



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

V.S.R AND N.V.R COLLEGE

D NO 29-1-1 ITHANAGAR
522201

www.vsrnvr.ac.in/vnvr/index1.php

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

VSR and NVR College, Tenali was established in 1951. The institution, inspired by the vision of its founder secretary, Sri Nannapaneni Venkatrao to provide education for all, thrives under the leadership of Shri Nannapaneni Sudhakar, the secretary of the institution. Shri Sudhakar, a visionary and adept administrator, is dedicated to offering quality education and shaping young minds for bright futures, fostering a culture of continuous improvement. The Institution is situated in the town of Tenali, Gudur District, Andhra Pradesh. The campus is serene and congenial with peaceful environment which spread over a sprawling area of about 5 acres and surrounded by lush green and fertile lands. Thus, the location is with idyllic beauty, ideal and appropriate for peaceful and productive learning, leading the students towards a promising future. The campus possesses ecofriendly environment.

VSR and NVR College has been approved by APSCHE and permanently affiliated to Acharya Nagarjuna University, Guntur. Currently the Institution is offering 14 programs with a total intake of 936. The Institution has grown in various aspects since its inception and achieved many milestones. The institution has been accredited by NAAC three times so far. Autonomous status was granted to the Institution by UGC in 2014. Continuous improvement in various aspects of the Institution resulted extension of Autonomous status by UGC till 2025.

The institute maintains high standards of technical and management education by providing a wide array of world-class academic and infrastructure facilities. The Institute has been one of the most preferred institution in and around the town of Tenali.

Vision

Empower the students through quality education by providing a conducive learning environment and making a transformational impact on student's lives and society.

Mission

M1: Imbibe required skills, knowledge, and attitude to the students to enable them to succeed in life

M2: Provide quality and affordable education to all segments of the society

M3: Create a conducive learning environment, which is enjoyable and rewarding

M4: Contribute to solving local and global societal problems by inculcating moral, spiritual, and social values among students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Clean, green and well-maintained campus
- More than 30% of our students are first-generation learners.
- Remedial classes for slow learners and additional support for advanced learners. Good Success rate of students
- Outreach and extension programs
- Active student environment-learning communities, programs, student organizations and clubs
- Training students on life skills from the beginning of the program
- Welfare schemes for faculty and students
- Providing Quality education at nominal fees
- Alumni engagement for the institute's growth & development
- Use of ICT tools by all faculty members
- Well-qualified, committed and experienced faculty
- As the institute has a good social accreditation, this college is a favoured destination for higher studies in Guntur district and nearby districts of Andhra Pradesh.
- Automated library
- Well-maintained infrastructure Proactive and Visionary management
- Effective and efficient mentor system
- Vision and Mission are well defined and followed
- Well-stocked library of textbooks, journals and digital resources
- Consistently maintaining good placement records
- Well-equipped and neatly maintained Laboratories
- Exclusive Training & Placement Cell with adequate facilities for training
- Collaboration with the industry
- Indoor and outdoor sports facilities
- Ever-growing Innovation and Entrepreneurship awareness activities
- Industry-specific add-on training programs
- Conduct add-on courses to bridge the gaps in the curriculum
- Well-established career guidance cell
- Empowerment of faculty and decentralization of administration
- Distinguished Alumni across the globe, as Entrepreneurs and with MNCs
- Separate hostels for Boys and Girls

Institutional Weakness

- Limited Communication skills of students as most of the students are from rural areas
- Academic flexibility is limited and confined as the institution follows the syllabi prescribed by the affiliating university
- Students' accessibility to ICT tools outside the campus as many are from rural areas.
- Difficulty in getting quality doctorates for faculty positions
- Lack of diversity among students
- Delay in release of scholarship amount, thereby affecting various institutional activities planned as per strategic plan.

Institutional Opportunity

- The institution provides an opportunity for rural first-generation learners to get quality education at an affordable cost.
- Alumni association provides the opportunity for the current students to have a network with prominent alumni during alumni meetings.
- Establish academic links with renowned national and international institutions for student exchange and interactions to enhance the level of their knowledge in the respective areas
- Enhance faculty exposure to industry by sending them to industries and use the experience for a better teaching-learning experience
- Possibility of networking among academia, R&D institutions and local industry to form R&D clusters.

Institutional Challenge

- Some of our students are diffident due to their poor economic background.
- Retention of the faculty
- Creeping commercialization poses challenges to quality education in higher education.
- Elevating the institution to Autonomous status.
- Unable to offer a revised curriculum in line with the requirements of the job market and in the emerging areas

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

VSR and NVR College has been conferred autonomous status by UGC in 2014. Since then, the institute has been designing and refining its curriculum based on its Vision and Mission to provide high quality education to its students. Design and development process of the curriculum remained an inclusive and a continuous practice. The institute follows choice-based credit system (CBCS) and curriculum is carefully designed to incorporate UGC Guidelines and fulfil the requirements of the stakeholders. Development and revision of the curriculum is very robust and is based on ever changing advancement in technology and inputs received from various stakeholders. Department Academic Committee prepares a draft on curriculum, Board of Studies (BoS) examines and refines after thorough discussions. Then, Academic Council (AC) reviews and approves it for implementation after long deliberations. The approved curriculum is informed to the Board of Governors and finally shared with all stakeholders and implemented.

In order to ensure holistic development of the students, the institution has incorporated life skills in curriculum. Appropriate credits are also given to internship and project works to encourage experiential learning among the students. The institution also has MoUs with various reputed organizations to provide required training to the students and make them potential in facing interviews.

There have been remarkable changes in the curriculum during last five years. Syllabi of all the programs were revised. A total of 462 new courses were introduced and a total of 1513 distinctive courses were offered during last five years. Core focus of these courses was not only to impart employability skills, but also inculcate skill development and entrepreneurship skills. A total of 50 add-on or value-added courses were offered by the institute during last five years with an aim to make the students globally competent and address real-world problems. More than 70% of students took part in these courses and got benefitted. In order to enable the students to achieve all graduate attributes, feedback from all stakeholders is taken, analysed and gaps in the

curriculum are bridged to keep the curriculum relevant to the local and global needs.

Teaching-learning and Evaluation

Meritorious students from the state of the Andhra Pradesh prefer joining the Institution. The seats are filled for UG and PG programs online admission process. The institute strictly follows the reservation policy issued by the government of Telangana. As students come from diverse backgrounds, the institution provides academic and other support. Remedial classes and bridge courses are conducted for slow learners and for lateral entry students respectively. The institute follows a Mentoring system in which around 20 students are assigned to a faculty.

The institute is supported by efficient member of faculty with an average experience of over 6 years. The institute maintains the requisite teacher-student ratio. The courses are assigned to the faculty based on their competencies and specializations. Various teaching learning methodologies such as problem solving, participative learning and experiential learning are adopted through ICT enabled infrastructure. The institution prepares course plans and course files well before commencement of classes and adheres to academic calendar.

Assessing learning levels of the students is a continuous process at VSR and NVR. Based on the assessment, students are divided into slow learners and advanced learners. Slow learners are provided with remedial classes to improve their subject knowledge and skills. On the other hand, advanced learners are encouraged to take part in on-going research, explore content beyond syllabus, enrol in online certification courses by NPTEL/SWAYAM/MOOCs. To bridge the gap between the curriculum and the industry requirements, domain specific technical training programs are conducted. To further strengthen students' domain knowledge guest lectures, workshops, conferences etc. are also organised.

The examination section of the institute monitors, reviews and revises the conduct of assessments and evaluation in a systematic way and ensures transparency in its processes. It has brought in numerous IT reforms to automate various activities starting from student registrations to declaration of results. In addition, the examinations branch has a manual of its processes and releases its consolidated examination reports annually. The departments compute the attainment of COs and POs/PSOs regularly and takes necessary action based on the target attainment levels.

Research, Innovations and Extension

Eco-system and linkages with Government R&D Institutes, Industry and Consultancy agencies have been instrumental in promoting research at VSR and NVR. Efforts of the members of faculty and support from the institution are evident from number research papers published in peer-reviewed renowned journals. More than 60 research papers are published by our faculty the publications of our faculty and are also cited by global research community. Moreover, these contributions are reflected in the citation index too.

The Institute has well established and equipped advanced research labs. The Institute has formed Research Coordinators Committee and an Industry Institute Interaction Committee for promoting and directing Research and Consultancy. The faculty share the generated revenue according to defined revenue sharing policy. Genuine research work is ensured through well publicised plagiarism policy document. The Institution promotes research among its faculty members by offering financial incentives for taking membership with reputed technical associations. In addition, the members of faculty are motivated and financially rewarded for taking

part in international and national conferences. Institution has a research policy and incentives are given to the faculty as per the guidelines of the policy.

The institute makes every effort to inculcate entrepreneurial skills among the students. Innovation and incubation centre at the institute has been providing guidance and helping-hand to budding entrepreneurs to roll out their start-ups. Numerous collaboration resulted in various internships, projects and industrial visits.

The institute encourages and ensures holistic development of the students by motivating them to take part in several extension activities conducted by the institution. The Institution has organized more than 50 number of extension activities during last five years and received many awards in this regard. Furthermore, the Institute has displayed its philanthropy by adopting five of village.

Infrastructure and Learning Resources

The institute has ICT enabled classrooms, seminar halls, well equipped laboratories, sports facilities and better infrastructure spread over 5.0 acres with a total built-up area of 4570 Sq.m with lush lawns, beautiful landscape, aesthetic architecture and eco-friendly environment. The institute has well furnished, ventilated and illuminated classrooms.

Lift and ramp facilities are also provided for easy access of divyangans. The institute has more infrastructure facilities than the minimum requirements laid down by the statutory bodies. The instructional facilities include classrooms, laboratories, Seminar halls and Auditoriums with proper ventilation, acoustics and ICT enabled.

The Administration facilities include office of the Principal, offices of HODs, Faculty rooms, spacious Examination Control Office, Placement Office with Interview panel rooms, and Security office. The Institute has a dedicated library with seating capacity of 100. The library is automated with NewGenLib software. Library at JBIET has sufficient learning resources. In addition, digital library with 10 number of systems is also available to access e-resources and for the academic purpose. The Institute allocate budget every year for various learning resources and expands its base.

The Institute has a committed team to look after various IT infrastructure works. The Institute has a total of 138 systems with student computer ratio of about 4.8:1 for academic purpose. The institute has 01 Server and 100 Mbps Internet bandwidth to support LAN and Wi-Fi. Total campus area is Wi-Fi enabled. The institute has a well-defined IT policy in place for the effective utilization of the IT infrastructure.

Classrooms and laboratories are provided with a total UPS of 100 KVA capacity, Power Generators of 160 KVA and other required safety facilities. CCTV surveillance system has also been in place. The institute provides various infrastructure facilities for sports and cultural events. All the facilities at the institution are well maintained through a systematic process and with the help of well-defined maintenance policy.

Student Support and Progression

More than 60% students of the Institution received scholarship from the Government of Andhra Pradesh. In addition, the Institute has also been supporting the economically weaker but academically strong students through the institutional scholarship. More than 4% of the students were benefitted through the institutional

scholarships during last five years. Students' skills other than curriculum are enhanced through various capability enhancement programs at the institution.

Career Guidance Cell (CGC) of the institution provides Career Counselling, guidance for Competitive Examinations, Bridge courses and facilitates students to achieve their goals. Furthermore, meditation and yoga classes are also organized for overall development of the students. Almost all the students are benefitted from CGC.

The Institute imparts life skills among the students during the most of their study at the institution. The Institute has a team of faculty members to train students on life skills. The Institute has a well-established Grievances Redressal Cell for the students to address any grievances. Zero tolerance on ragging has been the motto of the Institute to make it ragging-free and student friendly campus. Students are equally encouraged to take part in co-curricular and extra-curricular activities. Many of the students were awarded for their performance in sports. Institute also organizes many cultural and sports events every year.

The Institution has a dedicated Training and Placement Cell to provide training and help students get placed. More than 70% of eligible students got placed in various companies during last five years. Students are also motivated and guided to pursue higher education. Many students have been getting qualified in various competitive examinations. The Institute ensures involvement of students in various committees such as Board of Studies, National Service Scheme (NSS), Cultural Clubs, Sports Clubs, and Technical Associations for holistic development of the students.

The Institute has a registered Alumni Association and it contributes to the academic and overall development of the institution. Alumni association meets are conducted every year on campus to strengthen the bondage between the Institute and alumni and foster a sense of togetherness with alumni.

Governance, Leadership and Management

The Institution has a governance model which is decentralized, democratic, participative and transparent to all its stakeholders and it is in line with the Institute's Vision, Mission and Quality Policy. The Institute has a well developed strategic and perspective plan with tangible goals which influences the growth of institution.

The management plans for holistic development of the institution through academic excellence and professional ethics. The Institute adopts decentralization of various activities at various levels and functions through various statutory and non-statutory committees.

