



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**GAYATRI VIDYA PARISHAD COLLEGE FOR DEGREE
AND PG COURSES (AUTONOMOUS)**

SECTOR 8, MVP COLONY
530017

<https://www.gvpcdpgc.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Overview of the Institution

Gayatri Vidya Parishad College for Degree and PG Courses (Autonomous) (GVPCDPGC(A)), established in 1989 in Visakhapatnam (affiliated to Andhra University), stands as a center of academic excellence. Founded by a dedicated group of academicians and philanthropists, Gayatri Vidya Parishad (GVP) aims to promote quality higher education. The foresight of our founding members is reflected in the meticulously designed curriculum across all programs.

Institutional Growth and Expansion

Over the years, GVP has steadily grown establishing three more institutions: GVP College of Engineering (A), GVP College of Engineering for Women (A), and GVP Institute of Health Care and Medical Technology, along with GVP-MLBT School. Our mission is to provide value-based education empowering students to be responsible and positively impact society.

Academic Programs and Infrastructure

GVPCDPGC(A) is a multidisciplinary institution, offering a diverse range of undergraduate and postgraduate programs in Humanities, Science, Arts, Commerce, Management, and Engineering, spread over 9.1 acres. The institution offers part-time Ph.D. programs in Management Studies and the parent university allocates scholars to all eligible guides under Transdisciplinary Research Hub.

Accreditation and Faculty Excellence

The Institution has achieved a B++ grade from NAAC, with an initial score of 83.50% in 2007 and a reaffirmed B++ grade of 2.8 during reaccreditation in 2019. Four out of five Engineering programs and Department of Management Studies are accredited by NBA. Our institution currently serves 4,312 students, supported by a dedicated faculty of 149 members, 85 of whom hold doctoral degrees. GVPCDPGC(A) was granted autonomous status in 2007 and is now in its third cycle of autonomy.

Commitment to Quality Education

The faculty consists of experienced, research-focused professionals dedicated to student development. Autonomy allows us to enhance our curriculum with skill-oriented courses providing hands-on experience, making students industry-ready.

Outcome-Based Learning Approach

To uphold the commitment to quality education, Institution adopts an Outcome-Based Learning approach, defining POs and COs. This framework allows us to adapt our curriculum to meet the evolving needs of our stakeholders.

Institution is dedicated to fostering an environment of academic excellence, innovation, and social responsibility, aligning with the standards set for quality in higher education.

Vision

Vision :

Creating Human Excellence for a Better Society

The vision of the Institution is the articulation of the Founder Members of the Institution who were academicians of eminence and dreamt of providing qualitative education to the students in the region. This is reflected in every academic and developmental activity undertaken by the Institution at all levels. The shared belief nurtured through this vision amongst all the staff members and students is that true culmination of education is not mere acquisition of degrees but imbibing the right values and attitude for progression in life. Human excellence in terms of intellectual, ethical, emotional, spiritual competencies is a critical factor for success in life. This Institution strives continuously to mold students who enter the portals of the institution to acquire such kind of excellence and contribute to the society in whichever capacity they can both professionally and also in personal lives through different roles at different stages in life.

The students are constantly educated about their constitutional duties, Indian culture, tolerance in diverse environments, need to be technologically updated but culturally grounded, need for empathy and all-important values embedded in Indian ethos. They are made to realize the importance of independence through celebrations of Azadi ka Amrit Mahotsav and also their role as Yuva in realizing the nation's goal of VIKSIT BHARAT.

Mission

Mission :

Unfold into a World-Class Organization with strong Academic and Research base, producing Responsible Citizens to cater to the changing needs of the society.

Mission adopted to translate the institutional vision into a reality over a period of time and it has been successful in meeting the expectations. The institution began its academic journey with three programs at undergraduate level with a mere 200 students. Since then it has grown both horizontally and vertically and has also diversified in the type of programs offered. Today we are a multi faculty institution offering programs at both Undergraduate and Post Graduate levels in the domains of Science, Technology, Mathematics, Management, Commerce and Arts. The curriculum of all the programs is regularly revised to meet the local, regional, national and emerging global needs of the society. Our alumni are occupying C suit positions in Globally reputed companies.

This is an evidence of the strength of our academic programs. They are pursuing careers in diverse fields- IT,

manufacturing, healthcare, hospitality, BFSI, teaching, R&D in organizations like Multinational Firms- Deloitte, E&Y, Canadian Imperial Bank of Commerce, UBS, CIB business controls, JSW steel, Apollo Hospitals; Research organizations - NASA, DRDO, BAARC; Government depts. - Police, PWD, PF and Audit office; Public sector organizations- VPT, HSL, RINL, MCL, NHPC, NMDC.

Research strength is reflected in the faculty publications in emerging areas like artificial intelligence, machine learning, Nano-technology, bio fertilizers/pesticides and the research projects undertaken. 50 percent of faculty are doctorates and 10 percent among these are recognized as research guides. The efforts of the institution are to cultivate a strong culture of research and innovation through Institution Innovation Council. Hackathons and boot-camps organized by IIC drive critical thinking and problem-solving abilities.

This expanded mission statement emphasizes the importance of-

- Continuous growth and innovation in type of programs offered
- Academic and research excellence
- Nurturing students into responsible, ethical, and socially aware citizens
- Addressing pressing societal challenges through cutting edge research and continuous community engagement
- Fostering a culture of inclusivity, diversity, and global collaboration for the development of nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths

- **Visionary Leadership:** The institution benefits from visionary and inspirational leadership that continuously motivates all stakeholders.
- **Multi-Faculty Institution:** The uniqueness of the institution is to offer a wide-range of programs in Humanities, Arts, Commerce, Science, Management, and Engineering, there by establishing it as an interdisciplinary and multi-faculty institution.
- **Outcome-Based Education:** The institution adopted an Outcome-Based Education system with specific Program Outcomes and Course Outcomes.
- **Effective Utilization of Academic Autonomy:** The autonomous status allows the institution to introduce new programs and courses which meet local, regional, national, and global needs.
- **Strong Brand Image:** Institution enjoys a strong brand image in the region for integrating ethical and moral values into the teaching-learning process, nurturing students as responsible citizens.
- **Progressive Organizational Culture:** The institution provides equal opportunities for everyone to progress in their respective domains, offering avenues to achieve personal and institutional goals.
- **Efficient Faculty:** The faculty is qualified, experienced, and competent, with a good blend of age and experience, and a high retention rate of 86%.
- **Enhanced Student Performance:** Student performance has improved year on year in terms of results, placements, and salary packages.
- **Industry Linkages:** The institution adopts networking with industry, maintaining around 38 active MoUs with various organizations to share competencies and knowledge.
- **Research Ecosystem:** The institution promotes basic and multidisciplinary research by granting seed money and providing research amenities. It also encourages research culture by offering incentives for

publishing articles, patents, and presenting papers at conferences.

- **Learning Resource Centre:** The Library works as a vibrant learning resource center hosting a commendable collection of books, journals, and periodicals, providing remote access to e-learning resources and databases.
- **Alumni Engagement:** The alumni, spread over three decades, significantly support curriculum enrichment and mentor current students.
- **Green Campus:** The campuses have ample green cover, providing a pleasant learning and working environment.

Institutional Weakness

Institutional Limitations

- **Student Diversity:** Due to state regulations, the admissions are limited to in-state candidates, which restricts student diversity.
- **Professors of Practice:** There is a need to increase the number of Professors of Practice to enhance practical learning experiences.
- **Syllabus Revision:** Limited autonomy has resulted in a lower percentage of syllabus revisions.
- **Multidisciplinary Programs:** There is a need to offer more multidisciplinary programs that are relevant to societal needs.
- **Commercialization of Intellectual Property:** The commercialization levels of intellectual property generated require further enhancement.
- **Funded/Consultancy Projects:** There is a need for progression in funded projects and consultancy services.
- **International Collaborations:** Collaborations with international institutions require further development.
- **Program Offerings:** There is a need to offer new programs in collaboration with other allied domains in addition to existing IT and its allied domains.
- **Fee Regulation:** State government fee regulations hampers the revenue resource thereby adversely affecting infrastructure augmentation.
- **Entrepreneurship Ecosystem:** Entrepreneurship ecosystem requires enhanced, concerted and secured support from the financial and government agencies concerned.

By addressing these limitations, the institution aims to create a more inclusive, dynamic, and forward-thinking approach. Its focus is on enhancing student diversity, increasing practical learning opportunities, and revising our syllabus to meet current educational standards. The institution is committed to developing multidisciplinary programs that address societal needs and improving the commercialization of our intellectual property. Progress in funded projects and consultancy services is a priority, as is strengthening our international collaborations.

The institution recognizes the need to diversify our program offerings and reduce our reliance on IT and allied domains. Addressing fee regulation issues and promoting an entrepreneurship ecosystem are also key areas of focus.

Institutional Opportunity

Institutional Opportunities

- **Regional Growth:** Visakhapatnam, a burgeoning metropolis with a thriving industry and a robust economy, presents substantial growth opportunities for the institution.
- **Dual Degree Programs:** Leveraging the institution's multi-faculty resources enables to offer dual degree programs.
- **Exchange Programs:** Establishing faculty and student exchange programs with top-tier institutions help enhancing academic collaboration.
- **Sectoral Growth:** The growth in sectors such as retail, healthcare, hospitality, and logistics promises potential employment opportunities in the region.
- **Industry Diversity:** The diverse range of industries in the region provides ample networking opportunities.
- **Adjunct Faculty:** Engaging Adjunct Professors or Professors of Practice across all programs bridges the gap between industry and academia.
- **Funded Projects:** Securing funded projects from research organizations like DST, DBT and ICSSR enhances research capabilities.
- **Higher Enrolment:** Increasing M.Tech., and Ph.D., enrolment to improve research standards and consultancy, leads to industry interaction and higher quality graduates.
- **Government Initiatives:** Capitalizing on government initiatives like Make in India and Start-up India fosters entrepreneurship.
- **Locational Advantage:** The locational advantage results in offering UG, PG, and research programs in emerging domains in collaboration with national and international institutions.

Institutional Challenge

Institutional Challenges and Initiatives

Gayatri Vidya Parishad College for Degree and PG Courses (A), faces several dynamic challenges in the ever-evolving landscape of education and technology. These challenges, while formidable, also present opportunities for growth and improvement. Here are the key challenges:

- **High Stakeholder Expectations:** The expectations of various stakeholders - students, parents, industry, and community are on the rise. Meeting these expectations requires strategic planning and effective communication.
- **Faculty Recruitment and Retention:** Attracting and retaining qualified faculty, especially for professional courses, remains a big challenge. The Institution strives to create an environment that fosters faculty growth and satisfaction.
- **Limitations on Autonomy:** The restricted autonomy in admissions and fee determination limits our flexibility. It is crucial to advocate for increased institutional autonomy.
- **Patent Commercialization:** While the institution encourages research and innovation, commercializing patents remains an area of focus.
- **Changing Learning Attitudes:** Students' reading habits and their spirit of inquiry are evolving. The Institution accordingly need to adapt the creative andragogy to engage and inspire learners effectively.
- **Infrastructure Costs:** The expenses associated with maintaining technology and physical infrastructure are high. The institution aims to find efficient solutions without compromising on quality.

- **Awareness of NEP-2020:** There is a need to enhance stakeholders' understanding of the National Education Policy 2020 (NEP-2020). The institution is committed to actively spreading information and encouraging its implementation.
- **National and International Collaborations:** The institution explores partnerships with other institutions, both nationally and internationally, to enhance academic exchange and research.
- **Government Policies and Program Offerings:** Navigating governmental policies and restrictions on offering new programs require strategic planning and advocacy.
- **Faculty Development:** The institution works towards periodical faculty upgradation through workshops, training, and professional development programs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Based on inputs collected from the stakeholders new programmes/courses are introduced and existing curriculum is revised regularly to ensure that the curriculum addresses the local, national, regional and global needs of the society. Out of the total 37.6% of courses revised during the last five years- 21.6% of courses are aligned to local needs, 11.84% address regional needs, 30.31% of them address national needs and 36.2% global needs. Curriculum Review Committee meetings are conducted periodically to ensure alignment with emerging needs of the industry and society.
- OBE has been adopted with focus on making teaching learning process more learner centric. The syllabus is upgraded regularly to meet stakeholders' expectations. The syllabi was restructured in 2019-20 in-line with CBCS, and was revised further in 2020-21 in accordance with NEP-2020.
- The institution offers diverse range of courses to students as electives and has introduced honors/major and minor choices at UG Level. Add-on courses, Skill development courses and life skill courses were introduced in all programs.
- 237 courses are focused on creating employability, 133 courses are skill oriented while 53 courses are targeted at Entrepreneurship Development, thus preparing the students for careers of their choice. As per NEP directive, the institution offers academic flexibility by providing opportunities to choose from a variety of professional and open electives, multiple- entry and exit options.
- The student is given an option to pursue a minor or honor/major courses in their selected vertical by acquiring an additional amount of credits. Further students are encouraged to acquire credits under MOOCs category to acquire additional skills.
- Curriculum is delivered adopting learner centric andragogy interspersed with extensive use of ICT. Based on feedback from stakeholders and suggestions of Board of Studies, new laboratory experiments are introduced and opportunities created for hands on learning for acquiring desired learning outcomes.
- Robust Feedback System is the foundation for curriculum enrichment. Feedback is collected regularly from all stakeholders (students, faculty, alumni, employers and parents) on a 5-point Likert scale through a well-structured questionnaire. Feedback is analyzed to identify areas of improvement/change in curriculum and necessary actions are taken to enhance the quality of academics.

Teaching-learning and Evaluation

- The institution adopts strategically designed customized measures to enhance the teaching-learning experience of students with differential learning abilities. Academic proficiency of the students is assessed based on the performance in a general assessment test, participation in classroom discussions

and performance in assignments. Remedial classes are conducted for identified slow learners.

- Advanced learners are encouraged to undertake research projects and participate in hackathons/competitions held at regional and national levels. Student-centric teaching-learning techniques aimed at enhancing critical thinking and problem-solving competencies among the students coupled with experiential learning are adopted in addition to traditional teaching methods to make learning exciting.
- The institution has 42 ICT enabled classrooms for effective teaching-learning ambience. The faculty members adopt blended mode of teaching using online learning platforms. Learning Management System (LMS) such as Google Classroom, Moodle to administer virtual tests, share course material and grade assignments.
- Well qualified full-time teachers, ensuring an optimal mix of experienced and young faculty to maintain a healthy Student-Faculty ratio of 29:1. 57% of the Faculty members are Doctorates with overall average experience of 15.24 years, and 86.51 percent of retention rate indicating the commitment levels of the Faculty.
- Faculty members are encouraged to regularly upgrade their knowledge and increase their exposure to be aware of the emerging issues in their domain and adopt latest teaching andragogy.
- Based on the identified graduate attributes, relevant Programs are identified at UG and PG levels and Program Outcomes specified. Curriculum is designed based on this, specifying the number of Courses to be offered and the COs are in-line with the POs. The entire Teaching –learning process is focused on the learning outcomes measured by the students’ attainment of the Course outcomes and thereby Program outcomes through direct and indirect assessment inbuilt into the curriculum.
- Adoption of this Outcome Based Education (OBE) has resulted in significant improvement in the pass percentage of the students with an average of 86 percent of the admitted students graduating from the institution each year, across all programs. The average pass percentage (2022-23) of UG Programs is 73.5% ; Engineering Programs is 89.9% and PG programs is 95%.

Research, Innovations and Extension

Institutions’ policy to promote research, innovation, consultancy and entrepreneurship supports-

- The Institution grants seed money to the faculty to carry out initial research in their respective domains. Rs.22.03 lakhs have been disbursed as seed money during the last five years.
- Faculty members and students to identify challenges in the society and develop innovative ideas to address them with the vision of Atmanirbhar Bharat.
- Faculty members to apply for National/International projects for obtaining external grants to carry out contemporary and multi-disciplinary research.
- The institution creates necessary infrastructure by augmentation of equipment and learning resources for the promotion of research culture. The faculty members published 175 research articles and 181

books/chapters in edited books.

- 16 Faculty members have been recognized as research guides under whom 98 candidates are enrolled for part time PhD program and are actively pursuing research in their chosen specialization.
- The Department of Management Studies has been recognized as Consulting agency by organizations such as Hinduja Power Plant, NTPC, WashI, ITC, and TREI. Rs.28.89/- lakhs was generated through consultancy during the period.
- MoUs have been signed with 38 reputed organizations to advance the academic and research aspirations of the institution. The collaborative activities include providing student internships, placements, research and innovative projects for the institution and supporting extension activities, executive development programmes, consultancy assignments for the collaborating organizations.

- The Institution has an Institution Innovation Council (IIC) established in 2018 under MoE (GOI initiative) to inculcate critical thinking and collaborative research among the students and to cultivate entrepreneurial spirit. An IKS Cell has been established in 2023 to promote interdisciplinary research on all aspects of Indian Knowledge Systems.

The Institution is committed to develop not only good human resources but also responsible citizens sensitive to the societal needs. The institution has two NCC Battalions (Army & Air wing) and 2 NSS Units. They have organized 94 extension activities during the assessment period and have been recognized for their selfless service by the Government of AP and also local district administration. The Cadets /Volunteers have been selected to participate in the prestigious Republic Day Parade and Prime Minister's Rallies.

Infrastructure and Learning Resources

The institution is situated in a lush green environment providing the right academic ambience and necessary infrastructure to enrich the teaching-learning experience.

- To accommodate the growing number of students and new programs, the institution has expanded its physical infrastructure, including additional classrooms, seminar halls, laboratories, and library space, as well as increased hostel accommodation (around 33750 sft of additional built up area).

- The institution has introduced smart classrooms to support ICT-enabled teaching and reliable backup power supply to ensure uninterrupted operations.

- The library is automated with SOUL software, barcode scanning, and OPAC, housing 17,978 titles and 80,359 volumes, along with 89 national journals. It subscribes to over 6,000 e-journals and 300,000 e-books through UGC Inflightnet. Remote access to these resources is possible through Knimbus.

- There are 15 air-conditioned computer labs with 965 computers, all connected via LAN, equipped with the latest hardware and software. The Wi-Fi-enabled campus offers 24-hour high-speed internet connectivity.
- The Institution has an Audio-Visual Center to address the growing importance of online education and facilitate creation of E-content. This facility includes a recording studio equipped with advanced audio and video capturing devices for the creation of e-content. The e-content can be accessed via the computer systems in the digital library or delivered directly through the smart classrooms within the institution ensuring that students have easy access to valuable educational resources, enhancing their learning experience both in and out of the classroom.
- To balance the demands of academic life, the institution emphasizes yoga, sports, and cultural activities which are crucial for relieving stress and maintaining fitness. Two full-time Physical Directors are available to train students for inter-collegiate and inter-university competitions. The campus has both indoor and outdoor sports facilities.
- Separate restrooms and common rooms for boys and girls are provided. The needs of outstation students are addressed with separate hostels for them. The canteen, managed by a private party but overseen by a Canteen Committee, ensures the availability of quality food in a clean and hygienic environment at subsidized prices.
- Additionally, the Health Care Centre on campus supports the physical and emotional well-being of students and faculty.

