SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

VAAGDEVI INSTITUTE OF TECHNOLOGY AND SCIENCE

PEDDASETTIPALLY (VILLAGE) PRODDATUR (MANDAL) YSR KADAPA DT.
ANDHRA PRADESH
516360
www.vitspdtr.ac.in

SSR SUBMITTED DATE: 15-05-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vaagdevi Institute of Technology & Science (VITS) is the first engineering college in Proddatur, Andhra Pradesh, sponsored by the "Sri Sri Sri Mookambika Educational Society". The college offers a B.Tech program in three branches with an intake of 300 students. The management encourages both students and faculty to "Dare to Dream and Strive to Achieve". The institute is a "dream come true" for many aspiring youngsters from rural areas in YSR Kadapa District, Andhra Pradesh.

Established in 2002, the institute is situated in a spacious 30-acre campus near Narasimhaswamy temple, in proximity to Proddatur. It is located 50 kilometers from Kadapa airport and is well-connected by rail and road, particularly the Krishnapatnam port – Ananthapuramu highway. Approved by AICTE, New Delhi, and affiliated with JNTUA, Ananthapuramu, the institute follows the syllabus and curriculum prescribed by the university.

The institute hosts 2 units of the National Service Scheme (N.S.S). N.S.S volunteers actively participate in programs initiated by JNT University, including special camps, and are awarded merit certificates for their contributions.

Surrounded by lush greenery, the institute boasts an excellent infrastructure that facilitates effective teaching and learning. Sporting facilities such as a sprawling 400m running track, football court, cricket pitch, and volleyball court enable students to engage in various sports activities.

Over the years, the institute has consistently demonstrated growth in all aspects. With aspirations to further expand its services to accommodate more students, the institute aims to introduce additional courses in the future.

Vision

To be a premier institute in the country and region for the study of Engineering and Technology by maintaining high academic standards which promote analytical thinking and independent judgment among the prime stakeholders, enabling them to function responsibly in a globalized society.

Mission

- To impart quality professional education that meets the needs of the present technological world and to Contribute to the advancement of knowledge in both fundamental and applied areas of Engineering and Technology.
- To strive for student achievement and success, preparing them for life and leadership with ethics.
- To provide a scholarly and vibrant learning environment that enables faculty, staff and students to achieve Personal and professional growth.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Adequate land and built-up area.
- Well - maintained infrastructure and eco-friendly campus.
- One of the oldest institutes in YSR Kadapa district and the first institute in Proddatur.
- ICT-enabled Teaching and Learning Methods.
- Well-connected with rail and roads.
- NPTEL Local chapter.
- Well Experienced and Dedicated Faculty.
- The faculty Retention Ratio is Good.
- Good Gender Ratio (For Staff and Students).
- Highly disciplined students.
- Scholarships for meritorious students.
- The pass percentage of the students is reasonably high.

Institutional Weakness

- Lack of nearby industries for real-time exposure for students.
- The institution is located in a rural area.
- Lack of Industry-collaborated research and consultancy activities.
- Less number of projects funded by the government/industry.
- Limited number of faculty members with Ph.D. Qualifications.

Institutional Opportunity

- Good infrastructure for teaching and learning.
- Highly sophisticated laboratories for attracting consultancy.
- Scope for rural and agricultural-based projects.
- Implementation of the National Educational Policy.
- Scope for community service.
- Academic programmes in association with professional bodies and industry associations.
- Contribution to further developing students from drought-prone rural areas.
- Alumni support increasing the relationship between the Institution and Industry for further increase in placements.

Institutional Challenge

- Low quality of communication skills of students due to rural background.
- Improving placement performance in top MNCs and rasing their average salaries.
- Competition from nearby institutions and universities in the region.
- As an affiliated institution, academic flexibility is difficult.
- Motivating students towards research.
- To incline the students towards entrepreneurship rather than jobs.

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1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Vaagdevi Institute of Technology & Science, situated in Proddatur, operates as a self-financed, non-minority institution affiliated with JNTUA Ananthapuramu, Andhra Pradesh, and accredited by AICTE New Delhi. Adhering strictly to the curriculum prescribed by the respective Board of Studies (BoS) of JNTUA, the institute meticulously plans teaching schedules, ensuring effective delivery of course contents within the framework of the academic calendar issued by JNTUA. Embracing the Credit Based System (CBS) pattern for undergraduate programs, the institute offers a variety of on-campus training programs, including the Spoken Tutorial Program and Co-cubes, alongside organizing industrial and site visits, technical events, and student training initiatives on a regular basis.

Furthermore, the academic progress of each student is vigilantly monitored by dedicated counselors, who maintain comprehensive records of academic, co-curricular, and extracurricular activities. Soliciting feedback from stakeholders such as students, alumni, and parents, the institute operates a formal mechanism for continuous improvement, promptly implementing corrective measures as necessary. Under the guidance of class teachers and counselors, the institute ensures the smooth execution of academic activities while prioritizing the holistic development of its students. The curriculum, revised in 2020 based on recommendations from APSCHE, incorporates credit-based skilled courses and internships, aligning with industry standards and fostering practical skill development.

Teaching-learning and Evaluation

Currently, our institute boasts a faculty of 67 members serving a student body of 669 individuals. Our pedagogical approach prioritizes student engagement, with a curriculum centered on fostering knowledge acquisition and nurturing creativity. At the onset of each academic year, following the completion of the admissions process, our institution hosts a counseling program for newly enrolled students, overseen by the Internal Quality Assurance Cell (IQAC).

Equipped with modern teaching aids and ICT facilities, including a state-of-the-art smart classroom with an LCD projector, the institute ensures that the learning experience is captivating and enriching for students. Access to internet facilities through computers is readily available to most students, enhancing their learning resources and regularly host experts as resource persons to delve into relevant topics, and our institute provides comprehensive guidance for various competitive examinations.

Adhering rigorously to the academic calendar, The institute ensure that all faculty members diligently integrate it into their course schedules, maintaining consistency and coherence in our educational delivery.

Research, Innovations and Extension

A thriving research culture is paramount for institutions to deliver exceptional and pertinent content of high quality. Our faculty members are dedicated to publishing research papers in peer-reviewed journals, contributing significantly to the body of knowledge. Over the past five years, numerous research papers authored by both faculty and students have been successfully published in esteemed national and international

journals and presented at conferences. Recognizing the importance of scholarly contributions, the institute offers cash incentives to faculty members for their research publications and extends financial support to students undertaking research projects as needed.

In addition to fostering a robust research ecosystem, the institute actively engages in collaborations with industries and other organizations through Memorandums of Understanding (MoUs) to promote training, research, and extension activities in technical education, encourage and facilitate student participation in events organized by various institutes across India, providing them with opportunities for networking and exposure to diverse perspectives.

Moreover, departmental clubs and associations play a pivotal role in organizing activities that enrich the academic experience. Our National Service Scheme (NSS) units are deeply involved in numerous extension activities, including blood donation camps, rural outreach programs, tree plantations, road safety campaigns, street plays, and initiatives promoting water conservation. Demonstrating our commitment to social responsibility, both students and staff actively participate in initiatives such as the 'Swachh Bharat Abhiyan' in neighboring villages, contributing to community welfare and environmental sustainability.

Infrastructure and Learning Resources

All departments are equipped with essential infrastructure to facilitate effective teaching and learning, meeting the standards set by AICTE. This includes 28 classrooms, 6 Tutorial rooms, 15 well-equipped laboratories, 3 seminar halls, an auditorium, a drawing hall, one workshop and departmental libraries. Ensuring safety and security, the entire academic premises, including classrooms, are monitored by CCTV surveillance. Additionally, the institute operates an automated ERP package that seamlessly integrates all departmental functions.

Sports enthusiasts benefit from facilities like a cricket ground, playground, volleyball court, and an open-air gymnasium. Separate budgets are allocated for the maintenance of campus infrastructure and individual departments. Essential amenities such as a departmental store and canteen cater to the needs of students and staff.

The institute's digital library boasts an extensive collection of 27439 books and handbooks, supplemented by subscriptions to e-Journals. Services like photocopying, spiral binding, and lamination are available at the photocopy center. Adequate computing facilities, including hardware and software, are provided across all departments. The entire academic campus is Wi-Fi enabled, offering a dedicated Internet leased line with speeds of up to 300 Mbps.

Our Central Library is fully automated using OnEDU, an integrated library management system. Furthermore, our library subscriptions include KNIMBUS and DELNET, enhancing access to a wide range of academic resources for students and faculty alike.

Student Support and Progression

The institute extends scholarships and free-ship opportunities to students belonging to reserved categories and those from economically weaker backgrounds, in accordance with government regulations. Personal and academic concerns of students are attentively addressed by counselors, class teachers, and higher authorities

whenever necessary. Additionally, a dedicated grievance cell handles issues related to ragging, gender, and sexual harassment, ensuring a safe and supportive environment for all.

