SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DR K V SUBBA REDDY INSTITUTE OF TECHNOLOGY

OPP DUPADU RAILWAY STATION NH 44, LAKSHMIPURAM (POST) KURNOOL - 518218 ANDHRA PRADESH
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 2007, Dr.KVSRIT is affiliated to Jawaharlal Nehru Technological University (JNTU), Ananthapuramu, and is approved by the All India Council for Technical Education (AICTE), New Delhi. The Institute is founded by Dr. K. V. Subba Reddy, a renowned educationalist and philanthropist. In recognition of his outstanding service to India in offering quality education, he is conferred with Jewel of India award by Indian Solidarity Council on 13th March 2006. He is also conferred with Life Time Achievement Gold Medal Award by International Institute of Education and Management on 13th March 2016. Smt. Vijaya Lakshmamma is the Secretary and Correspondent and Dr. L. Thimmaiah is the principal. The Institute is promoted by Vaibhav Educational Society (VES) with the motto of "Work is Worship". The institute is currently offering six Under Graduate programs and four Post Graduate programs. Its prime objective is to offer Quality Education for the Betterment of Society. The Institute persistently seeks and adopts innovative methods to improve the quality of higher education on a consistent basis. The campus has a cosmopolitan atmosphere of attracting students from all the corners of Andhra Pradesh.

Vision

To be a Global Leader in imparting Quality Technical Education to produce Competent, Technically Innovative Engineers imbibed with Research Aptitude, Entrepreneurship and Social Responsibility.

Mission

1. To nurture the Students with Fundamental Engineering Knowledge enriched with Technical Skills.
2. To create Conducive Environment to nurture Innovation and Interdisciplinary Research.
3. To develop Professionals through Innovative Pedagogy focusing on Individual Growth, Discipline, Integrity, Ethics and Social Responsibility.
4. To foster Industry-Institution Partnerships Leading to Skill Development and Entrepreneurship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Computer Science and Engineering program is accredited with NBA.
2. Socially conscious, humanitarian, far-sighted and visionary Management.
3. Located on NH-44, nearby the City, connected to many metropolitan cities through roadways, railways and airways.
4. Highly qualified and experienced teaching and non-teaching staff with a high retention ratio.
5. Membership with Professional societies such as ISTE, CSI and IETE.
6. Wi-Fi Enabled Campus.
7. Good student enrollment.
8. Functional MoUs with industries and academic institutions

9. Well- established and state-of the-art laboratories.
10. Well defined Administrative and Management policies.
11. Excellent number of placements.
12. Chartered Alumni Association.
13. Recognized and proactive NSS Unit.
14. Lush green environment-friendly, pollution- free, plastic-free campus to create an ideal study space.

Institutional Weakness

It takes proactive measures to improve the quality of teaching, learning, and research. Though the institute has scripted many success stories, there are certain areas in which it needs to move forward.

There is a need to overcome the limitations in the following areas:

1. Attracting more core companies to campus for recruitment. Efforts are made by signing MoUs with various organizations to bridge the gap between academia and industrial requirements.
2. R&D and Consultancy activities need to be strengthened.
3. Establishment of laboratories through Institute Industry Collaboration.

Institutional Opportunity

1. The location of the college will leverage the opportunity to have collaboration with Central/State Universities, industry and research laboratories.
2. Introduce more number of add on courses and certificate courses for value addition and employability of the students.
3. Collaborative research work can be carried with government sectors like ISRO, DRDO, NRSC etc.
4. Creating awareness among faculty members and students about the intellectual property rights and patent filing.
5. Strengthening the alumni network to provide more career development opportunities to the students.

Institutional Challenge

1. With a wide range of career opportunities available in the Software / IT sector, attracting quality students to enroll in the core engineering branches like Civil, Electrical and Electronics Engineering and Mechanical Engineering has become a challenge.
2. Being an affiliated institution, meeting the industry demands and expectation with rapid change in technology has become a challenge.
3. Attracting core companies for placements.
4. Promoting sponsored research and consultancy as per industry requirements.
5. Imparting value-added courses and student exchange programs on niche technologies to bridge the curricular gaps in the stipulated time period of an academic year has always been a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

Teaching fraternity ensures Effective Curriculum Delivery through a well-planned and documented process.

College offers CBCS in all the 9Programs making at 100% as suggested by affiliating university pattern. In last five years 259 Certificate /Add on programs are offered, and an average 96.87% of students enrolled in these programs in last 05 years.

Institution integrates itself with issues like Gender, Environment and Sustainability, Human values and Professional Ethics and constituted Cells like Sexual Harassment Elimination Cell, NSS unit, Anti-Ragging committee and conducts community oriented activities.

In 9Programs, experiential leaning through field work/ project work/ internship included and 1526 students undertaken field work/ project work/ internship

Structured feedbacks are collected from Students, Teachers, Employers and Alumni. Feedback collected is analyzed, action being taken at departmental and institutional level on the recommendations by the governing council. Feedback made available for the benefit of students and teachers.