Student Support and Progression

- Students are provided with all the necessary guidance and support to excel in academics, choose career appropriate to their aptitude, pursue higher education or get employed/ start their enterprise. There is a Career Guidance, Training and Placement Cell that provides career counselling and guidance to students on various career opportunities available and requisite skills to excel in those careers besides helping

them in framing career goals and laying down the path for a successful career in life. Training is provided both in-house by the Training and Placement Cell as well as by external trainers for placement interviews and to crack competitive examinations .

- Institution offers Guidance to students for exams like:

GATE/IELTS – In-house training by the faculty

CAT- In association with organizations like APEX and TIME.

- An effective mentoring system is in place wherein a maximum of 30 students from each class are assigned to a teacher to provide one-one mentoring for their overall development including academic, personal and career development. This has proved to be very beneficial to the students from rural and socio economically less privileged backgrounds to compete on par with students from urban background.
- Students are provided with different types of free ships and scholarships including those offered by the state/central governments which has been helpful to economically backward students. 61 percent of students have benefitted from such scholarships/free ships.
- Actively engaged alumni network contributes effectively to the strengthening of the academic, co-curricular, and extracurricular activities. Alumni provide career counselling through their success stories besides offering valuable networking opportunities. They facilitate internships, placements and mentorship, helping to bridge the gap between academics and professional life. Over the past five years alumni contributed Rs. 31.77 lakhs.
- Students are encouraged to participate in different hackathons to enhance problem solving skills. The institution has 38 active MoUs, that paved the way for workshops, internships, industrial visits and placements. The students of the institution are active members on various academic and administrative committees that contribute to a positive and participative learning environment in the institute.

Governance, Leadership and Management

- The institution's Governance is demonstrated by the able and visionary leadership is effectively reflected in the translation of the stated vision and mission statements through appropriate strategies and policies. The core philosophy of participation, transparency and accountability is evident through involvement of all the stakeholders in developing action plans aligned with institutional vision and mission. The organization structure provides for effective delivery of the academic, research, students and faculty related empowerment initiatives.
- The administration structure provides for adequate decentralization and participation with twenty-seven committees. Appropriate mechanisms are in place for the deployment of the strategic perspective plans aimed at overall growth of the Institution.

- Well-articulated policies for the recruitment, development and empowerment of Faculty members are in place to realize the academic and research goals of the institution.
- Mechanisms are in place for ensuring adequate resource mobilization to meet the growth needs of the institution. Systematic budgeting and resource utilization are adopted for effective financial management. Transparency in financial management is ensured through internal and external audits.
- IQAC is instrumental in adopting a proactive approach for driving quality initiatives in all key areas such as curriculum enrichment, teaching-learning and evaluation, Research, innovation and extension, infrastructure and learning resources, student support and progression. Through regular academic and administrative audits and planned action on feedback from different stakeholders IQAC has been able to suggest changes in the key aspects enhancing the quality of the programmes.
- IQAC regularly monitors the continuous growth of the institution with respect to Research, Placements, Extension Activities, It maintains the institutional database and submits Annual Quality Assurance Reports (AQAR) to NAAC.
- Over the last five years five External Academic Audits and two Internal Academic Audits have been conducted by IQAC. It submits institutional data yearly for NIRF ranking and prepares the institution to apply for NBA and NAAC accreditations.
- Five AICTE programs have been re-accredited by NBA during 2022-2023 and the institution achieved B++ Grade in Cycle-2 of NAAC accreditation in 2019. The IQAC conducted quality programs in collaboration with various departments/firms, focusing on enhancing academic standards for the last five years.

Institutional Values and Best Practices

Institution encourages a sense of social responsibility and engagement, value orientation, a proactive attitude towards gender equity, sustainability and inclusiveness.

The institution claims 46% of female representation in student community and 42% of faculty are women. Further around 50% of the leadership roles are held by women. The institution conducts awareness programs to promote gender equity and has an effective complaint mechanism to address gender related issues.

Institute adopts environment friendly practices and takes necessary actions for Energy conservation using sensor based systems, water conservation by rainwater harvesting pits and waste recycling (solid/ liquid and e waste) along with a 175kWh solar power plant to generate green energy which is wheeled to the grid.

Institution also promotes green practices for achieving carbon neutrality and quality audits (green, energy and water) are carried out periodically.

Institution facilitates the differently abled by providing facilities such as separate washrooms, human assistance in library and during exams.

Institution displays sensitivity towards promoting inclusive environment by celebrating traditional, linguistic and commemorative days. It also explicitly promotes concern for Human Values, Professional Ethics, Code of Conduct and Constitutional Obligations.

Institution has adopted Social Immersion Program and “One-on-One” Alumni mentoring as its two best practices. Social immersion program serves as a platform to create awareness on societal problems and find solutions to them. One-on-One Alumni mentoring has resulted in creating better opportunities of employment, higher studies and entrepreneurship.

The institution is continuously engaged in integrated tribal development activities in Alluri Sitharamaraju(ASR) District of Andhra Pradesh in collaboration with Gayatri Vidya Parishad Institute of Health care and Medical Technology (Medical College). The only educational institution which is participating actively in the National Sickle Cell Anaemia Elimination Mission-2047, Government of India, in the tribal belt of Andhra Pradesh.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GAYATRI VIDYA PARISHAD COLLEGE FOR DEGREE AND PG COURSES (AUTONOMOUS)
Address	Sector 8, MVP Colony
City	Visakhapatnam
State	Andhra Pradesh
Pin	530017
Website	https://www.gvpcdpgc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	K.S. Bose	0891-2955084	7036001999	-	principalgvpcdpgca@gmail.com
IQAC / CIQA coordinator	Bh. Padma	0891-2953719	7013442313	-	gvpcdpgciqac@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	05-09-1989

Date of grant of 'Autonomy' to the College by UGC		30-10-2006		
University to which the college is affiliated				
State	University name	Document		
Andhra Pradesh	Andhra University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	26-03-2014	View Document		
12B of UGC	26-03-2014	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	04-04-2018	12	
AICTE	View Document	04-04-2018	12	
AICTE	View Document	04-04-2018	12	
AICTE	View Document	04-04-2018	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sector 8, MVP Colony	Urban	9.1	45000

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	BCom,Department Of Commerce,Honours Computer Applications	48	Twelfth	English	60	49
UG	BCom,Department Of Commerce,Honours	48	Twelfth	English	60	18
UG	BTech,Department Of Computer Science And Engineering, CSE Artificial Intelligence and Machine Learning	48	Twelfth	English	60	60
UG	BTech,Department Of Computer Science And Engineering, Computer Science and Engineering	48	Twelfth	English	180	180
UG	BTech,Depar	48	Twelfth	English	120	109

	Department Of Electronics And Communication Engineering, Electronics and Communication Engineering					
UG	BTech, Department Of Mechanical Engineering, Mechanical Engineering	48	Twelfth	English	60	34
UG	BTech, Department Of Civil Engineering, Civil Engineering	48	Twelfth	English	60	34
UG	BSc, Department Of Maths Physics Computer Science Electronics Chemistry And Statistics, Honours Chemistry	48	Twelfth	English	30	29
UG	BSc, Department Of Maths Physics Computer Science Electronics Chemistry And Statistics, Honours Mathematics	48	Twelfth	English	30	12
UG	BSc, Department Of Maths Physics Computer Science	48	Twelfth	English	30	21

	Electronics Chemistry And Statistic s,Honours Physics						
UG	BSc,Departm ent Of Maths Physics Computer Science Electronics Chemistry And Statistic s,Honours Statistics	48	UG	Twelfth	English	30	20
UG	BSc,Departm ent Of Maths Physics Computer Science Electronics Chemistry And Statistic s,Honours Electronics	48	UG	Twelfth	English	30	30
UG	BSc,Departm ent Of Microbiology Biotechnolog y Biochemist ry,Honours Microbiology	48	UG	Twelfth	English	30	30
UG	BSc,Departm ent Of Microbiology Biotechnolog y Biochemist ry,Honours Biochemistry	48	UG	Twelfth	English	30	29
UG	BBA,Depart ment Of Business Ad ministration Ug,Honours Digital	48	UG	Twelfth	English	60	42

	Marketing					
UG	BBA,Department Of Business Administration Ug,Honours	48	Twelfth	English	180	160
UG	BSc,Department Of Computer Sciences Ug,Honours Computer Science	48	Twelfth	English	390	362
UG	BSc,Department Of Computer Sciences Ug,Honours Data Science	48	Twelfth	English	60	47
UG	BCA,Department Of Computer Sciences Ug,Honours	48	Twelfth	English	60	60
PG	MBA,Department Of Management Studies,	24	Any Under Graduate Degree	English	180	180
PG	MBA,Department Of Management Studies,Business Analytics	24	Any Under Graduate Degree	English	60	60
PG	MCA,Department Of Computer Sciences And Applications Pg,	24	Any Under Graduate Degree with Mathematics in Twelfth	English	60	60
PG	MSc,Department Of Organic Che	24	Any Under Graduate Degree with	English	30	30

	mistry,Organic Chemistry		chemistry in under graduate level			
PG	MCom,Department Of Commerce,	24	BCom	English	40	0
PG	Mtech,Department Of Computer Science And Engineering, Computer Science and Technology	24	Any B.Tech or MCA or MSc	English	12	5
PG	Mtech,Department Of Civil Engineering,Structural Engineering	24	B.Tech Civil Engineering	English	12	0
PG	MA,Department Of Hrm,HRM	24	Any Under Graduate Degree	English	40	21
PG	MSc,Department Of Computer Sciences Pg,Computer Science	24	Any BSc with Mathematics	English	40	35

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	17				16				130			
Recruited	9	8	0	17	12	4	0	16	66	61	0	127
Yet to Recruit	0				0				3			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				100
Recruited	79	21	0	100
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				45
Recruited	31	12	0	43
Yet to Recruit				2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	7	0	9	4	0	20	20	0	69
M.Phil.	0	0	0	0	0	0	4	4	0	8
PG	0	1	0	0	0	0	47	35	0	83
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	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	756	0	0	0	756
	Female	570	0	0	0	570
	Others	0	0	0	0	0
PG	Male	190	0	0	0	190
	Female	201	0	0	0	201
	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	71	70	95	62
	Female	59	51	52	46
	Others	0	0	0	0
ST	Male	9	13	20	3
	Female	12	7	7	5
	Others	0	0	0	0
OBC	Male	547	494	522	429
	Female	427	361	386	392
	Others	0	0	0	0
General	Male	169	176	193	209
	Female	184	185	190	236
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1478	1357	1465	1382

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Business Administration Ug	View Document
Department Of Civil Engineering	View Document
Department Of Commerce	View Document
Department Of Computer Science And Engineering	View Document
Department Of Computer Sciences And Applications Pg	View Document
Department Of Computer Sciences Pg	View Document
Department Of Computer Sciences Ug	View Document
Department Of Electronics Ans Communication Engineering	View Document
Department Of Hrm	View Document
Department Of Management Studies	View Document
Department Of Maths Physics Computer Science Electronics Chemistry And Statistics	View Document
Department Of Mechanical Engineering	View Document
Department Of Microbiology Biotechnology Biochemistry	View Document
Department Of Organic Chemistry	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The college has three NEP Student ambassadors known as NEP Saarthi's to enhance student participation and create awareness of the various response in higher education. Gayatri Vidya Parishad College for Degree and PG Courses(A) (GVPCDPGCA) has adopted completely revamped curriculum with effective from 2023-24 incorporating provisions in NEP. The institution offers a multidisciplinary, flexible curriculum with multiple entry and exits at the end of I, II, and III years of all undergraduate program providing the students with the ability to pursue their education according to their needs, interests, and career goals. Four year undergraduate programs offering flexible curriculum with multiple entry and exit at the end of first, second and third years have been introduced. All the UG</p>
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programs have credit based multi-disciplinary courses, skill development and life skill courses incorporated into the curriculum. Minors are offered in areas such as Computer Science with a minor in Civil, Mechanical with a minor in Computer Science, Electronics and Communication Engineering with a minor in Civil Engineering. MBA in Business Analytics having courses on Machine Learning, Python, SQL. Humanities and Science are integrated with STEM by offering courses like Managerial Economics and Financial Analysis, Principles of Entrepreneurship, Operations Research, Fundamentals of IoT, Fundamentals and basic framework of Indian Law. This has proved to be effective to prepare engineering students to take up careers in Banking and Financial services, Health care, Business Management. Community Service Project (180 hours) is a mandatory component of 4 credits (which creates interaction of the student with the society and their issues) for all under graduate programs. This is under taken at the end of second semester for degree programs and at the end of fourth semester for Engineering and Technology programs. Internship/Project/ Field Visit are mandatory for all programs as per the choice of their relevance. Courses on human values and ethics, professional ethics, environmental sciences are incorporated in curriculum to attain holistic and multi-disciplinary education. Under G-Tri-BAL (a collaborative initiative of TCR & TM) multidisciplinary research integrating engineering, medicine, humanities have been taken up. Projects on integrating AI into health care, use of IOT in Agriculture, Machine Learning in health and Agriculture have been taken up. Low Cost manual vegetable product cleaning machine : It is used for cleaning tuber vegetables using less water and without electricity with a sanctioned amount of 3.2 lakhs from MSME under the Hackathon 2.0 initiative. Marine macro algae a-liquid agro biotech fertiliser plant for commercialisation - To minimize the usage of chemical fertilizer a bio fertilizer from marine macro algae as an alternative option as in Visakhapatnam district due to the abundance of algae was awarded an amount of 12 lakhs from MSME under the Hackathon 2.0 initiative. “Virtual Reality Based games for stroke rehabilitation at home” in association with a surgeon from the GVPIHMT was awarded an amount of 15 lakhs under MSME

	<p>Hackathon 3.0 which helps paralysis patients to regain their motoring skills using virtual reality based games.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits (ABC), as proposed in the National Education Policy NEP- 2020 the institution aims to create a flexible education system by allowing students to accumulate, transfer, and redeem academic credits. The institution has registered with ABC bearing ID “NAD0904492”. Awareness sessions conducted for faculty and students on ABC. 3000 Students have registered/ enrolled on ABC portal. A committee has been constituted with controller of Examination as Convener to expedite the process. Institution has registered under the Academic Bank of Credits (ABC) and is enabling its students to benefit from multiple entries and exits during their chosen programmes. Institution designs programmes that allow students to enter and exit multiple times. This means that students can pause their studies and return later, with their previously earned credits being recognized and transferred. The institution is in the process of collaborating with different indian and foreign institutions for enabling credit transfer. Faculty are encouraged to design their own curricular and pedagogical approaches with inputs from stake holders and seek approval in Board of Studies. This helps in creating an environment of academic freedom, creativity, and innovation in alignment with institutional goals and values. Workshops have been organized to train faculty on adopting innovative teaching practices, curriculum design, outcome-based assessment techniques. Hands on session have been organized to use different LMS, preparing online learning content by - Dr K.Srinivas from NIEPA, modern aspects of pedagogy and outcome-based education by Dr. B.V.Apparao and faculty from various departments have undergone one month induction/orientation programme for faculty in universities/colleges/HEI Institutes to help them traverse the online teaching methodologies along with transforming teachers into knowledge-creators. Institution offers modular degree programs that allow students to accumulate credits in a flexible manner, supporting multiple entries and exits. Students can also earn credits through online courses and internships.</p>
<p>3. Skill development:</p>	<p>The institution offers a NSQF-aligned vocational</p>

	<p>program at UG level to enhance student’s practical skills making them job-ready. The institution is offering B.Voc course with a specialization of mobile communication from 2020-21 academic year at undergraduate level for twelfth students. The curriculum balances theory with industry relevant skills. Vocational training in domains like carpentry, welding, soldering is imparted in technical programs. Apprenticeship embedded programs at degree level in B.Sc. (Health care management, BBA logistics management, B.Sc. (Pharmaceutical manufacturing and Quality) offered with effective from 2023-24. NSDC promoted courses offered like Business Process Management (BPM) training, NASSCOM skill council in 2022-23. The institution provides value-based education aimed at inculcating positivity and holistic development in promoting the growth of well-versed students. Community Service Project is made a mandatory course for both technical and science students where-in they participate in activities such as surveys and do awareness programs to educate them about the problems and the possible solutions that they have in the locality. Universal Human Values is a credit course which helps the students to inculcate the values of empathy, love (prem) and nonviolence (ahimsa) to transform the students with diverse perspectives to lead a value-based life. The institution conducts sessions on universal human values as a part of student induction program for the newly admitted students to nurture the young minds with citizenship values and life skills. The course of B.Voc has been introduced to cater to the vocational needs of the society. NSDC has been supportive in facilitating and creating a common platform to educate, evaluate, skill map and certify the students. This enabled the students to be industry ready. The institution provides a scope for the students to enhance their problem- solving skills through skill-oriented courses, such as maintenance of electronic equipment on regular basis and solar panel maintenance as skill development</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Integrating the Indian Knowledge System (IKS) into the curriculum to foster a holistic understanding of India's intellectual and cultural legacy while aligning with contemporary academic standards. Faculty in the institution trained under MMMTC, whose aim is to integrate Indian values and ethos into teaching,</p>

	<p>research, publications, patents, and institutional development. Faculty of the institution are practicing to deliver lecture in English and use vernacular language for better understanding of concepts. The institution's efforts to preserve and promote Indian languages, ancient traditional knowledge, arts, culture, and traditions are multifaceted and also aim to foster a deeper understanding and appreciation of India's rich heritage. “The center for Human and Spiritual values” trains the students in the Recitation of Bhagavad-Gita, Sanskrit shlokas its essence as a life skill to guide them in the right path. Yoga for Wellbeing •International yoga day is celebrated in the College with the active support of students and faculty. Every year training in Yoga is arranged for faculty and students who are interested to learn yoga. •A faculty member of the College is a certified yoga trainer and he conducts training programs for students on a need basis. (Dr.P.Srinivas, Assistant Professor, Dept of Statistics) The institution follows the National Education Policy (NEP) 2020 that emphasizes the integration of the Indian Knowledge System (IKS) into the mainstream education curriculum, promoting the use of Indian languages, cultural knowledge, and traditional wisdom. Special focus is given to courses like Universal Human values, Professional Ethics and Moral values and Essence of Indian Traditional Knowledge where cultural context is essential have been included in the course work of under-graduate students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution undertakes several initiatives to transform its curriculum towards Outcome-Based Education (OBE), that focus on aligning educational outcomes with the needs of students, employers, and society. 1. The Institution frames the course structure in such a way that each course has specific COs, that map with POs that reflect knowledge of the subject, practical skills, and professional attitudes which are articulated and aligned with the overall goals of the institution. 2. The institution follows the curriculum mapping that ensures the educational activities and assessments with the desired outcomes, providing a coherent and focused learning experience for students. 3. Continuous curriculum enrichment and feedback results in desired outcomes, that helps in identifying gaps and making data-driven decisions for curriculum enhancement. Institution defines clear,</p>