Seamless functioning of academic, administrative and financial activities of the Institute is ensured through functioning of about 20 committees. The Institute is known for its Student Discipline, Teaching and Learning Process, Evaluation, Research and Development and Extension activities. Various welfare schemes such as Employee Provident Fund (EPF), Maternity Leave, Medical Leave and CCLs are extended to teaching and non-teaching staff.

The Institution implements and updates e-governance in various areas of the institution. The Institute also motivates the faculty to attend conferences / workshops and provides financial incentives for attending the same. Faculty are also encouraged to take part in various Professional Development Programmes, Orientation /Induction Programmes, Refresher Course, and Short-Term Course. The Institute conducts Finance Committee meetings regularly and financial resources are planned and mobilized as per schedule to meet various

requirements of the institution. Both internal and external financial audits are done to verify any discrepancy in the areas of finance and accounts at the Institute.

The Institution considers internal quality as top priority. The Institute strategically enhances the quality of teaching and learning process through continuous new initiatives such as Faculty Self-Appraisal, Training Programs for Teaching and Non-teaching staff, Workshops, Conferences, Educational Reforms, Setting the Quality Bench Marks, Key Performance Indicators, Incentives, Academic and Administrative Auditing (both internal & external), and Student Mentoring System etc. through IQAC of the Institute. Institute's IQAC has taken up various quality initiatives such as feedback from various stakeholders, collaboration with various institutes, participation in NIRF and played a key role in getting awards from various government and non-government agencies.

Institutional Values and Best Practices

VSR and NVR College ensures gender parity not just in terms of the number of career possibilities available to women, but also in terms of their representation in the organization. The Institute has around 30% girl students and 35% female employees. Various strategic initiatives are performed from time to time to increase gender awareness and give equal chances for all genders. Women Empowerment Cell was formed to ensure the safety and security of female teachers and students. The Institution takes a variety of energy-saving techniques. The Institute has taken several initiatives to reduce, recycle, and reuse the various forms of trash created by the Institute.

The water harvesting pit is strategically placed across campus to properly use natural water resources. The Institute has implemented many green measures and promoted and improved the campus's eco-friendliness. For the Institution, several audits such as energy, green, and environmental are performed. The institution has also been recognized for implementing different green initiatives on campus. Through its infrastructure, the Institute offers *divyangjans* access to a variety of facilities. The Institute regularly celebrates birth/death anniversaries of great Indian personalities and national festivals every year.

Personalized mentoring system and Enhancing employability skills through skill-based Trainings have been two best practices implemented by the Institution. Mentoring system implemented by the institution showed a positive impact in various functional areas of the institution. The Institute has imparted various skills to the students to make them employable by the end of their program duration. Regular assessments and tailored training yielded the best results in terms of placement offers

VSR and NVR College strives to impart the importance of holistic development through the Philanthropic activities. The Institute has organized numerous extension activities and received many awards in this regard. In addition, the Institute has helped many individuals, families and villages through its philanthropic activities. The Institution has shown its distinctiveness in helping others and sharing social responsibilities through various activities across the nation and thereby improving focus and skills of the students in a different area.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	V.S.R AND N.V.R COLLEGE
Address	D No 29-1-1 Ithanagar
City	TENALI
State	Andhra Pradesh
Pin	522201
Website	www.vsrnvr.ac.in/vnvr/index1.php

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K Ravindranath	08644-226961	8374344566	08644-226962	principal.vsrnvr@gmail.com
IQAC / CIQA coordinator	E Sheela	08644-226963	8185974278	08644-226964	epurisheela1986@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1951

Date of grant of 'Autonomy' to the College by UGC	01-01-1970			
University to which the college is affiliated				
State	University name		Document	
Andhra Pradesh	Acharya Nagarjuna University		View Document	
Andhra Pradesh	Acharya Nagarjuna University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	19-01-2008		View Document	
12B of UGC	19-01-2008		View Document	
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	D No 29-1-1 Ithanagar	Semi-urban	5.09	50250

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	BSc,Chemistry,Chemistry	48	Intermediate	English	30	9
UG	BSc,Computer Science,Computers	48	Intermediate	English	30	0
UG	BSc,Computer Science,MPCs	48	Intermediate	English	60	47
UG	BA,Commerce,Economics	48	Intermediate	English	30	0
UG	BCom,Commerce,Computers	48	Intermediate	English	30	6
UG	BCom,Commerce,General	48	Intermediate	English	60	17
UG	BSc,Mathematical Sciences,Mathematics	48	Intermediate	English	24	0
UG	BSc,Mathematical Sciences,MSCs	48	Intermediate	English	24	4
UG	BSc,Mathematical Sciences,MP C	48	Intermediate	English	24	0
UG	BSc,Life Sciences,CBZ	48	Intermediate	English	24	0
UG	BA,Arts And Humanities,HEP	48	Intermediate	English	24	0

UG	Bachelor of Computer Science,Arts And Humanities,HP English	48	Intermediate	English	72	38
PG	MSc,Chemistry,Chemistry	24	UG	English	24	4
PG	MA,English,English	24	UG	English	24	3

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	2				4				20			
Recruited	2	0	0	2	1	3	0	4	6	14	0	20
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				13
Recruited	8	5	0	13
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				26
Recruited	9	17	0	26
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	1	3	0	0	0	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	14	0	20
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		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	320	0	0	0	320
	Female	111	0	0	0	111
	Others	0	0	0	0	0
PG	Male	12	0	0	0	12
	Female	5	0	0	0	5
	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	20	11	18	23
	Female	5	7	7	6
	Others	0	0	0	0
ST	Male	1	2	2	1
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	35	65	79	40
	Female	16	39	62	29
	Others	0	0	0	0
General	Male	42	41	111	52
	Female	20	24	47	26
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		139	189	326	178

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arts And Humanities	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
English	View Document
Life Sciences	View Document
Mathematical Sciences	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is affiliated to Acharya Nagarjuna University. The institute has been leveraging its flexibility in offering multi-disciplinary/interdisciplinary courses by introducing new courses and by encouraging the students to take up multi-disciplinary/interdisciplinary courses. The institution is also offering various multi-disciplinary/interdisciplinary courses in the form of value-added or add-on courses. The affiliating university also introduced mandatory internships for the students
2. Academic bank of credits (ABC):	The institution is in the process of getting registered under ABC after getting approval from the affiliating university. The faculty are involved in the Board of Studies of the affiliating university. In addition, faculty have been setting syllabi for value-added courses or add-on courses offered by other institutions.
3. Skill development:	The institution collaboration with Andhra Pradesh State Skill Development Corporation to provide skill-based training to the students. In addition, the institution has also entered into various organizations and institutions for imparting skill-based training through collaborations and MOUs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution has books related to the Indian knowledge system and has been striving hard to promote Indian ancient traditional knowledge and Indian tradition and culture.
5. Focus on Outcome based education (OBE):	The institution has been practicing Outcome Based Education (OBE) to impart quality education. Attainment of COs and POs/PSOs has been carried out periodically to identify and bridge the gaps.
6. Distance education/online education:	Although the institution is not currently offering programs through distance education/online education mode, the faculty take a few classes to reinforce the key concepts.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
674	718	845	762	829
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
337	192	327	257	278
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	31	31	32	32
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 66

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
23.28	33.45	77.79	59.11	104.98
File Description		Document		
Provide Links for any other relevant document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The Academic Autonomy of the Institution with 74 years of Academic Excellence provides ample opportunities to periodically revise the Curriculum in tune with the Local/National/Regional/Global requirements. Since the Institution is situated in the rural area, utmost care is taken to design the curriculum to cater to the needs of the Society by instilling cutting-edge knowledge and skillsets to make students develop globally competent and empower them in all dimensions.

Curriculum Design:

The Core values of the Institution is transcended to the students through the curriculum. The curriculum is designed and executed as per the guidelines of the Statutory Bodies such as UGC, APSCHE and affiliating University.

The Curriculum Development Cell of the Institution facilitates the design and upgradation of the curriculum. This is communicated to the Department, wherein the initial version of the Curriculum is discussed and prepared by the Department Advisory Committee according to the current market needs based on the suggestions from the stakeholders. The Proposed Curriculum is presented in the BOS and the Curriculum is placed for approval in the Standing Committee and Academic Council. The approved Curriculum by the Statuary Bodies are then implemented in the Department.

Local, National and Global developmental needs:

The Curriculum is framed in a way of imparting domain knowledge and skills relevant to Local, National and Global developmental needs. It encompasses the cognitive skills, soft skills, employability skills, socially relevant projects, Internships, Field visits, inculcation of values and industry interface with a view to give momentum to the National Education Policy. Skill development activities which are made mandatory for each course in the curriculum are duly evaluated and the marks awarded are included in the CIA. The Curriculum also adheres to the requirements of Competitive Examinations such as UGC, NET, CSIR and syllabus of various reputed Indian Universities.

Online Courses (MOOCs, NPTEL) are also included for all the programmes to keep them in pace with the changing trends in education. In addition to the Curriculum, Students Skills are enriched through several need-based Value Added Courses offered by various Departments to upgrade their Knowledge and to enable smoother transition from college to the Industry.

Outcome Based Education (OBE) in the Curriculum:

The Institution practises Choice Based Credit System and Outcome Based Teaching Learning Framework. Each programme has a well-defined objective which pervades in the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) which in turn is reflected in the syllabus. A mapping of CO-PO matrix is created for all the courses which meets all the POs adequately suiting the industrial and societal needs.

Value Education

In order to enrich the students in various aspects of current social issues, courses such as Gender Equity, Human values, Environmental Sustainability and Women Studies have been amalgamated into the curriculum. These courses instil essential moral values and ethical values in the students' mind thereby enabling them to uphold the values of the Society. The Curriculum framed thus serves to fulfil the needs of the stakeholders on all aspects locally and globally and also by empowering the students as confident graduates.

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

VSR and NVR College has a Vision of empowering seekers of knowledge, through holistic education. In pursuit of this Vision the college offers programs that focus on employability/ entrepreneurship/ skill development which are updated continuously as per the changing requirements of the Industry and Society. With the focus on Outcome-Based Education (OBE), our college is evolving an innovative, flexible, and multidisciplinary curriculum, allowing students to explore a creative combination of credit-based courses in variegated disciplines along with value-addition courses, Indian Knowledge Systems, vocational courses, projects in community engagement and service, value education, environmental education, and acquiring skill sets, thereby designing their own learning trajectory.

All academic programmes offered by the college focus on employability, entrepreneurship and skill development and their course syllabi are adequately revised to incorporate contemporary requirements based on feedback received from stakeholders. The curriculum is aligned with the needs of the industry and the job market and is flexible enough to adapt to changing trends and technologies. Furthermore, the curriculum integrates cross-cutting issues relevant to professional ethics, gender, human values, environment & sustainability and Sustainable Development Goals.

All the programs offered by VSR and NVR College has a component of skill enhancement, employability skill development or encouraging Entrepreneurial capabilities. The speed and nature of globalisation, technological change and innovation, changes in work organisation, environmental changes and demographic trends take very different forms across different countries. Thus, the college keeps updating the policies to enhance workforce employability by:

- Anticipating emerging skill needs and adapting policies accordingly
- Reinforcing the role of training and work-based learning
- Anticipating emerging skill needs and introducing programs accordingly
- Assisting the students to jump-start their career by training them and making them job ready with transferable skills like communication, personality development, email etiquettes to name a few, which is the primary focus of all programs.

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 30.54

1.2.1.1 Number of new courses introduced during the last five years:

Response: 462

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 1513

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The institute implements the curriculum provided by the university with which it is affiliated. Curriculum

topics include Professional Ethics, Gender, Human Values, Environment, and Sustainability.

Human Values and Professional Ethics

The institution offers a course on human values and professional ethics each semester to raise awareness about moral values, character development, cooperation, the sustainable relationship between people, and the empathy involved in technical activities. The ultimate goal of this course is to promote professional ethics among students and faculty through the use of online plagiarism-checking software and apply concepts of professional ethics to their professional practice. The faculty assists students in organizing awareness campaigns, blood donation camps, health screening camps, and hygiene and health awareness programs. Moreover, the institution's NSS students regularly participate in Swatch Bharat-related activities.

Gender Sensitization

Every academic year, the course on Gender Sensitization is offered in the form of curricular, co-curricular, and extracurricular activities. This course allows the entire class to interact with real-world situations, such as fieldwork, seminars, and social gatherings, etc.

This course has the following primary goals:

- Raise awareness about equality in the law, social system, and democratic activities
- To provide an integrated and multidisciplinary framework for comprehending the social and cultural construction of gender.
- To teach young boys and girls gender awareness and to instill positive values that support girls' rights.
- To educate students about the status of women and their impact on the nation's development.
- To provide students with the opportunity to reflect on their own socialization process and attempt to resist its influence.

In addition, the institution conducts a number of programs to address women-related issues with the assistance of a women development cell. This women's development cell focuses on the identification and resolution of any gender-sensitive issues. On International Women's Day, the institution's technical associations conduct a variety of activities to empower women. Periodically, various topics including gender equality, respect, and empowerment are discussed in the cell.