Teaching-learning and Evaluation

- Admissionin to various courses of the institution is based on EAMCET/ECET/PGECET/ICET examinations. The Institute follows rules and regulations of State Government with regard to catering diverse needs ofstudents of various categories.
- Effective learning is assured with qualitative content delivery by faculty using possible e-learningresources such as NPTEL Lectures, ICT enabled teaching, models, charts, Journals etc.
- Evaluation Process and reforms emphasize effectiveness of teaching-learning process adopted by institution. Evaluation process of affiliating University and Institution is being analyzed for effectiveimplementation and possible subsequent reforms to further refine learning process.
- Students' performance is assessed using direct and indirect assessment methods through COs and POs attainment by analyzing semester wise results. Feedback from students and parents helps to improveteaching-learning, and assessment strategies adopted by institution.
- College admits students who meet eligibility criteria formulated by Government of Andhra Pradesh and JNTUA.
- Average enrolment percentage is 72.45%
- Average percentage of seats filled as per reservation policy is 92.3%.
- Regular assessment of students through assignments, tests, preparatory tests, etc. Class teachers and Mentors monitor the progress of students and maintain a constant interaction with the students. Students are counselled for their academic improvements, co-curricular, extra-curricular and stress related issuesand special programs for advanced and slow learners are conducted.
- Student-Full-time teacher ratio is 10:1
- Student-centric methods like experiential learning, participative learning, problem-solvingmethodologies are adopted for enhancing learning experiences.
- To achieve effective teaching objectives, teachers adopt instructional methods such as ICT tools with LMS, Online teaching, Smart Classrooms, Seminars/Webinars, Workshops/Conferences/Guest Lectures

ande-resources.

- Average percentage of full-time teachers against sanctioned posts is 100%.
- Average percentage of full-time teachers with Ph.D. is 14.28%
- Average teaching experience of full-time teachers is 3.53 years
- Assessment system is transparent and robust in terms of frequency and variety.
- Continuous InternalEvaluation (CIE) is conducted as per schedule and is subjected to reforms.
- Mechanism to deal with examination-related grievances is also transparent, time-bound and efficient.
- Teachers and students of all courses are well aware of their respective POs, PSOs, and COs.
- Institution evaluates attainment of COs, POs, and PSOs.
- Average pass percentage of students is 91.27%.

Research, Innovations and Extension

The Institute has a R&D Cell to monitor and address the issues of research.This cell encourages the faculty members to take up research activities by utilizing the existing facilities. The institution has good infrastructure for research activity with many departments having acquired computer labs suitable for carrying out research also. Research is encouraged on both part-time and full-time basis leading to M.Phil. and Ph.D.Institute supports faculty members to pursue their Ph.D.'s in various higher learning institutions, as a result some of the faculty members are currently pursuing Ph.D in various disciplines.

The Institute has taken a step forward towards conducting technical seminars, workshops and training sessions relating to recent technologies in the various fields to enhance the knowledge of the students on the emerging fields of research. The college has been conducting periodic National level, regional level conferences for the benefit and promotion of research atmosphere encouraging faculty to involve in article presentations/publications and establishing a collaboration for research activity. However, serious efforts are required to bring in externally funded research projects and publish quality research articles in peer reviewed reputed journals.

The National Service Scheme (NSS) in the Institute actively involve the undergraduate students in voluntary social service activities for the socio-economic development of the area surrounding the institution. They are strongly connected to the neighbouring villages and moral bonding by virtue of the passion and dedication with which the students carry out the various social service initiatives. As a part of extension activities, institute has organized various activities like Blood Donation Camps, Swachh Bharath, Yoga,Conducting Awareness Program to Traffic Awareness, Covid -19 Awareness program,Public on Plastic free environment to sensitize the students to the social issues.

Collaborative research has encouraged by signing MoU with prestigious organizations. Several collaborations are made with industries and training institutions for purposes of research collaboration and training students in the college.Institution supports faculty and students with financial aid to develop prototypes of products and also to present their innovations at various national level competitions.

Infrastructure and Learning Resources

The college has adequate infrastructure and resources that cater to the needs of the students. The details of the infrastructure and learning resources that are available are as follows:

- 48 classrooms with LCD and Wi-Fi facilities and 3 seminar halls with PAS(Public Addressing System),Audio System (amplifier & wireless mouth piece), LCD projector & screen with LAN, wifi.
- The institution has domain centric laboratories as per the Regulations of AICTE and JNTUA University, Anantapuramu.
- Adequate facilities for outdoor and indoor games with Well-equipped Gymnasium and Yoga is practiced and encouraged.
- Automated library using Integrated Library Management System (ILMS), with a total collection of 29,748 books, 6,528 Titles, 50 back volumes, 82 Printed journals, 1455 E-journals, 10,750 Online Journals, 14,551 NPTEL learning Videos 15 magazines and 9 Newspapers.
- Each department is well equipped with department library as separate section.
- College library is having Digital library service with 30 computers with internet facility.
- Library has various subscriptions like e-journals, remote access to e-resources and other databases it also provides open access to e-books.
- Annual average expenditure per year for the purchase of books and journals is Rs.11.01 lakhs.
- Internet Connectivity is provided with Leased line of bandwidth 300Mbps of BSNL and 34Mbps of Jio.
- Surplus Ethernet ports, WI-FI are provided across the campus.
- Student-Computer ratio is 2:1
- Considerable amount was allocated in budget for infrastructure augmentation and maintenance.
- Facility is such as media center, recording facility, lecture capturing system for e-content development are available.

Student Support and Progression

1. DRKVSRIT firmly believes and adapts to the practice of opening up opportunities for the economically underprivileged students by helping them avail the fee reimbursements provided by the government of Andhra Pradesh..

2. Besides fee reimbursement offered by the Government of AP, DRKVSRIT also extends financial support to few eligible students offered by some private institutions in forms of funds and free ships.

3. To ensure equal employment opportunities to all the passing out students, Institute has a strong framework of conducting several language enhancement and personality development programs periodically such as Soft Skills training, ICT Classes, CRT classes, Yoga classes and separate sessions on health & hygiene.

4. A student progressed well is the symbol of institute’s quality education hence here at DRKVSRIT adequate career enhancement programs are conducted to guide and motivate students to apply for various competitive examinations conducted by both government and private organizations.

5. Since its inception Institute has been keen on building a safe and ragging free campus that allows students not only to concentrate on the education but also to thrive with free spirit and flourish without any hindrances.