	<p>measurable learning outcomes for Outcome-Based Education (OBE). It emphasizes what students are expected to know, do, and value by the end of their educational experience. GVPCDPGC(A) implementing OBE aim to align their teaching, learning, and assessment practices with specific learning outcomes. It also ensures that these learning outcomes are aligned with program-level outcomes and institutional goals, creating a coherent educational framework. Institution involves stakeholders, including industry experts, alumni, and faculty, in defining and reviewing course outcomes to ensure they are relevant and aligned with current standards and expectations. Institution creates a curriculum map that shows how each course and learning activity contributes to achieving the defined learning outcomes. Faculty in the institution use educational technologies, such as simulations, online labs, and interactive tools, to enhance learning experiences and support better outcome. Institution develops and uses rubrics that provide transparency and consistency in evaluating student performance. It also establishes benchmarks for each outcome to assess the level of achievement and ensure that expectations are being met. Institution collects feedback from students on the effectiveness of teaching methods and assessments and necessary action plan is being taken. It encourages faculty to provide feedback on the curriculum and assessment processes to identify areas for improvement. Institution regularly review and revise curricula, teaching strategies, and assessments based on feedback, performance data, and changing industry or academic standards. 1. Curriculum Mapping 2. Assessment and Rubric 3. Feedback and Improvement: 4. Professional Development By adopting these practices, GVPCDPGC effectively captures and implement Outcome-Based Education, enhancing the quality and relevance of their teaching and learning processes and ensuring that students achieve the desired educational outcomes.</p>
<p>6. Distance education/online education:</p>	<p>---</p>

Institutional Initiatives for Electoral Literacy

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<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The ELC has been setup in the institution with specific objectives.</p>
<p>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?</p>	<p>Yes. Students' co-ordinator and co-ordinating faculty members are appointed and the ELCs are functional. The GVPCDPGC-ELC committee consists of: 1. Dr.A.Sairoop, Associate Professor, Dept of MBA 2. Dr. G. Lakshmi Narayana, Assistant Professor, Dept. of BS&H. 3. Ms. G. Chandini, Dept. of MBA, Student Representative 4. Ms. K. Ramya Latha, Dept. of BBA, Student Representative 5. Mr. T. Prabhu Teja, Dept of CSE, Student Representative 6. Mr. Sk. Karimulla, Dept of CSE, Student Representative. The GVPCDPGCA-ELC consists of the faculty as well as student representatives that belong to different programs and are diverse in age and gender. An Electoral Literacy Club (ELC) has been established at Gayatri Vidya Parishad college for Degree and PG courses on 5 th October, 2022 with the motto of "Every vote counts and no voters to be left behind". Vision: The vision of the Electoral Literacy Club (ELC) is to empower, educate, and engage citizens, particularly the youth, in the democratic process by providing comprehensive knowledge about the electoral system and fostering a culture of active and informed participation in elections. Mission: The mission of the ELC is to: 1. Promote awareness about the importance of voting and democratic participation among students of 18-21 years who are pursuing their graduation. 2. Educate students about the electoral process, voter rights, and responsibilities. 3. Encourage ethical and informed voting behavior. 4. Foster a sense of civic duty and active citizenship among young minds. Objectives: 1. To promote awareness of right to vote among students, faculty members and community at large. 2. To enable critical thinking on issues related to election rights, democracies, and its processes. 3. To educate the future voters about enrollment and other electoral process like EVM/ VVPAT. 4. To develop a culture of Electoral participation and maximize the ethical voting and follow the principle" Every vote counts and no voters to be left behind" 5. To encourage vote enrollment to ensure maximum participation in electoral process.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral</p>	<p>The main objective of these Programmes are to create a well-informed electorate that actively participates in the democratic process, thereby strengthening the</p>

<p>processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>overall democratic fabric of the society. 1. Awareness Campaigns: Three Voter Awareness Campaigns organized in Gayatri Vidya Parishad College for Degree and PG Courses (Autonomous) during March - April 2024 for students and faculty to educate the value of casting the vote and taking part in the democratic process which proved to be a resounding success. 2. RUN TO VOTE WALKATHON: Systemic Voters Education and Electoral Participation(SVEEP), Young Indians(YI) and Confederation of Indian Industries(CII-Visakhapatnam) Jointly organized an event entitled "Run to Vote" walkathon from RK beach to vuda park on 28th April 2024, to encourage civic engagement and promote voter awareness among the students and the local community.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Yes. CAMPAIGN ON MERA PEHLA VOTE DESH KE LIYE from 4th to 6th March 2024: To educate and raise awareness among first-time voters about the importance of voting in a democracy, active participation of youth in the electoral process and to foster a sense of civic responsibility and national pride among young voters during 4th-6th March 2024. A series of events were conducted during this campaign like pledge, debate, essay writing, singing, poetry writing, drawing, rally, seminar and a selfie booth was erected to create awareness among different stake holders of the society.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Voter Enrollment Programs were organised by GVPCDPGCA-ELC with the help of local election officials from the revenue department, visakhapatnam district collectorate and around 200 students were enrolled as new voters during these programs held in November-December 2023.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4311	4365	4444	4366	4290
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1465	1543	1451	1415	1415
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
149	142	134	133	126
File Description		Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

Response: 170

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
892.46	658.33	553.57	1107.14	910.84
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

All programs of GVPCDPGC(A) are in line with the vision "Creating Human Excellence for a Better Society". There are 16 UG & 8 PG programs offered across diverse fields such as Arts, Sciences, Commerce, Management and Engineering. The curriculum of 287 courses is revised to meet the local, regional, national and global needs.

New programs introduced during 2018-23 :

- B. Tech CSE.AI&ML
- MBA - Business Analytics
- BCA - Data Science
- B. Voc -Mobile Communication
- M.Tech - CST
- M.Tech - Structures

- **Local needs (62):**

Community Service Project incorporated, fosters social responsibility and sensitizes the students towards local problems and solutions.

- As Visakhapatnam is a hub of logistics, institution started an industry specific specialization i.e. 'Logistics&Supply Chain Management' in MBA.
- Started 'Retailing' specialization in MBA, as Retail sector is booming.
- Started Automobile engineering in B.Tech- Mechanical Engineering

- **Regional needs (34):**

The unique needs of Andhra Pradesh state are addressed by offering programs / courses apt for the region.

- Commercial geography in B.Com.
- Reinforced concrete structures in B.Tech -Civil.

- **To address the need of National priorities the courses (87) introduced.**
 - Drug Design and Chemistry in M.Sc Organic Chemistry.
 - Radar engineering offered in B.Tech-ECE

- **104 courses are incorporated to meet global needs :**
 - Artificial Intelligence in B.Tech-AIML
 - Earth Quake resistant design of structures in B.Tech -Civil.

The POs and COs that address the specific needs :

S.No	NEEDS	Program	Course	PO	CO
1	Local- Innovative Solutions for supply chain management, logistics, and warehousing.	MBA	Principles of Logistics and Supply Chain Management	PO2: Foster analytical and critical thinking abilities for data-based decision making.	CO4: Student can integrate different logistical operations to provide better customer service.
	Local- To create awareness on vehicle troubles, maintenance, and the motor vehicle act.	B.Tech(Mechanical)	Automobile Engineering	PO6: The Engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues.	CO5 Understand the environmental implications of automobile emissions.
2	Regional- To Ensure the structure is strong, durable, fire-resistant, versatile, and capable of	B.Tech(Civil)	Reinforced concrete structures	PO3: Conduct investigations of complex problems.	CO1: Design singly reinforced beams, doubly reinforced beams.

	supporting heavy loads.				
	Regional- Sustainable Solutions for water augmentation, water conservation since Andhra Pradesh is more water deficit with half of the state's urban local bodies (ULBs) experiencing water scarcity.	B.Com	Commercial Geography	PO6: Understand issues of environmental context and sustainable development.	CO5: Enlightens the students about the rightful usage and proper augmentation of the water resources.
3	National- To develop inexpensive drugs to tackle a host of diseases that challenge the poor people .	M.Sc Organic Chemistry	Drug Design And Drug Chemistry	PO3: To develop students with scientific solutions for real life and become professional chemists with ethical and social responsibility serving the society	CO3: Understand the synthesis, mode of action, properties, uses and dosage of cardiovascular drugs
4	Global- Leverage technology to automate and perform tasks more accurately and efficiently	B.Tech(CSE)	Artificial intelligence	PO5: Modern Tools Usage.	CO4: Apply AI problem solving approaches to natural language processing, planning and expert systems.

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

1.1.2

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

Response:

About 80% or more of the curriculum of all the programs has strong focus on student's Employability/ Entrepreneurial / Skill Development and their course syllabi are regular revised to meet current requirements, Obtained through feedback from different stack holders, the following are the number of courses (423) in different programs which covers these components..

- Employability Courses - 133
- Entrepreneurship Courses – 53
- Skill Development Courses – 237

Students are trained in a wide range of skills such as critical thinking, problem solving, communication, decision making, leadership and teamwork besides domain specific technical skills which are essential for Employment & Entrepreneurial.

Five new programs with focus on employment have been introduced during the past five years :

- BCA Data science
- B. Com Computers
- MBA Business Analytics
- B.Tech CSE (AI & ML)
- B.Voc (Mobile Communication)

- **Revision of course syllabi:**

The contents of these courses/programs are revised regularly to meet the contemporary needs. The review of courses and programs is based on:

- Structured feedback from students, alumni, employers, academia, industry and research experts on curriculum.
- Discussions and feedback from subject experts in Board of Studies and AC meetings.
- Analysis of current market trends.

- **Employability Programs:** The new programs B.Sc Data science, B.Tech AI &ML, MBA –

Business Analytics were started as per the feedback received from stakeholders to live up to the contemporary requirements of the Industry.

S.no	Name of the Course	Name of the Program
1	Entrepreneurship	UG and PG Courses (open electives)
2	Excel & Analytical Skills	MBA and BBA programs
3	Geomatics and CAD	B.Tech (Civil) B.Tech (Mech)
4	AI &ML, Python, R prog	MCA, MBA, B.Tech (CSE)

- **Incorporating practical training:** Institution has collaborated with industry partners to provide practical training to students in their field of study. Students of 23 programs out of 24 are undergoing projects / Internships. This has enabled students to acquire hands on skills and gain exposure to them during the course of study.
- **Build communication and presentation skills:** Institution is organizing personality development and skill development sessions regularly to enhance the communication skills, interpersonal skills which are very crucial for employment.
- **Promotes collaboration:** Capstone projects help students develop teamwork and leadership skills that are important for employability. Institution encourages students to work in groups, on projects that require collaboration and effective communication.
- **Focus on Innovation:** Innovation is a key aspect of entrepreneurship and it requires skill. The institution offers various courses like Entrepreneurship, Innovation and Design Thinking in various programmes and even offers students few Value added program for make them creative, skill enhancement and troubleshooter.

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

1.2 Academic Flexibility

1.2.1

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

Response: 53.22

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

Response: 331

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

Response: 622	
File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Curriculum is designed integrating value framework of SDG and NEP- 2020 to enhance societal well-being and ensuring the development of a responsible humans, instilled with the following principles:

- **Professional Ethics & Human Values:** The Curriculum of each program contains topics covering professional ethics and human values to nurture the students as socially responsible professional, in their chosen domain of knowledge.
- Human Values and Ethics is a mandatory course in all UG programs to inculcate human values among students.
- Further the institution organizes interactive sessions regularly with spiritual gurus and intellectuals to promote human values.
- The Centre for Human and Spiritual Values organizes sessions or events on Indian Traditions and Knowledge. The events includes classical and folk songs' competitions, Ramayana Parayanam, BhagvatGeeta recitation, Spiritual lectures, Spoken Sanskrit Classes etc.
- The students are taken to visit to orphanages, old-age homes, hospitals to empathize and contribute. (SDG-2)

Courses Related **Professional Ethics & Human Values(22)**

- Human Values and Professional Ethics (SDG- 16)
- Business Ethics and Corporate Governance
- Universal human values,
- IPR etc., were included in the various programs offered by the institution.

Cross Cutting Issues relevant to	No. of Courses in the Curriculum Related	
Professional Ethics and Human Values	22	SDG-2, 16
<ul style="list-style-type: none"> • Gender Sensitivity: Institution is deeply committed to gender equity and makes all efforts to promote gender inclusiveness among students and staff. Besides organizing sensitization programs for both staff and students about citizenship rights, and demeanor at workplace topics on prevention of sexual harassment and related issues are included in curriculum to cater Sustainable development goal 5. 		
<ul style="list-style-type: none"> • Courses Related Gender Sensitivity (6) (SDG- 5) 		
<ul style="list-style-type: none"> • Women and children in Employment • Legal Framework In Human resource Management • Management of Unorganized Labour 		
Cross Cutting Issues relevant to	No. of Courses in the Curriculum Related	SDG- 5
Gender Sensitivity	6	
<p>Environment & Sustainability Initiatives: Environmental Science is a mandatory course in majority of the UG programs with course objectives</p> <ol style="list-style-type: none"> 1. To familiarize the fundamental aspects of environment and the environmental management. 2. To provide the concept of sustainable development, energy and environment. 3. To impart the knowledge on the new generation waste like e-waste and plastic waste. 4. To apprise the impact of pollution getting generated through the anthropogenic activities on the environment. 		
<ul style="list-style-type: none"> • Courses Related Environment & Sustainability (29) to cater Sustainable development goal (SDG-7) 		
<ul style="list-style-type: none"> • Environmental Science • Disaster Management • Solid Waste Management • Alternate fuel for Automotive Engineering 		

Cross Cutting Issues relevant to	No. of Courses in the Curriculum Related	SDG 6,7,11	
Environment and Sustainability	29		
Topics included in the curriculum related to cater Sustainable development goals (SDG).			
Program Title	Course Title	Topic in Syllabus	Catering to SDG Goals
B.Com	Human values and Professional Ethics	ethical climate and Moral responsibility	SDG 16
BBA	Business ethics and Corporate governance	CSR, Business Ethics & Corporate Governance.	SDG 8
B.Tech	Industrial Management and Entrepreneurship	Growth of Entrepreneurs	SDG 9
B.Sc(MPC)	Solar Energy	solar radiation, storing techniques of solar energy.	SDG 7
B.Tech Mechanical	Industrial Safety Management	Industry Safety and Environment Policy	SDG 11
MBA	Legal framework in HR	Prevention of sexual harassment Act-2013.	SDG 5
File Description		Document	
Upload Additional information		View Document	
Provide Link for Additional information		View Document	

1.3.2

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

Response: 72

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

1.3.3

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

Response: 95.83

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

Response: 23

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

Response: 24

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
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: 84.24

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
1478	1357	1465	1382	1350

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1936	1696	1636	1540	1540

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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: 73.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
712	633	648	563	528

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
968	848	818	770	770

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

2.2 Catering to Student Diversity**2.2.1**

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

Response:

Strategies for students from diverse academic and socio-economic backgrounds-

One week after the Student Induction Programme, before the start of the academic session, a **General Assessment Test** is conducted to identify gaps in student capabilities in terms of **quantitative, verbal, life- skills and domain specific competencies**.

Based on the scores of this test and educational background of the student prior to joining the specific program, **Bridge courses** are organized to fill the gap in their learning levels and get them on par with others. This has been very helpful to students from rural backgrounds.

Personality development sessions are organized under the guidance of faculty coordinators to enhance life skills like decision making, negotiation ability, critical thinking, communication, team work and time management through experiential learning.

Addressing differential learning abilities -

Based on the performance in the first internal exam , the bottom 25 percent students are identified as Slow Learners; top 25 percent of students in the class are identified as Advanced Learners and remaining as Moderate Learners.

Strategies adopted for Slow Learners-

- Remedial classes in courses where they are facing challenges.
- Special mentoring by faculty mentors to help them cope up with the course content.
- Progress is discussed with Parents at Parent teacher meeting.
- Their performance is closely monitored for improvement.

Strategies adopted for Advanced Learners-they are encouraged to

- Take on leadership roles in student clubs/ chapters.
- Compete in external student hackathons and Fests.
- Organize co-curricular and extra-curricular events in the institution.
- Pursue specialized professional courses.
- Publish research papers and work on innovative Projects.
- Enroll for Honours programs featuring industry curated content.
- Undertake optional full-semester internships.

Strategies Adopted for Moderate Learners-

- Mentors address learning challenges and offer counselling on academic and personal development issues.
- Guided to participate in competitive events in technical and cultural areas.
- Urged to undertake additional courses on MOOCs and consider full-time semester internship
- Encouraged to participate and secure rewards in intra-collegiate events.
- Enroll in student clubs and Student Chapters of Professional Bodies like CII, ACM, ISHRAE, ISTD, etc.

Outcomes of Strategies adopted-

- Mentors have observed that Slow Learners have become more attentive, and engaged in co-curricular and extra-curricular activities, academic performance improved while advanced learners became role models for others. Moderate learners advanced in their academic performance.
- Significant improvement in academic performance of slow learners including clearing of backlogs, enhanced critical thinking, and attaining better grades in semester-end years throughout their study.
- The proportion of slow learners has decreased significantly from 25 percent in the first year to less than 5 percent.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2**Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 28.93

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.3 Teaching- Learning Process**2.3.1**

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

Response:

Response:

Teaching Methodologies at GVPCDPGC:

GVPCDPGC uses student-centric methods to enhance learning levels, including experiential, participatory, and problem-solving approaches.

- **Experiential Learning Methods:**

- Integrated into the curriculum through workshops, business games, and lab sessions to provide hands-on learning experience
- Students participate in internships, field projects, and socially relevant initiatives.
- Learning language and interpersonal skills through dramas and skits, e.g., Shakespeare plays, Mahabharata
- Activities such as video production, studio performances, simulation, online coding, and tutoring juniors offer practical experience.
- Entrepreneurial skill development programs are also provided.

- **Participative and Collaborative Learning:**

- **Need-based Cooperative Learning in Small Groups:** Students of varying learning levels interact through group projects and benefit from each other. Activities like peer teaching, focused group learning, team discussions, and presentations promote collaboration to solve issues and meet deadlines.
- **Teamwork:** Activities such as NSS camps, club initiatives, community service projects, tech fests, expos, and hackathons are organized to foster self-reliance, cooperation, and mutual understanding.

- **Problem-Solving Methodologies:**

- **Case Studies:** BBA, MBA, and MHRM students use case analysis to better understand complex real-life issues and learn how to manage them.
- **Role Plays:** Management students engage in role-play to develop skills in conflict resolution and managing disruptions.
- **Projects:** Industry-oriented projects help students tackle real-world problems and explore potential solutions.
- **Simulation Exercises:** In science, management, and engineering, simulations are used to visualize problems and build expertise in solving them.

GVPCDPGC, an autonomous institution, promotes the extensive use of ICT tools and online resources for effective teaching and learning.

- **ICT- enabled Teaching including online resources:**

- **ICT Tools:** Teaching is supported by well-enabled classrooms with LCDs language labs, smart classrooms, and e-learning resources such as e-books, e-journals, YouTube links, audio clips, videos, and educational software.
- **Equipment and Resources:** Includes LCD projectors for seminars, educational videos, and

access to non-print materials through portals like NDL and NPTEL. Language lab, sessions focus on the enhancement of communication skills, using software to improve listening, speaking, reading, and writing skills.

• **LMS and Online Resources:**

Since COVID-19, LMS platforms like Gnomio, Zoom, MS Teams, and Google Classroom have been central to teaching. These platforms are used to supplement classroom instruction and manage assignment submission and evaluation.

- **Digital Classrooms:** Professional Communication and Soft Skills Lab.
- **Computing Facilities:** Students use software like SCI and ANSYS for hands-on learning, SPSS, AMOS, and E-Tabs.
- **Free Course Access:** Agreements with Coursera, EdX, and Swayam provide free access to paid courses. Excel Microsoft Amazon ICT Academy
- **Digital Library:**
 - **NLIST:** Part of the e-shodh Sindhu consortium, with numerous journals and e-books.
 - **DELNET:** Offers 10,664 e-books and 3,000 journals.
 - **NDL:** National Digital Library of India, by IIT Kharagpur.
 - **Science Direct:** Access to 5,137 journals in science and engineering.
 - **EBSCO Business Source Elite:** Provides 10,000 e-books and 4,000 journals.