A student council, comprising class representatives from each department, oversees a myriad of co-curricular and extracurricular activities. From these representatives, a student representative' is chosen to advocate for the collective interests of the student body. Students are actively encouraged to participate in various cultural, sports, and technical events at the university, state, and national levels. They compete with peers from other institutions in sports and cultural activities, proudly representing the university on such platforms.

Governance, Leadership and Management

The institute upholds a culture of administrative excellence characterized by transparency, participation, and decentralization. Financial requirements for each academic year undergo assessment, prioritization, and budgeting by the Governing Body, ensuring responsible allocation of resources. The administrative procedures of the college are distinguished by effective internal coordination and monitoring mechanisms.

Acknowledging the importance of decentralization for institutional growth, the management grants adequate autonomy to the Principal and Heads of Departments (HODs) in both academic and administrative decision-making processes. Staff, student representatives, and other stakeholders actively participate in policy formulation and decision-making at departmental and institutional levels.

Furthermore, the institute values the feedback provided by all relevant stakeholders and incorporates it in a transparent and effective manner. This participatory approach ensures that policies and decisions align with the needs and aspirations of the college community, fostering a culture of inclusivity and continuous improvement.

Institutional Values and Best Practices

The institute is dedicated to promoting gender equity and inclusivity, with regular programs organized to address these issues. Female students are provided with counseling facilities, dedicated common rooms, and ensured safety and security through CCTV surveillance across the campus. Additionally, the institution is committed to supporting differently-abled students by offering facilities such as ramps, lifts, and special washrooms.

Since its inception, the institute has prioritized environmental sustainability and green initiatives. The campus boasts abundant greenery, with a focus on planting and maintaining trees and plants. The infrastructure includes power generators with capacities of 200 KVA and 82.5 KVA, ensuring uninterrupted power supply, and a mineral water plant capable of producing 4000 liters of clean drinking water.

Furthermore, the introduction of NSS units and various clubs and associations has played a significant role in fostering student confidence and engagement. These initiatives have contributed to an improvement in overall academic results over the years, reflecting the college's commitment to holistic student development and environmental stewardship.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VAAGDEVI INSTITUTE OF TECHNOLOGY AND SCIENCE
Address	PEDDASETTIPALLY (VILLAGE) PRODDATUR (MANDAL) YSR KADAPA Dt. ANDHRA PRADESH
City	PRODDATUR
State	Andhra Pradesh
Pin	516360
Website	www.vitspdtr.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	B SIDDESWARA RAO	08564-245366	8886111710	08564-242188	principal@vitspdtr.ac.in
IQAC / CIQA coordinator	KARNATI RAMAMOHANA REDDY	-	9885739752	-	iqac@vitspdtr.ac.in

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 minroity institution	No

Establishment Details

State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	View Document	02-06-2023	12	NA

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	PEDDASETTIPALLY (VILLAGE) PRODDATUR (MANDAL) YSR KADAPA Dt. ANDHRA PRADESH	Rural	29.085	11248.75

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Electrical And Electronics Engineering,Electrical and Electronics Engineering	48	INTERMEDIATE or DILOMA	English	60	9
UG	BTech,Electronics And Communications Engineering,Electronics and Communications Engineering	48	INTERMEDIATE or DILOMA	English	120	38
UG	BTech,Computer Science And Engineering,Computer Science and Engineering	48	INTERMEDIATE or DILOMA	English	120	67

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	4				18				45			
Recruited	4	0	0	4	14	4	0	18	24	21	0	45
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				18				45			
Recruited	4	0	0	4	14	4	0	18	24	21	0	45
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				43
Recruited	27	16	0	43
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				43
Recruited	27	16	0	43
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				6
Recruited	2	4	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	2	4	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	0	0	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	14	4	0	24	21	0	63
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	387	0	0	0	387
	Female	282	0	0	0	282
	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	3	3	3	5
	Female	3	5	6	1
	Others	0	0	0	0
ST	Male	2	1	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	66	82	53	79
	Female	29	59	41	38
	Others	0	0	0	0
General	Male	24	55	45	40
	Female	19	49	40	54
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		147	254	188	217

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Vaagdevi Institute of Technology & Science (VITS) aligns with the objectives of the National Education Policy (NEP) by prioritizing the delivery of high-quality education aimed at nurturing our nation's

	human capital into global citizens. VITS fosters a multidisciplinary ethos across its academic and extracurricular endeavors, enabling students to explore diverse fields of study and engage in cross-disciplinary learning experiences. Complementing the foundational pillars of Science, Technology, Engineering, and Mathematics (STEM), the curriculum prescribed by JNTUA encompasses humanities and language courses such as Management Science, Managerial Economics, and Financial Accountancy.NEP's core principles, including curriculum diversity, pedagogical integration of technological advancements, and fostering critical thinking and innovation, resonate deeply within faculty discussions at VITS. Emphasizing rational decision-making and creativity, the institution encourages students to undertake interdisciplinary projects and actively participate in activities that transcend traditional disciplinary boundaries. Supported by the Institute Innovation Council, students are equipped with transdisciplinary skills essential for navigating today's dynamic professional landscape.Furthermore, VITS, as an affiliate of JNTUA, Anantapuramu, adheres rigorously to the university's CBCS guidelines. While maintaining this adherence, the college aspires to embrace greater autonomy in the future, which will enable a more pronounced emphasis on multidisciplinary and interdisciplinary education pathways.
2. Academic bank of credits (ABC):	The institute is actively pursuing initiatives to enhance student-centric practices in higher education, exemplified by the introduction of the Academic Bank Credit (ABC) system. Through this platform, student earned credits from all offered programs are deposited, fostering a learner-friendly environment and promoting interdisciplinary learning approaches. Affiliated with JNTUA, the institution encourages students to enroll in online courses through platforms like NPTEL and Swayam, augmenting their academic pursuits with additional learning opportunities. Moreover, Add-on and value-added courses are tailored to address the unique needs and skill sets of our student body, bridging any existing gaps and bolstering their employability. Faculty members play a pivotal role in developing these courses, which may encompass theoretical, practical, or project-based

	components, as well as internships, all aimed at enriching the educational experience and preparing students for the professional realm.
3. Skill development:	Our affiliated university has responded to the increasing demand for skilled labor in both public and private sectors by introducing a multitude of skill-oriented courses into the curriculum. At our college, we diligently adhere to both the letter and the spirit of the curriculum outlined by our affiliated institution. Recognizing the imperative for accelerated skill development, we prioritize the integration of add-on programs and the expansion of our curriculum. With the expertise of highly qualified professionals and resource persons, including both external experts and our esteemed faculty, VITS has implemented a range of activities focused on personality development, skill enhancement, and life skills training. Our strategic plan includes targeted efforts to cultivate workplace-relevant skills and attitudes through internships and on-the-job training experiences. Additionally, we are committed to incorporating best practices and innovations in teaching and learning methodologies, facilitating horizontal mobility for students, and forging collaborative partnerships with industries to deliver practical skills and hands-on experiences. Embracing technological advancements, we are utilizing ICT tools such as Massive Open Online Courses (MOOCs) and flipped classrooms, aimed at empowering both students and educators alike. Furthermore, we are dedicated to the development and implementation of a comprehensive assessment and evaluation system, designed to measure learning outcomes through the lens of outcome-based education. This holistic approach ensures a 360-degree assessment and evaluation of students' achievements, guiding our continuous efforts towards excellence in education and skill development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In the realm of higher education, there has been a noticeable disconnect from our rich knowledge heritage for several decades. Reconnecting with our roots necessitates a renewed engagement with regional languages, the very languages that form the bedrock of our knowledge. To achieve this, it is imperative to develop new textbooks, curricula, and multimedia content that can be delivered in both traditional classroom settings and through online

platforms. At VITS, we actively foster cultural engagement by organizing annual events such as International Yoga Day, Traditional Day, Ugadi, Sankranthi festivals, and observances like International Women's Day. These endeavors serve as platforms for students to imbibe and practice traditional knowledge systems, which we believe will be a defining characteristic of future leaders. Through events focusing on the Indian Knowledge System, we aim to instill in students the importance of ethical decision-making within a logical framework. Given our affiliation with JNTUA, Anantapuramu, we are mandated to adhere to the Choice Based Credit System (CBCS) prescribed by the university. Being situated in a rural area, we recognize that some students may lack proficiency in English communication skills upon admission. To address this, our faculty employs a bilingual approach, particularly when explaining complex concepts, to enhance students' understanding. Moving forward, we are committed to further bolstering these efforts to ensure inclusivity and accessibility to knowledge for all our students.