6. Every student has an unexpressed dream to achieve good success by obtaining a decent employment post completing his/her education, at DRKVSRIT the central focus of entire education process is to enable them to provide holistic growth and help them find decent work opportunity. Management firmly imbibes and echoes this principle by conducting maximum placement drives for all the outgoing students every year.

7. A good student should never stop learning, therefore here at DRKVSRIT entire teaching faculty works to inspire students to apply for higher education and help themselves by laying strong foundations by expanding their knowledge and expertise in various fields.

8. Motivate students to apply for national & international level entrance examinations such as GATE, JRE and TOEFL every year we witness a decent percentage of students qualifying in them.

9. A student's life should never be limited to books & class rooms, hence at DRKVSRIT a parallel framework pertaining to sports and cultural activities is fully functional through which our students participate and excel in various sports segments conducted at different levels.

10. As a part of providing students' equal representation and holistic development, institute has incorporated students' representation in various academic and disciplinary regulatory committees which meet periodically and discuss aspects pertaining to mutual growth and success.

11. As discussed previously institute extensively encourages its students participation in various sports and cultural activities organized across the state through various platforms.

12. Every passing out student has to be regarded as the priceless asset of the institution as they carry a distinctive advantage in representing the institute locally and globally and also can directly or indirectly contribute to the success of the institute.

13. Whether in cash or kind, our Alumni contribution is certainly priceless and thus a strict framework is maintained to track their contributions and utilize them for the most significant academic activities. A registered Alumni committee meets time to time to keep a check on its operation and progression.

Governance, Leadership and Management

1. The institute's organizational structure is well-defined.

2. All the academic and administrative entities are under the control of the institute's chairman. Vice-Principal and heads of various Departments assist the principal in a variety of academic initiatives.

3. As part of participatory management, faculty are represented on the GOB, IQAC, CAC, and administrative committees.

4. The principal has been empowered to approve any spending up to Rs.25,000/-.

5. The institution has a distinct 2017-2022 strategic plan and deployment strategy. The IQAC committee regularly assesses the strategic plan's success.

6. Involve faculty members in all academic and administrative committees, assign duties, and decentralize work.

7. Using the purchased software, e-governance has been established for admissions, finance and accounting, and exams.

8. The institution has clear service policies in place for both teaching and non-teaching personnel.

9. The institution undertakes a number of welfare programs for teaching and non-teaching staff to help them improve personally and professionally. These include ESIC, Bonus, and maternity leave for women, as well as a health center, a gym, and festival advance.

10. Faculty are encouraged to participate in faculty development programs, refresher courses, workshops, publishing in journals and conferences, and so on, and are financially supported in the form of on-duty time, registration fees, and so on.

11. Professional development programs are offered to teaching faculty, as well as administrative and technical training to non-teaching personnel. The faculty are also encouraged to improve their educational credentials by lowering their workload, modifying their schedules, and granting academic leave.

12. The institution has a well-defined faculty assessment system that has been authorized by the IQAC.

13. The Governing Body examines and approves proposals under various headings. The budget's utilization is also scrutinized.

14. External financial audits are performed once a year and internal financial audits are performed on a regular basis.

15. The Internal Quality Assurance Cell (IQAC) examines the teaching-learning process evaluation and assessment, structure, and so on, on a regular basis.

16. Participating on a regular basis in NIRF's

17. One undergraduate program has been recognized by the NBA and is currently in operation.

Institutional Values and Best Practices

- The Institute approaches gender issues in many ways. The Institute promote Gender Equitey programmes in social and community participation.
- In certain locations, the college has CCTV surveillance. The mentoring program and girls common room has been established. The institution is equipped with solar energy. Sensor-activated lights and LED bulbs help save energy.
- Waste management systems exist in the campus. The soak pit is used to dispose of liquid waste. The institution has worked to maintain its campus plastic-free. Plastic waste is collected in various locations using collecting containers.
- In various areas of campus, ground water recharge takes place. Water saving measures rain water harvesting pits, borewell recharge and mechanism of distributed drinking water is maintained
- In campus, there restriction of automobiles, bicycles and pedestrian-friendly paths, ban on plastic. The landscaping is updated.
- Regular environmental and energy audits are done, and the college has been recognised for its dedication to a green campus. Outside the college, environmental advocacy is done.
- A barrier -free and disabled friendly environment offers resources that are accessible to those with disabilities
- Cultural, geographical, linguistic, community, socioeconomic and other diversity are all promoted in the institution.
- The Institute provides several programmes to educate teachers and students about their beliefs, rights, and duties.
- The institute has a code of conduct for students, professors and administrators. The institution offers annual professional ethics seminars.
- The institution commemorates several occasions.

Two Best Practices are

1. The Pedagogical initiatives for the students in achieving their academic excellence by Teaching and Learning

A nice learning atmosphere has been designed for pupils to observe, assess and comprehend academic subjects. Interactive learning is achieved via group discussions, debates, oral presentations and role-plays.

ii) Societal Empowerment with Student Projects

The institution strives to enhance students' feeling of responsibility towards society and country. Conducting scientific and technological fests on campus encourages students to actively participate and share their creative and innovative ideas.