File Description	Document
Upload any additional information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The Institution has a well laid down mechanism for Student Mentoring and significant benefits have been observed as the outcome of this practice.

- Soon after the conclusion of the student induction program in the I Semester, each student is assigned to a Faculty member by the HOD for mentoring on academic as well as career related and personal issues.
- Usually, a maximum of 30 students are mentored by a Faculty member at any point of time.
- The Mentor-Mentee relationship continues throughout the programme and sometimes beyond also. This helps to understand the Mentee better and creates a special bond.

- The Mentor takes on the role of an academic parent handholding the student through the ups and downs of his/her academic journey. They instill trust and a feeling of security in the Mentee to fearlessly discuss the challenges faced by them and seek counsel.
- The Mentor – Mentee meet at least two times in each semester. Issues relating to academic challenges, choice of courses/specializations, personal issues, and career dilemmas are discussed in these meetings and students are offered counselling.
- In cases where the student is facing some deep rooted psychological issues, he/she is directed to seek help from the Professional Counsellor available on Campus.
- Rules and regulations for effective mentoring are explained to all new mentors and mentees so that the objectives of mentoring are accomplished and the student benefits from the scheme.
- The entire process is documented in the form of Mentoring/Counselling forms which help in tracking the progress of the student over the years on both academic and personal fronts.
- This document has two components-

Sheet I- Containing information about the Mentee's academic background and socio economic profile.

Sheet II – Information on Mentees academic performance, resolution of issues, and achievements.

- In some departments (MBA, BBA, MHRM, MCA, and BTech) One-on-One Mentoring by alumni is also taken up to mentor select students on issues relating to professional competencies' building and setting goals in career and life.

Some common issues on which students seek counsel are-

- Adjustment to the pattern of study at the undergraduate level (college level) from Plus 2 level (more like a school).
- Poor performance at academics especially in the initial semesters due to difficulty in adjusting to the new program especially in the case of BBA, and BCA students.
- Staying away from home (hostel) in the I semester of the programme.
- Adjusting to the new social environment, especially in the case of students from rural areas or socioeconomically less privileged backgrounds.
- Career-related dilemmas, additional courses to pursue.
- Overcoming personal inhibitions like lack of confidence, poor inter personal skills.
- Preparing for employment, building networks.

Outcome of the Mentor-Mentee Scheme-

- Improved academic performance.

- Students can handle academic and personal challenges better.
- Improved confidence levels and self-assessment.
- Students can make better career choices.
- Better workload management through effective time management.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

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

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

Response:

- **Preparation and Adherence to the Academic Calendar:**
 - **Proposal Creation:** The Dean of Academic Affairs proposes the academic calendar.
 - **Consultations:** The proposal is based on discussions with Directors of various programs and Heads of Departments (HODs).
 - **Finalization:** The calendar is finalized in consultation with the Internal Quality Assurance Cell (IQAC), The Controller of Examinations, and the Principal.
 - **Circulation:** The finalized calendar is circulated to all staff and students. This is done at least 15 days before the start of the academic year.
 - **Publication:** The calendar is published on the institute’s website.
- **The Academic Calendar specifies details such as:**
 - **Academic Session Start Date:** Specifies when the academic year begins.
 - **Semester Duration:** Defines how long each semester lasts.
 - **Internal Evaluation Tests:** Indicates when internal tests will start.
 - **Last Working Day:** Marks the end of the academic activities for the semester.
 - **Practical and Semester-End Exams:** Details the schedule for practical exams and final exams.
 - **Reopening Date:** Provides the date for the beginning of the next semester.
 - **Adherence Checks:** Ensured through periodic reviews by Class Review Committee (CRC) and departmental meetings.

Teaching Plans:

- **Academic Plan Preparation**

:

- Heads of Departments (HODs) prepare the academic plan for their departments.
- The plan aligns with the institution's academic calendar.
- Includes coordination with course coordinators.
- Collects teaching plans from course coordinators.
- Schedules curricular and extracurricular activities (seminars, workshops, conferences).
- Assigns roles and responsibilities to faculty members.

- **Teaching Plans:**
 - Faculty prepare teaching plans (course plans) at the beginning of the semester.
 - These plans are submitted to the HOD and shared with students.
 - Course outcomes are discussed with students.

- **Content of Teaching Plans:**
 - Includes module number, topic name, number of hours, and teaching methodology.
 - Aims to achieve specified learning objectives and outcomes.

- **Role and Benefits:**
 - Acts as a guide for teachers and students.
 - It helps visualise the teaching-learning process.
 - Aids in sequencing and reinforcing content.
 - Optimizes students' learning experiences.
 - Experienced teachers assist in preparing and implementing effective lesson plans.

- **Class Cancellation:**
 - Absences due to personal obligations, illness, exigencies, or personal responsibilities are admissible.
 - Absences require prior approval from the Head of the Department.
 - Classes missed due to faculty absence are adjusted by assigning a substitute teacher.
 - Alternatively, provisions are made for additional assignments or alternate learning activities.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**Response:** 93**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
159	156	147	140	130

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

2.4.2**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 50**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 85

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

2.4.3

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

Response: 15.24

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

Response: 2271

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 86.51

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 109

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

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 12.2

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7	12	16	13	13

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

2.5.2

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

Response: 0.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	25	53	32	27

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

2022-23	2021-22	2020-21	2019-20	2018-19
4312	4365	4444	4368	4294

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

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

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

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

Response:

Being an autonomous institution, it has clearly spelt out the process for student evaluation with the utmost priority to transparency, reliability, and efficiency.

Examination Procedure:

The evaluation process provides comprehensive assessment of the student's understanding and performance in academics. The assessment process includes a combination of continuous internal assessment and semester-end examinations.

Process Integrating IT:

Institution has adopted integration of IT into the assessment process, replacing manual examination procedures like room allotment, and marks entry, which resulted in a huge delay in releasing the results. The staff too had to spend more time on administrative tasks, which caused significant academic workflow delays.

Further IT integration has enhanced the speed and accuracy of the Examination Management System, thus saving time in processing results and reducing the number of grievances.

This is streamlined through Oracle-based software developed for the institution by M/s Hari Enterprises. This software provides for

- Generation of pre-filled applications, hall tickets, results, and tabular registers.
- OMR: Optical Mark Recognition Answer Booklets
- Room and seating plan generation
- Generation of Grade Cards, Provision Certificates, and CMMs

The internal examinations are also conducted online.

In 2018, the institution introduced OMR answer booklets for all UG, PG courses and later in Engineering & Technology courses as a part of IT Integration Examination System. Barcodes are used on the answer booklet to bring transparency to the evaluation.

Description of Activity	Before IT Integration	After IT Integration
Time taken for Declaration of Results	35 to 45 Days	7 to 20 days
Issue of Hall ticket	Manual	System generated
Time taken for Student data retrieving	7 days	1 day
Coding	5 days	5 days
Decoding	10 days	2 days
Printing of PC / CMM	10 to 15 days	2 to 3 days

Student Registration and Hall Ticket Generation:

For newly admitted candidates, the enrolment process involves collecting the required information for the student database, ensuring accuracy, efficiency, and a quick reference. A pre-filled-out exam application is provided to generate hall tickets.

Room and Seating Plan:

Based on the student strength, rooms are allocated, and a seating plan is generated by the software in a jumbled manner to eliminate chances of malpractice.

Generation of Tabulated Register, Provisional Certificate, and Cumulative Marks Memo:

After final examinations, the software generates a list of students who completed the program. This enables the generation of the tabulated register, provisional certificates, and cumulative marks memos, ensuring that students receive their official documents in the shortest amount of time.

The innovative technological solutions adopted enhanced the accuracy, and transparency of its examination procedures. These reforms ensure that the students are fairly assessed and the examination process runs smoothly.

Continuous Internal Evaluation:

In this system, students undergo two mid-term examinations, ensuring continuous, engaged learning. The evaluation includes regular practicals and two internal lab examinations.

Semester-End Examination:

To maintain confidentiality, external examiners set the question papers. The evaluation process is conducted by both internal and external examiners, providing a fair assessment of student performance. Then the results are declared on the website.

File Description	Document
Upload any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response:

To achieve academic excellence and create an academic environment, it is important to design and analyse the COs, POs, and PSOs.

Determining Graduate Attributes, Program Outcomes and Course Outcomes:

- Graduate Attributes (GAs) and Program Outcomes (POs) are defined based on stakeholder expectations gathered from feedback. Program Specific Outcomes (PSOs) are derived from the POs. Each PO/PSO is mapped to relevant GAs, which guide the selection of courses and syllabus to meet the course outcomes.
- For each course the course outcomes are spelt out clearly that are to be achieved by the

completion of the course. To establish the correlation between CO and PO, CO-PO mapping is undertaken. For this purpose, a list of key elements is identified to describe each PO. Bloom's Taxonomy is considered to establish correlation between COs and POs.

- To determine the effectiveness of the program – Direct and Indirect assessment methods are then employed to evaluate if students are meeting the POs. (CO-PO attainment).
- The CO-PO attainment is compared with CO-PO mapping in order to identify the Gap, if any. In existence of a gap the action plans are designed to meet the gaps.

Assessment of CO-PO:

The institution evaluates the attainment of POs, and PSOs for each course in all programs.

Direct Assessment for each course is obtained from attainment of COs. COs are assessed using both internal and external examination process. This is scaled to 80% of overall attainment.

Indirect Assessment is based on the exit, alumni and employer survey and is scaled to 20%.

- **Internal evaluation** is based on marks obtained in mid semester examinations and continuous assesment having 30% weightage. First Internal examination covers CO1 and CO2, while Second Internal examination covers CO3, CO4 and CO5. Assignments/Presentations cover all COs equally.
- **External evaluation** is based on marks obtained in Semester-end Examination that covers all COs and carries 70% weightage.
- The analysis of the CO attainment level is limited to the students who satisfy the benchmark level.
- The average of all the CO attainments gives the CO attainment for that specific course.

Formula adopted to calculate CO Attainment:

Attainment parameters:

If initial target % is mentioned as 50% (for example) then

Step-1: Obtaining Attainment %

N1= No. of Students attempted the question

N2= No. of Students got ? 50% (Target)

Step-2: Converting into percentage

$$\text{Percentage} = (N2/N1) * 100$$

Step-3: Allocating the Level of Attainment

Level **0**. If percentage is < 60%

Level **1**. If percentage is ? 60 and < 70%

Level 2. If percentage is $\geq 70\%$ and $< 80\%$

Level 3. If percentage is $\geq 80\%$

Step-4: Overall Attainment of each CO = (Internal Attainment * 0.3) + (Semester End Attainment * 0.7)

Step-5: Overall attainment of a course = Attainment * weightage of the assessment (Mapping)

- Overall PO/PSO Attainment = 80% of Direct Attainment + 20% of Indirect Attainment.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

2.6.2

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

Response: 97

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

Response: 1421

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document
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: 3.91

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Research Facilities and their updation

The Institution's research facilities are updated periodically by augmenting departmental laboratories. The updated equipment is used for both academic and research purpose. The year wise list of updated equipment is given in the table below.

Year	Research Equipment
2018-19	Tungsten Inert Gas /Metal Inert Gas Welding Equipment, UV Visible Spectrophotometer, Centrifuging Machines
2019-20	Marshall's Apparatus, Standard Tar Viscometer, Stir casting Machine, SICO Microwave Klystron Power Supply X-Band trainer kit
2020-21	GPU Based Workstations, Data Acquisition System
2021-22	SDS Gel Electrophoresis Apparatus
2022-23	Tile Abrasion Testing Machine, Clinical Centrifuges, Oscilloscopes, Digital IC Testers

Advanced departmental lab facilities have strengthened R&D capabilities of the Institution.

To enhance research activities, all teaching faculty of the institution are given access to

- International and National e-journals/Text Books
- Research equipment upgraded with Wi-Fi for enhanced access from anywhere.
- Both in-campus and off-campus access to Knimbus portal.
- Prominent databases like EBSCO Information Services, SAGE, Elsevier, Taylor & Francis.

Research Promotion Policy and its implementation

This Research Promotion policy increased the scope of research of the faculty in the institution through the following

1. Sanction of Seed money to conduct preliminary in-house research projects
2. Registration and Travel reimbursement to attend conferences, workshops, FDPs.
3. Sanction of financial support for publications
4. Interdisciplinary consultancy projects are encouraged.

Impact of the implementation of the Research Promotion Policy (in the last 5 years)

- An amount of Rs. 43.83 Lakhs has been received for 20 R&D Projects.
- An amount of Rs. 28.89 Lakhs has been received through consultancy assignments.
- 16 faculty are recognized as research supervisors and are guiding 98 Ph.D. scholars in emerging areas.
- An amount of Rs. 22.03 Lakhs is sanctioned as seed money for conducting in-house research experiments.
- Faculty were given incentives for publication of papers

(i) SCI Indexed Journal – Rs. 8000/-

(ii) UGC Care Indexed – 3000/-.

(iii) Conferences/ Workshops/ FDPs – 3000/-

The research outcome is measured in terms of

Research Outcome	Number
Product Development	150
App Development	34
Publications	175

- 181 Books and chapters were published (compared to 100 in cycle-2 & 52 in Cycle-1) and 175 research papers (compared to 62 in cycle-2 & 43 in cycle-1) were published by Institute faculty.
- The Institution has also sponsored faculty for various FDPs and workshops for enhancing their motivation towards research.

Event	Number of beneficiaries in the Last 5 Years
FDP Programs	443
Workshops	23

For Travel Entitlement and Reimbursement to the faculty

- **For Local:** Full reimbursement will be provided to faculty once in a year.
- **Outside Vizag:** Full reimbursement will be provided to faculty once in a year.

Research domains are grouped into Management Studies, Science, Engineering and Humanities. Different research groups have been formed based on the core competency of the faculty and subsequently, these groups under different research areas are categorized as A, B and C based on their priority.

The A,B and C Reasearch areas, research facilities, Research policy is given in the link provided in the attachment file.

File Description	Document
Upload any additional information	View Document

3.1.2

The institution provides seed money to its teachers for research**Response:** 22.03**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
4.80	4.03	4.43	5.48	3.29

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

3.1.3**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years****Response:** 11.76**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years****Response:** 20

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research

3.2.1

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

Response: 43.83

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document

3.2.2

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

Response: 0.12

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

Response: 20

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document

3.2.3

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

Response: 10.74

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

Response: 16

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

3.3 Innovation Ecosystem

3.3.1

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

Response:

Institution Innovation Council (IIC)

The Institution Innovation Council (IIC) was established as per norms of Innovation cell, Ministry of Education Government of India in the year 2018. The IIC has four major verticals namely i) Design Thinking and Innovation ii) IPR iii) Startups and iv) Entrepreneurship. Under these verticals events are organized to promote innovations, sessions by Startuppreneuers, experts from APIIC to sensitize students about need for innovation and design thinking.

The Council conducted seminars & workshops in the fields of Intellectual Property and Patenting

processes on the occasion of World IPR Day celebrations to increase awareness among faculty and students on the following

- Awareness of IPRs under NIPAM mission
- Design Thinking and Innovation practices
- Overview of IPRs and Filing of Patents.
- Skill development workshop in PCB designing
- National workshop on Research Methodology
- Webinar on “Intellectual Property Protection and Innovation Management for Competitiveness of Academia & Industries”

Development of eco-system through the establishment of Idea Cell in the campus

Idea Cell:

The institution has initiated an Idea Cell in Feb 2023, motivated by Atal Tinkering Lab (ATL), with an aim to identify and initiate design thinking among fresh UG students. This cell acts as a platform, for students to innovate and/or ideate. The Cell and its lab provide an opportunity for the students to participate in expos or other competitions, various DIY tasks/activities, workshops, hackathons, special projects, procuring parts/components, faculty mentoring support, etc.

Core Objectives:

1. To increase awareness among students coming from rural and semi-urban schooling background towards creativity, ideation, innovative thinking and entrepreneurship mindset.
2. To inculcate design thinking and collaborative research among students of all streams and cultivate spirit of working in teams and motivate them to cultivate entrepreneurial thought.

Indian Knowledge System (IKS) Cell:

The Institution has established an IKS Cell in the year 2023 to build a future based in Indian Knowledge. Students will have courses with IKS subjects in their curriculum. Celebrating important days such as the Science Day or Mathematics Day gave an opportunity to highlight the importance of knowledgeable personalities of our country, and their contribution to the current body of knowledge. The role played by such people of eminence, in advancing our knowledge, was reminisced on these occasions through various student events like competitions in quizzing, painting, debating, elocutions, etc.

Objective: To prepare other faculty for delivering full-fledged courses in IKS as regular courses /electives.

Brief Description of the Cell:

In line with the guidelines of UGC, IKS Cell, prepares and updates other faculty on Indian Knowledge Systems. The course objectives are to cover the main areas of *parampara* (tradition), *drishti* (perspective), and *loukik prayojan* (modern relevance) of ancient Indian knowledge systems. With a view to achieve these objectives, this institution has formed the IKS Cell with the 2 faculty members who have been the first to attend the abovementioned FDP. The Cell is likely to expand further in future, depending on the increase of workload.

File Description	Document
Upload any additional information	View Document

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

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

3.4.2

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

Response: 5.44

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

Response: 87

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

3.4.3

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

Response: 0.76

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

Response: 130

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

3.4.4

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

Response: 0.32

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

Response: 54

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4.5

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

Response: 4.33

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6

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

Response: 7.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1

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

Response: 28.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
21.92	0	6.97	0	0

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document

3.6 Extension Activities

3.6.1

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

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

Response:

Through NSS, NCC and various student bodies, students participate extension activities organised in the neighborhood to sensitise the community on issues related to health, education and environment which are pertinent to the society.

Outcome of Extension Activities in terms of impact on community and sensitizing students on social issues

Name of the extension activity	Students involvement		Impact on Society	
	Number of Students Participated	Issue sensitised on	Number of Beneficiaries	Type of Benefit
Health Camp at kapuluppada	100	Common diseases prevalent in rural areas and understanding their living conditions	380 Villagers	Distribution of free Medicines. Diagnostics tests conducted. Treatment of Diseases as in-patient in identified

				cases
Plantation drive	50	Environmental protection awareness	All People living in the village	To improve green cover Educating them on the importance of plantations
Blood Donation Camp	150	Importance of blood donation to save lives	296 Villagers	Create awareness among the public on the importance of blood donation. Availability of blood in emergency
Public hygiene	200	Living conditions in the community Importance of public hygiene to prevent the spread of communicable diseases.	All People living in the village	Sensitise the local population on the importance of hygiene.
Campaigns on water conservation	150	importance of water conservation in daily life.	All villagers	Importance of rain water harvesting pits for conservation of water to avoid water scarcity.
Mentoring Sessions for School dropouts	50	understand the challenges faced by the children in the local community	100 Students and 25 Parents	Increased confidence in school children number of school drop outs are reduced.
Ban on usage of plastic	100	indiscriminate usage of plastics hazards created by excessive usage of plastics.	220 People living in the village	Awareness on risk of indiscriminate usage of plastics. Protection of environment, human health and reduce soil erosion.