Environment and Sustainability

This course helps students understand the significance of ecological balance for overall development and provides them with the critical thinking skills necessary to develop and implement sustainable solutions. The course "environmental studies" assists students in understanding the significance of the environment and its preservation. The institution conducts debates and group discussions on a variety of environmental and sustainability-related topics to enhance students' comprehension of the significance and depth of these fields. The institution hosts seminars, field trips, and guest lectures on special days such as Environmental Day, Earth Day, and World Water Day. Students are made aware of environmental and sustainability concerns.

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 50

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 (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 17

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 17

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 34.78

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
149	200	337	211	310

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
634	634	634	814	754

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[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: 45.82

2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
110	150	193	143	199

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
317	317	317	407	377

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

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Accomplishment of vision and mission in conjunction with the proficiency of the Faculty members and their personalized attention in grooming each and every student is the prime objective of the institution.

The institution assures the ambience of continuous improvement in nurturing the students to be globally competent and morally valuable with the signature of excellence. Assessment of students' potential are carried out at several stages right from their day one in the premise.

Stage- I Primary Scholastic Assessment:

The first level of assessment upon students' communication ability, comprehending ability and understanding over their specific discipline is done with diagnostic test conducted based on the syllabus taught during Bridge Course. All the departments schedule their bridge course training upon the key subjects that were learnt by the students in schools, for a week, to strengthen the base for further learning. Effectiveness and active participation of students during bridge course is attained through training sessions of Orientation Programme organized on the first three days of students' entry into the premise with a vision of harmonizing them with college environment

Stage-II Secondary Scholastic Assessment:

Second level of scrutiny is made based upon the performance of the students in their Internal Examinations Students are categorized into Advanced and Slow learners based on their marks above 60% and below 40% respectively. Individual attention is paid to groom them regarding their own potential.

Advanced Learners:

The academic activities assigned to the advanced learners nourish their holistic development. The spirit of exploration among the advanced learners is stimulated through Industrial Visits, Extension activities, Institutional Training Programmes and Field Visits. The prime quality of observance and inquisitiveness of the advanced learners are fed through encouragement towards their participation in academic lectures, seminars, conferences, workshops outside the classroom walls Advanced learners are given an opportunity to undergo extra credit courses to expand their domain knowledge and further motivated to pursue Swayam and MOOC courses which actually groom their self- directed learning.

Strategies for Advanced Learners:

Problem solving and Analytical skill among the students are drilled through assignments on more challenging topics and case studies. The research caliber is enhanced through counselling through effective use of library and guidance for innovative projects

Slow learners:

Slow learners are observed with an additional care and concern to get them stabilized on both psychological and intellectual sphere. A well-equipped mentor- mentee system is in place. Personality Development Programmes are organized periodically help to balance the challenging emotional and academic needs of the students.

Strategies for Slow Learners:

Failure students in Internal Assessments are given special lectures through Remedial classes. Question banks, to ensure repeated practices are made readily available to students through LMS and M- library ICT equipped pedagogy, Video Tutorials make the study materials available around 24/7 to the students Peer tutoring method enables students to learn in a friendly environment. Students are encouraged to participate in classroom discussion, quiz and role plays to accommodate themselves to any learning environment without fear and hesitation.

2.2.2**Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 19.26

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The Institution believes in the adoption of student centric methods to enhance student involvement as a part of experiential learning, participative learning and problem-solving methodologies. In addition to traditional teaching learning methods, the Institute also adopts innovative methods for enriching the learning experience.

Experiential learning

Guest lectures by eminent experts from industry and academics are organized to supplement the teaching process and provide experiential learning.

Active learning like students as teachers, teamwork, presentations and self-study and dissertations provide experiential learning.

Students are encouraged to take up innovative and real-world projects.

Lecturers foster learning environment by engaging in experiential content of teaching through demonstration, experimentation, visual aids and presenting papers.

Participative learning

Individual and group leaning activities under teacher's guidance are conducted to enhance participative

learning.

NSS unit of the Institute organizes student's activities to promote the spirit of teamwork and social responsibility. Various events such as blood donation camps, plantation of saplings, health awareness camps, Swatch Bharath activities are organized regularly.

Students are encouraged to take MOOCs offered by premier institutions of the country.

Field visits and industrial visits for students to provide the opportunity of Participative learning.

Problem-solving methods

Research activities are conducted in each department under the guidance of the senior faculty to make the students develop critical thinking and practical knowledge to develop problem-solving abilities.

Home assignments are given to the students to enhance their problem-solving skills.

Quizzes are conducted by faculty in all programs. Final-year projects are also done at the undergraduate level.

Project-based learning

The institute encourages the students through MOUs and collaborations to carry out projects in industry.

Report writing, Interpretation of information and current themes in management studies with present trends enhance the student skills of project-based learning.

ICT enabled learning

The institute always adopts the latest Information and Communication Technology (ICT) tools and infrastructure for use by its faculty and students on campus. The teaching-learning process has been made effective with the optimum utilization of ICT-enabled tools.

- The Institute has 100% ICT-enabled classrooms for imparting quality education.
- All faculty members are well-trained to use the available ICT infrastructure at the Institution.
- Faculty members prepare PowerPoint Presentations (PPTs) and other materials like relevant videos and animations, etc. to deliver the lectures to create the best learning environment for the students with the help of ICT-enabled tools.
- Online resources such as NPTEL and SPOKEN TUTORIAL- IIT Bombay and NDL e-learning resources are available.
- Besides printed books and journals, the library subscribes to many e-journals in the field of Science and Management with facilities for accessing online and offline databases.
- Google Platform is extensively used by the faculty members for sharing recorded lectures. Frequently regular class evaluations are done using this platform to check the learning level of the students.
- Class notes are made available on the institute's website for ready access of the students. Recorded class videos are uploaded and made available to the students.
- Free Wi-Fi on campus enables faculty to have access to numerous learning resources any time.

2.3.2**The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues****Response:**

Mentor Mentee Program is an essential component for a successful career as it bridges the gap between the faculties and students. Mentoring provides students emotional and instrumental support, guidance, encouragement and better environment in college. A mentor plays a vital role in nurturing students and has a positive impact on students' persistence and academic achievement. A mentee can approach his / her mentor for both educational and personal guidance. It is conducted to help the students to strengthen their varied capabilities and to build an interpersonal relationship between the faculties and students. The process has been established as 'Mentoring System'. Each faculty will be the mentor of a group of 25 to 30 students. Departmental faculties will continue to be mentors for the same group of students till their graduation.

The Mentoring Process at VSR and NVR College is as follows

Step 1: IQAC Ordinator will induct department wise mentoring cell coordinators to look after mentoring activities at the Department Level.

Step 2: Cell coordinator of each department will identify mentor of their department in consultation with respective HoD.

Step 3 – Cell coordinator will assign students to each mentor from the Department UG & PG students.

Step 4 – Cell coordinator will coordinate with the mentor for the smooth conduct of Mentor- Mentee meeting.

Step 5- Cell coordinator will prepare a report of their respective department of the progress of the activity and submit the report to the IQAC Ordinator.

Each mentor interacts with the mentees at least once in a month in one-to-one meeting. Counselling through psychologist is also provided wherever required. The parents are also involved if any student reports any problem that requires intervention of parents. The issues raised and solutions provided are also documented in the mentor diary of the students.

2.3.3***Preparation and adherence of Academic Calendar and Teaching plans by the institution***

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

VSR and NVR College, Tenali is affiliated to Acharya Nagarjuna University, Guntur. The Institute makes every effort to deliver the curriculum that the affiliating university has prepared and shared. The following mechanism ensures effective curriculum delivery.

- Instructional practices
- A well-designed teaching-learning process
- Effective course delivery and evaluation

Curriculum Planning

The affiliated university updates its curriculum to meet industry expectations for students in the current and near-future job market. Each department's Department Academic Committee (DAC) discusses the newly updated curriculum to identify gaps and proposes solutions. Identified curricular gaps are communicated to the affiliating university for improvement.

Before each semester begins, the Institute prepares its own Academic Calendar based on the academic calendar shared by the university. After the previous semester, Curriculum Planning assigns faculty members subjects based on their specialization, experience, and workload for the upcoming semester. Faculty are encouraged to take NPTEL, and Coursera courses.

Well-planned teaching-learning process

Before classes begin, the faculty prepare course files and all teaching material. The faculty also identifies and keeps the course-specific method of delivery. The Institute's website has class notes for students. Each academic year, all teaching-learning infrastructure, including ICT-enabled facilities, is checked and prepared.

Effective course delivery and its review

The lesson plan guides course delivery. Teaching diaries record daily content coverage. Twice a semester, faculty teaching is evaluated, and corrective actions are taken. Each department's HOD monitors syllabus coverage and ensures effective curriculum delivery. If any faculty doesn't finish his/her syllabus on time, (s)he must schedule extra classes to finish it.

The institution adheres to the affiliating university's academic calendar in all aspects, including Continuous Internal Evaluations (CIE). Below are the institute's measures for adhering to the academic calendar.

- The affiliating university sends an academic calendar before each year/semester.
- The academic calendar is posted, shared with students, teachers, and parents.
- The academic calendar is shared with all stakeholders and posted on the institute's website.

- Faculty members plan lesson plans and syllabus coverage based on the academic calendar and internal exam dates.
- Departments and institutes prepare master academic calendars that include CIE, co-curricular, and extra-curricular activities.
- The syllabus was reviewed to check if the teaching-learning process and content delivery were on schedule.
- Workshops, add-on courses, seminars, etc. are scheduled according to the academic calendar.
- Academic schedules include sports and cultural events.
- The HOD reviews departmental activities to ensure they follow the master calendar.
- The principal conducts review meetings to ensure all activities are on schedule and to correct any discrepancies.
- Theory, laboratory, project, and other courses undergo CIE according to regulations and the academic calendar.
- Exam-in-change prepares the schedule for internal exams after consulting the principal and following the academic calendar.
- The Institute reviews various activities in the master event calendar for deviations.
- HODs approve extra classes to cover the syllabus if behind schedule.
- NSS activities, traditional festivals, and commemorative days are planned and celebrated within the academic calendar.

The affiliated university informs the institute of academic calendar changes. The Institute changes its activities after receiving the revised academic calendar.

The Institute has followed the academic calendar of its affiliated university without deviation.

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise 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
35	31	31	32	32

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 39.39

2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years

Response: 26

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 21.26

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 744

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document

2.4.4**Percentage of full time teachers working in the institution throughout during the last five years****Response: 0****2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document

2.5 Evaluation Process and Reforms**2.5.1****Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years****Response: 24.2****2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
24	22	28	21	26

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.42

2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	3	3	3

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1212	776	891	829	809

File Description

List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.

Document

[View Document](#)

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

IT Integration and Reforms:

Challenges test the true potential of an individual. The examination system of the institution ensures a healthy ambience of challenges among the students' community along with an opportunity to compete and excel.

Since examination exists to be the consummation of learner centric methodologies practiced inside the classroom, the institutional practice of examination and evaluation do not tend to be a mere grading system but an assessment of individual student competence in accordance with the growing demands of industry and society.

The institutional success of the examination system attains its prominence due to promptness and accuracy.

Promptness:

- The generalized schedule of exams is placed well in advance and circulated through the academic schedule at the beginning of the semester and through academic calendar at the beginning of the year itself
- Notification for payment of exam fees and the application is carried out in two months duration of time before the commencement of theory exams
- Question paper is collected from setters and examined at the scrutiny board in advance with a span of 21 days before the onset of theory exams
- Hall tickets are issued at the assessment of eligibility within the stipulated time promptly
- Continuous Internal Assessment (CIA), Model Exam and End Semester Exam (ESE) are carried out punctually in a scheduled time with better efficiency
- Strict adherence to fixed time limit of 3 hours and 2 hours for ESE and CIA grooms confidence and the ability to work and think well in competitive and pressured environment among the students
- Valuation is carried out and completed in nominal days and the result gets published in nominal duration
- Announcement for revaluation application and its succeeding process gets completed within next 15 days of time limit from result declaration
- Notification for supplementary exams is given out with a due conscience of time limit that literally benefits students to pursue their academic progress further without any hindrance

Reforms:

- Practice of CBCS and OBE pattern assures the institutional contribution to contemporary pedagogical trend
- Revision of CIA and ESE mark ratio from 30:70 to 40:60 since 2020 signifies the efforts and readiness of the institution towards changes for students' betterment
- Dummy number system in evaluation ascertains confidentiality of the system
- Periodical meetings of grievance committee affirms prompt solution to the issues of malpractice, transparency, revaluation and supplementary
- Provision of semester mark sheets and consolidated mark sheets in non- tearable TESLIN sheet with 9 and 14 security features respectively witnesses institutional concern for students' welfare.