5. Focus on Outcome based education (OBE):	The institute has successfully implemented Outcome Based Education (OBE) with a clear alignment of its vision, mission, Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) across various programs. Each department meticulously crafts PSOs tailored to their respective programs, while course outcomes are delineated for every offered course, selecting action verbs according to Bloom's Taxonomy, as prescribed by the affiliating university. To ensure transparency and accessibility, POs, PSOs, and COs are prominently displayed at various locations, including the institute website, departmental notice boards, IQAC chamber, as well as the chambers of the Principal and Heads of Departments, faculty rooms, classrooms, seminar halls, corridors, and the library. Additionally, they are included in course files, laboratory files, and project files, and are displayed on laboratory notice boards. Furthermore, the dissemination of learning outcomes is prioritized, with discussions held with students at the commencement of courses. POs, PSOs, and COs are integrated into the curriculum and prominently showcased on both university and college websites, accessible to all stakeholders, including students,

	employers, and alumni. This comprehensive approach ensures transparency, accountability, and alignment with the overarching goals of OBE.
6. Distance education/online education:	As an affiliate of JNTUA, Ananthapuramu, our college has seamlessly integrated online courses into our curriculum. Students actively engage with online platforms such as SWAYAM, NPTEL, Coursera, Udemy, and others to supplement their learning experiences. The credits earned through these courses contribute towards their final degree. To further enrich students' knowledge, faculty members conduct online classes outside of regular hours, extending education beyond the confines of the classroom.During the COVID-19 pandemic, our institution swiftly transitioned to virtual teaching using platforms like Google Meet, Google Classroom, Canvas, Kahoot, among others. This adaptability ensured uninterrupted learning despite the challenging circumstances. While our college is not authorized to offer courses through distance education, we remain committed to providing education through innovative and accessible means, ensuring that learning continues unhindered.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, An Electoral Literacy Club (ELC) has been established within the college premises. The core aim of the ELC is to raise awareness among students regarding democratic rights, particularly emphasizing the importance of participating in electoral processes by exercising their right to vote.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of	Before the establishment of the Electoral Literacy Club (ELC), the NSS cell was responsible for organizing electoral literacy initiatives. Our students actively participated in voter awareness programs during past general elections. Additionally, events such as Republic Day, Independence Day, Constitution Day, and National Voter's Day are

ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	regularly held to educate students about democracy and underscore the significance of voting in democratic processes.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Our students took the initiative to conduct voter awareness programs during the preceding general election. Moreover, Republic Day, Independence Day, Constitution Day, and National Voter's Day are recurrently observed to instill in students a profound understanding of democracy and the pivotal role of voting within it.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Students in their 2nd, 3rd, and 4th years who have reached the age of 18 are registered as voters. Furthermore, first-year B.Tech students who come of age while enrolled will receive guidance on voter registration.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
740	885	1062	1345	1306

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 206

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	76	90	98	96

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
407.53	401.7	388.08	362.66	366.88

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institute is affiliated to the Jawaharlal Nehru Technological University Anantapur (JNTUA), Ananthapuramu, Andhra Pradesh. The Institute has a robust system for effective curriculum planning and delivery through systematic and strategic, transparent mechanisms:

Preparation of Academic Calendar: At the beginning of each semester, as per the affiliated university academic calendar, the Institute academic calendar is prepared by incorporating internal, end-semester examinations, practical examinations, seminars, workshops, guest lectures, and holidays.

Timetable Preparation: Before the start of the academic session, course choices are taken from each faculty member in the department, and load distribution is done accordingly by the head of the department. Class-wise timetables are then prepared. Copies of the timetable and teaching faculty members' detailed workloads are submitted to the principal for final approval. The approved timetables are disseminated to the corresponding students and faculty.

Preparation of Course File: Each faculty member prepares the course file before the commencement of the classwork, which includes the syllabus copy, detailed teaching plan, unit-wise notes, assignment questions, and previous question papers. course outcomes (COs) of the subject and program outcomes (POs).

Content delivery: Faculty use ICT tools, e-resources, charts, and models apart from the traditional chalk and board for effective teaching and learning methods. Learner-centric techniques such as peer teaching, video lectures, case studies, field/industry visits, guest lecturers from academic and industry experts, etc., are adopted to encourage students' active participation. There is a continuous academic monitoring system by the respective HoD/principal.

Student's Feedback: Online feedback on faculty from students on various aspects of content delivery by faculties is taken, and appropriate corrective measures are adopted if required.

Continuous internal assessments: The Institute conducts continuous internal assessments through two mid-term examinations every semester in addition to the assignments, strictly adhering to the guidelines given by the affiliated university.

Based on the first mid marks students are divided into slow learners and advanced learners. For slow learners, remedial classes are conducted, and advanced learners, various activities are conducted.

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

1.2 Academic Flexibility

1.2.1

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

Response: 25

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 91.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
723	869	965	1165	1144

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Institute follows the curriculum prescribed by the affiliated university. The courses in the curriculum like health and wellness, Yoga and Sports (I Year I Sem), NSS/NCC/NSO Activites (I Year II Sem), English for Professional Communication (I Year II Sem), Universal Human Values (II Year I Sem), Environmental Science (II Year I Sem), Community Service Project (II Year II Sem), Social Values & Ethics (III Year I Sem), Environmental Science (III Year I Sem), Research Methodology (III Year I Sem), IPR & Patents (III Year II Sem), Constitution of India (III Year II Sem), Disaster management (IV Year II Sem) are integrated crosscutting issues relevant to professional ethics, gender, human values, environment, and sustainability.

To promote gender equity among the students, the Institute supports flexible classroom seating arrangements, equal representation of both genders in the leadership positions of class and Institute-level committees, and curricular and co-curricular activities. Apart from the above, the Institute organizes various awareness programs and activities on crosscutting issues with the support of external organizations and experts. The Institute has a Women Empowerment Cell and an Internal Complaint Committee to counsel students and encourage gender equity among students and staff. Several programs are conducted for women and girls students, such as the organization of hemoglobin and other health check-up camps. The Women Empowerment Cell, Internal Complaint Committee, and IPR Cell organize programs on Women's Empowerment, Laws for Women, Women's Day, professional ethics, and human values. Our Institute has two NSS units sanctioned by an affiliated university, and they are very proactive in conducting different extension activities not only on Institute premises but also in adopted villages like tree plantations, village cleanliness, plastic-free drives, sanitation, health and hygiene, blood donation camps, and Swachh Bharat Abhiyan. Every year, the NSS units undertake special camps in the nearby villages and conduct various community development programs.

In addition, the Institute conducts three-week mandatory student induction programs for newly admitted students before the commencement of regular classes each year. It conducts various sessions on yoga, games, physical activities, professional ethics, gender, human values, the environment, and sustainability.

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

1.3.2

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

Response: 82.43

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

Response: 610

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 53

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
106	195	170	229	324

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

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	360	516	456

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 71.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	148	102	171	225

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
165	165	165	300	263

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 9.74

2.3 Teaching- Learning Process

2.3.1

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

Response:

Various teaching and learning techniques, including experiential learning, participative learning, and problem-solving methodologies, are adopted to enhance students' learning skills and make learning more interactive.

1. Experiential Learning:

Experiential learning is a powerful teaching method that emphasizes learning through experience.

Industry and Field Visits: The institute organizes yearly industrial visits and field visits to thermal power plants, communication units, and software companies to make students familiar with industrial working, the use of the latest technologies, and clearing their concepts learned in theory class.

Project-Based Learning: Project-based learning is imparted in the curriculum through final-year projects and mini-projects, allowing the students to undergo design projects, research projects, and case studies. In project-based learning, students solve problems and get hands-on experience using real-world problems and modern tools, equipment, instruments, and machinery.

Internships: As per the curriculum, there is a mandatory two-month credit-based internship during the third year summer break and six-months credit-based internship in the final year of last semester, which significantly improves students' problem-solving skills and industry perception as they usually work on small projects and learn industrial practices and the environment.

*Laboratory Courses***:** The curriculum includes skill-based laboratories along with regular laboratories to give students practical exposure. A better understanding of theoretical concepts helps the students prepare for real-world applications.

2. Participative Learning: Fostering a Dynamic Environment

The institute prioritizes fostering a dynamic learning environment that extends beyond textbooks. Here's how we achieve this:

*Technical and Co-Curricular Events***:** The institute organizes events like project competitions and poster presentations to cultivate students' technical and presentation skills. Additionally, the institute encourages participation in various external events, competitions, hands-on workshops, and training programs, allowing students to have well-rounded learning experiences.

*Teamwork and Social Responsibility***:** Teamwork is fostered through student teams formed for quizzes, group discussions etc. Initiatives like NSS camps, tree plantation drives, Swachha Bharat, and health awareness camps further develop strong teamwork skills, allowing students to better understand social issues and contribute to their community's well-being.

3. Problem-Solving Methodology:

Problem-solving methodologies, including mini and major projects, blend theoretical knowledge with practical application, equipping students with vital skills for their future careers. Through projects, students navigate real-world challenges, from identification to evaluation, honing problem-solving

abilities. Additionally, they master cutting-edge technologies, ensuring readiness for the workforce. Projects also foster essential skills like teamwork and project management, enhancing corporate readiness. Overall, these methodologies prepare students to seamlessly integrate into professional settings and make meaningful contributions.