Distinctiveness:

The institution's overarching philosophy encourages students to focus on values, abilities, and knowledge. To support this goal, the institution's performance in areas such DRKVSRIT campus link, e-Connect, social awareness programmes, and green campus is discussed.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR K V SUBBA REDDY INSTITUTE OF TECHNOLOGY
Address	Opp Dupadu Railway Station NH 44, Lakshmipuram (Post) Kurnool - 518218 Andhra Pradesh
City	KURNOOL
State	Andhra Pradesh
Pin	518218
Website	www.drkvsrit.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	L Thimmaiah	08518-220084	9704333789	08518-220084	drkvsr.principal@gmail.com
IQAC / CIQA coordinator	S Vijay Kumar	08518-287678	8555851102	08518-287678	drvijay5888@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 minroity institution	No

Establishment Details

NAAC

Date of establishment of the college	18-09-2007

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	10-01-2020	View Document
12B of UGC	25-06-2021	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	02-07-2021	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	Opp Dupadu Railway Station NH 44, Lakshmipuram (Post) Kurnool - 518218 Andhra Pradesh	Rural	10	23500

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BTech,Civil Engineering	48	INTERMEDIATE	English	120	32
UG	BTech,Electrical And Electronics Engineering	48	INTERMEDIATE	English	60	17
UG	BTech,Mechanical Engineering	48	INTERMEDIATE	English	60	24
UG	BTech,Electronics And Communication Engineering	48	INTERMEDIATE	English	120	111
UG	BTech,Computer Science And Engineering	48	INTERMEDIATE	English	120	120
UG	BTech,Artificial Intelligence And Machine Learning	48	INTERMEDIATE	English	60	60
PG	Mtech,Civil Engineering	24	B.Tech	English	18	13

PG	Mtech,Electronics And Communication Engineering	24	B.Tech	English	18	2
PG	Mtech,Computer Science And Engineering	24	B.Tech	English	18	6
PG	MBA,Master Of Business Administration	24	B.Tech	English	120	120

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				17				24				136
Recruited	16	1	0	17	18	6	0	24	96	40	0	136
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				17				24				136
Recruited	16	1	0	17	18	6	0	24	96	40	0	136
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				56
Recruited	36	20	0	56
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				56
Recruited	36	20	0	56
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				43
Recruited	28	15	0	43
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				43
Recruited	28	15	0	43
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	16	1	0	13	5	0	0	0	0	35
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	5	1	0	96	40	0	142
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	1176	0	0	0	1176
	Female	397	0	0	0	397
	Others	0	0	0	0	0
PG	Male	170	0	0	0	170
	Female	93	0	0	0	93
	Others	0	0	0	0	0
Diploma	Male	624	0	0	0	624
	Female	116	0	0	0	116
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	31	50	30	27
	Female	11	10	12	7
	Others	0	0	0	0
ST	Male	1	3	5	2
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	123	159	99	156
	Female	53	38	30	37
	Others	0	0	0	0
General	Male	64	84	63	87
	Female	45	51	38	38
	Others	0	0	0	0
Others	Male	47	60	41	44
	Female	4	3	8	12
	Others	0	0	0	0
Total		379	458	326	410

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Vision and Mission of the Institute Vision of the Institute To be a Global Leader in imparting Quality Technical Education to produce Competent, Technically Innovative Engineers imbibed with Research Aptitude, Entrepreneurship and Social Responsibility. Mission of the Institute (i) To nurture the Students with Fundamental Engineering Knowledge enriched with Technical Skills. (ii) To create Conducive Environment to nurture Innovation and Interdisciplinary Research. (iii) To develop Professionals through Innovative Pedagogy focusing on Individual Growth, Discipline, Integrity, Ethics and Social Responsibility. (iv) To foster Industry-Institution Partnerships Leading to Skill

	Development and Entrepreneurship. 2. As per JNTUA University, Humanities and Sciences is part of the Curriculum. 3. Credit Based System is followed based on the structure defined by the JNTUA University. 4. Institution/Department encourages students to participate in internships, and do projects in their interested areas that help the society. 5. We empower women to reach their pinnacle in careers as engineers so as to expand the image of the Engineering and Technology profession.
2. Academic bank of credits (ABC):	Dr.K.V.Subba Reddy Institute of Technology is affiliated to JNTUA University Ananthapuramu. We follow the Choice Based Credit System defined by the University. In the Choice Based Credit System (CBCS) there shall be five professional elective courses, four open elective courses and two humanities elective courses, which are Choice Based Credit Courses (CBCC), offered from III semester onwards. Among them, professional elective course offered in VI semester shall be pursued through MOOCs. The student shall register for the course (Minimum of 12 weeks) offered by SWAYAM/NPTEL through online with the approval of Head of the Department. The Head of the Department shall appoint one mentor to monitor the student's assignment submissions given by SWAYAM/NPTEL. The student needs to earn a certificate by passing the exam. The student shall be awarded the credits assigned in the curriculum only by submission of the certificate. In case, if student does not pass subject registered through SWAYAM/NPTEL, the University shall conduct the external examination for the MOOC subject for 100 marks based on the syllabi of the respective subject provided in the curriculum. The Structure of Assessments defined by the university is as follows: Evaluation Process The performance of a student in each semester shall be evaluated subject wise with a maximum of 100 marks for theory and 100 marks for practical subject. Summer Internships shall be evaluated for 50 marks, Full Internship & Project work in final semester shall be evaluated for 200 marks, mandatory courses with no credits shall be evaluated for 30 mid semester marks. i) For theory subject, the distribution shall be 30 marks for Internal Evaluation and 70 marks for the End-Examination. ii) For practical subject, the distribution shall be 30