Extension awards received if any during the last five year

Awards have been conferred to both students and Faculty coordinators for the extension activities that are listed below. To cite a few

- Dr.D.Santosh Kumar NSS PO of the institution has received University Level NSS Best

Programme Officer Award in the AY 2019-20

- Mr. V. Jaswanth received NSS appreciation certificate for outstanding services to the community in the AY 2020-21.
- Dr.G.Laxminarayana received best environmentalist award – SPOORTHY 2023 in the AY 2022-23.

Complete details of the awards are provided in the link given in the attachment

Case Studies of Extension Activities:

1. Identification of Sickle Cell Disease (SCD) among Tribal Population in Association with TCR&TM, Govt. of AP.
2. NSS-UNICEF-Engaging NSS Volunteers for Adolescents Empowerment Program in Visakhapatnam District.
3. NSS-UNICEF- Risk Communication and Community Engagement (RCCE) project
4. Each One Reach One- MGNCRE-GOI

The detailed description related to each case study is provided in the links given in the attachment Link below:

S.no	Name of the Item	Link
1	Detailed description of the Four Case Studies of Extension Activities	https://www.gvpcdpdc.edu.in/GVP_SSR-2024/CR-3/3.6.1/3.6.1_Case_Study.pdf
2	Awards received by Faculty and Students for Extension Activities.,	https://www.gvpcdpdc.edu.in/GVP_SSR-2024/CR-3/3.6.1/3.6.1_Awards.xlsx

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

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

Response: 89

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	15	11	14	14

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

3.7 Collaboration

3.7.1

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

Response: 9

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

Teaching- Learning Process- Physical Facilities

The campus is spread over 9.1 acres with a total built up area of 45000 sq.m with all necessary infrastructure and amenities which are regularly maintained and upgraded to create appropriate teaching and learning ambience. Approximately 45% to 50% of the open area in the campus is covered with greenery. The campus has three blocks A, B and C separated by bunds and natural gradient. The gradient enhances overall aesthetics, making the campus more attractive. Bunds between buildings control erosion, manage water runoff, segment landscapes and enhance privacy and noise reduction, improving campus functionality.

The built-up area per student is 10.46 sq.m distributed as-

- Administrative Area: 4227 sq.m
- Instructional Area: 9818 sq.m
- Amenities: 4639 sq.m
- Common areas: 26435 sq.m

Classrooms:

- The institution has 80 well-furnished, well-ventilated, spacious classrooms for conducting theory classes, with a capacity to accommodate 60 persons.

Seminar Halls:

- The Institution has 10 Seminar Halls used for workshops, seminars, conferences, training, guest lectures, and faculty development.

Laboratories:

- The institution has 52 well equipped laboratories with state-of-the art equipment and machinery.
- The Institution is having 15 air-conditioned Computer Labs equipped with latest software like CAD software, designing software like ANSYS, E-Tabs, Tally, Drill bit, SPSS, MS and has access to e-learning portals like NPTEL, NDL, data base like IEEE and EBSCO etc.

Computing Equipment:

- The Institute has 965 computers (1:4.46 ratio), LCD projectors and 500 Mbps internet.

ICT – enabled facilities:

- Adequate smart classrooms with ample seating enhance learning through visuals, presentations and online courses.
- Seminar halls equipped with air conditioning, modern ICT equipment, audio/visual aids, UPS, whiteboards, podiums, individual chairs and Wi-Fi.

Facilities for Cultural and Sports Activities:

- The Institution has fully air-conditioned Central Auditorium equipped with latest ICT equipment and audio/visual aids for conducting cultural and college events with a seating capacity of 500 members.
- Sports facilities include both indoor and outdoor games-

Indoor Facility for Games and Sports activities: 136.62 Sq. m; Gymnasium 06 Station, Multi Gymnasium 04 Station, 300 Kgs Weight Training Equipment, Bench press set, Individual Dumb bells, four Medicine balls, two exercise cycles, chess and carroms, two Table tennis boards.

Outdoor Facility for Games and Sports activities: 5170 Sq.m Athletics, Cricket and Handball field 3750 Sq.m, Two Cricket Practice Nets 1200 Sq.m, Badminton Court 120 Sq.m, Tennikoit Court 100 Sq.m. Outdoor Facility for Play Courts-1862 Sq.m. Basketball Court 722 Sq.m, Throwball Court 684 Sq.m, volleyball Court 456 Sq.m

- The play ground area per student is 12.8 Sq.ft.

Yoga center:

Yoga practice is given to the students and faculty at the open air auditorium

Health care center:

Services of a doctor and a counselor are available for student well being.

Other facility:

- Institution has centralised library of 12300 Sq. Ft.
- Seperate hostels for boys and girls.
- Ramps and other facilities are available for divyangjans on campus.
- Rain water harvesting pits and grid connected solar power plant of 175 kWh is available on campus
- Institution has adequate infrastructure for smooth conduct of examinations.

File Description	Document
Upload any additional information	View Document

4.1.2

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

Response: 25.83

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
250.77	76.97	53.52	445.25	238.13

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is automated with digital facilities using Integrated Library Management System (ILMS)

The library aims to be a central resource for knowledge and learning, supporting the academic and personal growth of its users through a wide range of services, resources, and programs.

The Central Library is located in an independent building having an area of 12,300 sq.ft spread over two floors keeping in view, the latest trends in Information Technology (IT), INFLIBNET Center has developed a window- based Library Management Software, "SOUL" (SOFTWARE FOR UNIVERSITY LIBRARIES). SOUL software streamlines various library operations including cataloging, circulation, acquisition, Serial control and OPAC (online Public Access Catalog). This makes library management more efficient and organized. In the Central Library SOUL 1.0 version Software has been fully automated in the year 2005. It has been upgraded with SOUL 2.0 Version in 2009 and SOUL 3.0 version in 2023.

• **Digital Library Facilities:**

The Digital library is located in the first floor of the library with 25 systems through which we can access online e-resources like e-journal, e-books and indexing databases through the campus LAN. Students and staff can also access video lessons of NPTEL.

Subscriptions to E-Resources and journals:

Ensuring adequate subscriptions for e-resources and journals is made to support the academic, students and faculty needs.

- Science Direct (Elsevier e-journals package – Engineering and Computer Science)
- EBSCO (Business Source Elite Management Journals Collection)
- EBSCO E Books Business Core Collection.
- J-Gate Science and Technology (JST)
- J – Gate Social Science and Humanities (JSSH)
- N-LIST
- DELNET
- NDL
- NPTEL

Remote Access/off-campus access is possible through KNIMBUS

Optimum usage of library by students and faculty:

key strategies to maximize the utilization of library resources by students and staff

- **Orientation Programs:** Conduct regular orientation sessions for new students and staff to introduce them to the library's resources, services and layout.
- **Journals/ Magazines/ Newspapers:** The Library subscribes to magazines, daily newspapers (National and Regional), employment news and journals regularly.

- **Text book loan/ Book bank loan:** Multiple copies of text books are available and these books can be lent out through the circulation section. Exclusive Book bank lends books to students from less privileged sections.
- **Materials for competitive exams:** Books for competitive examinations like GATE, CAT, GRE, TOFEL, IELTS, Civil Services, etc are also available for student's benefit.

Resources in Library		
S. No	ITEM	No.
1	Book titles	17,978
2	Number of Volumes	80,359
3	Number of Journals	89 (print)

- **Library Timings:**

The Library is kept open on all working days from 8am to 7pm and 8am to 1pm on holidays.

Per day usage of Library by stakeholders:

Average users per day during the academic year 2022-23 are 182

Amount spent on purchase of books and journals (Library expenditure)

S. No	Year	Library Expenditure (in Lakhs)
1	2018-19	39.72
2	2019-20	30.67
3	2020-21	18.19
4	2021-22	26.82
5	2022-23	30.42

File Description

Document

Upload any additional information

[View Document](#)

4.2.2

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

Response: 3.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
35.94	22.61	18.20	34.89	34.21

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution is committed to provide secure and sophisticated Information Technology Infrastructure in the campus in terms of hardware, software and internet facilities.

IT policy has been instituted to

- **Ensure Security and Compliance of** Institution's IT infrastructure and ensure lawful use.
- **Protect Information Assets** to safeguard information of the Institution.
- Provide guidance on usage of computing resources, including hardware, software and network access.
- **IT Infrastructure Maintenance Policy** to ensure system stability through scheduled, emergency and preventive maintenance, with clear communication and documentation.

Hardware:

- Institute has 965 Computers for a total of 4312 students support (Ratio of 1:4.46)
- Original Microsoft Campus Package renewable service is available.
- There are 42 Class rooms installed with ICT facilities and Wi-fi.

Software Installation and licensing:

- All the software that is being used by the departments is being maintained by IT infrastructure committee while department specific software is being maintained by corresponding Lab In-charges.
- The Institution has latest software like CAD software, ANSYS, ALTAIR, E-Tabs, AMOS, Tally, Drill bit, SPSS.
- The Institute has fully computerized library with an Integrated library Management Systems (ILMS), Soul 3.0. This software streamlines various library operations including cataloguing, circulation, acquisition, Serial control and OPAC (online Public Access Catalog).
- Platinum SMS software used to send messages to a large number of students simultaneously, which is efficient for announcements, reminders and updates.

Internet Facility

- Internet facilities should be used exclusively for academic and administrative purposes. Institution is regularly upgrading its infrastructure covering Wi-Fi, cyber security, software upgradation, ICT enabled teaching learning.
- The Internet connectivity is secured and channelized through Sophos Firewall with following configuration -Sophos XGS 2100 Security Appliance
- BSNL 500 Mbps primary 1:1 leased line and 200 Mbps backup broadband
- VBC 100 Mbps primary and 40 Mbps backup broadband

5. Wi-Fi Enabled Campus with 70 Routers, ensures high-speed internet for effective classes, events and webinars, with secure access.

6. Cyber security Policy- https://gvpcdpqc.edu.in//GVP_SSR-2024/CR-4/4.3.1/4.3.1_cybersecurity_policy.pdf

Policy on cyber security has been adopted to protect the Institute's digital assets, all students, faculty and staff must follow cyber security best practices: secure passwords, encrypt sensitive data and report incidents immediately. The IT Infrastructure team will ensure multi-factor authentication, encryption and backups.

7. Email Account Usage

Institution has its own domain address 'gvpcdpqc.edu.in', all students and faculty members have been allotted email addresses under the Institute domain. Each person must ensure their email complies with the Institution's policy.

8. Social media policy- https://gvpcdpqc.edu.in//GVP_SSR-2024/CR-4/4.3.1/4.3.1_Social_Media_Policy.pdf

Institution has a stated social media policy which mandates students, faculty and staff must be respectful, protect confidential information and ensure accuracy. Only authorized individuals can manage official accounts.

9. Surveillance and Security Devices

107 CCTV cameras are installed and run as added security in all blocks for smooth working of the institution.

Document for IT Infrastructure policy: https://www.gvpcdpge.edu.in/GVP_SSR-2024/CR-4/4.3.1/4.3.1_IT_Policy.pdf

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 4.64

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

Response: 929

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

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Audio-Visual Centre:

Institute has developed audio visual center by considering the importance of online teaching. The institution has a dedicated recording studio with Audio-Video capturing devices towards the development of e-content. The Media Center is developed in a 14 feet x 40 feet air-conditioned room in the library building on the first floor. The media studio is equipped with High-end video camera to capture the audio-video, to a 6-channel audio mixing device and High-end workstation to process and edit the content with necessary hardware and software. The Institute has integrated technology to

provide an immersive learning experience to the students. Video mixing facility helps to seamlessly blend visuals and audio, capturing the attention of learners in a way that is better than traditional methods. The utilization of high-quality cameras, professional lighting techniques and sound recording systems ensures that the produced content caters to effective learning. Lecture Capturing System in the media center makes it easy to record, live stream, and share video thereby benefiting the students in their academic growth.

The Institute has a well-equipped specifications system with all facilities like recording, conferencing and mixing, etc. The specifications of the system in the media center are:

- Full HD Video Camera
- Tripod Stand
- Built-in Amplifier Podium, with Podium Mike
- 6 Channel Audio Mixer
- UHF Cordless Microphones
- Dell workstation, Processor - i7, 7th - generation with 16 GB Ram, 1TB HDD
- 19 - inch, 22 - inch Full HD Monitor
- Speakers

There is a provision to share the e-content developed, to the students, either through the computer systems in the digital library, where the copies can be stored, or through the smart classrooms available in the college premises. The media center enables the faculty and the students to dive into the vast dynamic knowledge that is being constantly updated. It also helps in the creation of interactive presentations which can be embedded into the e- content being delivered to the students. A part of the lecture capturing system consisting of the tripod mounted digital video camera connected to the workstation enables seamless rendering and mixing of the content being developed by the faculty in the institute. The media center is connected through the Wi-Fi system for the purpose of downloading and uploading of e-content and other necessary resources that enable in the smooth processing of the e-content development. With the ever increasing need to adopt the latest content delivery and academia dynamics, it is imperative to develop and disseminate the content to evolve into an institution that nurtures industry-ready global leaders and media center helps in the fulfillment of this lofty goal.

- **Sample of e-content lectures developed and delivered by our faculty are presented in the following links:**

S. No.	Name of the Faculty	Subject	Title	Link
1	Dr. Ch. Naveen	Finance	Construction Portfolio Using Markowitz Model	https://youtu.be/73C3yV2TVk?si=MScbOhDug-az0nlc
2	Dr. G Syamala Rao	Accounts	How to prepare Final Accounts of Sole Proprietorship	https://youtu.be/g7bJcJe5Cv0o?si=39T55-i2d-zBHDFj

3	Dr. KVV Devi Prasad	Marketing	Global Marketing	https://youtu.be/ZiY4WxrqDB8?si=fr2FbXE1JqTZ4laB
File Description		Document		
Upload any additional information		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

Response: 9.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
67.10	84.44	41.87	110.85	72.72

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document

4.4.2

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

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

Response:

To optimize Institute facilities, implement centralized scheduling for efficient space use and design adaptable classrooms and labs. Manage resources and costs effectively, using feedback from students and faculty for improvements. Engage the student community by hosting events and collaborating with local organizations, thereby maximizing the value and utility of both physical and academic facilities.

The Institution has clearly spelt out policies and procedures for the maintenance of physical, academic and support facilities. The college has established a separate committee for the maintenance of Infrastructure

The scope of policy for maintenance includes the following categories of facilities on the college-owned buildings/ locations:

- Academic & administrative offices
- Classrooms/ seminar halls
- Gymnasiums, sports facilities
- Library & Reading rooms
- College garden, common space and storage space.

Maintenance of physical and academic support facilities:

·Routine repairs, both civil and electrical are managed by in-house electricians and masons.

· Periodic maintenance of air conditioning in seminar halls, computer labs, and administrative areas ensures optimal performance and energy efficiency.

·A structured maintenance schedule for diesel generators, lifts, and UPS systems ensures safety, efficiency and longevity, minimizing downtime and enhancing reliability.

Laboratory Maintenance:

- **Periodic Maintenance:**

Laboratory assistants and experts maintain instruments, gas and electrical connections, while computer technicians ensure IT facilities and antivirus software are operational.

·Preventive Measures:

- Calibration of traditional tools and equipment.
- Installation of voltage stabilizers and a generator for power stability.

Library Maintenance:

- Stock checks and weeding out of old titles occur during summer vacations.
- Library staff are responsible for routine upkeep of books, including vacuum cleaning, dusting, pest control, and periodic binding.
- The Library Committee and Administration manage the maintenance of library infrastructure and facilities. This includes adding new textbooks and titles based on demand.

Sports Facilities:

- The Physical Director oversees maintenance for sports facilities including courts, playgrounds, indoor sports areas and Gym.
- Regular maintenance is done for these facilities such as grass cutting, line marking, ground top dressing, and aeration.

Computers:

In-house Technical experts are designated for breakdown maintenance. Efforts are made to minimize system breakdowns.

Fire Safety:

- **Preventive:** Firefighting units are installed in necessary buildings.
- **Training:** Laboratory and college staff receive training from the firefighting department on handling firefighting equipment.

Standard Operating Procedures (SOPs):

A Standard Operating Procedures (SOPs) describes the regularly recurring operations to ensure that the operations are carried out correctly (quality) and always in the same manner (consistency).

Document for Maintenance policy with SOPs:
https://gvpcdpgc.edu.in//GVP_SSR-2024/CR-4/4.4.2/4.4.2_maintanance_policy.pdf

S. No	Purpose of AMC/ Service	Agency
1	Maintenance of lift	Johnson Lifts
2	Servicing of generator	Srinivasa Sales and services Pvt Ltd.
3	Maintenance of UPS	Vertive Energy Pvt Ltd.
4	Maintenance of Air condition units	Air and Gas controls
5	Servicing of water coolers and purifiers	Godavari mineral water technologies and cool home
6	Maintenance and update of IT facilities	Inhouse IT technical persons
7	Housekeeping of class rooms,	Jaka Kishore, Housekeeping

seminar halls, laboratories, service cleaning of water tanks and drainages	
File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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: 61.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
2786	3494	2374	2325	2320

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

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

Response:

The institution has a Training and Placement Career Guidance Committee/Cell that provides career counselling and guidance for employment as well as to crack competitive examinations.

1. Efforts taken to provide Career Counselling

A teacher is assigned to mentor a maximum of 20 students from each class to guide them in choosing specialization, elective courses, value added courses etc. for planning their career. This personal interaction helps students set career goals and plan activation to accomplish them.

Programs organized to create awareness on career choices.

- APSSDC – Program to counsel students of UG Programs on career opportunities after graduation and skills required.
- Technical Training Program in C++, Data Structures, Java by Logik works are organized for all B. Tech final year students for grooming their technical skills.
- Workshop by Appleton Info Solutions to provide inputs to Engineering students on career in IOT, VLSI Design.
- Hackathon is organized by Aspire Info solutions every year to create awareness on emerging technologies globally.
- Sessions are organized in association with overseas educational consultants and consulates to provide guide students to pursue overseas education.
- Institution often organizes Lectures by eminent professionals from different domains to guide the students about different career options available and necessary skill or knowledge to be acquired. These sessions provide the students with information about various careers, including job roles, industry trends, and educational requirements.
- Career counselling by Alumni through their success stories and positive experiences. Alumni of the institution offers valuable networking opportunities for current students for internships and placements.
- In association with IWN-CII a campus to career programme is organized to prepare students for the transition from campus to job environment.
- More than 2,500 students have benefited (Figures presented in 5.2.1) from extensive Campus Recruitment Training (CRT) activities, resulting in successful placements through campus recruitment drives. These training programs have equipped students with essential skills and knowledge, enhancing their employability and opportunity to higher education.

2. e-Counselling

With advancements in technology, and the changing needs the e-counselling has become an integral part of Institutional efforts for career guidance. Students are given guidance through online mode when physical sessions cannot be organized. This e-counselling is used to seek guidance from persons working out of state / country and who cannot spare time to visit the campus.

3. Guidance for competitive examinations: Institution offers Guidance to students to appear in competitive exams like:

- GATE/GRE – In-house training by the faculty members.
- CAT – In association with organizations like APEX and TIME.
- CRT – In association with Competitive Exams Empowerment Program (CEEP) and Talent Sprint for the students.
- More than 100 students (Figures presented in 5.2.2) have successfully qualified in various

competitive exams and 800+ students (Figures presented in 5.2.1) progressed to higher education, benefited from our in-house training programs and the support provided by external organizations.