4. Usage of ICT-enabled tools, including online resources:

The institute leverages ICT (Information and Communication Technology) tools to create a dynamic learning environment:

*Interactive Classrooms***:** Classrooms boast LCD projectors, fostering engaging presentations and visual learning.

*Enhanced Seminars***:** The seminar halls and auditoriums are equipped with audio systems, ensuring clear communication during lectures and discussions.

*Rich Online Resources***:** The institute provides access to Knimbus, DELNET, and NPTEL, vast online databases offering e-books, research papers, and educational content, empowering to delve deeper into studies.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	76	90	98	96

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

2.4.2

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

Response: 4.59

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

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

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Evaluation of Internal Assessment carried out by the Institution strictly following the regulation/guidelines given by the affiliated university. 30% of weightage for Internal Assessment and 70% of weightage for External Assessment.

Internal Assessment:

For theory subjects, during the semester, there shall be two midterm examinations. Each midterm examination shall be evaluated for 30 marks of which 10 marks for objective paper with 20 objective type questions (20 minutes), 15 marks for subjective paper (90 minutes) and 5 marks for assignment.

Objective paper shall be set for maximum of 20 bits for 10 marks. Subjective paper shall contain 3 either or type questions (totally six questions from 1 to 6) of which student has to answer one from each either-or type question. Each question carries 5 marks.

Final mid semester marks shall be arrived at by considering the marks secured by the student in both the mid examinations with 80% weightage given to the better mid exam and 20% to the other.

For practical courses, there shall be a continuous evaluation during the semester for 30 sessional marks and end examination shall be for 70 marks. Day-to-day work in the laboratory shall be evaluated for 15 marks by the concerned laboratory teacher based on the regularity/record/viva and 15 marks for the internal test. The end examination shall be conducted by the concerned laboratory teacher and a senior expert in the subject from the same department.

External Assessment:

Students appear for external semester exams conducted by the JNTUA and evaluation process is done by affiliating university. 70% marks are evaluated for external examination Results are displayed on JNTUA results portal.

The institute follows a fair and transparent assessment process that builds trust with our students. Institute achieve this through a multi-layered system that adheres to university guidelines while providing clear avenues for addressing concerns.

Transparency in Internal Assessment:

The institute meticulously follows the regulations set forth by the affiliated university for all exams, ensuring consistency and fairness across programmes.

The internal assessment process emphasizes transparency. Evaluated answer sheets are distributed to the students within three working days of completing a mid-term exam. This allows them to gain valuable insights into their performance and identify areas for improvement.

Multi-Tiered Grievance Redressal System:

Respective faculty members may resolve students' questions or concerns regarding their internal assessments. When a student is not completely satisfied with a faculty member's response, Students can seek guidance from their assigned mentor, who will then communicate with the Head of Department (HOD) to investigate the issue further.

Should concerns remain unresolved at this stage, students can approach the principal, who provides a final avenue for addressing student grievances related to internal assessments.

Display of Internal Marks:

Students' internal marks are displayed on the Institute noticeboard and on ONEDU webportal before they submit them to the university. This promotes transparency and allows students to verify their marks before they are finalized.

External Assessment and Grievance Redressal:

The university handles external assessments and grievances. The Institute guides students through the procedure for contacting the university.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Institute has clearly defined and written out the course outcomes (COs) for all the courses for all the programmes offered by the Institute. The National Board of Accreditation (NBA) recommended twelve Programme Outcomes (POs): i) Engineering Knowledge; ii) Problem Analysis; iii) Design/Development of Solutions; iv) Conduct Investigations of Complex Problems; v) Modern Tool Usage; vi) The Engineer and Society; vii) Environment and Sustainability; viii) Ethics; x) Individual and Team Work; x) Communication; xi) Project Management and Finance; and xii) Life-long Learning were considered by the Institute.

Programme Outcomes (POs) and Course Outcomes (COs) for all programmes offered by the Institute are displayed on the Institute website: http://www.vitspdtr.ac.in.

POs are also disseminated in all the prominent places like HOD cabin, Placement cell, library, and corners of building. At the beginning of every semester, all subject teachers highlight COs for theory

and practical's for their respective subjects in the very first class.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Course outcomes (COs) for each course are stated in the syllabus using Blooms taxonomy. These COs are evaluated for attainments through Continuous internal evaluation (CIE) and semester-end examination (SEE). The distribution of weightage of marks is 30% for CIE and 70% for SEE.

NBA defines Program Outcomes (POs), and individual departments define Program specific outcomes (PSOs) according to their specialization. The course articulation matrix for every course is prepared and the program articulation matrix is prepared from the course articulation matrices of all the courses. POs / PSOs attainment is determined from Direct attainment and Indirect attainment. PO and PSO attainment of direct attainment is considered for 80% and indirect attainment for 20%. Direct attainment is calculated from the marks obtained in Continuous Internal evaluation, Assignments and Semester end examination. CIE includes MID-I and MID-II examinations with objective and descriptive questions.

Indirect Attainment is calculated by considering the responses obtained from Student exit survey, Alumni survey and Employer survey. A questionnaire was designed for this purpose and the average response of the outgoing students for each PO is computed.

Final PO attainment = 0.8 * Direct Attainment+ 0.2 * Indirect attainment.

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

2.6.3

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

Response: 87.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	246	354	406	218

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

2022-23	2021-22	2020-21	2019-20	2018-19
163	287	408	463	230

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Vaagdevi Institute of Technology & Science (VITS) has set up an ecosystem for promoting innovations, entrepreneurship, and other projects including knowledge production and transfer through departmental collaboration using a multidisciplinary approach.As a part of this,the institute conduct National level technical symposium termed as "Innovits" for students every year that include presentations of various technical trending topics results in innovative ideas and practices. To make students learn the present trending practices in industries and to become an entrepreneur, various seminars/webinars/workshops on entrepreneurship are conducted. Also, to enhance skills to the next level, faculty members are always encouraged to do research activities, paper publications in reputed journals, text books publications, patent publications, seminars and workshops. Faculty members are regularly publishing the papers in peer reviewed journals. Two faculty members filed the patent and it has been published.

Intellectual Property Rights (IPR) cell was established on 21/02/2022. Through the IPR Cell, the institute

conduct regularly various activities to create more awareness on patents, copyrights, and trademarks.

The institute has Institute Innovation Cell (IIC) which regularly organizes student development activities and has achieved 4-Star rating by Ministry of Education (MoE), Govt. of India. The institute is regularly conducting various workshops and seminars on Indian knowledge Systems (IKS).

The main aim of VITS is to promote innovative thinking of the students and utilize their creative ideas for the benefit of society keeping in view of the importance of technology. With a combined action plan of all departments, every initiative to encourage the participation of students in various technical exhibitions is taken to nurture their technical expertise. Every year add-on courses and industrial visits are also organized for students for this purpose.

Patent Publishedby Faculty:

S. No.	Name of the Faculty	Title of the Patent	Patent Application No.	Patent Filed date	Patent published date	Status
1	S.M.K.Sukumar Reddy	VLSI LAYOUT USING REDUNDANT NODES TO INCREASE THE RELIABILITY	20234100822 5A	08-02-2023	24-02-2023	Published
2	Dr.S.D.Govardhan	DETECTION OF DEFECTS IN TEXTILE FABRICS USING WEAVE PATTERN RECOGNITION AND CLASSIFICATION BASED ON MACHINE LEARNING TECHNIQUE	20224104904 2A	28-08-2022	16-09-2022	Published

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

3.2.2

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

Response: 41

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	5	8	8

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	5	6	8

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.01

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

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

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

3.4 Extension Activities

3.4.1

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

Response:

Vaagdevi Institute of Technology & Science (VITS) always endeavors for the comprehensive development of the students as the students are our nation pillars. As part of vision and mission, institution prestigious has undertaken many activities to sustain the sense of service, responsibility, honesty, and respect for dignity of labour among the students. Institute organizes extension activities and in these aspect students from all departments are made to get actively involved and participate in the programs organized by VITS NSS unit and with the collaboration of public service centers. In the wake of greenery, every year our students and faculty members have planted more than 300 plants in the surroundings of institution and nearby places to stress the truth that LIVE GREEN AND THINK GREEN. Cleanliness is next to Godliness, is strongly believed by the institution which resembles the purity and discipline in the minds and actions of students. Students follow the instructions of tidiness and keep the campus environment neat and clean.

VITS has two NSS units sanctioned by the affiliated university through which the students campaigned in villages to get the awareness about the universal sanitation and exemplified the dump management skills by honoring our beloved Prime Minister's mission Swachh Bharath. Continuous progress in this mission is admirable. Students and faculty members supported the orphanages and old age homes financially by donating money and other essentials.