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

Course Outcomes (COs) are defined by the affiliating university along with the syllabus for each course in the curriculum. The affiliating university follows Bloom's taxonomy in defining the COs. The COs provided by the university are verified by the faculty and corrected to be in line with Bloom's taxonomy.

The institution follows 07 Programs Outcomes (POs) as prescribed by the NAAC in its manual. In addition, every program has 2 to 3 Program Specific Outcomes (PSOs). All the PSOs also follow bloom's taxonomy in their formulation.

The institution has well defined Course Outcomes (COs) and Program Specific Outcomes (PSOs) apart from Program Outcomes (POs) defined by NAAC.

- The POs, PSOs and COs statements of all the programs are posted on the institute's website under the respective departments.
- The statements are exhibited in Principal's office, HODs office, Notice boards, Common facilities, and at all other important vantage points.
- The Institution has a multi-layered, multi-point and multi-faceted process related to communicating the POs, PSOs and COs to the teachers and students.
- Approved POs/PSOs and COs are distributed to the faculty.
- Communication to the Students
- Dedicated lecture-demos are organized as a part of the Induction Programme in which POs/PSOs are presented and explained to the students.
- Respective COs are presented at the beginning of each course throughout the programme
- Multi-colored Foam boards depicting the POs are placed for wider awareness among students regarding the matter.
- The questions for continuous assessment exams are set, reflecting the COs of the particular course along with intellectual levels of learning.

Attainment of COs POs, and PSO

Attainment Procedure of COs:

It is done using the direct method and indirect method. As a part of the direct method, CO attainment is computed using marks obtained by the students in Continuous Internal Examinations (CIE) and Semester End Examinations (SEE). It is ensured that COs are well articulated for each course before computing the attainments of COs. Each question of the internal marks is mapped to the respective CO. Weightage of 30% and 70% are assigned to CIE and SEE respectively to compute direct CO attainment. Course end survey is conducted for each course and indirect attainment of COs is computed. Direct attainment of COs and Indirect attainment of COs are given weightage of 80% and 20% respectively in computing the final attainment of COs.

Attainment Procedure of POs/PSOs:

Attainment of POS/PSOs is done using both direct and indirect methods. Direct attainment of POs/PSOs is done from the attainment of COs. From the attainment of CO and course articulation matrix, direct PO/PSO attainment is done for each course. By using the program articulation matrix and PO/PSO attainment of each course, direct PO/PSO attainment for the program is calculated. Indirect attainment of POs/PSOs is done using a Program exit survey, Employer survey and Alumni survey. A weight of 10% is given to each of the indirect methods of attainment. The final attainment of PO/PSO is done by assigning weights of 70% and 30% to direct and indirect attainments, respectively.

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 67.66

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 228

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

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response: 3.74

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Research and developmental activities carried out in VSR and NVR College creates and disseminates new knowledge in various fields and promotes innovation to motivate better learning and teaching among faculty and students.

The Research and Development Cell of the college shall be responsible for preparing and implementing the research policy by working closely with the college Management. The purpose of the Research Policy is to create a vibrant atmosphere for research among faculty and research scholars in our college. The policy shall serve as an overall framework within which research activities may be carried out. The code of ethics augments to create awareness on ethical conduct of research, promotion of academic integrity and prevention of misconduct including plagiarism in academic writing among students, faculty members and research scholars. It is ensured that each member involved in research will adhere to highest ethical standards of conduct by maintaining data integrity and ethical guidelines.

Research Advisory Committee and Ethics Committee are constituted under the chairmanship of Principal involving coordinators, internal & external members and academic experts from our college and other colleges to co-ordinate with the research activities of the college. The Management creates a conducive environment to carry out research by providing suitable infrastructural facilities and funding seed money based on the merit of the proposed research.

Faculty members are encouraged to publish their research findings in reputed journals to present research papers in National/International conferences of repute abroad and in India with financial support and to apply for recognition as research guides. The college frequently organizes seminars, workshops and training programmes to facilitate the development of domain knowledge in relevant fields. Moreover the faculty members are encouraged to undertake research by collaborating with sponsoring agencies.

The college encourages research by providing central instrumentation facility on the campus, in which the scholars can utilize the central instrumentation facility. Research and Developmental activities are undertaken in various areas namely genetic engineering, microbial biotechnology, nanotechnology, textile finishing, material science, solid state ionics, thin film technology and computation. The equipment are available for carrying out research in the Central Instrumentation Facility of our college. This support invigorates teaching and provides unique exposure of students to experimental science.

Every year new books related to research are added and subscriptions to journals are renewed in library. The institution has membership in Delnet, Inflightnet, e-ShodhSindhu and British council. College library provides access to N-LIST (the college component of e-ShodhSindhu), Databases, Shodhganga, e-books and e-journals. Knimbus is a cloud based digital platform that enables the users to access e-resources from any location.

At the end of each academic year, the Management honors the faculty members who have contributed to research by publishing research articles in Scopus/Web of Science journals and undertaking sponsored research projects on 'Founder's Day' celebrated by our institution. A high level of efficient support system is ensured to facilitate faculty members and research scholars to carry out their research activities effectively.

3.1.2

The institution provides seed money to its teachers for research

Response: 0

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

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

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 0

3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 0

File Description	Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years

Response: 0

3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 8.57

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 3

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem

3.3.1

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 institution has a well-balanced ecosystem for fostering student talent, consisting of qualified and experienced faculty members supported by outstanding infrastructure facilities. The college offers undergraduate programs by fostering an ecosystem that cultivates young minds through a variety of well-supported educational opportunities. Because of this ecosystem, students and faculty collaborate on the design and development of systems and businesses.

The institution's vision is to establish an Innovation Hub by constructing an eco-system through industry partnerships, and the institute's primary objective is to generate and cultivate the next generation of entrepreneurs. The College nurtures start-up ideas and technological innovations from the idea stage by conducting boot camps, entrepreneurship awareness camps, industrial visits, hackathons, technical talks by start-up mentors, awareness programmes to sensitize and create awareness among students, and by providing the resources required to build products/prototypes and assist them in finding customers for their products.

It also helps start-ups prepare for growth by providing access to global partners. The institution's incubation cell assists and aids start-ups in obtaining a value proposition by providing mentor support and connecting them with Government organizations such as the Entrepreneurship Development Institute of India (EDII), Ministry of Micro, Small, and Medium-Sized Enterprises (MSME), Interaction with Industry Personnel, and also Higher education institutions. Legal support, such as Company Registrations (Firm Registrations), IPR filing, Patenting, and Partnership with Industry Professionals, will also be offered to students.

The institution's Incubation Centre mentors and cultivates ideas, start-ups, and entrepreneurs. The Incubation policy and guidelines contain comprehensive information regarding the incubation process, eligibility, admission procedure, infrastructure and services provided to incubate, mandatory mentorship, incubation/exit period, intellectual property evaluation, seed funding, periodic assessment, conflicts of interest, and agreements. The institution's primary objective is to explore new, innovative ideas generated by incubators from various sectors, who may be entrepreneurs or students from any discipline.

The institution also organizes various seminars and workshops on Research Methodology, Intellectual

Property Rights and Entrepreneurship to sensitize faculty to file patents in their area of expertise. In addition, students are encouraged to become entrepreneurs through these events.

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 6.33

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

Response: 19

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

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

Response: 0.85

3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Response: 56

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0

3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	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

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 1.07

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 2.5

3.5 Consultancy**3.5.1**

Revenue generated from consultancy and corporate training during the last five years

Response: 0

3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)

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

File Description**Document**

Institutional data in the prescribed format (data template)

[View Document](#)

3.6 Extension Activities**3.6.1**

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

VSR and NVR College organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to the community and strengthening community participation. The NSS unit of the institution has taken part in various initiatives such as organizing camps, Swachh Bharat initiatives, blood donation camps, awareness programmes on AIDS prevention, Awareness programs on Voter enrollment, and Environmental protection. The institute, in association with its NSS, and NCC and other collaborative agencies, organized more than 60 events successfully during the assessment period. Most of the students actively participate in extension and outreach activities. The average Percentage of students' participation during last five years was found to be more than 90%.

Various extension activities were conducted during the celebration of World Consumers Rights Day, International Yoga Day, Fit India freedom run and Rasatriya Ektadiwas. More number of students usually take part in extension and outreach activities organized by the institution. Awareness of Consumers' rights and duties is significant in the process of economic development of the country. The institution received more than 40 of awards and appreciations for its contribution to various extension and outreach activities during 2018-19 to 2022-23.

The institution organized various outreach activities related to yoga to promote activities related to better health. Programs such as 'Save our Environment', tree plantation drive in collaboration with Green Initiative, etc. encourage the students in planting trees and protect the environment. Organizing Blood donation camps on Campus is a regular feature wherein students and staff donate blood.

Apart from the above events the college conducted Swachh Seva in nearby villages. The institution received a letter of appreciation for its contribution from many government other non- government agencies for its active participation in various NSS events.

Participation of NSS volunteers in Republic Day Celebrations, Pulse polio drive, awareness on road Safety rally and RRR- (Reduce, Reuse, Recycle) connects students with the larger environmental and social issues in the community and makes them socially responsible and sensitive and thus facilitates in the holistic and sustainable development.

The institution also adopted two villages. Activities such as Swachha Bharat, Health & Hygiene, Digital Literacy, Sanitation drives etc. were conducted at these villages.

3.6.2

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

Response: 50

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

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

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 (data template)	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

3.7 Collaboration

3.7.1

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: 45

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 (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

VSR and NVR College has more than adequate infrastructure and physical facilities for the teaching-learning process. However, with the changing technology impacting teaching-learning process there is a need for persistent improvement. Therefore, it is further improving the learning environment by providing modern infrastructure on par with the premier institutes in the state based on the requirements. The college provides an eco-friendly environment on campus, a requisite built-up area, impressive infrastructure, and laboratories to conduct experiments. The infrastructure of the Institution ensures adequate facilities for academic activities.

Class Rooms:

The institution has well-equipped, spacious and well-ventilated classrooms. All the classrooms are ICT enabled and are resourced with adequate furniture, whiteboards, fans, lights and Wi-Fi connectivity.

Laboratories:

The Institute has domain-centric laboratories as per the regulations of Acharya Nagarjuna University. Competent and well-maintained equipment are provided to conduct experiments.

Seminar Hall:

The college has seminar halls to conduct seminars/conferences, guest lectures, and workshops for students and faculty. The seminar hall has sufficient seating capacity, and these are equipped with ICT-enabled facilities, with a raised platform and public address system.

Library:

The institution recognizes the importance of the library as a good learning resource. It is updated regularly with the latest books, and journals and furnished with enough seating capacity for referring books and access to various e-resources. Further, the institute has a digital library to cater to the needs of the students and staff.

Other amenities:

The college has been actively encouraging the students to participate in various curricular, co-curricular and extra-curricular activities as it believes that there should be holistic development of an individual.

The Physical Education Department of the Institution works towards the goal of providing access to fitness and exercise for all the students and faculty.

Outdoor games:

Adequate facilities are provided for Volleyball, Ball badminton, Kho-kho, Kabaddi, Tennikoit and Throw ball. Facilities for Sports such as long jump, high jump and shot-put are provided.

Usage Rate: 65%

Indoor games:

The college has provided adequate facilities for indoor games such as Caroms, Chess.

Usage Rate: 70%

Cultural Activities:

To promote cultural events among students on campus, cultural clubs were constituted in the college. It encourages the students to participate in District, State, National level, Inter-Collegiate and Inter-University cultural festivals. Different clubs are constituted at both the department level and Institute level. Cultural and food festivals are conducted every year in the month of February and invite students from various colleges.

Usage Rate: 70%

Transport, medical and canteen facilities:

The institute upgrades transport facilities for the students and staff from to and from various parts of the city in addition to public transport. A health care centre provides first aid facilities and has a tie-up with a nearby hospital for any medical emergencies. A canteen facility is also provided for students and staff.

4.1.2

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

Response: 9.62

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
0	7.37	0	16	5.35

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

VSR and NVR College recognized the importance of the library as a good learning resource.

The Integrated Library Management System (ILMS) provides efficient, comfortable and prompt service to all its users including students, faculty and guests. Besides regular updates on new arrivals through Online Public Access Catalogue, users can access the details of borrowings by them at any time of the day. The ILMS facilities also help users to check the availability of books. Users have access to avail facilities from the library and from anywhere within the campus OPAC (Online Public Access Catalogue) facility is made available through NewGenLib Software. NewGenLib is a state-of-the-art integrated library management software and meet all basic requirements of the library. It is user-friendly software developed to work in a client-server environment. The software is suitable to international standards for bibliographic formats, networking and circulation protocols.

The LMS provides a perfect platform for students for enriching their knowledge by using the facilities provided at the library. The students will spend their valuable time fine-tuning their knowledge, which in turn helps them to gain momentum in their respective interests. Many students are benefited from using the LMS facility available in the college. By spending their time in LMS students will enable confidence and will quench their thirst for knowledge. The students are making the best use of the LMS facility in honing their skills.