Students Progression to placement / higher education:

Academic Year	Placement	Higher education	Total
2022-23	509	226	735
2021-22	598	199	797
2020-21	609	190	799
2019-20	501	104	605
2018-19	434	118	552

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

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

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)
4. Awareness of trends in technology

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students’ grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document
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: 47.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
735	797	799	605	552

File Description	Document
Institutional data in the prescribed format (data template)	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 out of the graduated students during the last five years

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

Response: 1.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	14	16	13	8

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 70

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	12	2	13	21

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

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Student is the most critical stakeholder in the teaching-learning process, hence students' representation and participation in all crucial Academic and Administrative Committees/ Bodies of the Institution is encouraged.

Each class has two elected representatives who are the voice of the class, relating to conduct of regular course work and other academic activities. Besides this at both Department and overall Institution level student membership is ensured in various Committees/Bodies.

- **Board of Studies**

Students provide valuable feedback on the existing curriculum/syllabi and they also provide suggestions for modification in syllabi or introduction of additional topics and new courses.

- **Industry Institute Partnership Cell**

Students bridge the gap between institute and industry needs. They also assist in organizing workshops, seminars, and guest lectures by industry professionals to enhance practical knowledge.

- **Library Committee**

student representatives suggest augmentation of library resources and accessibility to library as a teaching-learning needs.

- **Training and Placement Career Guidance Committee**

Student representatives offer suggestions on need for training sessions, avenues for job placements, internship opportunities/needs and career development sessions, ensuring initiatives are student-centered and supportive of career goals.

- **Canteen Committee**

Student representatives contribute to ensuring qualitative food at affordable price, offering diverse food options and maintaining cleanliness and ambiance in the canteen.

- **Internal Complaints Committee**

Student representation ensures a safe environment free from discrimination and harassment. Students help foster a respectful and inclusive workplace culture.

- **Sports and Cultural Committee**

Students in this committee help in conduct of sports & cultural events and college fests. They schedule programs, identify sponsors if needed and promote events to ensure maximum participation.

- **Anti-Ragging Committee**

Student involvement ensures a safer and more supportive campus environment. They work to prevent ragging and report any suspicious incidents.

- **Capacity Building Committee**

Student representation creates awareness and promotes equity, inclusion and empowerment for SC & ST communities, addressing their specific needs and challenges.

- **Grievance Redressal Committee**

With student representation, peers can freely express grievances without fear of victimization. Students help maintain a strife-free atmosphere and uphold the dignity of the college.

- **Class Review Committee**

Every class has three class representatives from student community along with class mentor nominated by Head of the Department. These students help in smooth conducting of class work and other academic activities.

The student representatives on these committees participate actively and play crucial role in delivering the responsibilities assigned to various committees and contribute to establishment and maintenance of right teaching- learning ambience on the campus. They contribute by collecting and sharing suggestions of the students, related to conduct of classes, introduction of new regulations or process, argumentation of physical/ academic infrastructure, organization of student development activities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 31.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.29068	8.76041	5.71733	3.99120	9.00858

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

5.4.2

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

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

Response:

Gayatri Vidya Parishad College for Degree and PG Courses has an Alumni Association, formed and registered at the Office of Registrar of Societies in the city of Visakhapatnam, vide No. 730/2005, Act, 35 of 2001, on 7th April 2005. The alumni of our institution significantly contribute to its development by actively participating in academic, co-curricular, and extracurricular activities. These contributions play a pivotal role in the growth and development of current students. Noteworthy alumni contributions include:

- **Curriculum Design and Development:** Each department of our institute includes prominent alumni in their **Board of Studies** to integrate various global updates into the curriculum. Alumni provide unique insights and perspectives that enhance the curriculum's ongoing improvement and relevance.
- **Training and Placement:** Alumni play a pivotal role in advancing training and placement prospects for current students. Their extensive experiences, professional networks, and insightful guidance provide invaluable support. Notable companies frequently referred by alumni include TCS, Wipro, Accenture, Mind tree, ITC, Asian Paints, ICICI Prudential, Securities, Home first Finance, Vodafone-Idea, Karur-Vysya Bank, and Reliance Retail, among others.
- **Internships and Industrial Visits:** Alumni facilitate workplace visits, enabling students to immerse themselves in real-world working environments and gain insights into industry culture. Noteworthy organizations involved in these visits include ITC, Sarada Metals & Alloys Ltd,

Facor Alloys Ltd, Steel Exchange India Ltd, Neelam Jute Mill, Kakinada Port, EID Parry India Ltd, and United Breweries Pvt. Ltd, among others. Additionally, with the support of our alumni, an internship program has been integrated into the curriculum, enhancing students' analytical skills and providing practical experience.

- **Guest Lectures and Workshops:** Alumni are invited to deliver guest lectures or workshops on industry trends, career development, and personality development. Sharing their real-world experiences provides students with a better understanding of the professional world and the skills required. Alumni have delivered talks, which have been beneficial to the students.
- **Fundraising:** Financial support from alumni significantly impact the quality of education delivered by our institution. Over the past five years, our institute has received **31.77** lakh rupees, which has been used to infrastructure development.

Year	2018-19	2019-20	2020-21	2021-22	2022-23
Amount by Alumni Donations (Rs)	9,00,858	3,99,120	5,71,733	8,76,041	4,29,068
Total (Rs)	31,76,820				

The official Alumni Database is maintained at <https://www.gvpcdpgc.edu.in/alumni/principalmsg.php>. Also, every department maintains its own database and are in touch with alumni through Alumni connect network, social networking sites etc. Alumni also officiate as members of BoS, deliver guest lectures, facilitate internships, organize Industry visits and extend support to students seeking study abroad.

File Description	Document
Upload any additional information	View Document
Provide the 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:

Institutional Vision and Mission

Diligent and visionary leadership of the Governing Body members (mostly academicians) of the institution have chartered a clear and effective development strategy for the institution which is evident through the institutional Vision and Mission.

Vision: Creating Human Excellence for a Better Society

Mission: Unfold into a world class organization with a strong academic and research base producing responsible citizens to cater to the changing needs of the society

- The institution's **Vision and Mission** are demonstrated clearly in every major activity undertaken by the institution covering all aspects pertaining to teaching learning process, infrastructure creation and augmentation, faculty empowerment, student support systems for long term sustainable development of the institution.
- Institution's Mission is reflected in restructuring of the curricula of all programs from AY 2022-23, in line with NEP-2020 and aimed at producing responsible citizens catering to the needs of the emerging India-**Viksit Bharat**.
- The institution has grown in both horizontal as well as vertical manner by adding programmes at different levels and in diversified areas, focusing on delivery of value-based, qualitative education catering to the emerging needs of the society.
- **Multidisciplinary approach** has been adopted with focus on Skill-development for increased employability and entrepreneurship. New programmes like B.Tech CSE (AI&ML), BCA Data Science, B.Voc.(Mobile Communication) and MBA (Business Analytics) have been introduced.
- '**Centre for the development of spiritual and human values**' is an attempt to inculcate the spirit of responsibility and righteousness among the staff and students and the readiness to give back to the society.
- **Social Immersion Project and Corporate Internships** have sensitized the students about the community around and their problems providing an opportunity to imbibe critical thinking and acquire problem solving skills.
- Institution has shown significant improvement in the levels of student progression (improvement in pass percentage and placements) and strength of faculty in improvement of research output (increased number of publications and extension activities undertaken).
- Management's commitment in supporting institutional efforts in realizing the Vision and Mission is evident through the investment in augmentation of the physical and academic infrastructure.

- Effective Governance is reflected in **Decentralization** of academic and administrative functions with clearly spelt out policies for staff recruitment and progression, student admission and support, research promotion, research ethics, procurement and maintenance of equipment, student and staff welfare.
- IT integration in the area of admissions, examinations, administration, fee collection and placement training has expedited many support services to enhance teaching-learning process and enhance quality of student life on campus.
- Clearly spelt out roles of the different administrative and academic functionaries(Deans, Directors and HODs) have translated into effective decision making at the department levels and issues pertaining to enhancing and maintaining academic and research ambience on the campus. Finance Committee and IQAC are two important pillars of Governance.

Institutional long-term perspective plans are developed based on feedback from the stakeholders and approved by Governing Body. Short-term plans are adopted at Program-level based on SWOC analysis and they are in alignment with the long-term perspective plans, effectively contributing to the realization of the latter.

File Description	Document
Upload any additional information	View Document
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

- The institutional perspective plan conceived in response to the evolving global landscape, rapid technological advancements and the push towards digitization has been clearly articulated and strategies adopted for its effective deployment.
- Strategic plans are designed to realize the long term perspective plan by addressing immediate and future goals of the institution, ensuring a coherent approach towards institutional excellence. Existing Strategic plans have been revised in 2021 based on institutional SWOC analysis and adopted for the period 2021-26.
- The institution has been successful in achieving its short-term plans, demonstrating a commitment to continuous improvement and progress. The deployment of these plans has been well-documented, providing clear evidence of the institution's ability to translate strategic objectives into actionable outcomes as can be seen in this case-

Sl. No	Component of the Long-term	Evidence of Deployment
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	plan	
1	Create paths for gaining knowledge in emerging domains of global significance.	<ul style="list-style-type: none"> • Introduced BCA in Data Science wef. 2021-22 • Introduced the B. Tech CSE in AI & ML wef. 2022-23 • Introduced MBA Business Analytic) program wef from 2022-23.
2	Encourage digital modes of learning and teaching.	<ul style="list-style-type: none"> • Integration of IT into teaching-learning process by adding more smart classrooms/ ICT enabled rooms. • Subscription to E-Journals and remote access to online databases. • Webinars by Alumni and eminent persons from corporate on futuristic topics.
3	Rationalize recruitment of staff and provide comprehensive training and motivational support	<ul style="list-style-type: none"> • During the assessment period, 69% of the faculty have actively participated in these opportunities, staying updated with the latest advancements, enhancing their skills. • Annual rewards introduced to recognize and reward contribution of Faculty and non-teaching staff.
4	Promote action research and innovation	<ul style="list-style-type: none"> • Faculty have been engaged in research aimed at enhancement of the quality of life of the tribal people. • 2 such initiatives have been provided funding by MSME.
5	Achieve student advocacy on Community, Culture and Environment protection.	<ul style="list-style-type: none"> • Community engagement has been made an integral part of the curriculum through introduction of a mandatory course- Community service project at UG level. • Mandatory course on Environmental Studies

		introduced to sensitize students on issues related to conservation of ecosystem.
--	--	--

- Institutional bodies like Examination committee, Students welfare committee, Research and Development committee, Infrastructure Development etc. have been instrumental in laying down clear policies for transparent and effective functioning of the institution-.
- Examination Committee- adopted IT integration into the assessment procedures to reduce the time taken for result declaration from 45 days to less than a week. The number of grievances relating to evaluation have come down to negligible level.
- Infrastructure development and maintenance committee ensures smooth functioning of the campus by adopting the policy of preventive and routine maintenance.
- The R&D Committee has formulated policies for promotion of research which include seed money to support faculty members to publish papers and start preliminary study to prepare proposals to seek external funding.
- Well-articulated service rules, faculty empowerment and staff welfare policies have contributed to higher levels of staff engagement and faculty retention (more than 50 percent of the staff members are with 15 years/more experience in the institution).

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Faculty Performance Appraisal System

The faculty performance is appraised annually on the basis of feedback obtained from students through a structured questionnaire at the end of each semester on all the courses taught by them during the years. A self-appraisal is also collected from each faculty member. Based on the two, the HOD has a one-on-one interaction with faculty. Faculty development and career advancement are guided by performance evaluations, which also provide annual rewards for exceptional teaching, research, and administrative performance. Assistant Professors are promoted to Senior Assistant Professors with a better salary range depending on

Faculty who do not meet the performance expectations, are counseled by the Head of the Department. Gaps in academic performance is met by supporting the faculty to enhance their learning through attending FDPs, MOOCS courses. Gaps in research endeavors are addressed by personal counselling, mentoring by senior faculty and sponsoring faculty to capacity building programs.

Over the last five years

- Seventy-five faculty are rewarded for their academic achievements.
- Thirty-Seven no of faculty are rewarded for their significant contribution to the research.
- Twelve faculty are rewarded for their administration.

- Three faculty are promoted as Professors from Associate Professor Cadre.
- Twenty-five faculty in the cadre of assistant professors are promoted and designated as Sr. Assistant Professors with higher pay scale.

Measures adopted by the institution for the welfare of teaching and non-teaching Staff:

Employee Provident Fund: Extended to eligible employees per government regulations.

Gratuity: Provided upon retirement.

Medical Leave: Granted for health-related issues.

Maternity Benefit: Female staff are entitled to maternity leave.

Health Cards and Doctor Availability: Health Cards are distributed to staff from Gayatri Vidya Parishad Institution of Health Care & Medical Technology and a Doctor is available in the campus.

Fee Concession for the wards: Fee concessions for the children of the staff enrolled for any program in the institution.

Special Academic Leaves: This leave is sanctioned for enhancement of the qualification, pursuit of research.

Reimbursement for Faculty Training: For participation in FDPs, workshops, and AICTE-approved programs.

Paid Vacations: Paid vacations during the summer, Pongal, and Dasahara seasons.

For the last 5 years:

- All the superannuated faculty have taken gratuity.
- Twelve percentage of teaching staff have availed their medical leaves.
- Five female faculty availed maternity leave facility.
- Seven percentage of faculty utilized the special academic leave for their research endeavors.
- Sixty-eight percentage of the faculty have undergone various professional development programs.
- Twenty percentage of faculty have completed MOOCS NPTEL Courses.
- Seventy faculty have availed special academic leaves.
- Twenty-nine percentage of the faculty availed the reimbursement for attending professional development programs.

In-addition to the above, the following welfare measures are adopted for the welfare of non-teaching Staff

- Interest free loans
- Leave encashment
- ESI for eligible non-teaching staff.

For the last five years,

- Two non-teaching faculty have got interest free loans.
- Thirty-seven percentage the superannuated non-teaching faculty availed leave encashment amount.
- Six non-teaching staff members have been recognized for their outstanding contributions to the Institution's Administration.
- Seventy percent of non-teaching staff are provided with ESI facility.

File Description	Document
Upload any 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: 29.24

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
38	39	11	53	59

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**Response:** 68.57**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
115	95	104	120	35

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

6.4 Financial Management and Resource Mobilization**6.4.1****Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources****Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words****Response:****Response**

The institute refers Policy for implementation of strategies for mobilization of funds and the optimal utilization of resources. The institutes has a mechanism for calculation of the financial requirements through the annual budgets and ensure the effective and efficient utilization of the funds raised. The institution has a Financial Committee which is constituted of Principal and other representatives of the college prepares resource mobilizing strategy.

Sources of Funds

- Other than **tuition fees**, Gayatri Vidya Parishad College for Degree and PG courses obtains revenue from **Examination fees** that helps to cover the costs related to the conduction of examinations.
- **Event Registration Fees** generated from conferences, workshops, and seminars.
- **Bank Interests from Fixed Deposit Receipts (FDRs)** provide income from individuals and philanthropists, and other benefactors. Institution gets **funds from Certificate Verification fee** from the employers.
- Institution got funds for the conduction of **ATAL FDPs** in 2021.
- Few funds are provided by **IETE, NSS, and NTPC** for conducting academic programs in the campus.
- The institution gets funds from **Alumni**, and from **Research Consultancy and Research Projects**. Institution has generated **COVID-19 fund** from Teaching and non-teaching staff in the pandemic period.
- Institution obtains financial help for the conduction of Government **exams** (such as CAT, GATE and JEE etc). Institution gets funds for **Student Scholarships** from well-wishers.
- Also Funds are produced for the conduction of **Training programs** for students sponsored by corporate clients.

The institution has been fortunate to secure substantial financial support from Alumni, philanthropists and donors who are deeply committed to the institution's mission. These funds are **optimally utilized** for the academic expenses, administrative expenses, transport expenses, students' events, and conduction of workshops, FDPs.

Over the last five years

- Forty-Nine percent of the income (excluding tuition fee) is generated from Academic Receipts such as examination fee.
- Thirty-one percent of the income (excluding tuition fee) is generated from Interest from Savings and other miscellaneous income.
- Twenty percent of the income (excluding tuition fee) is generated from Consultancy fee and transport receipts.

The above funds are optimally utilized for the following expenses:

1. Academic Expenses:

Academic expenses encompass expenditure for teaching, learning, and research activities.

2. Administrative Expenses:

Electricity charges, repairs, Internet Charges, Auditors Remuneration, Printing and Stationery, Postage, and budget spent for newspaper advertisements.

3. Financial Charges:

Expenses related to interest payments, bank charges, and additional financial services charges.

4. Transport Expenses: Transportation for students, faculty, field trips etc.

For the last 5 years:

- Thirty-eight of the expenditure (excluding salary) is spent for Academic expenses.
- Thirty percent of the expenditure (excluding salary) is utilized for Infrastructure Augmentation.
- Thirty-two of the expenditure (excluding salary) is spent on Library and other Administrative expenses.

Control Measures for Effective Utilization of Funds

Permission sought by the HoDs through Directors for sanction of funds for academic activities, approved by Principal. Funds allocated for purchase of equipment maintenance/augmentation of facilities are utilized after approval. Every purchase is based on quotations from 3 vendors, and preference is given to the least quote and Just-in-time (JIT) System is followed for consumables.

File Description	Document
Upload any additional information	View Document

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

Response: 54.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
20.25	8.25	4.86	6.48	14.34

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The Institution conducts internal and external financial audits regularly. Income and expenditure statements of the institution are audited annually, by Finance Officer for internal audit and external Financial Audit is done by a registered and qualified Chartered Accountant. The institution follows a mechanism for internal and external audits. There is a stated mechanism for effective financial management. It has an in-house Finance Committee that monitors all the purchases and expenses incurred from funds generated through fees and other grants. The office administrators are responsible for the preparation and presentation of the financial statements. The institution conducts internal, external audit and Government audit regularly. The mechanism of these three audits as follows:

Internal Audit

- Internal audit conducted twice in a year.
- It is ensured that financial information is represented fairly and accurately.
- All the account checked and verified to monitor the accounting procedure, maintenance of account and entries made in the book.
- They verify bills, vouchers, receipts, cash book and asset register etc.
- Internal audit report submitted by the auditor.
- The account section takes corrective action based on the report if required.

External Audit

- External audit conducted at the end of the year.
- Examines the balance sheet, expenditure account.
- Verify the excess income over expenditure or vice versa as the case may be.

- Institute conduct external financial audit for all the grant received.

The audits covered following major area as follows-

1. Income and expenditure
2. Payment and receipt
3. Examine the assets and liabilities
4. Statutory payment etc.

Role of Finance Committee

College having Financial Management and Purchase Committee meet regularly to take major financial decisions. Audit objections raised are regularly discussed the finance committee and rectified. The annual budget is presented the committee meeting at the end of the year.

- The allocation of funds is determined based on the requirements provided by the Heads of Departments (HoDs) and their expenditures from the previous year.
- Departments utilize the allocated funds for purchasing equipment or modernizing Laboratories.
- Annual maintenance expenses are covered using the approved recurring grants.
- When purchasing software or equipment, the HoD submits a proposal to the Principal with a justification note.