Blood Donation camps

To encourage the human and ethical values Blood Donation camps are regularized in institution along with the collaboration of STAR FOUNDATION. Blood is collected from the VITS students and faculty members. The units of collected blood are deposited in blood banks to serve for emergency conditions. Our institution proved its humanness by saving the human lives in risk through blood bank services. Health is Wealth and it is achieved by arranging the Yoga classes in the campus, with active participation of students and faculty members.

Awareness program on road safety and health conditions

In addition to these activities, Programs are followed up on traffic signals and rules. Guest lectures are invited to the campus and valuable information on various burning public issues is transmitted to the students. In order to pursue knowledge on environment as well as human ethics, subjects are also included as part of the curriculum. Along with these activities, awareness among girl students on harassment/ragging, our college conducted an online program on Disha App introduced by the government of Andhra Pradesh.

Awareness preventive measures taken over come Covid-19

The entire world is shackled by the corona virus and suffered a lot from fear and loss of health during pandemic period. VITS voluntarily served as quarantine centre to provide shelter with all facilities to the corona patients as isolation is to be provided. Medical camps to give vaccinations for COVID-19 are conducted in the institution for students and faculty. The intention of all these events is to educate and counsel students towards serving the society.

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

3.4.2

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

Response:

Vaagdevi Institute of Technology & Science has received the following awards for extension activities from government/ government recognised bodies as listed below

S.No	Name of the Activity	Name of the Award	Awarding Agency	Year
1.	Blood Donation	Appreciation Award	Suraksha Voluntary Blood Bank	2022-23
2.	Swatch Bharath, Health Awareness Programs	Appreciation Award	Sarpanch of Kanapalle, Proddatur	2022-23
3.	NSS Camp	Appreciation Award	N.Varadarajula Reddy, Ex-MLA, Proddatur	2022-23
4	Tree Plantation, Swatch Bharath, COVID-19 awareness, Health Camps	Appreciation Award	Sarpanch of Peddasettypalli, Proddatur.	2022-23
5	Blood Donation	Appreciation Award	District Hospital, APVVP, Proddatur	2022-23
6	Blood Donation	Appreciation Award	District Hospital, APVVP, Proddatur	2021-22
7	Tree Plantation, Swatch Bharath, COVID-19 awareness, Health Camps	Appreciation Award	Sarpanch of Peddasettypalli, Proddatur.	2021-22
8	Blood Donation	Appreciation Award	District Hospital, APVVP, Proddatur	2020-21
9	Tree Plantation, Swatch Bharath, COVID-19	Appreciation Award	Sarpanch of Peddasettypalli, Proddatur.	2020-21

	awareness, Health Camps			
10	Tree Plantation, Swatch Bharath, COVID-19 awareness, Health Camps	Appreciation Award	Sarpanch of Peddasettypalli, Proddatur.	2019-20
11	Tree Plantation, Swatch Bharath, COVID-19 awareness, Health Camps	Appreciation Award	Sarpanch of Peddasettypalli, Proddatur.	2018-19

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

3.4.3

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

Response: 42

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	3	8	11

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

3.5 Collaboration

3.5.1

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

Response: 20

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Vaagdevi Institute of Technology & Science has excellent infrastructural facilities spread over 29.085 Acres of land with 18310 Sq.mts built up area. The Institution has 15 laboratories, 28 classrooms, 6 tutorial rooms, 3 Seminar Halls, 1 Drawing Hall, 1 Workshop and 1 Auditorium as per the AICTE guidelines. All the classrooms, seminar halls and the Laboratories are equipped with ICT facilities. All the laboratories have sufficient equipment as per JNTUA Curriculum from basic tools to advanced research oriented equipment and are well maintained.

VITS has a Computer centre, 6 computer labs with 392 High end computers. Computer laboratories have up to-date licensed software as well as open source software. 2:1 Student Computer Ratio is being maintained in the institute. All the departments make use of computer centre to conduct tests like online test, aptitude test and so on.

Classroom Facilities: The Institution is provided with ventilated eco-friendly classroom facilities. Class rooms are provided with ICT facilities in additon to the green board and stage with a sufficient number of lights and fans.

Laboratory Facilities: Institute has state of the art, well - equipped laboratories with the latest equipment   and   required software for the entire programme. For safety   first aid kit, rubber mats and fire-fighting equipment are installed. Labs are suitably designed to accommodate and run heavy machinery. In all laboratories, elaborative charts are available for teaching and learning activities including instructions about Do's and Don'ts' in the laboratory premises. Multiple power supplies like UPS, ECO Genset and EB power are suitably provided for all the lab spaces.

Computing Facilities: VITS provides hi-configured computer facilities with state of the art computer lab and research centre. A high speed optical fibre network enables students to access a wide range of services across the campus including all computer labs. The Institute has 300 Mbps internet connectivity throughout the campus which facilitates the students to enhance their knowledge on par with Industry requirements.

General Infrastructure: The academic infrastructure is complemented with Chairman's Lounge, Principal chamber, Administrative office, Examination Cell, IQAC Institute Innovation Council ,Training and Placement office, HOD and faculty cabins, First Aid and Sick room ,girls and boys

common rooms, Alumni cell, NSS office, conference room, yoga cantered a full-fledged canteen.

Sports, Games and Gym facilities: Quality physical education programs are needed to increase the physical competence, health-related fitness and self-responsibility. The sports department is headed by a full time Physical director who coordinates all the sports activities. The Institution has 5 acres playground for outdoor sports like Athletics, Cricket, Throw ball, Volleyball, indoor stadium with shuttle badminton court, chess, and carom are available to promote sports. College teams are taking part in JNTUA Zonal level competitions and other inter collegiate competitions. Sports event competitions are conducted in interdepartmental level in an academic year and the winners and participants are awarded in Annual college Day celebration to encourage them.

Cultural Facilities: The institute has open auditorium with 5000 capacity to conduct all the cultural activities and the annual day celebrations. The institute has cultural committee to organise various cultural programs including annual day, INNOVITS and other celebrations

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

4.1.2

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

Response: 16.12

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
66.44	74.58	65.22	36.85	67.52

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library of Vaagdevi Institute of Technology & Science is the focal point of all user community. The primary objective of the library is to support the educational programmes of the Institute by providing physical and on-line access to students and faculty members to enrich their knowledge in the current fields of Engineering and Technology.

The Library has a carpet area of 630 sq.m. The library is well equipped with a reading capacity of 150 and it is enabled with High speed Wi-Fi internet facility. Reprographic facility is available in the library to facilitate the students. The library is fully automated with ILMS software ONEDU developed by WINNOU.NET which maintains the book details, Issues and returns of library books.

Technical Service: Classification and Cataloguing (OPAC) is also performed in the library by using the Library Software. it also generated the Barcodes to the books. The Faculty, Non-Teaching Staff, and Students are issued with account by including a unique barcode for Library Membership.

The library has 5,375 Titles and 27,439 volumes of books, 30 Natinal and International Journals. The Digital Library is availabe with 25 multi-media systems to access e-journals, SWAYAM and KNIMBUS.

The Library has various Text Books, Reference Books, e-books, Journals, Magazines, e- journals; NPTEL video lessons related to Engineering and allied subjects. Library has a collection of fascinating books which includes Encyclopaedia, Hand books, Dictionaries, GATE and competitive examination books and videos that support the content beyond syllabus.

The library subscribes NPTEL (National Programme on Technology Enhanced Learning) (Open source online video lectures); E-Books: 103678; E-Journals: 32420

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institute is committed to providing state-of-the-art IT infrastructure and services. With the growth of users, IT services, and increasing internet bandwidth demand, the institution has scaled up the switching capabilities and implemented the latest managed through optical fiber cables and Wi-Fi access. The Institute has high-end core switches and servers. The up gradation of computer systems is taken up periodically. The printers and scanners are also upgraded with new additions to the laboratories, office, library, and departments. The institute annually upgrades the computers and its accessories as per the requirements.

The IT infrastructure is continuously upgraded. The bandwidth has been progressively increased from 50 Mbps (2018) to 100 Mbps (2020), and currently to 300 Mbps to suit the demands. For ease of access, all blocks have been enabled with Wi-Fi. All the seminar halls have been installed with LCD projectors. Biometric scanner-based attendance capturing system is upgraded for faculty members.

Description of IT facilities:

LAN Facility: There are 53 data network switches and 160 CCTV cameras. There is 01 server with Xeon E-5 version-2, 4 GB RAM, 1.0 TB hard drive, which serves as Domain Controller, faculty biometric server, and application servers. Backup device-1TB for critical server backup Workstation 392 Computers are provided to all department labs with configurations of Dell core i3, i5 (4th and 6th generation) 4GB and 500 GB, 250 GB, and 1 TB hard disks with LAN connectivity.