The LMS provides an extensive search facility in various fields like the Title, Author, ISBN, Keyword, publishers, and domain. All the active book collection is updated from time to time in the Library

Management Software database and the Web OPAC is available for the users. The issue and return of books have been activated with the Library Management Software. ILMS is an essential foundation for handling all its day-to-day activities i.e receiving books, ordering process, cataloguing, classification of books, serial control, circulation etc. Library is automated using the following Integrated.

Library Management System:

Name of the ILMS Software: **NewGenLib**

Nature of Automation: **Automation**

Version: **3.1**

Year of Automation: **2020**

VSR and NVR College has Digital Library with 10 desktop computers connected on LAN and Digital Library has a large database of NPTEL/SWAYAM videos for easy access to students and faculty with a dedicated Library server. Students can access all e-resources available.

The library is used by both the students and faculty. The institution encourages the students to visit the library and make use of available learning resources. The average footfall ratio is about 20%.

The institution allocates a budget every year for the purchase of books, journals and other learning resources. In addition, the institution also has access to NDLI and DelNet.

Maintenance of Stock: After every academic year a physical stock verification is carried out to ascertain the list of books lost and /or damaged. The books that are damaged are reclaimed by binding. Books lost are listed out and brought under “Missing” category.

Project Corner: Project work undertaken by the students as a part of their curriculum. The projects undertaken by faculties and completed successfully are kept in separate shelf with proper identification.

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 4.84

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2.86	4.57	2.36	2.67	1.99

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	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:

IT services provide support and facilities to students, faculty, staff and administration to facilitate effective teaching-learning, research, management and administration. The infrastructure and applications support are constantly updated to meet the ever-changing needs of the institute.

VSR and NVR College is committed to developing a modern, secure and sturdy IT infrastructure to manage the teaching-learning and administrative activities of the institute. With this purpose, the institute has developed a comprehensive information security policy to protect the availability, integrity, and confidentiality of the institute's information technology (IT) resources. This policy applies to all faculty, staff, and students of the institute, and anyone who uses the institute's resources.

The institute has well established IT infrastructure with over 120 computing devices with 100 Mbps of internet speed. Such infrastructure requires a detailed IT policy for its proper management. The institute has adopted a well-suited, comprehensive IT policy for its IT infrastructure after elaborate deliberations at various levels including various internal meetings and requisite approvals by the management. This IT policy is available on institute's website.

Institute's IT policy defines following items:

- 1.Process for requisition of an IT infrastructure
- 2.Process for reporting problem and tracking service response.
- 3.Process for requesting for Wi-Fi by registering MAC address of the device.
- 4.Allocation of email, Wi-Fi and LMS password.
- 5.Procedure for requisitioning installing new software.
- 6.Open source friendly framework

Institution provides IT facilities such as Wi-Fi with updation and dedicated computing facilities

1. Internet in all computer labs
2. LCD projectors
3. Audio visual classrooms
4. Facilities for e-content development such as recording facilities, Lecture Capturing, System (LCS)

There are different Digital technological facilities available in the college. A well-equipped computer lab is also functioning in the college. All the departments of the college are provided with computers and other related accessories.

All teaching staff members used ICT in classrooms and laboratories whenever needed. The different education sites are shown to the students with the help of digital devices. Most of the academic work is being done with the help of ICT. The college regularly maintains the IT facilities. Following are some basic facilities for updating:

1. Computer is formatted on regular basis.
2. Anti-virus like regularly installed in the computer. All computers have anti- virus.
3. Wi- Fi connectivity is available in the principal's chamber, Office room, and College campus.
4. CCTV is installed in every classroom.
5. The institution upgrades its computing facilities from time to time. The institution also has 125 Number computers with a student-Computer ratio of 4.9:1.

4.3.2

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

Response: 4.88

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

Response: 138

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

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio,

lecture capturing system(LCS) and related hardware and software for e-content development**Response:**

The college has well equipped Media. It is designed to encourage collaborative learning environment which offers conducive space for group work and plays a pivotal role in supporting online learning initiatives. It provides the necessary tools and equipment for creating and editing videos, podcasts, presentations and other multimedia content. The following advanced software are used to facilitate multimedia learning which has become an integral part in teaching learning process. Software:

1. Video Editing Software

- Adobe Photoshop CC
- Adobe Premiere Pro
- After Effects CS 5.5
- Mixing equipment and software for editing

1. Audio Editing Software

- Audacity, an open-source audio recording and editing software.
- Lecture Capturing System (LCS)

The college has well equipped LCS as given below:

- Green Screen Photography Backdrop with Rod
- Vanguard Tripod VEO 3+ 263AP I Tripod for Professional Camera
- GODOX TT685C II Flash light with stand
- BENQ Projector TK700
- LOGIC Projector 7*5 Screen Classic Motorized
- PC with High performance hardware configuration for editing
- Seagate One Touch 2TB External HDD and Transcend multi card reader

The organized form of Video and Audio Content is made available in the Media Center for e-content development. Faculty have uploaded e-content on YouTube to cater a wide range of audience. YouTube e-Content has revolutionized education among the students in several ways like Accessibility, Visual Learning, Supplementary Learning Resource, Specialized in Niche Subjects, Professional Development, Practical Demonstrations and Language Learning.

Unique features of e-Content Development Cell:

The e-Content Development Cell plays a crucial role and oversees the teaching-learning process especially in content creation, quality assurance, incorporating multimedia elements, adopting instructional design principles, technology integration, accessibility and inclusivity, content management and distribution of e-content. It organizes many faculty development programmes to enhance teaching methods with the necessary tools, techniques, resources and ensure better learning outcome for students. It encourages faculty to effectively integrate technology into their teaching practices and promote innovative pedagogical approaches that stimulate critical thinking, problem-solving and active learning.

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

Response: 41.59

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
10.72	18.98	16.38	19.38	58.73

File Description

Document

Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)

[View Document](#)

Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)

[View Document](#)

4.4.2

There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

VSR and NVR College prides itself on having a comprehensive Maintenance policy towards proper and regular upkeep of its infrastructure. The formal Maintenance policy of the institution has been uploaded. The scope of the policy includes regular and preventive maintenance, monthly, quarterly and annual audits of all the facilities available within the campus. Physical buildings, laboratories, libraries, sports complex, hostels, computers, auditoriums, faculty rooms et al are all covered. This facilitates the institution to maintain a green, clean and healthy environment throughout the campus. To ensure safety functionality and aesthetics of classrooms, laboratories and other spaces, regular inspections, repairs and upgrades are carried out. A specific annual budget is allocated for the maintenance of physical and other

facilities. A well –established waste disposal system for solid, liquid and e-waste is followed. Strict adherence to Standard Operating Procedures (SOPs) is ensured in labs, library, classrooms and other spaces to enhance safety and security to reduce the risk of accidents. The presence of 24/7 CCTVs and security service contribute to the maintenance of the college’s facilities.

Laboratories:

Adequate lab assistants are appointed in each laboratory to maintain the equipment and other facilities. Stock and accession registers are maintained in all laboratories.

Library:

A qualified librarian and 2 supporting staff are employed to oversee the library practices. NewGenLib software and RFID system are extensively used and maintained by AMC. Periodical pest control, dusting, caring for books, security of library material are the significant responsibilities of the support staff. Library is under CCTV surveillance.

Sports Complex:

The Director of Physical Education along with the support staff takes the responsibility of up keeping the infrastructure which includes courts, levelling of playground, gymnasium and storeroom. Proper stock registers are maintained, and verification is done at year end.

Computers:

The lab assistants of computer labs, technicians and system analyst take the overall responsibility of maintenance of their respective labs. Proper accession register, stock register and logbooks are maintained. Antivirus and other soft wares are renewed periodically.

Classrooms and other facilities:

The college has adequate classrooms for teaching and learning activities. The respective heads along with their faculty ensure proper maintenance of these classrooms and other amenities provided.

Gardeners consistently maintain the entire green landscape of the campus, creating a pleasant atmosphere. Auditorium, seminar halls and guest rooms are maintained periodically with the help of support staff.. The in-house competent technicians oversee the electrical issues, as well as the maintenance of generators, UPS, audio and video equipments, RO water purifiers, servers, computers, projectors, printers, scanners, photocopiers, surveillance cameras, display boards and solar panels. The warden with the help of support staff is responsible for a clean mess, food courts and hostel. The transport manager monitors and is responsible for day-to-day management.

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: 72.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
434	558	646	556	583

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 (data template)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Career Counselling Programs strive to identify the core competencies, train the students to meet the Global challenges, motivate students to develop technical knowledge and soft skills for career planning, goal setting, and prepare them for various competitive examinations. Placement cell and Departments take keen interest in guiding and motivating students through various programs. They have organized more than 100 career counselling programs benefitting more than 8000 students. These programs are

organized in-house and in collaboration with reputed agencies.

Many career-counselling events such as opportunities for computer science graduates, opportunities for commerce graduates, how to go abroad etc. programs are organized every year. In addition, the HEI also organized many seminars and guest lectures on competitive examinations such as APPSC, UPSC, bank jobs etc. to provide awareness to the students. More than 90% of the students attended the programs and got benefitted from them.

All the departments and Placement Cell invite resourceful person from reputed companies, consultancy firms, training institutes, other educational institutes, and alumni holding prominent position in public/private sector. Successful entrepreneurs and individuals who have excelled in competitive examinations are also invited to provide and insights guidance. Each department has designated placement coordinators for identifying and preparing students who are really interested in participating Career Counselling Programmes and securing placements.

The career counselling programme has attained its objectives with an impressive over 70% Placement rate and progression to higher education.

The Institution has a very sound and vibrant Alumni Chapters spread across the Globe who take keen interest in guiding and counselling their super juniors and help them in getting placed in strategic positions in various Companies.

The Alumni also support their respective Departments by lending their Knowledge and Experience.

5.1.3

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, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	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 monitoring the activities and number of grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 82.53**5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
283	168	261	228	208

File Description**Document**

Institutional data in the prescribed format (data template)

[View Document](#)**5.2.2****Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 3.16**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	8	11	9

File Description**Document**

List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination

[View Document](#)

Institutional data in the prescribed format (data template)

[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 events during the last five years**Response:** 52**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	0	13	13

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document

5.3.2**Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.****Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words****Response:**

The VSR and NVR College Student Council has been framed to enhance the student progression in cohesive with the learning of academic and administrative participation. This imparts the qualities of leadership role play and team coordination among the students. The Student Council is framed with the willing, outperforming students. The council members are selected from representatives of all classes of the college.

Objectives:

- 1.To inculcate team coordination among the students
- 2.To encourage to work in coordination with different levels
- 3.To develop the event management skills and to build the leadership qualities
- 4.To pool the resources

5.To enhance the knowledge of academic and administrative responsibilities

Activities:

The selected council members along with the student representatives contribute their time, knowledge, technical and non-technical activity for the smooth, successful conduct of the programmes arranged for the wellness of students.

Council members extend their participation in organizing Faculty Development Programmes and Technical programmes as well.

The college has number of cells, clubs and forums to conduct the student upliftment programmes. In particular, each department is having its own association to conduct programme-oriented activities. Hence the students of each department can pave a path in organizing various events and they can come out of their fears and bring out their hidden talents. The students involving in the following activities:

- 1.Organizing state level, national and international level events.
- 2.Organizing the college level events such as Sports Day, College Day, and Achievers' Day each year which includes Cultural, academic and sports events
- 3.Celebrating the National important days like Independence Day, Republic Day to civilize the students towards patriotism.
- 4.Conducting and celebrating the Teachers' Day, International Women's Day, National Youth Day and National Science Day.
- 5.Participating and organizing blood donation camp, tree plantation, voter's awareness programs in association with institute level association / professional bodies, etc.

Learning Development Cell is the student progression cell. This cell accelerates the students to have additional knowledge with online self-learning.

Women Development Cell conducts skill-oriented programs for the empowerment of female students in which the student-executives involve in organizing the programmes.

The Placement Cell has representatives from each class. These student representatives collect the academic data from the students of their class and help to maintain the student database in Placement cell for job and career-oriented programmes.

The Entrepreneur Development Cell guides the students to become a good entrepreneur. The student members of this cell have been given training and guidance about the entrepreneur development.

The Sports club representatives organize the sports events. These students take part in all the activities of sports department like maintaining the instruments, giving training to the juniors to use the instruments, coaching the team mates and juniors etc.

All these co-curricular, sports and fine arts activities and programmes are organized by the student

representatives, members or ambassadors of the corresponding cell or club.

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 46.1

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	10.60	19.63	15.87

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

To build a strong bond between alumni and Institution, the institute has registered an Alumni Association. The Alumni Association of the Institute is called as **VSR and NVR College Alumni Association** and it is registered under the Andhra Pradesh Society Registration Act., 2001. The main aim of the association is to provide a good and strong bridge for the Alumni and the institute for mutual benefit and synergy. The alumni give support to college through interaction, financial funding, providing guidance and placements.