The audit of accounts and submission of income tax returns are being carried out regularly each year. The institution gives utmost importance to the maintenance of proper accounts. College administration personally ensures that auditing happens smoothly and timely. There are no audit objections since the institution follows a good system of internal controls like calling quotations, comparison of rates, preparation of purchase order etc.

Process of External Financial Audit Conduction:

Financial Audits at the institution involves thorough review of financial records. Auditors’ document and test internal controls to ensure proper handling of transactions. They analyze financial data, verify selected transactions with supporting documentation. Auditors evaluate financial statements for accuracy and propose any necessary adjustments. The audit report summarizes findings and offers an opinion on the financial health of the institution. Detailed audit report was generated, identifying issues and providing recommendations. The institution implemented these recommendations to strengthen financial practices and compliance.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The institution's IQAC, constituted as per NAAC norms, plays a key role in quality enhancement by regularly monitoring academic and administrative processes. It has significantly contributed to institutionalizing quality assurance methods, conducting regular meetings with academic coordinators and HoDs to oversee curricular and co-curricular activities.

- IQAC ensures that feedback from stakeholders and student exit surveys is thoroughly analyzed, with findings presented to the Governing Body for potential curriculum revisions.
- IQAC periodically conducts Academic Audits and follow-up procedures to monitor the academic growth. Institution's IQAC applied for extension of Autonomous status in Feb, 2021, and achieved the autonomous status up to 2026, which benefitted in a variety of ways for enhancing quality parameters such as curriculum enrichment.
- IQAC Applied for NBA Compliance for all Engineering and Management Programs in the institution and all the programs are accredited by NBA.

Quality Practices

1. Creating the Research Culture in the institution

- IQAC mandates the faculty to attend training programs to improve their knowledge and teaching skills to stay up-to-date with the latest pedagogical techniques.
- IQAC has successfully established weekly faculty seminars across all the departments where faculty share their research insights and ideas that promote effective interdisciplinary research.
- It conducts quality programs for teaching and non-teaching, encourages all the departments to conduct FDPs that support their research endeavors.
- IQAC provides special academic leaves for the submission of thesis/research reviews.
- IQAC provides special academic leaves for research or Ph.D. submissions, develops a comprehensive research policy for R&D Cell, and mandates to provide seed money for faculty to initiate their research journey.

2. Student welfare through Mentor-Mentee System

IQAC insists that all departments follow the mentor-mentee system. The mentors maintain regular communication with their mentees, keeping an eye on their academic progress to resolve any academic or personal issues of the mentees. The instructor keeps track of the academic achievements of the student, and further discuss with HoD to encourage him for the participation in co-curricular activities.

- IQAC insists HoDs to regularly monitor the results and analyze them for to identify strengths, and areas requiring improvement.
- By analyzing CO-PO attainments across all programs, the IQAC aims to identifies the improvements to boost overall attainment levels.
- IQAC organizes orientation programs to students for quality learning and to motivate students to pursue higher education.
- IQAC insists on participation of student in fests, sports and cultural events.

Through the efforts of the IQAC, the institution has achieved significant growth from Cycle-2 to Cycle-3.

Sl. No	Quality Aspect	CYCLE-2	CYCLE-3
1	Percentage of new courses across all the programs	15.55	55.44
2	Percentage of full time teachers with PhD	20.28	50
3	Student Faculty Ratio	26.00	28.94
4	Publications in UGC Care Journals per teacher	0.39	1.03
5	No of Extension/outreach Programs	58	94
6	No of functional MoUs	24	38
7	Percentage of ICT Enabled classrooms	34.07	52
8	Percentage of Placements and Higher Education	45	48
9	No of students awarded for sports/cultural at University/National/International level	18	70
10	Percentage of teachers attended training programs	15.55	29

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.2

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

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

Response:

IQAC takes up comprehensive review of teaching learning process, methodology adopted and they are translated into expected learning outcomes through the following practices:

Academic and Administrative Audits: Regular academic and administrative audits are conducted by IQAC to evaluate the efficiency, effectiveness, and compliance of institutional processes and systems. These audits encompass a wide range of areas, including curriculum design, teaching methodologies, assessment practices, infrastructure facilities, and administrative procedures. IQAC conducts both internal and external academic audits to ensure adherence to quality standards.

Feedback from the Stakeholders: IQAC regularly monitors the Feedback analysis reports of from all the students, provided by the department HoDs to address concerns and incorporate suggestions for improvement of teaching. IQAC insists all the departments to collect the feedback from stakeholders on curriculum and ask for the necessary action to proceed for further changes in the curriculum.

Assessment through Program Outcomes and Course Outcomes: The IQAC oversees the development of well-defined Course Outcomes (COs) for each program course. The institution has a structured process for assessing CO-PO attainment and continuous improvement analysis. The IQAC ensures that program outcomes (POs) and course outcomes (COs) are aligned with and aligned with the institutional objectives. Through regular assessment and analysis of CO-PO attainments, the IQAC identifies areas for enhancement and takes proactive measures to bridge any gaps in learning outcomes.

Class Review Committees: IQAC mandates departmental class review committees to assess course delivery, student engagement, and academic performance.

Result Analysis: After semester results, departments analyze student performance, with faculty counsellors providing guidance and parent teacher meetings discussing causes for improvement in upcoming semesters.

IQAC's annual reports document the institution's growth and development, highlighting increased placements, curriculum enrichment, faculty members earning higher degrees, and increased programs fostering inclusivity and student awareness. Support from management and IQAC has further enhanced education quality.

As a result of the IQAC's ongoing review of teaching and learning, the institution has demonstrated consistent growth over the past five years, and in the following areas, incremental growth has been observed:

Aspect of the	18-19	19-20	20-21	21-22	22-23
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Growth					
No of Entrepreneurship Courses	0	4	18	13	18
Percentage of student enrollment	76.34	80	89.54	89.74	87.66
No of research papers in UGC Care Journals	37	22	27	44	45
No of Books and Book chapters published	26	22	41	41	51
No of outreach programs by NCC/NSS	14	14	12	15	39
No of ICT enabled classrooms	31	35	38	40	43
Amount spent on Books and Journals (INR in Lakhs)	33.94	22.61	18.19	34.89	34.21
No of students achieved ranks in State/National/International level exams	9	13	16	14	56
No of students awarded for sports and cultural events	21	13	2	12	22
No of Academic & Administrative Audits organized	3	3	3	4	4
No of activities conducted in the campus for inculcating values in the students and teachers	9	3	10	12	27
No of Books, Journals, Volumes in the Library	15711	16224	16837	17454	17978
Internet bandwidth(Mbps)	50	100	100	200	500

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution is committed to fostering a culture where gender equity is the cornerstone of our values. Policies and Practices are in place to create and sustain gender inclusiveness in the institution. We aim to eliminate gender-based discrimination, promote inclusiveness, gender neutral climate over a period of time.

Gender Audit is initiated in the institution in 2022-23 academic year and it is observed that the institution has achieved gender parity in the student body and faculty over the past five years, demonstrating its progress towards a truly equitable community.

Gender(Female) percentage of students / teaching / non teaching staff

S.No	Year	Students	Teaching Staff	Nonteaching staff
1.	2022-23	46	42.50	18.08
2.	2021-22	49	39.70	18.08
3.	2020-21	44	40.20	21.59
4.	2019-20	45	39.40	20.73
5.	2018-19	45	37.80	20.51

- **Awareness and Sensitization:** Various events, workshops and training programs such as
 - Gearing up new age work space (POSH Act)
 - The Art of Saying No: Influencing and Negotiating Skills
 - Standing for your own rights
 - Gender Equity
 - Wisdom of wealth financial awareness for girls

are organized for staff and students to promote a **campus environment free from gender bias. These programs are conducted for both boys and girls to sensitize them about the need for gender equity and inspire positive behavior to propel a similar change later at their work place or in society.**

- **Complaint Mechanism:** Internal Complaints Committee (ICC) was established to address the issues on sexual harassment at work place. ICC comprising of a convener and members from various departments has designed confidential reporting mechanism to facilitate the disclosure of

gender-related incidents without fear of retaliation and ensures swift and appropriate actions to address reported issues.

- **Promoting Gender Equity:** These initiatives include conducting campaigns, panel discussions, mentorship programs, and workshops on issues relating to career choices, health and hygiene, safety and self-defence, legal awareness, personal grooming and branding besides organizing events to celebrate womanhood on the occasion of Women’s day, etc. Some of the events include
 - Healthy Me,
 - Mission Poshan,
 - Awareness session on Breast Cancer,
 - Cyber security,
 - Wisdom of Wealth-Financial awareness for girls are organized in the institution for creating overall awareness among the students
- **Curricular Integration:** Gender Equity content is integrated across courses like English, Sociology, Psychology and Management.
- **Co-curricular Initiatives:** Institution encourages the students to participate in elocution, debate, Paper presentation, Model Making, Inter College cultural competitions and other extra-curricular activities. Many of the girl students are active participants in NSS and NCC activities.
- Ms.B.Sandhya Reddy of BBA represented our institution at prestigious Republic Day Parade Camp at New Delhi in the year 2022
- **Facilities for Women:** The institution is committed in providing a safe and gender-inclusive environment. Comprehensive measures like CCTV surveillance, common rooms with attached washrooms, separate women’s hostel, availability of Doctor on campus, etc. have been adopted.
- Awareness session on the utility of the DISHA App (created by state government for the safety of women) was conducted and students are made to download the app on their mobiles to use at appropriate time.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response:

There is a stated procedure for waste management in the institution most of the waste (80%) is dry. The institute follows in the principle of 3 R i.e Reduce, Reuse and Recycle for effective management of waste recycling and reduction and hence contributing to the clean and green campus.

- **Solid waste management:** Solid waste segregated as degradable and non-degradable waste. Degradable wastes include paper, food wastes in canteens, vegetable waste from kitchens, gardens and wastes from toilets. Non-degradable wastes include plastic, tins and glass bottles etc. Several dust bins are placed across the campus in all the buildings for collection of dry and wet waste. Housekeeping staff collect the waste from the small bins and dumped in big bins from which GVMC Truck comes and collects the waste. Our institution discourages use of plastic; particularly single use plastics on campus. Paper wastes from Academic Blocks, Library, Examination Cell, Administrative offices, Hostels etc. are disposed with the help of an NGO named INDIA YOUTH FOR SOCIETY and M/S Vizag Paper centre. The wastes are properly stacked in designated place and later disposed through vendors for proper waste management. Institution promotes digital platform to reduce the usage of paper for communication and sharing various documents.
- **Liquid waste management:** Institute has created awareness amongst all the stakeholders about the significance of conserving water with the aim of reducing wastage by display of posters. Preventive measures like use of pressure taps, sprinklers in the gardening area to control wastage

of water. Waste water from RO unit are used for gardening purposes, washing the college buses and utensils in the canteen. Waste water from ACs are collected and used as distilled water in laboratories.

The excess wastewater will be directed into natural drain passing near by the college campus. Waste water generated from the laboratories is very small in quantity; hence they are handled along with septic sewage.

The future vision of the college is to establish full-fledged sewage treatment plant for sewage treatment and recycling the same fully within the campus, thus achieving the goal of zero discharge campus.

- **e-Waste Management:** e-waste mainly includes obsolete electronic devices, such as computer systems, servers, monitors, compact discs, printers, scanners, copiers, calculators, fax machines, battery cells etc. In order to mitigate the menace of the e-Waste, the institute has a sound disposal method of e-Waste generated in the institute. All the e-Waste generated in the institute gets collected in the centrally earmarked e-Waste room in the college. The institute has entered into Memorandum of Understanding (MoU) with GREEN WAVES to dispose e-waste generated on the campus.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

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

Response:

Clean Campus Initiatives:

- Staff and students of the institute pledge to actively coordinate and participate in cleanliness activities on and beyond the campus in accordance with the vision of Swachh Bharat Abhiyan.
- Activities under Swachh Bharat Abhiyan were a key component of all the community work being done by NSS and NCC volunteers.
- Various Competitions such as poster and slogan competitions, essay writing, JAM (Just a minute), poetry, elocution, and skits on Swachh Bharat were organized on various occasions like Swachhta Pakhwada, Environment Day etc.
- Workshop on the 3Rs: Reduce, reusing and recycling of waste was conducted in collaboration with an NGO Green waves
- Implementing energy-efficient lighting (LED Lights) and cooling systems (Air Conditioners with 3/4/5 Star rating).
- Installing solar panels on campus to generate renewable and clean source of energy
- Institution has a tradition of celebrating Vinayaka Chaturthi on the campus by offering puja to idol made of clay. Workshop on making clay idols is conducted to promote Green Ganesha
- Institute is always forefront in conducting awareness programs on environmental issues by celebrating important days such as World Environment Day, International Ozone Day, Earth Day, Population Day, Energy Conservation Day etc.

Landscaping Initiatives:

Greenery controls runoff, replenishes groundwater, and cleans the air. The college commits to enrich this

healthy habit and maintain the symbiotic relation of the institution with nature by

- Preserving and maintaining abundant greenery in the campus to conserve the flora and fauna which helps to reduce the carbon foot print and helps in purification of air and combating climate change issues like global warming,
- The College maintains good landscaping with beautiful ornamental trees and trees that have economic and medicinal value.
- Organizing annual tree plantation drives

Clean Air Initiatives

- Encouraging sustainable transportation options such as e-biking, walking, carpooling, and public transit to reduce the carbon footprint.
- The institute observes “**Vehicle Free Day**” on every Monday to promote pollution free campus
- Participating in community clean-up events, tree planting initiatives, and other efforts to improve the local environment
- Awareness campaigns are organized for staff and students to celebrate cracker free Diwali and also conducts awareness programmes to students and to local community by organising rallies with diyas, displaying posters, raising slogans to reduce the burning of fire crackers and save environment
- The institute conducts Green audit and Energy audit consistently.

Plastic Free Campus

Institution adheres to the Policy to ban single-use plastics to make it a ‘Plastic Free Campus’. All students are advised to carry their own water bottles. Use of plastic plates, glasses, cups etc. is discouraged. The college canteen / cafeteria is not allowed to sell products packaged in single-use plastics

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

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

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

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

Response:

Gayatri Vidya Parishad College for Degree and PG Courses(A) college provides equal Opportunities for students with impairments and strictly adhere to anti-discrimination regulations. The College is implementing the following practices in the teaching and learning process of the differently-abled Students.

Academic support

- Extra tutoring is arranged for the differently-abled students keeping their requirements in mind and extra time is given for project completion and project submission.
- To collaborate with various institutions, NGO's, etc to provide them with scholarships and other related benefits. Our college has collaborated with "Bhavaraju Subba Rao Trust" and organized a student's training program named "Nothing is impossible" where a career counselling session was conducted for our special students.
- Provision of Extra time of 20 minutes for unit tests of one and half hours' duration and 40 minutes for 3-hour duration exam. Scribes are arranged for all the eligible differently-abled students. College abides with the GO issued by Andhra Pradesh Government for providing grace marks in the examination.
- To provide counselling to differently-abled students on the types of courses they could study in higher education.

Career guidance:

- Differently-abled students are provided with a Special assistant to assist them in library and in getting appropriate employment through training and placement and information regarding scholarships is also provided with the help of office assistants.
- Individual counselling to these students and their parents is preferred for overall growth of the student.
- Special Audio regarding select topics relevant to syllabus will be played in a particular computer system along high-quality head phones earmarked for differently-abled students in the digital library of the college.
- Differently-abled students have the access to library for extra duration of time.

Encouragement in extracurricular activities.

- The college always encourages the innate and hidden talents of all the Divyangjan students by giving them ample opportunities to participate and perform during college events like freshers day, annual day, youth festivals.

Amenities for differently-abled students

- The use of signage of male and female symbols, in accordance with local customs and standards, with raised outlines and bright color contrast will be more evident to everyone and particularly helpful for persons with visual impairments.
- The college has installed ramps and elevators in all blocks of the college to facilitate free access to different floors for individuals with mobility impairments.
- The college has exclusive/Designated Divyangjan restrooms equipped with grab bars and raised platforms to accommodate individuals with physical disabilities.
- Clear and barrier-free pathways throughout the campus to ensure smooth navigation for individuals using wheelchairs or mobility aids.

File Description	Document
Upload any additional information	View Document

7.1.8

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

Response:

Our college is committed to provide an inclusive environment to its stakeholders. The demography of the college indicates the students and teaching Staff coming from diverse backgrounds functioning in a state of harmony which satisfies one of the UNSDGS i.e., reduced inequalities. The events are segregated based on tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities.

- **The Value-Based Education Programme :** Value-based education is a holistic approach that integrates moral and ethical teachings. In this framework, Institute organizes value-based programs such as
 - Bhagavad Gita Expo
 - Human Values and Ethics: Responsibility and Accountability
 - Human Values and Ethics: Respect and Dignity
 - Human Values and Ethics: Empathy and compassion
 - Human Values and Ethics: Integrity and honesty
 - Gita Jayanthi
 - Guru Pournima-2022
 - Guru Pournima-2021

By weaving these elements into the educational program it not only nurtures intellectual growth but also create profound connection to one's heritage.

- **Cultural Fest:** One day in the year is observed as Traditional Day where students wear traditional attire of different parts of the country and competitions / events to celebrate the vibrance and richness of our culture and heritage. This blend creates a rich tapestry of cultural expression, fostering a deeper appreciation for diverse customs while celebrating the spirit of community and festivity.

Events promoting tolerance towards Regional Harmony

- Janajateeya Gaurav Divas – Tribal Pride
- Pongal Celebrations
- Ekta Diwas

- Traditional Day
- Yuvakranthi-2021
- **Endeavours to promote Linguistic Harmony:** With the objective of promoting Linguistic harmony for fostering a cohesive and inclusive educational environment events are organized to bring out the richness of different languages and the significance of upholding the heritage of each language.

Events Promoting tolerance towards Linguistic Harmony

- Hindi Diwas-2022
- International Mathrubhasha Dinotsavam-2022
- Hindi Diwas-2021
- Antarjateeya Matru Bhasha Dinotsavam- 2021
- **Celebration of Commemorative Days:** On special occasions dedicated to remembering and honoring significant events, individuals, or causes that had a profound impact on society are observed to reflect historical milestones, celebrate achievements, and acknowledge their contribution.

Observing Commemorative Days to promote tolerance towards harmony

- Gandhi Jayanthi
- Teacher's Day- 2022
- International Day of Yoga-2019
- International Day of Yoga-2018
- Ektha Diwas
- National science day are some of the observances in the college

- **Initiatives towards Community and Socio-Economic Harmony:**

Events promoting tolerance towards Cultural diversities:

- Vaikunta Ekadashi
- Diwali celebration
- Ratha yatra
- Ratha Saptami
- Ganesh Pooja
- Ugadi Sambaralu

Events promoting tolerance towards Socio-Economic Harmony

- Daan Utsav-2021

Students visit neighbouring communities and undertake surveys on issues like financial literacy, skills requirement, benefits from government programs. The institute encourages students to undertake campaigns on community health and sanitation, need for primary education etc., Students volunteer during celebrations like annual Ratha yatra and Vaikunta Ekadasi to comprehend our religious and

cultural diversity in Indian traditions, each highlighting distinct aspects of devotion and celebration

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9

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

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

Response:

The institution makes conscious efforts to instill the qualities of responsible citizens in students and staff.