Software: Windows 8 in the office room and server room, Windows 7 in all labs, TP-Link Firewall, MicroTek router board, and also use open-source operating systems such as Fedora, Ubuntu.

Printers & Reprographic facilities: Laser jet printers 5, 3 Xerox Machines (Print and Scan), and 5 scanners are provided across the campus for academic and administrative purposes.

Updates and Upgradation: Systems are updated regularly through WSUS (Windows Server Update Service) and Windows Defender antivirus. Windows OS firewall is updated through a cloud portal.

Wi-Fi Facility: The institute has 8 Extendable Wi-Fi access points are placed in various places like Labs, all departments. Wi-Fi access is provided to all students, which is monitored and controlled by the Windows server at the IT department for secure content access. All access points are routed to a Wi-Fi controller in the Data centre where configuration and updates are maintained in a centralized fashion.

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

4.3.2

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

Response: 1.89

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

Response: 392

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 37.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
150.59	141.35	148.28	150.56	136.59

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 71

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

2022-23	2021-22	2020-21	2019-20	2018-19
547	610	736	1038	859

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 92.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
644	809	942	1292	1277

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 64.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
126	194	240	230	92

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

2022-23	2021-22	2020-21	2019-20	2018-19
165	290	346	386	178

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

5.2.2

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

Response: 1.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	1	7

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 65

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	10	11	14	9

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 73.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	68	88	84	72

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Vaagdevi Alumni Welfare Association (VAA) is registered under the Society Act 35 of 2001, with Society No. 50 of 2008, established on March 18, 2008, under the name "Vaagdevi Alumni Welfare Association". The association serves as a vital link between the alumni, staff, and students of VITS (Vaagdevi Institute of Technology & Science), contributing significantly to the university's development through both financial and non-financial means. Over the past five years, the association has been actively involved in various areas, including:

1. **Alumni Placement Assistance Cell:** Alumni employed in different organizations maintain communication with VITS, informing about job opportunities. They guide students through the placement process and provide motivation for their career development.

2. **Financial Support:** The association encourages alumni to contribute to the university's development. Alumni donations have supported meritorious and economically disadvantaged students through fee sponsorships and scholarships. Additionally, the association assists VITS in obtaining funds for its development.

3. **Alumni Talks and Mentoring Programs:** Alumni share insights and experiences with aspiring graduates through guest lectures, panel discussions, and mentorship programs. They provide guidance on required skills, industry trends, and corporate culture, aiding students in their career pursuits.

4. **Alumni as Campus Recruiters:** Alumni often visit VITS campuses as recruiters for their companies, recommending the university for campus placements.

5. **Internship Opportunities:** The association facilitates internship opportunities for VITS students in various companies through its alumni network.

6. **Entrepreneurship Awareness:** Alumni provides a platform for alumni to explore entrepreneurship opportunities. Several alumni have established start-ups, and the association supports aspiring entrepreneurs in realizing their dreams.

7. **Alumni Meets:** VITS hosts an annual alumni meet called "ALMAVITS" every first week of

December, where alumni reconnect with their alumni mater and peers. These events creates opportunities and facilitate the exchange of insights on corporate trends, which also helps in shaping academic programs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

To be a premier institute of on the country and region for the study of Engineering Technology by maintaining high academic standards which promote analytical thinking and independent judgment among the prime stake holders enabling them to function responsibly in the globalised society.

Mission:

- To impart quality professional education that meets the needs of present technological world and to contribute to advancement of knowledge, in both fundamental and applied area of engineering and technology.
- To strive for student achievement and success, preparing them for life and leadership with ethics.
- To provide a scholarly and vibrant learning environment that enables faculty, staff and students achieve personal and professional growth.

Organization Chart:

http://vitspdtr.ac.in/PDF/POLICIES/ORGANIZATION_CHART.pdf

The Governing Body (GB), is the highest policy and decision- making authority, whose decisions are being implemented by the principal through heads/staff of various departments/sections by following the guidelines prescribed by regulating authorities such as AICTE/University, which reflect the inclusive and particpative approach of management. All institutional activities are subject to approval and comprehensive review by the Governing Body before implementation. The Principal of the institution serves as the Member Secretary of the Governing Body, and two senior faculty are the members in the GB, ensuring effective coordination and communication within the governing structure.

The Vision and mission of the Institution is visible in various institutional practice including national educational policy (NEP) implementation. The Institution is well prepared to implement the National Educational Policy.

The institution embraces decentralization and participative management across all its endeavours. At its helm, the Governing Body stands as the paramount decision-making entity, entrusted with formulating and amending rules, regulations, and policies. It delegates authority and responsibilities to numerous committees, the Principal, Heads of Departments (HoDs), and extends essential support for the holistic

advancement of the institution.

The Principal serves as the leader of the institution, wielding ample authority and powers to ensure the seamless operation of daily activities. Each department within the college operates under the direct oversight of the Principal, with Heads of Departments (HODs) responsible for managing their respective department's day-to-day operations. As the college's representative, the Principal provides guidance to all HODs, faculty members, and staff on matters both academic and administrative.

The Principal, HODs, and faculty members are deeply engaged in implementing action plans and policies to realize the institution's Vision and Mission. To facilitate this, various committees have been established within the college, with senior faculty members serving as conveners. These committees are tasked with executing programs and policies, ensuring their effective implementation, and working towards the institution's overarching goals.

The college's Internal Quality Assurance Cell (IQAC) convenes regularly, serving as a cornerstone in the implementation of the institution's quality plans and initiatives.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution has a well-developed strategic plan with clearly defined objectives.

- Academic Excellence: The institute offers current industry-focused curriculum.
- Industry-Centric Curriculum: The curriculum emphasizes industry-aligned outcomes.
- Research and Innovation: Encouraging research and innovation among students and faculty.
- Infrastructure Enhancement: Improving infrastructure for teaching, research, and student activities.
- Skill Development: Enhancing skill development for student competency.
- Personal Counseling: Emphasizing personal counseling for holistic student development.
- Faculty and Staff Development: Expanding professional development programs.
- Sports Culture Development: Developing sports culture and facilities.
- Employability Enhancement: Active efforts to improve student employability.
- Library Resource Augmentation: Increasing library resources for academic support.

- Environmental Sustainability: Implementing green initiatives, including solar power.
- Alumni Engagement: Strengthening alumni connections for support and networking.
- Entrepreneurship Promotion: Encouraging entrepreneurial activities among students and faculty.
- Welfare Measures: Prioritizing faculty and staff well-being with welfare support.

Quality Improvement Measures:

- Implementing online monitoring for academic activities.
- Developing academic facilities to enhance the learning environment.
- Leveraging ICT for effective teaching and learning.
- Evaluating teaching-learning processes through feedback from stakeholders.
- Organizing professional development programs for students and faculty in emerging areas.
- Providing professional training activities for staff.
- Pursuing NAAC Accreditation

Curriculum Implementation: Since the institution is affiliated with J.N.T.U.A, Anantapuramu, it adheres to the curriculum designed and developed by the university for its academic programs.

The institute has a clear and consistent organizational hierarchy and structure that supports effective decision-making and aligns with its objectives. The University provides guidelines to various statutory bodies to ensure the institute functions in accordance with its goals.

Statutory bodies oversee the functioning of the institute to achieve its objectives:

Governing Body:

The Governing Body administers the institution, convening regularly to approve the strategic plan and budget. The institution is recognized for its effective administrative practices and work culture. The Governing Body regularly monitors the institute regarding:

- Submission of documents for accreditations.
- Ensuring statutory requirements are met for accreditation and maintaining educational quality.
- Introducing benchmarking tools for performance monitoring to uphold educational quality and credibility.

Service Rules, Procedures, Recruitment, and Promotional Policies: The institute adheres to well-structured rules, regulations, and policies in line with AICTE, State Government, and affiliating university norms, approved by the Governing Body. These rules and regulations are periodically published and revised. The Institute Policy document encompasses service rules, procedures, recruitment, and promotion policies.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institute has a robust performance apprisal system for faculty and non-teaching staff. The performance based apprisal system (PBAS) proforma uses transparent Performance Appraisal system for teaching staff which includes evaluation of each faculty based on the parametres like Teaching, Learning and Evaluation, Administrative work, Student Activities,Professional Upgradation and Research

Activities.The Self-appraisal forms are collected at the end of the every year from each faculty along with required proofs and evaluated. Based on this evaluation, promotions, increments, and incentives are provided for the faculty. Performance evaluation of Non-Teaching staff is carried out based on the various contributions to the institution.