	marks for Internal Evaluation and 70 marks for the End- Examination. iii) If any course contains two different branch subjects, the syllabus shall be written in two parts with 3 units each (Part-A and Part-B) iv) If any subject is having both theory and practical components, they will be evaluated separately as theory subject and practical subject. However, they will be given same subject code with an extension of 'T' for theory subject and 'P' for practical subject. Some of the pedagogical approaches followed by the faculty include: Group Discussions, Quiz, Role Play, Case Studies, Assignments, Interactive Seminars, Workshops/Guest Lectures/Seminars/Conferences, and Working Models/Demos.
3. Skill development:	To strengthen the technical and soft skills of the students, the Institute deploys several quantitative and qualitative tools to measure the training needs and map the talent of the students to decide the training programs to enhance their skills including Soft Skills, Aptitude Skills and Technical Skills. The institute aims at equilibrium growth to suit the student's career goals and societal needs. Besides, Technical and Soft Skills, the Institute also organizes programs to cover the areas including Critical Thinking & Problem Solving, Emotional Intelligence, Confidence Building and Decision Making Skills and Creative Skills. The institute organizes these things through career development and training and placement cells. Trainers from industries are also deployed wherever required. The institute does this through MoUs. Along with the Technical (Core) Subjects, the Curriculum also includes Humanities Electives. The Humanities Electives includes subjects such as Entrepreneurship & Incubation, Managerial Economics and Financial Analysis, Business Ethics And Corporate Governance, Enterprise Resource Planning, Supply Chain Management, Organizational Behavior, Management Science, Business Environment, Strategic Management, E-Business etc. Subjects such as Environmental Sciences, Constitution of India, and Professional Ethics are also included in the curriculum. To enhance the skills of the students, internships and projects are allotted to the students based on their area of interest.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Since Dr.K.V.Subba Reddy Institute of Technology is affiliated to JNTUA University, Ananthapuramu, we follow the rules & regulations defined by the

	JNTUA University. As there are no guidelines from the University, we do not strictly follow the bilingual mode. Yet for the comfort and benefit of the students, faculty are continuously encouraged and instructed to use a language in which a student can understand the subject in a better way.
5. Focus on Outcome based education (OBE):	Outcome Based Education (OBE) is implemented in our Institute since 2014 since it lays emphasis on what is expected from the student when they finish their course. We strictly follow the NBA defined PO's for our programs. For UG Programs, 12 well defined Program Outcomes (POs) & for PG Programs 5 Program Outcomes (POs) are adopted. Minimum of 2 Program Specific Outcomes (PSOs) are defined for all programs by the Institution. Course Outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge and abilities that students should possess and the depth of learning that is expected upon completion of a course. While defining the COs care is taken to follow the Blooms Taxonomy. ? Course Outcomes are defined for every course of all programs of the institution. ? Course Outcomes are defined by subject handling faculty and subject experts; the same are approved in Department Academic Committee (DAC) reviews. The Course Outcomes are then mapped on to Program Outcomes (POs) and Program Specific Outcomes (PSOs). Course End Survey is taken from the students at the end of the course, which helps to refine the CO's and the teaching methodologies further. The Institution follows the Outcome Based Education (OBE) guidelines and defines the course plan formulated by the College Academic Committee (CAC)., consisting of Head of the Institute, Heads of all Departments of the institution and Experts from Academia and Industry for effective delivery. Based on the Academic Calendar of the University, all the Departments prepare Academic Calendar of the department as per the schedule is given by the University along with other activities like Remedial Classes, Industrial Visits, Guest lectures, Workshops, Faculty and Student development programs. The process of attainment of COs, POs, and PSOs starts from writing appropriate COs for each course in the program. The course outcomes are written by the respective faculty member using action verbs of

	learning levels as suggested by revised Bloom's Taxonomy. Predefined PO's are collected. All the COs of every course is mapped with POs and PSOs. A correlation is established between COs and POs, PSOs on the scale of 1 to 3.
6. Distance education/online education:	Dr.K.V.Subba Reddy Institute of Technology is affiliated to JNTUA University Ananthapuramu; therefore we cannot offer Distance Education /Online Education on our own. Our Institution encourages faculty to adopt pedagogical methodologies. Apart from Chalk & Talk and regular teaching methods, the online teaching methodologies are given equal importance. Some of the methodologies are: Google Classroom and Google Forms: Faculty uses Google class room extensively to share notes, presentations and student assignments. The tests and objective exams were conducted by using Google forms/Classroom. Group Discussions: This involves discussion among a group of students to assess the application of various concepts to gain a better perspective on the merits & demerits of the concepts. Quiz: Faculty conducts quiz on the subject/topic covered to review and revise the previous class concepts or to test their knowledge on a particular topic. Interactive Seminars: During their presentation skills' hours, each group in a class will prepare a recent research topic or technical facts and present. Workshops/Guest Lectures/Seminars/Conferences: Workshops and Seminars are organized every year for gaining the knowledge and increase the research potential of the students and the faculty members. Working Models/Demos: Simple demo is given to illustrate the basic principles are displayed in the laboratories. Project-Based Learning: In order to learn the practical courses more effectively, the students are encouraged to do projects as per JNTUA rules. This method is extensively used to provide empirical evidence of the theory learnt. Blended Teaching: Usage of Teaching aid Techniques such as Video lectures, Power-Point Presentations is encouraged. We implement active learning strategies such as Collaborative and Individual learning activities. Online Teaching: Faculty made a swift transition from classroom to online teaching by using platforms like Google meet, Google class room, ZOOM, CISCO WEB-EX and You-Tube.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
490	490	437	420	416

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
9	12	12	12	12

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1594	1486	1463	1520	1631

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
453	456	486	495	486

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
362	386	458	470	541

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
163	182	173	170	165

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
163	182	173	170	165

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 51

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
350.16	387.25	447	393.47	289.41

4.3

Number of Computers

Response: 780

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

1. **The Institution ensures effective curriculum delivery through a well-planned and documented process**

Response:

Dr K. V. Subba Reddy Institute of Technology(KVSRIT) is affiliated to JNTU Anantapur University and approved by AICTE and ISO 9001:2015 certified. Computer Science & Engineering programme is NBA accredited. The Vision & Mission of the Institute and Departments & Program Educational Objectives (PEOs) of all departments are well defined and implemented along with Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs). The institute follows the Outcome Based Education (OBE).

Preparation of Academic Calendar:

At the beginning of each academic year, each department prepares academic calendar incorporating curricular, co-curricular and extra-curricular events in alignment with the institute academic calendar.

