus:** Awareness has improved the use of dustbins.

Problems Encountered and Resources Required:

- **Mobile Phone Usage:** While prohibited, mobile phones are needed for certain purposes, such as Training & Placement instructions.
- **Attendance:** Student attendance at the beginning of the semester may be incomplete, requiring proactive communication.
- **Faculty-Related:** Newly joined faculty and fresh recruits need guidance about the features of Quality First Week.

Resources Required:

- **Publicity Material:** Boards, banners, pamphlets, and other material for information dissemination.
- **Planning:** Utilizing faculty as groups or squads, meeting halls, and related arrangements.
- **Record Maintenance:** Log books, registers, and documentation.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[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:

The Institution has been focusing on the technological empowerment of the rural youth. This is one area, distinctive to its priority. The thrust is on exposing the rural youth, getting admission into the Institution, to technology advancements.

The Institution attracts a large number of rural youth, qualifying at the entrance examinations, prescribed by the Govt, for admission into the various programs.

Of the 1648 students, admitted into the Institution, through various qualifying examinations during the last 5 years 74% have rural background. They belong to the rural areas of the combined district of Anantapuramu of A.P. state, covering 63 Mandals.

Technological empowerment

The students, with their background, who join the various programs, are transformed into competent Engineers/Business Administrators, at the end of study, of their respective programs.

The passing out students are empowered with skills, knowledge and ability to use Technology, through various practices and measures, undertaken by the Institution.

The various resources like

- Human resources (Faculty and Staff)
- Physical Resources (Laboratories)
- Digital Resources (ICT tools and services)
- Learning Resources (Library including Digital Library)

are effectively used, in the empowerment process.

A wide ranging number of activities/events/methods at different levels of study, of their programs, are planned adopted and implemented. To ensure that the students participation in these activities is effective, standard operating procedures have been developed.

The various activities/methods aimed at providing students exposure/opportunities to acquire knowledge, skills and get trained in the usage of technology include,

- Curriculum based practical courses (Laboratory Courses)
- Training of students
- Training and placement related
- Training at program level specific to the students
- Learning resources related
- MOOCs, Swayam etc.,
- NPTEL Courses/material
- e-books, e-journals reference and usage
- access to online platforms
- ICT tools/methods related
- Use of electronic gadgets including laptops and smart phones
- Access to internet
- Skill development
- Industry – Interaction related
- Industry supported labs and facilities there in
- Interaction with Industry experts like talks/lectures/presentations on advanced themes/topics

Curriculum based courses

The students are required to attend and complete several practical courses (laboratories) during their programs of study.

The laboratories have been equipped with

- Relevant software
- ICT tools, wherever needed
- Equipment, reflecting advances in technology
- Automation facilities

The faculty, take steps to give students an exposure and understanding of technology based content in the curriculum. This enables the students acquire basic knowledge and skills related to use of technology.

Training

The T&P cell plans and conducts various training programs for students, to assist, support and help students, face the recruitment. On an average about 4 training program are conducted every year, in which the students are given basic information, knowledge and skills of usage of various technologies.

The Departments/Programs conduct various programs at their level, like

- Conduct of short term workshops
- Conduct of conference/seminar on emerging technologies
- Digital awareness sessions

Use of learning e-resources

The students get opportunity to use of NPTEL resources available, giving them an exposure to technological advances and emerging technologies and their uses.

The introduction of MOOCs in the University Curriculum and the access to e-journals is likely to help student gain increased knowledge base on technology and its development.

ICT tools/method usage

The students make use of the smart phones, computers and laptops to analyze data and use advanced methods of technology. The skill enhancement resulting, is dependent on usage of

- DVD ROMs
- e-material
- other gadgets/equipment/accessories

Industry involvement

Students are made to acquire valuable insights into working technologies, their usage and related developments, by attending expert talks/presentations, by Industry persons.

To keep abreast of technological developments, the Departments/Programs make every effort to improve

the quality of interaction.

Positive impact

The overall technological exposure, results in transition of young students into users of technology and gain skills, most needed for employment and professional development.

The effect

During the last five years, there have been a transformation of students into technocrats, able to get employment and serve the interests of the industry and society.

A total of 15 training sessions have been conducted by the T&P cell, focusing on technological skills

The Department/Programs have arranged a total of 16 short term training programs, in the last five years.

The students strength of 1648 composing of rural background students of the total admitted students, in the last five years has been empowered with sufficient knowledge and skills to make them conversant with technology.

A total of 1648 students, 48% of total admitted, in the last five years have been able to get placements, because of the skills acquired. On the whole, because of the initiatives launched by the Institution, the rural students acquire basic knowledge, skills along with ethics and life skills, including self confidence to use technology on various platforms.

The usage of digital resources, devices, tools and support provided by faculty and resource persons result in the most important outcome, the technological empowerment of rural youth.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The institution's sponsoring body, SBES (Sri Balaji Educational Society) in Anantapuramu, is a well-known and popular Society. It oversees nearly 50 institutions in various fields, including:

- Agriculture
- Horticulture
- Veterinary Science
- Law
- Sciences and Arts
- Engineering
- Management
- Pharmacy
- Others

SBES has a social service organization called BSS (Balaji Seva Samithi) associated with it, which engages in various community service-oriented activities. The Institution, in coordination with BSS (Balaji Seva Samithi), fulfils its social responsibilities. The NSS unit of the institution, along with BSS, is actively involved in sensitizing students to various issues and serving the local community, thereby contributing to their holistic development.

Concluding Remarks :

Over the course of its decade-and-a-half existence, the institution has transformed into a major center for Engineering and Management education, providing opportunities for acquiring quality education, skills, and a strong commitment to human and professional values.

The institution adheres to the principles of Outcome-Based Education (OBE), enabling it to focus on the outcomes of courses and programs, successfully achieving its objectives. The institution has effectively worked towards realizing its vision of producing competent, skilled, and morally upright graduates.

Well-established standards and clearly outlined procedures facilitate an effective and meaningful teaching-learning process, benefiting the student community.

With a dedicated team of faculty and staff, and the support of a generous and understanding Management, the institution is on a path towards academic excellence.