Effective Welfares Measures for faculty and Non-teaching staff and avenues for career development/progression:

For faculty:

1. Granted 15 days of Casual Leave annually.

2. Granted 15 days of vacation leave at the conclusion of each academic year.

3. Entitled to 10 days of Medical or Special Leave.

4. Granted Earned Leaves as per regulations.

5. Granted Maternity leave for women staff.

6. Offered subsidized meals at the institution's canteen.

7. Children are eligible for tuition fee reimbursement/concession.

8. Free Bus facility for faculty and non-teaching staff.

9. Provided financial assistance for attending seminars, paper presentations, workshops, etc.

10. Incentives for paper publications in refereed journals.

11. Academic leave to pursue higher studies.

Non-Teaching Staff:

1. Granted 15 days of Casual Leave annually.

2. Granted 7 days of vacation leave at the end of each academic year.

3. Entitled to 10 days of Medical or Special Leave.

4. Granted Earned Leaves as per regulations.

5. Eligible for Academic leave to pursue higher studies.

6. Provided financial assistance for attending workshops.

7.Offered subsided meals at the institution's canteen.

8.Children are eligible for tuition fee reimbursement/concession.

9. Hands on trining on computer knowledge.

10. Workshops, English language skills, technical skills and accounting(SAP/TALLY).

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

6.3.2

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

Response: 55.73

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	44	58	58	48

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

6.3.3

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

Response: 51.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	44	58	58	48

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	6	7	7

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

As a self-financing institution, the Vaagdevi Institute of Technology & Science primarily relies on tuition fees from various categories of students for its funding. During periods of expansion, renovation, or major equipment purchases, VITS consistently extends financial support to ensure smooth operations. VITS, overseen by the Vaagdevi Institute of Technology and Science Trust, diligently conducts both internal and external audits on all financial transactions to uphold transparency and adherence to established financial protocols.

To guarantee the integrity of financial operations, VITS has engaged the services of A.V SaiPrasad & Co., a reputable Chartered Accountant firm, to conduct external audits. This audit team collaborates closely with the Principal and Heads of Departments, conducting comprehensive audits quarterly and presenting audited Income and Expenditure statements, along with an annual Balance Sheet.

The primary objective of these external audits is to verify compliance with trust policies and procedures, ensuring financial transactions are executed meticulously. By maintaining this rigorous auditing process, the institution aims to safeguard its financial interests, fostering sustained growth and development.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Vaagdevi Institute of Technology & Science (VITS) is committed to provide quality technical education, as outlined in its vision statement. To achieve this goal, the Institute actively seeks feedback from various stakeholders, including students, parents, alumni, recruiters, and academicians. This feedback helps enhance the teaching-learning process and improve employability skills.

In alignment with the guidelines set by the University Grants Commission (UGC) and the National Assessment and Accreditation Council (NAAC), VITS has established an Internal Quality Assurance Cell (IQAC) in July 2018. IQAC Contribute, Monitor and Evaluate the Teaching and learning processes. Monitoring of course files, lecture schedules, course plans by random sampling verification of mid test analysis.

The IQAC of Institute is constituted to achieve the following objectives:

- Create a deliberate, consistent, and proactive system to enhance both academic and administrative performance within the Institute.
- To streamline the coordination of various institutional activities and establish standardized best practices.
- To establish a robust foundation for decision-making, incorporating all aspects of service quality to enhance institutional performance.
- Create systematic processes and approaches to gather data and information related to different facets of institutional functioning, facilitating streamlined and expedited decision-making.
- To enhance internal communication and promote effective policy implementation and quality assurance for stakeholders.

Functions of IQAC:

- Establishing quality benchmarks and parameters for both academic and administrative activities within the Institute.
- Promoting a learner-cantered environment that supports quality education and encourages faculty development in adopting essential knowledge and technology for interactive teaching and learning.
- Establishing mechanisms to collect feedback from students, parents, and other stakeholders regarding quality-related institutional processes.
- Sharing details about the diverse quality parameters in higher education.
- Facilitating the organization of workshops and seminars within and across institutions, focusing on quality-related topics, and encouraging the establishment of quality circles.
- Documentation of the various programmes/activities of the Institute, leading to quality improvement.
- Serving as a central coordinating body within the Institute to facilitate quality-related initiatives, which involve adopting and sharing best practices.
- Promoting an institution-specific quality culture within the Institute.

The Internal Quality Assurance Cell (IQAC) is responsible for preparing the Annual Quality Assurance Report (AQAR) for the college, aligning with quality parameters and assessment criteria set by relevant quality assurance bodies such as NAAC, NBA, and ABED.

The following innovative processes are adopted by the institution in teaching and learning:

- Promoting the usage of ICT.
- Mapping and Attainment process of course outcomes and programme outcomes.
- Arranging training on pedagogy and assessing its impact on teaching-learning.
- Arranging training on latest technologies.
- Conducting FDP programs on emerging technologies.
- Besides regular classroom learning and innovative teaching methods like Guest lectures on advanced topics by the Eminent Academicians and industry experts.
- Conducting seminars by students.
- Faculty development through FDPs, workshops, orientation programs, seminars and conference programs, technology-based workshops.
- Field trips and industrial visits.
- Encouraging faculty for online certification courses (NPTEL, MOOCS).

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institute organized various gender-sensitive programs and self-defence training sessions to empower women. The institute has established a women's empowerment cell and an internal complaint committee to address issues like gender equity, empowerment, safety, and security.

The following measures has been initiated and practiced by the institute:

1. Conducting awareness and empowerment programs on gender issues by professional societies for both male and female students.
2. Conducting self-defence training classes for all female students.
3. Organizing awareness camps on anti-sexual harassment policies, gender discrimination, and the internal complaint process as per statutory laws.
4. Periodic counselling sessions for female students by women faculty on gender-related problems.
5. Sensitization of male students on appropriate behavioural aspects towards other genders during orientation sessions.
6. Appointment of a female student representative in each class to coordinate all the female students to represent any issue to the higher authority.
7. Operation of a internal complaint committee to address issues concerning female students and staff.
8. Deployment of security guards at prominent locations within the campus for immediate assistance.
9. Provision of first-aid kits in all departments and installation of fire extinguishers at key points.
10. Separate common rooms for female and male students.
11. Separate college buses for female and male students.
12. Thorough monitoring and security surveillance until the last female employee or student leaves the campus.
13. Display of emergency contact numbers for quick response during emergencies.
14. Admissions following the rule of 33% reservation for female students, as per the affiliating university's regulations.
15. Installation of 24x7 CCTV cameras at critical locations both inside and outside the campus for surveillance.
16. Celebration of events such as International Women's Day and other gender-related significance days.
17. All female staff and students are installed "DISHA" app(Women Safety app by the government of Andhra Pradesh) in their mobiles for safety.

18. There are 26 of female staff and 46% female students in our institute.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

Vaagdevi Institute of Technology & Science strive to foster an inclusive environment that respects and celebrates diversity in all its forms, including cultural, regional, linguistic, communal, socioeconomic, and more.

To promote harmony among our community members, Institute organize various sports and cultural activities within the campus. Additionally, Institute commemorate important days such as Women's Day, Yoga Day, Independence Day, Republic Day, Teachers' Day, Engineers day, Constitution day, voters day, Gandhi Jayanthi as well as regional festivals like Andhra Pradesh Formation day, Sankranthi, Diwali, Vinayaka Chavithi, Dusshera, and Ugadi. These celebrations encourage positive interactions among individuals from diverse racial and cultural backgrounds. Furthermore, the institute has codes of ethics for students, teachers, and other employees, emphasizing adherence to ethical standards and respectful conduct for all.

Institute undertake initiatives to educate students and employees about their constitutional obligations regarding values, rights, duties, and responsibilities as citizens. Constitution Day is celebrated on the campus, where distinguished speakers well-versed in the Indian Constitution enlighten staff and students about fundamental rights, duties, values, and responsibilities. Management representatives also emphasize the significance of remembering the freedom struggle and respecting the National Flag and Anthem.

In the curriculum, subjects such as the Constitution of India, Universal Human Values, Environmental Science, Intellectual Property Rights, Patents, Social Values, and Ethics educate students on the values,

rights, duties, and responsibilities of Indian citizens.

During 3-weeks compulsory induction program for first year students, the institute also conducts various programs to address constitutional obligations to make the students as responsible Indian citizens.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE-1

1. Title of the Practice:

   Student Mentoring System

2. Objective of the Practice:

The goal of implementing the 'Student Mentoring System' is to oversee academic, co-curricular, and extra-curricular progress, and guide students to utilize institution resources for holistic development. It involves on-going performance monitoring, identifying strengths, weaknesses, behaviours, and attitudes, providing emotional support, and offering tailored suggestions for improvement. Additionally, it seeks to instil positive habits, behaviours, and human values, ultimately fostering comprehensive student development.

3. The Context:

The institution is situated near a small town called Proddatur in Andhra Pradesh State and most of the students of the institution are from a rural background. Some of the students are even first generation literates in their families. Almost 40 to 50% of the students are from economically weaker sections who receive scholarship from the Government under, Fee Reimbursement Scheme'. Given such a background, many of the students literally have no Proper guidance at home.

4. The Practice:

As part of "Student Mentoring System", about 20 students are assigned with a faculty as their mentor.