The Alumni of VSR and NVR College are the key stake holders in its Academic and other development activities. The Institute consults its alumni for their feedback on important aspects ranging from setting Vision and Mission of the departments, PEOs and PSOs, taking feedback on review of syllabus, creation of amenities etc.

To organize and coordinate different activities of alumni association, College has formed Alumni Committee; where one faculty is appointed as Alumni in charge and faculty incharges from all departments as members. Every year annual alumni meet is organized. Alumni meet provides them the platform to share their past and present experiences as well as to recall their memories in the institute with their teachers, juniors and friends.

Alumni pursuing higher studies in premier universities abroad, visit the college and share their knowledge on choosing universities, the process to be undertaken for this and guide the students.

Many of our alumni are placed in senior positions in companies of repute. They are spread across the length and breadth of the globe. This brings in a wealth of talent from these professionals who share their expertise and experience with the students. Alumni from different backgrounds are invited to deliver lectures and share their experiences. During these interactions, the alumni throw light on current industrial trends. They also give motivational lectures for all students.

Contributions by Alumni: The Alumni are contributing to the college in the following manner

- Contributing Financially- The financial contribution of the alumni during the last Five academic

years is around Rs 3.50 lakhs.

- Providing placement contacts for student's placement.
- Providing Feedback on setting vision, mission, PEOs and PSOs of the departments/ programs
Providing Feedback on curriculum and teaching learning process
- Bridging the gap between industry and academia
- Providing suggestions about changing trends about business and industry Interacting and mentoring the juniors

VSR and NVR College is proud of achievements of its Alumni. Some noted Alumni members are attached in supporting 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:

Vision:

Empower the students through quality education by providing a conducive learning environment and making a transformational impact on student's lives and society.

Mission:

M1: Imbibe required skills, knowledge, and attitude to the students to enable them to succeed in life

M2: Provide quality and affordable education to all segments of the society

M3: Create a conducive learning environment, which is enjoyable and rewarding

M4: Contribute to solving local and global societal problems by inculcating moral, spiritual, and social values among students.

Goal:

The college is committed to making meaningful value addition in the large interests of society with a clear focus on the need and aspirations of each individual.

Quality Policy

Through the following efforts, Krishna Chaitanya Degree College is devoted to offering excellent education to students, allowing them to excel in the disciplines of science and management in order to meet the changing and challenging requirements of society and industry:

- Maintaining a clean, spacious college building having basic facilities.
- Quality of teaching and teachers.
- Teachers are playing key in ensuring that students get the essential lessons that keep their minds ignited for seeking knowledge.
- Contributing to students' academic standards and core knowledge growth.
- Inculcating moral and ethical ideals in students and faculty.

Features of the Governance:

- 1.All the members of the Governing body take part actively, and with rich experience and leadership skills donating to the development of the institution
- 2.The Principal frames rules and regulations for both academic and non-academic issues, under the supervision of governing body. He also ensures the designating of teaching and non-teaching staff.

Contribution of teachers in decision-making bodies:

Improving of the laboratory is the responsibility of HODs. Allotment of workload, timetable preparation will be carried out by HOD in consultation with the faculty members.

HOD is responsible for the delivery of content, the teaching and learning process, and the maintenance of the monitoring system.

The college management has full faith in this, it is taking all the precautions to get academic results as well as non-academic aspects too. The combination of management, senior faculty and HODs provides for the smooth functioning of the institution.

The Institute's functioning became easier due to the effective involvement of stakeholders in constructing various guidelines. With due consultation of stakeholders, the members of Governing Body (GB) concentrated on the performance of the institution. Achieving excellence in academics is not possible by the mere GB, the co-operation and coordination of the staff and teaching faculty at different levels is also required.

The Principal and HODs play a key role in implementing Dos and Don'ts in academic, extra-curricular and co-curricular activities. The purpose of monitoring discipline on the college campus reflects the positive image of the institute in society.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The student's progress toward technical and social excellence is achieved with well-established systems and processes. The institute has developed strategic and prospective plans to ensure quality in teaching and learning, promote outcome-based education and implement various standard resourcefulness.

Here are some of the quality initiatives implemented by IQAC of the Institution at various functions and the teaching-learning process.

1. Established various non-statutory committees/cells, reviewed their functioning of them, and took

corrective actions wherever required.

2. Developed a process to capture feedback on facilities from the students. The gathered data is analyzed, and corrective actions are taken, wherever required to keep the infrastructure updated to meet the changing needs of the job market.
3. Development of Prospective and strategic plans to achieve the Vision and Mission of the Institution.
4. Various audits such as Energy Audit, Environmental Audits and Green Audits have been conducted regularly to keep both campuses environment friendly.

The Governing Body (GB) is an authoritative body that reviews various plans of the institution and makes decisions. The decisions of the Governing body are implemented by the head of the institution with the support of other employees. The Vice-Principal and the Administrative Officer (AO) aid in exercising the power. Different Committees, HODs and Office Staff assist in executing the policies for the betterment of college functioning.

Governing Body Functions:

In order to achieve pre-determined goals, the GB directs the college employees to reach them. It frames, adopts and approves principles and policies. Approves the annual financial budget and recommends recruitment of Staff on Temporary / Contract / Permanent bases.

Department Academic Committee Functions:

It prepares a comprehensive developmental plan for the college. Encourages academic collaborations. Use of technology in teaching and learning. Promotes research activities among staff and students.

Service Rules and Regulations:

At the time of recruitment and promotion, the specified rules and regulations of the Government of Andhra Pradesh and protocols prescribed by the UGC, State Government and Commissioner of Collegiate.

Grievance Redressal Mechanism:

The Vice-Principal of the college, Grievances Committee head caters to the issues related to Teaching and Non-Teaching Staff. Student Grievances are intersectional through class Representative or IQAC or complaint box and preparation by the intervention conveyed by the Grievance Committee in an appropriate manner.

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. Administration including complaint management
2. Finance and Accounts
3. Student Admission and Support
4. Examinations

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The following are the welfare measures extended to the teaching and non-teaching staff of the Institute:

- Casual leave for staff members
- Special Casual leave (On Duty) is sanctioned for attending conferences and workshops.
- Maternity Leave for female staff members.
- Management organizes Tour facilities incurring the entire expenditure.
- Provides Registration fees, Dearness allowance, Travel grants for faculty attending conferences and workshops.
- Incentives for publication in Journals and Conferences
- Reduction of workload for the faculty during their final submission of the Ph.D. thesis
- Service, Conduct and Leave Rules are made available.
- Provision of exclusive computing facilities to all senior faculty and faculty pursuing research.
- Recognition of the faculty with "Best Teacher Award" and granting with incentives
- Sports and Fitness facilities
- Free medical facility available in emergency.
- Health Awareness Programs like blood donation, organ donation, etc. is conducted in every semester.
- Donate funds by collecting individual contributions from all the stakeholders

- Financial support to diseased families
- Free education to the ward of employees
- Subsidized Canteen facility
- Free Transport facility
- Salary Advance
- Interest Free Loans
- EPF Facility
- ESI Facility
- Group Insurance facility
- Free medical facility available
- Half-pay medical leave for staff members
- Uniform is provided for supporting staff

Performance Appraisal System:

A good performance appraisal system helps for the improvement of the overall performance of teams and individuals for ensuring the achievement of the overall organizational mission and vision.

The Institution conducts appraisals to have a systematic evaluation of employee performance. This performance appraisal is an annual review of employees to assess their job performance and contribution to the organization that helps in evaluating and identifying skills, growth, achievements, and shortcomings of an employee.

This method is a systematic assessment where faculty is rated on a scale of 100 points. At the end of each academic year, the data about the above categories are collected from each faculty member.

The Institution uses appraisals to provide general feedback and as a communication bridge between employees and the organization.

Institutions Performance Appraisal System for non-teaching staff:

HODs will submit an annual confidential report on the performance of non-teaching staff considering the following parameters:

- Punctuality
- Discipline
- Performance in the assigned work Improvement of qualification
- Improvement of working skills Learning new tools and procedures
- Working extra time whenever work demands
- Maintaining the related files in a systematic manner

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: 100**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
35	31	31	32	32

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	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/workshops and towards membership fee for professional bodies	View Document

6.3.3**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response:** 100**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
35	31	31	32	32

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 (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Coinage of Financial Planning and Management is the forethought of the Institution in achieving systematic development activities. The institution has a strong Financial Management System that conducts regular Internal Audits by authorized Auditors. In addition, the A.P. State Government also conducts audits through Andhra Pradesh Higher education regulatory and monitoring commission (APHERMC). It may be noted that the State Government pays the fee (through reimbursement) to all the eligible students who got admission to the college. Hence, the receipts are very transparent. The college accounts department maintains all the expenditures and income, duly submitted to the Government for every Financial year.

The Institute is registered under section 12 A of the Income Tax Act. The Finance Committee acts as an advisory body to GB, on matters of Finance to the College. The institution's accounts are audited by both Internal and External auditors to check financial compliance. The finance committee makes institute- level budgets for every financial year. The departmental budget proposals are made by the HODs and submitted for the approval of the G.B. through the proper channel. The primary source is the collection of Tuition fees and donations from individuals.

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 1744.77

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.20	220.14	539.72	470.77	513.94

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Qualified and certified internal auditors are appointed to audit on a regular basis. The college auditors conduct an audit of accounts on a Quarterly basis and verify all the payments, receipts, vouchers of transactions, cash books, ledgers, and bank statements in a financial year. All the Government scholarships and donations from individuals are audited separately by the auditors.

The college aims to persistent academic and non-academic reforms to encounter the ever-changing needs of society by maintaining excellence, resource convocation, and accountability. The fees paid by the students at the time of joining the course are a primary receipt to the college. Any shortage in the receipts would be met in the form of overdrafts from the banks. These funds are utilized mainly for laboratory updating for the betterment of the students' community. The college has a defined system to evaluate the effective and efficient utilization of available financial funds for the growth of academic and infrastructure areas.

The power rests in the hands of the Principal in preparing the institutional budget by considering recurring and non-recurring expenses. The HODs and Administrative Departments are requested to prepare and present the budget for the forthcoming year. This includes different co-ordination of various cells like NSS, Exam cell, T & P Cell.

All the major decisions regarding finances are taken by the Institute's General Body. Verification and analysis by the G.B. under different heads such as T & P upgrading software, Internet charges, Library Books, Journals, repair and maintenance, consumable Furniture, fixtures, printing and stationery are adopted.

It clearly shows the sincere contribution to the provision of education is a social commitment in the form of serving society by the institute, through empowering the young wards.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

To impart quality education to students and to maintain an effective teaching-learning process, IQAC has been formed.

Quality Assurance Strategies:

- To provide a sound basis for decision-making and to improve institutional functioning.
- To enhance and integrate various activities of the institution and institutionalize good practices.
- To act as a monitoring body in the institution and regulate academic and administrative processes.
- To impart quality education to students that fosters employability, research and development.
- To produce graduates and Software Professionals of high quality and ethics for society to meet industrial needs and Standards.

Quality Assurance Processes:

At the beginning of every academic year, an academic calendar for every semester is prepared and circulated to all concerned. The subjects have been allocated for the faculty members based on their

willingness and without any controversy. The timetable has been allotted as per the standard procedure. Seminars, guest lectures, industrial visits, and Add-on courses are conducted as per the academic calendar plan. Students feedbacks have also been scheduled periodically and collected on time. Based on the feedback from students, faculty members have been directed properly by the HOD & Principal to overcome the issues.

Periodic Academic and Administrative Audits are conducted by the IQAC. Orientation programmes are organized every year for the students and newly joined faculty members to adapt themselves to the systematic process of the institution. Internal assessment tests are periodically conducted as specified in the academic calendar by the centralized examination system. Question papers are set as per the Bloom's Taxonomy level and approved by the IQC members in the department level. Course end survey is conducted at the end of every course, to assess the performance teaching-learning learning process in each course.

Review of TLP:

IQAC of the Institution has developed the following mechanisms for analyzing the effectiveness of outcome-based teaching and reviewing the implementation of teaching-learning reforms through

1. Formal and informal feedback from the students
2. Academic auditing to ensure the effectiveness of course delivery assessment methods, attainment of COs and POs are properly monitored.

Internal audit is conducted by a team of members comprises of senior faculty members of other departments. IQAC facilitates the audit format for the auditing team. Upon ratification, the report is submitted to the IQAC and gives suitable recommendations for improvement. Documents audited are

- Timetable & individual faculty timetable, students name List.
- Minutes of Class Committee Meetings.
- Faculty Log-Book and Attendance registers.
- Course file and learning materials.
- Sample copy of internal answer papers.
- Consolidated mark statement.
- Sample of Assignments, Seminar presentations, case studies etc.
- Project (Mini-project / Final semester project) progress review reports.
- Details of Value-added courses with feedback and remedial Measures/Remedial classes/ Bridge courses/ Extra classes handled by the faculty members
- Consolidated semester result analysis and audited stock book.