- The College celebrated Constitution Day to remind the students and staff about their constitutional values, rights, duties and responsibilities. On the constitution day, the common reading of preamble was arranged, besides engaging the participants and creating awareness among them pertinent to the principles of our Constitution.
- The College has introduced “Indian Constitution” subject under the foundation course at the first year and second year degree classes for all disciplines to raise awareness and sensitize students and staff to the requirements of the constitution..
- On the occasion of Mahatma Gandhi Jayanti celebrated on 2nd October, our college conducted cleanliness drive and students and staff swear by adhering to clean and hygienic practices. On this day, we all used to clean our classes, staff rooms and laboratories thoroughly which shows inclusiveness and respect towards the institution.
- To promote Environmental Consciousness activities such as Ozone day, environmental day is celebrated to meet three UNSDGs, namely life on land, climate action and sustainable cities and communities.
- Value-Based Education programme teach students the human values and ethics that help them become balanced individuals and responsible citizens.
- To encourage young voters of India to take part in the political process and to know the right to vote act, Government of India has decided to celebrate 25th January as a "National Voters' Day". 'The Electoral Literacy Club' of our College celebrated the National Voter's Day on the 25th of January, 2023 by taking an oath. The program was initiated with an aim to remind the youth about their social responsibility as a voter and awareness was created to satisfy one of the UN-SDGs i.e. peace, justice and strong institution.
- To foster a sense of community, promote awareness of critical issues, and instill patriotic values, and social responsibility; besides, developing a deeper comprehension of their cultural heritage, civic responsibilities, the institution celebrated several events in 2022, such as Tribal Day on 15th November, 2022, Azadi Ka Amrit Mahotsav’s campus cleaning on 3rd August, 2022, and a

patriotic rally on 13th August, 2022. Independence Day was celebrated on 15th August, 2022 with flag hoisting and cultural programs. World Population Day on 11th July, 2022 focused on sustainable development.

- In conclusion, the institution’s diverse initiatives effectively foster responsible citizenship, community engagement, and environmental stewardship among students and staff. These efforts ensure a holistic and socially responsible educational experience. Moreover, the institution actively collaborates with local communities to broaden the impact of its programs, reinforcing the values of empathy, and civic responsibility in every individual.

Impact of the sensitization practices:

1. Students enrolled themselves as voters and many of them came and informed that they participated in voting and also mobilized the family members to vote.
2. The obligation of practicing values, rights, duties of citizens most of them turned positive towards practicing ethics, respect to women, respect towards elders and environment friendliness.
3. This also showed positive impact on their respect for flag.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document
Provide Links for any other relevant document to support the claim (if any)	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 PRACTICES

In line with the institutional vision **Creating human excellence for a better society** GVPCDPGC has promoted two impactful practices which may be considered as institutional best practices-

BEST PRACTICE 1:

TITLE OF THE PRACTICE

SOCIAL IMMERSION PROGRAM

Objectives of the Program

- Sensitize students about the problems in the society and the living conditions of the people.

- Focus on nurturing the right values in the students and making them more responsible and accountable.
- Guide students in discovering unique/ creative solutions to societal issues and to help them recognize their inner strength.

CONTEXT

Biggest asset of India in Amrit Kaal is educated youth and rapidly transforming technology which may be directed to meet the societal needs . Social Immersion Project helps to integrate academic learning with needs of the community. It helps in sensitizing the students to demands of the community locally and enhancing their learning experience. The institution forges effective relations with the community around which is helpful in evolving as a socially responsible institution.

THE PRACTICE

- It is a mandatory component for all UG programmes wherein students undertake this project in teams, at the end of I /II year, during the summer holidays, for a minimum of 180 hours.
- Each team is assigned a faculty guide under whom they complete the project. Every student maintains a log book containing record of activities undertaken, persons interacted with during the course of the project.
- On completion of the project, a report on the activities undertaken is submitted to the department for assessment.
- Credits are assigned based on the student's active engagement in the project, which is assessed on the basis of the report submitted and viva-voce.
- The final evaluation is reflected in the grade memo.

EVIDENCE OF SUCCESS

- Students' understanding of the societal needs are reflected in their model presentations and final year projects.
- Engineering and Technology Students have come out with models on water pumping systems, Solutions for Disabled using IOT and projects such as enhancing water holding capacity by using manure, design of manual vegetable cleaning machines, smart irrigation system using IOT, automatic water pump controller system using IOT after their visit to nearby tribal areas.
- Microbiology students worked on study of Anti-Bacterial activity of Girijan Honey on certain strains

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- Accesibility to the rural/tribal communities.
- Difficult to interact with local population due their distrust in outsiders.

- Need for a customized approach to understand prevailing problems.
- Educating students on interpersonal needed for the project and keeping them motivated to complete the project.

BEST PRACTICE 2

TITLE OF THE PRACTICE

ONE-ON-ONE MENTORSHIP BY ALUMNI

This is an important practice adopted by the institution to involve alumni in one-on-one mentoring which has resulted in higher engagement of the alumni and also effective grooming and overall development of students. It has been introduced in 2021-22 initially for the management students and slowly extended to other departments as well.

OBJECTIVES OF THE PRACTICE are to

- Cultivate the tradition of contributing to the growth of the alma mater .
- Students to be mentored by alumni and empowered to set goals in life, overcome challenges, and progress in their career .
- Foster a sense of bonding between the alumni and current students to create effective network of professionals.
- Empower the students through self- discovery and counselling .

The Context

- Educating the mentors and mentees about the outcomes of mentoring and the process mechanism is very challenging but a pre-requisite for successful implementation of the Mentoring practice.
- Open communication and a willingness to engage in dialogue are the key benefits of maximizing the mentoring relationship.

THE PRACTICE

There is a well articulated process with which involves the following activities-

- Identification of Mentor
- Identification of Mentee
- Matching Mentor and mentee
- Preparing and sharing timelines with Mentor- Mentee
- Recording interactions in a document
- Documentation of Feedback

EVIDENCE OF SUCCESS

This Practice was first initiated in MBA and BBA programs later extended to B.Tech, MHRM and other programs. In each department at least five mentors are identified and each mentor is attached with two mentees. On an average 580 students got benefited with the practice and it facilitated the students

- in choosing right institutions for higher education
- get corporate ready
- understand leadership in the right perspective
- start own enterprises etc.

Few success stories:

S. No	ALUMNI MENTOR	NAME OF THE MENTEE	IMPACT
1.	Mr. M.Raja Batch:2011-15 SA/C Group B BARC Visakhapatnam	R.Kishore, Batch: 2020-24 B.Tech ECE	Qualified in GATE and Secured Admission in M.Tech Program
2.	Mrs.S. Lavanya Batch: 2014-19 Software Engineer Sr. Infor HYD	E. Ankitha, Batch: 2020-24 B.Tech ECE	Qualified in GATE and Secured Admission In M.Tech Program
3.	Mr.Ravi chandan yadav, Batch:2020-22 Management Trainee, Dodla Dairy	K. Sandeep, Batch:2021-23 MHRM	Secured Job in Lakshmi KIA Motors
4.	Sangeeta Benerjee, Batch:2020-22 Associate, Global Tech Solutions Pvt. Ltd	G.Uday, Batch:2021-23 MHRM	Secured Job in Crown Beers India Pvt.Ltd.
5.	Jayanth. G,	J.L.Narayana,	Secured Job in Wheelsmart

	Batch:2020-22	Batch:2021-23	
	Officer, ALLSEC Technologies Ltd	MHRM	
6.	D.Shashank Batch: 2010-13 HR Manager, Tata Capital State	Navya Sri Dudi, Batch:2019-22 BBA	Secured Job in HDB Financial Services, Andheri East Mumbai
7.	Sai Krishna Batch:2015-18 Sr.Due Diligence Consultant, Wellsfargo International solutions Pvt ltd	Korangi Ramya Latha, Batch:2019-22 BBA	Secured Admission in MBA Program, Gayatri Vidya Parishad College For Degree & PG Courses (A)
8.	Ranaprathap, Batch:2007-10 Asst.Professor, IIT, Hyderabad, Telangana	Dantuluri Veda Samhita, Batch:2019-22 BBA	Secured Admission In MBA Program in UK
9.	Indala Narendra Kumar, Batch:2007-10 Tax Manager, Core CE MI CLE Hyderabad.	Pavan Dattu Sai SP, Batch: 2019-22 BBA	Secured Job As Operation Executive, RADURE Group Of Companies, Chennai
10.	R.Sandeep Batch:2013-16 Scientist, ARHAS University, Denmark	Saripalli Nikhil, Batch:2019-22 MBBTBC	Secured Admission in Ph.D , IISER Pune

Problems Encountered and Resources Required

- Identification of mentors with right attitude, with the necessary expertise and educating them to understand student mentoring in the right perspective.
- Effectively matching mentees to the right Mentor .
- Facilitating regularity in mentoring sessions meticulously.

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:

Gayatri Vidya parishad College for Degree PG courses (GVPCDPGC(A)) has always focused its efforts to integrate student learning experience with development of the community. Besides including components in the regular curriculum to provide an opportunity to comprehend problems in the community through different courses addressing the local and regional needs, field visits are arranged for the students to nearby rural/tribal areas for a wider exposure.

As a part of this since 2016, faculty and students of GVPCDPGC involved in organizing hundreds of health camps in and around Hukumpeta and Paderu mandals of ASR District serving thousands of tribal people. During these camps, it has been observed that there is a need for the enhancement of livelihood and standard of living Tribals in this region.

With a vision to promote need based, region specific development programs in tribal areas, with a view to help tribal people to move towards new horizons of prosperity and with a mission to be a catalyst in the integrated development of tribal people through appropriate programmes in Science, Engineering, Healthcare and Business models without disturbing their identity and culture, focused initiatives have been planned in association with Tribal welfare Dept. and District administration.

As part of this Baseline survey was conducted covering about 3600 households in 33 gram panchayats, in Hukumpeta Mandal, ASR District.

The Following problems have been identified during this survey

- Lack of knowledge on scientific methods of cultivation
- **Identified low hemoglobin levels in 65% the people**
- Poor infrastructure, warehousing facilities and market linkages
- Lack of knowledge on soil health conditions, value addition adoption of modern technology and digital knowledge to communicate with agricultural and market expert

Among all the above, the most critical problem noticed was that 65% of the people were suffering from low levels of Haemoglobin (Anaemia) in the Tribal villages. Then, a plan of action has been formulated to address this issue. As a part of this plan, GVPCDPGCA organized Medical camps at various hamlets like Kangarumamidi, Santhari, Chinnaburuguputu, Barapalli, Kamayyapeta, Bonduguda, Majjivalasa, Pattigaravu, Baluroda etc of Hukumpeta Mandal and screened about 8400 persons for hemoglobin levels. Twenty faculty members and nearly 200 students along with NSS and NCC actively participated in this program.

The services rendered to tribal population by the institute was appreciated by Dist. Collector, ASR

District and requested GVPCDPGCA to conduct medical camp for the District officials at the district HQ, Paderu. Two medical camps for District officials on 01-04-23 and 07-08-23 where 450 employees availed the services.

- About 10-20 students along with 3 to 4 faculty members participate in every camp from the GVPCDPGCA and volunteer their services to monitor and organize the smooth conduction of camps.
- During all these medical camps, the Doctors identified that majority of the population were suffering with anemia and one of the causes for this might be Sickle Cell Disease (SCD).

SCD being a dreaded disease debilitating the effected persons and limiting their lifestyle and often proving to be fatal too. It was decided to undertake Pilot Project on Sickle Cell Disease Management among the Tribal population in ASR District starting with Hukumpeta Mandal. GVPCDPGCA submitted a proposal to Dist. Collector Mr. Sumit Kumar Gandhi who after thorough study of the proposal, granted permissions to conduct Medical camps for SCD screening in all the Gram panchayats of Hukumpeta Mandal.

The proposal includes:

- Screening and diagnosis of SCD or traits
- Creating awareness on SCD, anaemic conditions, physical and societal problems associated with SCD.
- Continuous monitoring of health and other complications among effected persons customized app.

The first SCD screening camp was conducted in Majjivalasa on 12-02-23. District officials, Faculty members and 30 students involved in organizing the camp.

Till date, 16 SCD screening camps have been conducted in Tribal residential school premises of Hukumpeta mandal covering about 2460 persons, identified 11 SCD positive cases and 223 persons with SCD traits. All X class students, pregnant women and lactating women from G. Boddaputtu and Bakuru School Complex have been covered.

The Medical Board Recommended Pension for SCD positive persons.

Based on the inputs gathered during the screening camps a road map has been developed with the objectives of

1. Controlling the severity of the disease in the people identified with SCD through regular monitoring and provision of access to timely healthcare and thereby improve their quality of life.
2. Preventing the spread of the disease by creating awareness among the vulnerable population and extensive counselling to discourage consanguine marriages which are major cause for the spread of the disease.

In this direction students and faculty take up counselling and education sessions to the SCD effected persons and their families on the need to control the spread of the disease and strategies to support them

in managing the disease. This program will be continued for a minimum period of 5 years.

The uniqueness of this practice offers a multifaceted approach that combines academic excellence, community. This practice aligns with the nation's emphasis on community outreach, service learning and fostering a deep sense of social responsibility among students.

Some problems encountered in taking this program forward are:

- During the organization of SCD camps, accessing the tribal community residing in remote locations to attend screening/health camps.
- Financial constrains to conduct medical camps at remote locations having poor road connectivity.
- Mobilization of pregnant and lactating women to camps.
- To build confidence of the local population to seek help of our volunteers.
- Seeking cooperation of government officials and NGOs.
- Procurement of Testing kits for the detection of SCD and administration of conformation test using HPLC.

Overcoming all these problems have provided valuable insights to the students about the living conditions and problems of the people residing in tribal areas. This has enhanced their sensitivity to social issues and instilled social responsiveness. The practice has enhanced students' behaviour pattern by fostering a sense of community responsibility and has contributed to character building and lifelong commitment to learning. We consider this as an essential step on the path to **Viksit Bharath**.

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

5. CONCLUSION

Additional Information :

Additional Information

The institution, driven by the vision of “Creating Human Excellence for a Better Society,” collaborates with other Gayatri Vidya Parishad institutions to enhance academic processes. A survey in the Alluri Seetharama Raju District led to the creation of a tribal research center, uncovering insights like the identification of Sickle Cell Anaemia. Our staff and students actively participate in hackathons, securing projects worth 15 lakhs from MSME, promoting multidisciplinary research with societal impact.

Concluding Remarks :

Conclusion

The institution has several strengths that enhance its effectiveness and reputation, including visionary leadership, a diverse multi-faculty structure, and an Outcome-Based Education system. Its academic autonomy allows for the introduction of tailored programs, while a strong brand image promotes ethical values and responsible citizenship. The organizational culture supports equal opportunities for growth, backed by a highly qualified faculty. Improved student performance is evident through better results and placements, aided by industry linkages and a supportive research ecosystem. The Learning Resource Centre offers extensive resources, and alumni engagement enriches the curriculum, complemented by a green campus environment.

However, the institution faces limitations, such as restricted in-state admissions that hinder diversity, a need for more Professors of Practice, and limited autonomy affecting syllabus revisions. There is also a demand for more multidisciplinary programs, attention to intellectual property commercialization, and the need to diversify offerings beyond IT. State fee regulations restrict revenue generation for infrastructure augmentation.

Opportunities for growth exist, particularly in Visakhapatnam's thriving economy. The institution can leverage its resources for dual degree and exchange programs, while regional sector growth presents employment and networking opportunities. Engaging adjunct faculty and securing funded projects can enhance research capabilities, and increasing enrolment in advanced programs will foster industry interaction. The institution can also capitalize on government initiatives to promote entrepreneurship and collaborate with national and international partners.

Challenges include rising stakeholder expectations, faculty recruitment and retention, and limitations on admissions and fee structures. The institution aims to create a supportive environment for faculty development and advocate for greater flexibility. It also focuses on patent commercialization and adapting to changing student learning attitudes, while managing high infrastructure costs and enhancing awareness of the National Education Policy 2020. The institution is committed to exploring collaborations to enrich academic exchange and research opportunities, all while striving to create human excellence for a better society through research and innovation.

In conclusion, the institution is continuously focusing the needs of the industry in starting new programs with the right skillset and gives high priority to the suggestions given by stake holders to enhance the quality of

education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 423 Answer after DVV Verification: 331</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 763 Answer after DVV Verification: 622</p> <p>Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.</p>
1.3.2	<p>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</p> <p>Answer before DVV Verification : Answer After DVV Verification :72</p> <p>Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.</p>
3.2.1	<p>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification : Answer After DVV Verification :43.83</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.4.2	<p>Number of candidates registered for Ph.D per teacher during the last five years</p> <p>3.4.2.1. Number of candidates registered for Ph.D during the last 5 years: Answer before DVV Verification : 98 Answer after DVV Verification: 87</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
3.4.3	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p>

	<p>3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification : 175 Answer after DVV Verification: 130</p> <p>Remark : As per clarification received from HEI, and Considering the publications in the assessment period only between 2018 and 2022, thus DVV input is recommended.</p>																				
3.4.4	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years Answer before DVV Verification : 181 Answer after DVV Verification: 54</p> <p>Remark : As per clarification received from HEI, and Considering the publications with ISBN Number in the assessment period only between 2018 and 2022, thus DVV input is recommended.</p>																				
3.7.1	<p>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</p> <p>Answer before DVV Verification : Answer After DVV Verification :9</p> <p>Remark : As per clarification received from HEI, and as per provided activities and Intent of this metric, thus DVV input is recommended.</p>																				
4.1.2	<p>Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="306 1509 1046 1641"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>277.24</td> <td>127.04</td> <td>68.78</td> <td>514.69</td> <td>271.94</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1722 1046 1854"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>250.77</td> <td>76.97</td> <td>53.52</td> <td>445.25</td> <td>238.13</td> </tr> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	277.24	127.04	68.78	514.69	271.94	2022-23	2021-22	2020-21	2019-20	2018-19	250.77	76.97	53.52	445.25	238.13
2022-23	2021-22	2020-21	2019-20	2018-19																	
277.24	127.04	68.78	514.69	271.94																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
250.77	76.97	53.52	445.25	238.13																	
4.3.2	<p>Student - Computer ratio (Data for the latest completed academic year)</p>																				

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

Answer before DVV Verification : 965

Answer after DVV Verification: 929

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
349.30	315.20	214.36	339.20	357.92

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67.10	84.44	41.87	110.85	72.72

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on rolls year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4312</td> <td>4365</td> <td>4444</td> <td>4368</td> <td>4294</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4311</td> <td>4365</td> <td>4444</td> <td>4366</td> <td>4290</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	4312	4365	4444	4368	4294	2022-23	2021-22	2020-21	2019-20	2018-19	4311	4365	4444	4366	4290
2022-23	2021-22	2020-21	2019-20	2018-19																	
4312	4365	4444	4368	4294																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4311	4365	4444	4366	4290																	
1.2	<p>Number of final year outgoing students year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1465</td> <td>1543</td> <td>1451</td> <td>1415</td> <td>1416</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1465	1543	1451	1415	1416										
2022-23	2021-22	2020-21	2019-20	2018-19																	
1465	1543	1451	1415	1416																	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1465	1543	1451	1415	1415