The mentors are briefed by the senior faculty and/or Heads of the Departments before commencement of the academic year regarding the mentoring system.

Preparation by Mentors:

The mentors ascertain/understand the following particulars of a student to be able to assist the student effectively:

Family background: Details of members of the student's immediate family, their Qualifications and occupations

Student's background: Student's past academic performance, co-curricular and Extra-curricular interests, achievements in the past, hobbies, specialities, strengths, Weaknesses, goals for future, etc.

Mentoring Process

- Every class will have one' counselling hour 'every week to facilitate a quick l:1 interaction between the faculty and the student.
- Details of attendance and performance are discussed during the 1:1 interaction.
- Suggestions / comments, if any, are noted in the 'student Record' book.
- The students' opinion on the institution, challenges being faced by the students is also discussed during the interaction.

Challenges:

Many students are from poor / illiterate families that depend on the Government's Scholarship for studies. Some of the students take part-time jobs in the evenings to support Their families.

5. Evidence of Success:

As students advance academically, mentors observe enhancements in attire, demeanour, academic performance, language, and communication. Many consistently improve, especially in their final undergraduate years. The institution consistently surpasses university averages, with high pass rates compared to neighbouring institutions. Top students are encouraged to elevate their preparation.

6. Problems Encountered and Resources Required:

While many students respond positively to the mentoring process and take concrete steps to improve their performance as students, there have been others who have continued to be Underperformers due to disbelief reluctance, inaction, etc. In certain cases, even parents were unable to encourage / influence the students to perform better.

BEST PRACTICE-2

1. Title of the Practice:

      Community Service Projects

2. Objectives of the Practice:

- To develop leadership and community development attitude among the students.
- To generate awareness into society towards Environment, Health and ethical responsibilities among the villagers.
- To develop interactive network with the community to serve the nation.
- To sensitize students for paying back to society.
- By adopting a village and to maintain consistency in conducting various social activities.

3. The Context:

The context of a community service project provides the background and framework within which the project operates. This context can vary widely based on factors such as the location, demographics, socio-economic conditions, cultural dynamics, and specific needs of the community. Understanding the context is crucial for designing and implementing effective community service initiatives. Here are some aspects of context to consider:

- *Community Demographics:* This includes factors such as population size, age distribution, ethnic and cultural diversity, income levels, education levels, and employment opportunities.
- *Geographic Location:* Consider the geographical features and location-specific challenges or advantages that may impact the project.
- *Social and Cultural Dynamics***:** Understand the social norms, values, traditions, and cultural practices prevalent in the community. Respect for cultural diversity and sensitivity to cultural differences are important for effective engagement..

4. The Practice:

The practice of a community service project involves the implementation of activities and initiatives aimed at addressing specific needs or issues within a community. Here's a general overview of the steps involved in the practice of a community service project:

The Institute annually organizes number of extension and outreach activities with primary focus on the development of personality of students through Community services.

- Blood donation camps and Health check-up camps are arranged.
- For Women Empowerment and Protection an awareness program on Disha APP, Beti Bachao, Beti Padaho etc. programs were arranged.
- The Institute conducted an economic survey of 8 Panchayat/ villages viz, Pottipadu, Kamanur, Madur, Nanganurpalle, China danduluru, K Gopulapuram, Amrutha Nagar.

5. Evidence of Success:

Success in a community service project can be gauged through diverse indicators, tailored to project goals and outcomes. Examples include: students' motivation, exposure to social issues, values instilled participation in problem-solving, engagement in health initiatives like medical camps and blood donation, development of group living skills through residential camps, and cultivation of leadership qualities promoting national and social harmony.

6. Problems Encountered and Resources Required:

Community service projects can encounter various challenges, but with proper planning and resources, they can be addressed effectively. Here are some common problems encountered and resources required in community service projects:

- *Lack of Funding***:** Securing adequate funding is often a significant challenge for community service projects. Resources required to address this include grant applications, fundraising events, corporate sponsorships, and crowd funding platforms.
- *Community Resistance***:** Overcoming scepticism or resistance from community members requires effective communication, transparency, and engagement. Resources include community meetings, informational materials, and partnerships with local influencers or leaders.
- *Evaluation and Impact Assessment:* Measuring the project's impact and effectiveness is crucial for continuous improvement. Resources needed include data collection tools, monitoring and evaluation frameworks, and partnerships with research institutions.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Vaagdevi Institute of Technology & Science is one of the best educational institutions in the YSR Kadapa Region by transforming students into multifaceted individuals with a passion for academic excellence in Engineering & Management, while insisting moral and ethical values to shape them as empowered global citizens. Institute emphasizes Outcome-Based Education (OBE) and Experiential Learning across all programs. The Institution takes appropriate actions based on identified weaknesses through a well-structured evaluation mechanism for necessary improvements. Special programs are organized for both slow and advanced learners, with a focus on bridging the gap between Industry and Academia through internships and industrial visits.

Various teaching and learning techniques, including the extensive use of Information and Communication Technology (ICT), are employed to impart knowledge and skills to students. The campus facilities are continuously enhanced, and the institution adopts JNTUA regulations for student evaluation through internal and external assessments.

Methods adopted to transform the academic environment include:

- Encouraging faculty to use PowerPoint presentations and online content alongside traditional teaching methods.
- Utilizing online resources such as video lectures to support classroom teaching.
- Encouraging students to participate in poster and oral paper presentations.
- Implementing a counselling system where each faculty member mentors a group of 15 students, identifying and addressing academic and personal issues.
- Encouraging students to participate in both curricular and extracurricular activities.
- Arranging guest lectures by eminent personalities from Industry, Academic, and Research Institutions.

Institute has created an ecosystem for innovation, research, entrepreneurship, and community orientation by providing infrastructure, mentoring networks, seed support, and shared resources. An Innovation Cell fosters a culture of innovation among faculty and students, aiming to encourage, inspire, and nurture young innovators. An Institution Innovation Council (IIC) has been established at Institution to promote innovation among Higher Education Institutions.

The Institute responsible to serve rural society with minimum cost. The students in institute maintain traditional values. Societal development is promoted through an active National Service Scheme (NSS) unit, which undertakes various service activities throughout the year to inculcate social values among students.

The institution constantly enhances its infrastructure to cater to the needs of academic programs, including spacious buildings, classrooms, laboratory facilities, library resources, sports facilities, auditoriums, and green initiatives. The library, with a carpet area of 630 Sq. Mts, is well-equipped with various resources including textbooks, reference books, e-books, journals, magazines, and NPTEL video lessons. The library also facilitates online courses offered by NPTEL, with the institution serving as an active centre.

Institute provides quality education complemented by an enriched academic environment, infrastructure, and resources grooming students with both academic excellence and societal responsibility.

File Description	Document
Appropriate web in the Institutional website	[View Document]()
Any other relevant information	[View Document]()

5. CONCLUSION

Additional Information :

The institution is committed to nurturing the abilities and skills of young individuals through quality technical education, equipping them to navigate the challenges of globalization with self-discipline and competence. This is achieved through:

1. Soft-skills and personality development training, preparing professionals for the workplace.
2. Encouraging active participation in extracurricular and co-curricular activities to broaden students' experiences.
3. Providing faculty with training in contemporary instructional approaches to enhance their teaching abilities.
4. Encouraging faculty members to contribute to national and international journals and conferences through research paper submissions.
5. Promoting the creation and development of a green environment on campus.
6. Staying abreast of technological advancements and their applications.
7. Providing opportunities, systems, and resources for continuous improvement and development.

These measures collectively foster a learning environment that empowers students and faculty to excel and adapt to the evolving demands of the global landscape.

Concluding Remarks :

The institute has meticulously crafted Vision and Mission statements, meticulously designed to address the societal needs. It stands out for its exceptional academics, top-notch infrastructure, state-of-the-art laboratories, robust industry interactions, emphasis on self-learning, and a plethora of co-curricular and extra-curricular activities, all aimed at fostering the holistic development of students.

Governance is overseen by a structured framework comprising the Governing Body, Internal Quality Assurance Cell, and various institute-level committees, all instrumental in driving evolutionary reforms to elevate the institute's standing among stakeholders. The institute champions a culture of delegation of powers through strategic policies, where the Principal is supported by Heads of Departments (HoDs), Administrative Heads, Section In-charges, and Coordinators of various committees in the decision-making process.

Strategic planning is ingrained in the institute's ethos, with a focus on producing quality engineers and facilitating overall institutional growth. A well-established organizational structure ensures the smooth functioning of administrative and academic processes, with e-governance integrated across all academic areas to enhance planning and monitoring.

Regular training sessions are conducted for staff and faculty members to ensure the effective implementation of quality procedures. Additionally, external audits by esteemed agencies such as AICTE, JNTUA, and ISO, along with periodic internal audits, are undertaken to continually improve institutional activities and maintain standards of excellence.