Once the IQAC completes the audit formalities, the report is discussed with the respective HOD and one-week time frame is given to the respective department to ratify the errors.

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

It has been one of the primary concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process. This plays an instrumental role in enhancing the quality of the academic and co-curricular endeavours of the college in keeping with its vision and mission. IQAC achieves this through mainly two practices, viz.,

Example 1

Audit system: External Academic Audit

The Annual External Academic audit is conducted by the IQAC to ensure the effective implementation of the teaching - learning process. The expert members from the Academic audit once in the year visit all the departments to inspect the records related to academics. The Expert committee review the Profile of the department, Infrastructure and academic activities of every department. The assessment of the strengths and weaknesses of the departments are reviewed by the members of the Academic Audit. The consolidated reports of the audit, with suggestions and recommendations, submitted to the Principal are reviewed with the Heads of the departments. It represents a comprehensive view of the teaching - learning process, highlights the best practices of the department and also helps the departments to evaluate their academic standard to move further.

Example 2

Outcome Based Education (OBE):

Outcome based education (OBE) system has been implemented towards strengthening the learning potential of students from the academic year 2017-2018. In this OBE implementation, major deficiencies in the traditional educational system have been eliminated. The main advantages of the OBE are :

Clarity:

The focus on outcomes creates a clear expectation of what needs to be accomplished by the end of the course. Students will understand what is expected of them and teachers will know what they need to teach during the course.

Flexibility:

With a clear sense of what needs to be accomplished, teachers will be able to structure their lessons around the students' needs. OBE does not specify a specific method of instruction, leaving teachers free to teach their students using any method. Instructors will also be able to recognize diversity among students by using various teaching and assessment techniques during their class.

Comparison:

The clearly articulated outcomes should allow institutions to assess the student's achievements rapidly.

A potential employer can look at records of the potential employee to determine what outcomes they have achieved. They can then determine if the potential employee has the skills necessary for the job.

Thus, OBE reforms emphasize setting clear standards for observable, measurable outcomes. It is a student-centric learning model that helps teachers to deliver the course content and conduct assessment, keeping in mind the intended outcomes of the specific programme. OBE enhances the employability of the students besides helping them to imbibe necessary skills in their personality.

6.5.3

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender inequality requires creative solutions. VSR and NVR College believes gender equality in society is impossible without education/workplace equality. In response, the college promotes an inclusive environment and transforms gender relations.

All university students take a course called "Human Values and Professional Ethics" It helps students develop human values, professional ethics, and social well-being. In this course, instructors use daily news incidents to open students' eyes and minds to the realities of the world and awaken them to bring about justice, equity, and human rights for all. Other foundation courses teach leadership and entrepreneurship to help students start their own businesses and be independent. The institute empowers students.

Gender sensitization activities on campus include debates, essay writing, elocution competitions, role play, and opinion sharing. On campus, Women's Day is March 8. The institution has a balanced number of female employees. When on placements or industrial visits, female students are always accompanied by women. The college has security, separate washrooms with sanitary napkins, girls' common rooms, a first aid room, doctor on call, 24/7 emergency vehicle, CC TV monitoring, a lady attendant, Daycare for staff kids, etc. Discipline and grievance committees are functional. College buses have GPS and speed governors. Female students receive self-defense training.

The institution has a 1:30 mentor-mentee system. Students can always ask their mentors for help. All new students receive orientation and counseling to create a learning-friendly environment. Health and hygiene, harassment, gender conflict, etc. are counseled. The principal consults with class representatives (CR) to identify and resolve problems.

The institute organized programs on women's safety, empowerment, the Nirbhaya Act and Disha Act, health and hygiene, etc. in Tenali. College annual day chief guests spoke to students about human and spiritual values.

The Institution is socially, culturally, and humanitarianly active. It holds events and festivals to celebrate these ideas. The institute annually organizes the following holidays, events, and festivals:

1. Republic Day on 26th January.
2. Sustainable Development Day on 4th March.
3. International Woman's Day on 8th March.

4. World Water Day on 22nd March.
5. World Book Day on 23rd April.
6. World Environment Day on 5th June.
7. Independence Day on 15th August.
8. Faraday's Day on 22nd September.
9. Constitution Day on 26th November.
10. Gandhi Jayanti on 2nd October.

On each day of the above-mentioned seminar, speakers recall the reasons and results for commemorating the Day. Essay contests, elocutions, and debates are sometimes held.

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- e-Waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

The Institution has designed methods for the management of waste generated on the campus using the basic waste management strategy of 3R's: Reduce, Reuse and Recycle. Various facilities available on the campus to handle different types of wastes are presented below.

Solid waste management:

The Institution practices segregation of solid waste into dry waste and wet waste. Dustbins are placed separately for dry waste and wet waste in the campus. The dry waste consists of papers, plastic, dry leaves etc. and are collected separately. Recyclable materials such as plastic, glass, steel, steel cans are segregated under dry condition. The construction waste generated in the form of broken bricks, concrete is used in land filling on the campus. The wet waste like food waste, vegetable waste etc. are disposed to the vendors. Food waste generated in canteens and hostel messes are disposed to piggery. Canteen waste collected from washrooms and hostels is given to a biomedical waste agency having regular pick up from the Institution. Required number of dust bins at each building and along the roadside is provided.

Liquid waste management

Liquid waste that is generated in the institute falls into the following categories. 1. Septic tank effluents from various sanitary blocks, water used for washing and cleaning of utensils etc. from canteen

2. Wastewater from RO plant

The waste water generated from the sanitary facilities is disposed-off into septic tanks located at different places on the campus and their effluents combined with canteen waste water is used for gardening, watering trees etc. RO plant wastewater is diluted with canteen wastewater and used for gardening, watering trees etc.

E-waste management

E-waste or electronic waste is created when an electronic product is discarded after the end of its useful life. E-waste mainly includes obsolete electronic devices, such as computer systems, servers, monitors, printers, scanners, copiers, calculators, fax machines, battery cells etc. The Institution disposes its E-Waste through the agencies that are authorized by the government of Telangana.

Waste recycling system

The waste water generated from the RO system is used for gardening at campus. Moreover, rain water collected from roofs of different buildings is sent to water harvesting pits to recharge the ground water table.

Hazardous chemicals and radioactive waste management

Though no radioactive is generated on the campus, the institution generated very little chemical waste from the laboratories such as Chemistry lab. As the concentration and quantity of such waste is low, the chemical waste is general mixed with other liquid waste and sent to well connected drainage system.

7.1.4**Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.5**Green campus initiatives include**

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

VSR and NVR College's Green Campus initiative encompasses various measures aimed at reducing the institution's carbon footprint and creating a more eco-friendly and sustainable campus.

Restricted Entry of Automobiles:

One of the pivotal steps taken the institution towards a greener campus is the restricted entry of automobiles. The institution has adopted a campus design that prioritizes pedestrian pathways, green spaces, and cycling lanes over parking lots. This not only reduces vehicular emissions within the campus but also encourages a healthier lifestyle among the students and staff. The restricted entry policy has been met with positive responses, as it not only addresses environmental concerns but also enhances the overall campus experience.

Use of Bicycles and Battery-powered Vehicles:

To further promote sustainable commuting, the institution actively encourages the use of bicycles and battery-powered vehicles. Ample bike racks are strategically placed across the campus, providing students and faculty with convenient and secure places to park their bikes.

Pedestrian-Friendly Pathways:

The campus layout has been meticulously designed to prioritize pedestrian-friendly pathways, creating a safe and enjoyable environment for walking.

Ban on Use of Plastic:

In a bold move towards reducing plastic waste, VSR and NVR DC has implemented a comprehensive ban on single-use plastics across the campus. The institution has adopted eco-friendly alternatives such as biodegradable cutlery, reusable containers, and water fountains to discourage the use of disposable plastic items.

Landscaping with Trees and Plants:

A key aspect of the institute's Green Campus Initiative is the extensive landscaping with trees and plants. Green spaces are strategically integrated into the campus design, not only enhancing the aesthetic appeal but also contributing to improved air quality.

As a beacon of green education VSR and NVR College sets an example for other institutions to follow, proving that a commitment to sustainability can go hand in hand with academic excellence and community development.

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability 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

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

VSR and NVR College is dedicated to fostering an inclusive and diverse campus environment. As part of this commitment, the institution has prioritized the creation of a barrier-free environment that is specifically designed to accommodate and support differently-abled individuals, commonly referred to as Divyangjan. This initiative goes beyond mere compliance with accessibility standards; it aims to create a campus where everyone, regardless of physical ability, can fully participate in academic and extracurricular activities.

Accessible Infrastructure:

The cornerstone of the institution's commitment to a barrier-free environment is evident in its accessible infrastructure. All academic buildings, hostels, and common areas are equipped with ramps, elevators, and accessible restrooms to ensure that differently-abled individuals can navigate the campus independently. The institution has strategically placed tactile paving and auditory signals at key

locations, facilitating safe and efficient movement for those with visual impairments.

Adaptive Technology and Learning Resources:

Recognizing the importance of technology in modern education, the institution has invested in adaptive technologies to facilitate a seamless learning experience for differently-abled students. Lecture halls are equipped with assistive listening devices, and classrooms feature adjustable furniture to accommodate various mobility aids. The institution has also implemented e-learning platforms with accessibility features, ensuring that educational materials are easily accessible to students with diverse needs.

Inclusive Transportation:

The Institution has taken significant strides to make transportation within the campus inclusive and accessible. The institution provides accessible parking spaces close to key facilities, ensuring convenient access for individuals with mobility challenges. Additionally, the campus shuttle services are equipped with ramps and designated spaces for wheelchair users. By prioritizing inclusive transportation, the college ensures that every member of the campus community can participate fully in academic, social, and recreational activities.

Sensitization and Awareness Programs:

Beyond physical infrastructure, The Institution places a strong emphasis on creating awareness and fostering a culture of inclusivity. The institution regularly conducts sensitization programs and workshops to educate students, faculty, and staff about the challenges faced by differently-abled individuals and the importance of creating an inclusive environment. These programs not only raise awareness but also promote a sense of empathy and understanding, contributing to the development of a compassionate and supportive campus community. To further enhance the support available to differently-abled students, the institution has established dedicated support services.

The Institution's creation of a barrier-free environment for differently-abled individuals reflects the institution's commitment to inclusivity and diversity. By investing in accessible infrastructure, adaptive technology, inclusive transportation, sensitization programs, and dedicated support services, the institution is not only meeting legal requirements but also setting a standard for other educational institutions. Through these initiatives, the college is not just breaking down physical barriers; it is fostering a culture of respect, understanding, and support, making the campus a truly inclusive space where everyone has the opportunity to thrive.

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

VSR and NVR College is situated in the heart of the town of Tenali. It is a niche for courtesy,

cooperation, and joyous education. The institution has an excellent student body and knowledgeable faculty. Students' ability to freely interact and converse with faculty members contributes to the development of an excellent learning environment for students. The students benefit from and are energized by these caring efforts. The environment encourages creativity and productive learning. It accelerates uniqueness and originality. The college recognizes the right of students to a learning environment that respects diversity, enables participation, eliminates barriers, and anticipates and takes into account a variety of learning strategies.

The college provides an environment that is welcoming and tolerant of cultural, regional, linguistic, communal, socioeconomic, and other forms of diversity.

The college organizes a variety of sports and cultural activities. The cultural program for students has always emphasized communal and religious harmony. The college observes commemorative days such as International Women's Day, International Yoga Day, and Alluri Sitarama Raju's birthday. The college celebrates numerous regional holidays, including Pongal, Ganesh Chaturthi, Diwali, Eid, and Christmas, to promote harmony.

College Annual Day is celebrated annually to highlight achievements. It is one of the student body's most anticipated events. The institution encourages students to participate in the program in order to reveal their latent abilities. Few students who excelled in academics or extracurricular activities receive awards. Our college invites a high-impact keynote orator and a large number of distinguished individuals to inspire our students with their ideas and best practices.

The institute also has a student code of ethics. The college exerts additional effort to provide assistance to those in need. Through the Youth Red Cross Association, our students participated in various local festival celebrations and rituals at temples. The institution organizes and hosts blood donation camps. Students are instructed to practice ethical values, connect socially with rural people residing near the college, and respect cultural, communal socio-economic, and linguistic values.

VSR and NVR College conducts a variety of initiatives and organizes a variety of activities in order to make students and faculty aware of their constitutional obligations: the citizens' values, rights, duties, and responsibilities.

In accordance with the Indian Constitution, the institution celebrates Constitution Day annually to raise student awareness of the fundamental rights, duties, values, and responsibilities of Indian citizens. Independence Day (15th August) and Republic Day (26th January) are regularly commemorated, and students are educated about the freedom struggle and sacrifices. Students are constantly reminded of their fundamental responsibility to respect the national flag and anthem.