Library books Upgradation:

The library is informed of required text books, reference books and e-journals for the forthcoming academic year.

Course Allocation:

Courses are allocated to the faculty members based on their preferences by the department academic incharge and approved by the department coordinator.

Timetable Preparation:

Class-wise time tables also include time slots for NPTEL/Training, Seminars, Counseling sessions, Club activities, Library and Sports. Time tables for lab-wise are prepared incorporating individual lab courses. Individual time tables are prepared for each faculty member reflecting the work load. All these time tables are prepared by Time Table Committee.

Design and Dissemination of Course Plan:

Each faculty member prepares detailed course plan including the text book(s), reference book(s), web resource(s) and ICT tool(s) to be used for each topic. It also includes the topics to be covered beyond the curriculum which is then disseminated to the concerned students after approval of academic incharge.

Preparation of Course file:

Each faculty member prepares the course file which includes the time table, course plan, course outcomes based on Blooms Taxanomy , mapping of course outcomes with Program Outcomes & Program Specific Outcomes, Attainment levels and targets, identified curriculum gaps, corrective actions, materials modulewise, handouts, previous question papers and previous performances. After the completion of the semester, it is updated with analysis of students' feedback, attainment of COs, POs & PSOs and Justifications for nonattainment of COs, POs and PSOs (if any).

Content Delivery:

New and innovative teaching techniques, in addition to the traditional lecture method are adopted to deliver the content. Employing of learner-centric techniques such as peer learning, collaborative learning, group discussion, video lectures, chart preparation, role play, quiz etc., encourages students' active participation.

Reviews:

Periodical review on the coverage of syllabus and regularity of the students is performed by the Academic Incharge followed by IQAC-Academic Audit. The class incharge reviews the coverage of syllabus through Daily Class Work Register (DCWR) and suggestions are invited for the improvement of teaching-learning

process.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Response:

- In the beginning of the academic year, academic calendar is published by the University for

Respective Course. The institution ensures effective time management and strictly follows timeliness given by the affiliating university. The Institute carries out effective planning to stick to academic calendar. This allows the teachers and the students to space out their teaching and

learning and regular assessment of the same.

- Every academic year consists of two semesters. Each semester is to be of 16 weeks. The first

Continuous Internal Examination (CIE- I) also known as MID-I along with the Lab Internal-1 is

conducted after 8 weeks of class work. CIE- II (MID- II) and Lab Internal- II are conducted after 16 weeks of class work. Within the above mentioned 8 weeks of class work, the concerned syllabus is taught to the students. They are then tested on the same material.

- The Institute conducts assessment to the students in three different components - theory, objective and assignments. The descriptive component is marked out of 15. The objective component is marked out of 10. The assignment is marked out of 5. These tests are conducted in evenly spaced out intervals to avoid pressuring the students with too many examinations.
- An average of both these examinations is calculated to attain the final internal marks of the student.These marks are also utilised to identify the slow learning students and conducts bridge classes to improve their performance before the external examination.
- All question papers are set based on the OBE format. They are mapped with their respective course outcomes that are stated in the beginning of the course.

- The assignments given to the students involve unaddressed program outcomes. This helps the students attain knowledge beyond the syllabus as these topics are not covered by the exams conducted by the university but are still relevant. These assignments are given two times in a semister. The students are to complete them within the time given to adhere to the university's academic calender.

- Following the university calendar, every department creates internal calendars to ensure timely delivery of syllabus. Every teacher follows a strict agenda that is discussed and approved by thehead of their respective department. This is followed by deducing a day-to-day division of topics and chapters. These topics and chapters are chosen keeping the upcoming CIE in mind. The timeline created allows for the students to complete the given syllabus in enough time. The students are given plenty of time before the examinations as well to prepare and practice their concepts.
- In case of any required change, the university communicates the modification to the college and the college enforces the same. In any condition, the academic calendar is followed and respected by teachers of all departments.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 9

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 259

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
38	56	70	46	49

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 96.87

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1526	1473	1432	1455	1564

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

The curriculum offered by the university addresses the cross cutting issues like Gender, Environment and Sustainability, Human Values and Professional Ethics. The institute believes in maintaining healthy environment for all of its stakeholders.

Human Values and Professional Ethics:

The Course, Human Values and Professional Ethics offered in the curriculum, covers identification of human values and skills, profession and happiness, importance of trust, mutually satisfying human behaviour, appropriate technologies and management patterns to create harmony in professional and personal life.

Environmental Studies/Environmental Science and Disaster Management & Mitigation:

The Course, Environment and Sustainability offered in the curriculum covers basic knowledge on environment and its allied problems, understanding importance of biological diversity, conservation of natural resources, creating awareness on Green technologies, Environmental Laws and regulations.

The following is the list of courses which include Human Values, Environment & Sustainability, Professional ethics as part of curriculum prescribed by the university

- Human Values & Professional Ethics
- Environmental science

- Biology for Engineers
- Environmental Engineering
- Environmental Engineering Lab
- Disaster Management & Mitigation
- Management Science
- Entrepreneurship
- Environmental Impact Assessment & Management

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 76.62

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
331	366	351	333	338

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

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

Response: 95.73

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

Response: 1526

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

1.4.1 ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni***

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 54.58

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
585	490	577	457	477

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

2020-21	2019-20	2018-19	2017-18	2016-17
906	912	972	990	972

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 57.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
272	293	281	245	277

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

- The chief objective of our educational institute is to strive for excellent education. The students are from different domicile and different educational scholastic ability. Considering this, in the beginning days of academics, we identify the learning level of the student as slow learner or advanced learner.
- Prior to the beginning of classes, the college conducts induction programme to the freshmen through which students will be able to engage their passions, challenge their beliefs, and continue to grow intellectually, socially and emotionally.
- Principal, Professors, and senior faculty make students aware of their goals and objectives, code of conduct, classroom attendance, examination & evaluation system and the amenities available in the college. At the entry level, Class Teachers and Mentors identify slow and advanced learners through students' performance in the previous examination, aptitude test, and oral presentations.