The institution conducts elocution and debates to educate students about their constitutional responsibilities. National Voter's Day (January 25) is held annually to educate students and the general public about voter registration and the importance of voting in order to strengthen the country's democratic system.

In accordance with the Indian Constitution, various programs on gender equality and the role of women in nation-building were conducted for female students and female employees. In accordance with the Constitution's self-defence act, female students participated in self-defence training sessions. In rural areas, NSS volunteers conducted a variety of programs on the rights to health, a clean environment, and

education.

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Human Values and Professional Ethics hold a paramount role in shaping individuals into responsible and morally conscious members of society. At VSR and NVR College, the responsibility for instilling these values lies not only with religious leaders and Gurus in daily life but also with the dedicated teachers at the institute. It is recognized that human values form the bedrock for a conducive and harmonious human society. Therefore, the institution places a strong emphasis on cultivating and instilling these values in both students and staff through a variety of methods, primarily facilitated by the institute's committed educators.

The cultivation of Human Values is seen as a vital component of the educational experience at the institution. Religious leaders and Gurus, along with the institute's teachers, play a pivotal role in guiding students towards a holistic understanding of human values. These values are considered essential for fostering a sense of responsibility, empathy, and integrity in individuals. The institute is committed to creating an environment where students not only acquire academic knowledge but also imbibe values that contribute to their personal and societal well-being.

Professional Ethics, another integral aspect of character development, is actively addressed at the institution. Ethics, involving the exploration of moral values in various contexts, is regarded as a dynamic activity essential for guiding individuals in moral decision-making. Recognizing the significance of ethical behavior in professional spheres, the college conducts several programs dedicated to Human Values and Ethics. These initiatives aim to enhance the character and societal responsibilities of the students, preparing them for ethical challenges they may encounter in their professional lives.

In alignment with the broader goals of ethical education, the institution is committed to inculcating constitutional obligations, rights, duties, and responsibilities in both staff and students. This commitment is manifested through the introduction of the Constitution of India as a foundational component of the curriculum. To ensure a comprehensive understanding of constitutional principles, the institute organizes sensitization and awareness programs focusing on Human Rights, Fundamental Rights, Mental Health Awareness, International Education Day, Child Right Day, and Environmental Awareness.

The implementation of these programs underscores the institute's dedication to nurturing socially responsible and ethically aware individuals. By addressing critical aspects of human rights, mental health, and environmental consciousness, the institute endeavours to create socially conscious citizens who are not only academically proficient but also well-versed in the ethical dimensions of their responsibilities.

In conclusion, the institution recognizes the pivotal role of Human Values and Professional Ethics in the holistic development of individuals. Through the guidance of religious leaders, Gurus, and dedicated teachers, the institute strives to create an educational environment where students not only excel academically but also emerge as responsible and ethical contributors to society. The commitment to constitutional principles further reinforces the institute's dedication to shaping individuals with a strong moral compass and a sense of social responsibility.

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	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: Personalized Mentoring System****Title of the Practice:** Personalized Mentoring System**Objectives of the Practice:**

- To maintain proper academic and attendance records of students.
- To minimize drop-out rates of students.
- To identify slow learners and advanced learners

Context: In the past three years, it had swiftly and successfully implemented it. With a diverse student population in terms of educational and economic background, the system promises to provide a deeper understanding of each student and maximize their potential, thereby reducing the number of students who drop out.

Practice: Each year, the students' names are collected and arranged according to their subject preferences. Depending on the number of students, they are separated into groups of 20 to 25 individuals. Each group is assigned a teacher/mentor who is responsible for collecting individual students' academic performance and class attendance. The teacher/mentor is provided with pertinent information about his/her mentees and is expected to provide guidance and counseling as needed. On the recommendation of the mentor, parents are called to special meetings with the principal in rare instances.

- Faculty mentoring can be conducted formally or informally by a senior faculty member or group of faculty members. The objective is to assist (junior) faculty in reaching their full potential as instructors, researchers, and administrators.
- These mentoring relationships, a form of informal mentoring, may consist of colleagues with similar interests and roles within higher education institutions. Peer mentors or co-mentors support one another by sharing information, resources, and feedback, exchanging roles as mentors and portages, and assisting others in the peer or co-mentoring relationship to develop their knowledge and abilities.

Evidence of success

- Through the effective mentoring system, the teacher-student relationship has improved significantly.
- The system has proven useful for distinguishing between slow and advanced learners. For poor/slow learners, the institute organizes a remedial class on various subjects within the curriculum, based on the requirements deduced from a thorough examination of each mentor's report.
- There appears to be a decrease in the number of students who drop out of school because mentors can intervene before a student falls below the attendance threshold or has been chronically absent.

Problems encountered and resources required:

- The assignment of students to groups proves to be a tiresome process, with some students occasionally choosing different courses. Time restrictions prevent the mentor/teacher from spending enough time with the mentees. The ability of the mentors to provide assistance is limited by the fact that the majority of our students are reserved and some are too complacent to share their problems.
- Sometimes parents are made involved in the mentoring process to resolve the issues the students may have.
- A Psychologist is also made available for counselling the students.

Outcome: Mentoring system has been effectively implemented. Some enhancements need to be carried out to make the mentoring system more effective.

Best Practice 2: Focussed and Skill-Based Training for enhancing Employability Skills

CRT program is one of the most notable features of the institute. Understanding the future needs of the corporate sector and the skills in demand, the institution created a separate cell to enhance the skill development of students. Training specialists monitor the students throughout the three-year graduation period. In the final year, approximately six months are devoted to training. Students receive intensive instruction in areas such as Aptitude, Reasoning, Technical skills, and Communication skills.

Context:

In the educational spectrum, it is anticipated that the institution's journey with an averted distinction will produce miraculous and thumping success. The unified objective is being pursued by a group of stalwarts, who are the originators of remarkable accomplishments. The institution's distinctive and majestic programs are intended to facilitate the convergence of knowledge, attitude, and execution skills.

Objectives:

- To prepare students for placement activities
- To understand the significance of pre-placement preparations
- To organize pre-placement training, mock interviews, workshops, and seminars for students.
- Provide resources and activities to facilitate the career planning process.
- Teach students the oral and written communication skills and knowledge necessary to successfully navigate the placement process.
- Assist students in obtaining placements with reputable companies.

The Practice:

The rigorous training program is meticulously planned and executed by senior faculty members with distinguished credentials in their respective fields of expertise. CRT is an intense placement-oriented drill. The purpose of the training is to prepare students for upcoming drives. Provided is intensive training on the technical and fundamental knowledge of all streams. The purpose of aptitude training programs is to evaluate and improve the problem-solving ability of candidates. Regular tests of analytical and logical reasoning are administered to enhance their skills. Conducting group discussions on contemporary topics with the students and providing feedback on their mistakes.

To boost confidence, specialized training on communication, attitude, confidence, and behavior skills is

provided. To improve their performance, they engage in mock interviews and resume writing exercises.

Evidence of Success:

The program is initiated with high expectations and a clear vision to provide placements for students from rural areas within a 20-kilometer radius of Tenali. The institution's ardent and sincere efforts have begun yielding very positive results. It is an honor to present the following information regarding the college's total placements from 2018 to the present. The data collected over the years indicate that the college's students were exemplary and became role models for their younger peers. More than 70% of the students got placed during the last five years as a result of CRT.

Problems encountered:

The majority of students at the college come from rural areas and speak Telugu as their primary language. Communication skills deficiency is one of the greatest obstacles for campus interviews. Therefore, students encountered communication difficulties during their interviews. Therefore, special consideration must be given to enhancing their skills in areas such as communication, personality development, etc. CRT classes are occasionally held outside of normal college class hours. However, a few students were unable to attend due to logistical issues. Due to the institute's location in a semi-urban area, numerous multinational corporations were hesitant to visit our campus.

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:

Distinctiveness: Academic Excellence through Philanthropic Activities

Since its inception, the institution aimed at bringing holistic development among the students. The Institution is committed to usher in social-economic transformation by providing inclusive innovative quality education of global standards to fully meet the expectations of all the students who enrolled themselves to pursue their graduation. Hence, the vision and mission of the institution is premeditated accordingly, and it inherited the core values which are required to enlighten the student in their holistic development.

Institution's Initiatives:

Apart from concentrating on achieving academic pursuits, the institution led the way for the social development through many outreach programs with the participation and involvement of students. As they develop and perceive their own individuality within their community, they also gain skills to communicate with other people and process their actions. The institution insists the academic think tank and teachers to integrate the curriculum with various outreach programs to achieve holistic development

of students.

Objectives:

Development of social competencies: this involves abilities to interact and communicate with others, working in a team with co-ordination and co-operation. Develop resilience and team spirit and boost the morale of a student. Discuss the relationship among physiological, cognitive, psychological, spiritual and social development to understand his or her thoughts, feelings and behavior. To inculcate human values and professional ethics among the students and make them realize the spirit of humanism and sense of belongingness. To make them understand the skills that is required for future success in work life.

Development of Social Competencies:

In the process of developing social competencies among students, the institution, in all its outreach programs, motivated the students to involve voluntarily. They interacted with the local communities in the awareness programs like “hygiene and health”, “Sapling plantations” “Sensitization on preserving Biodiversity” “Environmental Protection” etc.

Development of team spirit and morale of the students:

To develop team spirit and morale of the students many events and programs are conducted in and out of the premises of the institution. Conducting Elocution, Essay Writing competitions, Drawing competitions, Oral presentations, Seminars, Orientation Programs, Workshop etc roused interest and enthusiasm among the students.

Holistic Development:

Holistic Development is aimed at bringing changes in the aspects of physiological, cognitive, psychological, spiritual and social development. All the programs are tailored and planned in the institution to bring behavioral changes among the students. To name a few, the institution conducted programs on life skills (Yoga, Health and Hygiene, Fitness), Quiz competitions, modal group discussions, mock interviews, model competitive exams, games and sports etc to broaden their mental horizons.

Inculcation of Human Values and Professional Ethics:

As a part of curriculum coverage all the students are given extra classes by experienced faculty in the subject of human values and professional ethics. It is observed that there is a considerable change in the general behavior of the students particularly towards the girl students. The most peculiar findings and outcomes of the program are reflected in No Grievances reported to anti-ragging committee of the institution.

Skill up gradation for future success:

Through the rigorous classes conducted by the faculty on campus recruitment training and career guidance, majority of the students got placed in various multinational companies. The institutions hold the record in university results and placements. The performance and achievements of the students in the institution made them fit and eligible for job ready and future success.

Evidence of Success:

All the practices undertaken by the institution resulted in the overall participation of the students in the programs and events as shown below. Moreover, the wonderful success stories of the institution caught the attention of the media only to appreciate the initiations of the institution.

Problems encountered:

Unable to involve some of the female students in the outreach programs as their parents show reluctance to agree. Social stigma is noticed among some of the students especially from the marginalized sections of the society. The sense of inclusiveness and dynamism is lagging behind among certain students and the same to be inculcated still further. It is observed that some of the students are highly sensitive and could not maintain their emotional balance. In such cases the institution pays attention to bring changes in their perception towards holistic development.

5. CONCLUSION

Additional Information :

VSR and NVR College aims to create a policy of quality assurance to address, monitor, and evaluate the academics offered to the students. Thus, promoting effective teaching practices for the benefit of students and making the college a preferred place for effective learning and building a bright career. The institute implements distinctive practices, successful student engagement for holistic development, research and development, and societal consciousness.

The institution enjoys a very good market reputation for its significant contribution to the field of education. The institution has been functioning as an autonomous institution since 2014. The Institution has well maintained hostels in the town separately for male and female students. Many female students from different districts prefer joining the institution due to the safety & security and quality education provided by the institution.

Concluding Remarks :

VSR and NVR College with support from its visionary management, able administrators, and dedicated staff has been on a rapid growth trajectory in terms of quality and quantity since its inception in 1950.

The initiatives towards diverse curricular, co-curricular and extra-curricular activities helped the institute enhance its quality aspect various area. In addition, various extension and outreach programs, and philanthropic activities taken by the institution contributed to holistic development of the students. The institute has been leveraging ICT tools to their fullest to provide a great learning experience and a transparent academic administration. The institute also has been continuously upgrading its facilities and infrastructure to respond to the changing pedagogic environments to stay relevant.

The large base of alumni who have taken their rightful places in society is directly contributing to the development of the nation. It is only their contribution that is bringing laurels to the institute time and again. The exercise of preparing this SSR at all levels has brought a sense of ownership among all the stakeholders in the institute. This SSR report is prepared with the contribution and participation of all the stakeholders under the supervision of IQAC.

The institute, in particular IQAC, never leaves any stone untouched to improve the quality of the learning and teaching process. It continuously adopts best practices and does away with unproductive, obsolete practices. It is because of such practices the institute has fared well in many aspects so far.

The institution hereby submits the SSR for your evaluation and awarding the best deserving grade to take forward various initiatives and elevate the institute to the next level for empowering the rural youth and serving the society.