1. For slow learners' institute provides:

- Remedial teaching and bridge courses are conducted with an aim to improve the academic performance of the slow learners. This practice helps the struggling learners to improve subject knowledge and helps them to compete with their peers.
- Group Study System for slow learners is encouraged by involving advanced learners.
- Academic counseling and personal advise are given to the slow learners by the tutor, mentor and the counseling cell. Tremendous efforts are put on slow learners.
- Simple and standard lecture notes/course materials are provided for students.
- For the students of regional medium background, English Language oriented classes are conducted to help them study and understand basic nuances of the English language.
- Peer – learning is practiced in the study halls of Hostels, where slow learners are supported by their peers to help in studying.
- Mentoring system is common in all the Departments, wherein particular number of students are assigned to each faculty who would report on all academic achievements and challenges.
- E-content materials are made available to supplement classroom teaching.
- Library facility is provided for all students.
- Interactive sessions are part of every classroom teaching in the College. Every class is made an interactive session to improve the skills of the students.

2. Measures in force for advanced learners:

- Competent students are encouraged to take up internships at reputed organizations.
- Students are encouraged to enroll and learn through MOOC Programs offered by the world's leading institutions.
- SWAYAM -NPTEL online courses.
- Seminars/Conferences/Workshops.
- In-house competitions such as Debate, Group Discussion, Problem Solving – Decision Making
- Exercises and Quiz Programmes
- Spoken Tutorials
- Campus Recruitment Training(CRT)
- Digital Library – Journals

Hence, these activities will benefit both the Advanced learners and Slow learners in terms of their Progress.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 10:1

File Description	Document
Any additional information	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 experiences

Response:

The institute implements student centric methods to improve student involvement in problem solving methodology and experimental & participative learning. In this regard, Group Discussions, Debates, Laboratory experimental learning and project work are held regularly.

1. Group Discussions:

Discussions in many of the subjects make the students to think wide and enable them to express their opinions and check their current knowledge. Discussions are held to test their proficiency in soft skills, managerial communications, and business adoptions etc.

2. Debates:

Debates are conducted in many of the subjects in which students are required to come prepared with different opinions & thought processes. Thus, the learning process gets justified in the argument mode of learning.

3. Laboratory experiential learning:

Technical education is always justified with the help of practical knowledge. Thus from the first year, students are exposed to all the laboratories such as physics, chemistry and English. Later from their second year, students attend core department labs which give different levels of exposure.

4. Project Work:

To enhance the practical knowledge & innovative approach, students are encouraged to carry out Project work in IV Year. Personal attention will be paid on each team member.

Teachers use the following support structures and systems.

1. Experiential Learning:

- Student seminars, projects, workshops, paper presentations, group discussions have been streamlined for interactive learning.
- Infrastructure for ICT enabled teaching and learning.
- Air-conditioned seminar halls with the precise ambience for conducting Guest lectures and interactive sessions with successful alumni are organized in each semester.

2. Participative Learning:

- Students Association is formed. Interdisciplinary projects are encouraged.
- Industrial visits are organized for each semester.
- Audio-visual aids are used for better learning and understanding.
- Internship in industries and companies is facilitated for collaborative learning process.
- Ample computer facility with internet connection and Wi-Fi connectivity is arranged for independent and interactive learning.
- Facilities are arranged to students for preparing charts, posters and models for Technical Exhibition.
- Well-equipped digital library with access to e-journal, NPTEL and DTEL learning.
- Industrial collaboration by signing MOUs is facilitated to give exposure in practical needs.
- A laboratory class makes the student think independently.
- Simulation software is used to create interactive learning atmosphere.
- Students are encouraged to participate in seminars, workshops and Technical quiz to develop analytical skills.

3. Problem Solving Methodologies:

- The Institution provides sufficient teaching aids (LCD projectors, Video conference room, and NPTEL access) for effective curriculum delivery.
- Faculty make use of models, graphs, power point presentation through ICT tools to present the content of the syllabus.
- Tutorial classes are arranged to corroborate problem solving methodologies.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

ICT tools can be used to find, explore, analyze, exchange and present information responsibly and without discrimination. ICT can be employed to give users quick access to ideas and experiences from a wide range of people, communities and cultures.

Contributions to teaching and learning are activities that contribute to the improvement of student learning. These activities include use of ICT, instruction delivery, instructional methods, assessment, evaluation and inclusive class rooms that lead to effective, efficient and engaging instruction.

Following are the best and innovative practices undertaken by the faculty members for improving teaching

and learning experience:

- **Chalk and board:** To convey basics, critical information, history, background, theories and equations
- **Online Teaching:** Faculty made a swift transition from classroom to online teaching by using online platforms like Google classroom, ZOOM, CISCO WEBEX and You-tube.
- **Blended Teaching:** Usage of teaching aid techniques such as video lectures, power point slides, collaborative and individual learning strategies.
- **Faculty Blogs:** Faculty blogs and YouTube channels are used as instructional potential for online resources for students.
- **Integrated courses:** Virtual labs is an ICT tool used by the students to avail remote access to labs in various disciplines.
- **Course Handouts:** Video lectures, lecture notes, assignment questions, tutorial questions and model question papers shared using Google classroom, Edu-blogs.
- **Massive Open Online Course:** Faculty enroll for various courses like NPTEL and other MOOCs platforms for better understanding of the course and encourages the students to get certified.
- **Courseware:** Course specific software like MATLAB, VLSI, CAD/CAM, IoT, Android etc. are used to execute laboratory experiments and also to implement innovative ideas.
- **Social Media in Education:** Faculty members use the social media platforms like WhatsApp and Telegram to connect with the students for sharing information.
- **Google classroom:** Delivering the lectures and also sharing the content to students.
- **Google Forms:** Assessing the students for evaluating quiz, assignments etc.
- **MOODLE:** Used for online communication through e-mails and forum.
- **Slide share:** With the help of Google Slides, faculty presents the content at the real time.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 10:1

2.3.3.1 Number of mentors

Response: 163

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 14.28

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
27	28	27	23	17

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years) **Response:** 3.53	
2.4.3.1 **Total experience of full-time teachers** Response: 575	
File Description	**Document**
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The Internal Assessment system is carried out in a systematic manner and is transparent. Theory courses, Laboratory courses, Seminars and Project works are evaluated internally.

- The performance of a student in each subject is evaluated through CIE (Continuous Internal Evaluation) for 30 marks.
- During a semester, there shall be two mid-term examinations. Each mid-term examination consists of objective paper (10 marks), descriptive paper (20 marks). Total duration of 2 hours (90 minutes for descriptive and 30 minutes for objective paper).

- The objective paper is set with 10 multiple choice, 5 true/false & 5 fill-in the blanks. The descriptive paper shall contain 5 full questions out of which, the student has to answer 3 questions, each carrying 10 marks. Each mid-term examination shall be conducted on 50% of the syllabus. The average of the two mid-term examinations shall be taken as the final marks secured by each student in Continuous Internal Evaluation.

- For practical subjects there shall be a continuous internal evaluation during the semester for 30 marks and 70 marks for semester end examination. Out of 30 marks for internal evaluation, day-to day work in the laboratory shall be evaluated for 15 marks and internal practical examination shall be evaluated for 15 marks conducted by the concerned laboratory teacher.
- There shall be a seminar presentation in IV-year II semester. The student collects the information on a specialized topic, prepares a technical report, and submits it to the department committee. The committee consists of Head of the Department, seminar supervisor and a senior faculty member. The seminar report is evaluated for 100 internal marks.
- UG project work is carried out during IV Year II Semester. Project will be evaluated for 200 marks. Student has to submit project work report at the end of the semester.
- For Project the external examiner shall evaluate the project work for 140 marks and the project

supervisor shall evaluate it for 60 marks. The student is deemed to have failed, if he (i) does not submit a report on Project, or does not make a presentation of the same before the external examiner as per schedule, or (ii) secures less than 40% marks in the sum total of the CIE and SEE taken together.

- For conducting viva-voce of project, University selects an external examiner from the list of the expert faculty submitted by the principal of the college to the university.
- For mandatory courses of Environmental Science, Constitution of India, Intellectual Property Rights, and Gender Sensitization lab, a student has to secure 40 marks out of 100 marks (i.e. 40% of the marks allotted) in the continuous internal evaluation for passing the subject/course. These marks should also be uploaded along with the internal marks of other subjects.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

- The Institute conducts two types of examinations, Internal Examination and External Examination.
- External Examinations are conducted by the University and the Internal Examinations are conducted by the Institute.
- As part of Internal Examinations, internal assignment and mid examinations are conducted.
- The examinations are conducted with utmost care given to transparency and fairness.
- The hall tickets are issued to the students for University Examinations well in advance. Any grievance related to the hall ticket like printing of wrong name or delay in issuance is addressed by the exam cell. The exam cell immediately looks into the matter and takes necessary actions.
- The issues of the students are dealt with high priority and solved as soon as possible.
- The question papers for internal examinations are prepared by the respective teachers and approved by the head of the concerned departments.
- The external question papers are printed 15 minutes before the commencement of examination after receiving password from University.

In the event of a student is found using unfair means during examinations, the following measures are adopted to address this situation.

- Firstly, the subject expert is called to verify whether the material carried is related to the subject and mentioned in the question paper. If the material has appeared in the question paper the principal is notified about the incident. The principal then communicates the necessary recommendations to

the affiliated university. The university then replies based on the letter received. The punishment is then decided by the university and implemented by the college.

- Post internal examinations, students are given back their evaluated answer scripts. These answer scripts are corrected by the teachers in the examination cell under the supervision of a controller / in-charge. Students are permitted to assess their own performance and seek any clarifications to the teacher. In case they are entitled to more marks, teachers do the needful. Following the review of answer scripts, the marks are entered in a register before forwarding them to the university.
- In the case of external examination, any grievance is addressed by the examination branch. The student in need of help explains his/her grievance to the person in-charge who reviews the situation and provides a solution. In case the university needs to be contacted, a standard fee is collected. Upon receiving the fee, the college in-charge represents the issue to the university and pursues it till it is solved. The university then re-evaluates the student's performance and communicates their decision.
- All grievances are therefore solved with utmost care to student sensitivity. Institute level grievances are solved within two-three days.
- The Institute is dedicated to provide students with time-bound, transparent and efficient solutions for their examination related grievances.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The institution is effectively implementing the Outcome-Based Education (OBE) to impart education through a student-centric method.

The Institution has conducted workshops on Outcome-Based Education to create awareness among faculty members.

The Course Outcomes are defined to achieve Programme Outcomes (POs), Program Specific Outcomes (PSOs).

The Program Outcomes (POs) are defined by the National Board of Accreditation (NBA).

Program Specific Outcomes (PSOs) are defined for individual programs after thorough discussions & deliberations with stakeholders.

The PEOs are defined in line with the vision and mission statements of the departments and institute.

Course Outcomes (COs) for all the courses in the curriculum for the program are provided by the affiliating university.

If necessary, concerned faculty members can define / modify the course outcomes using action verbs of various learning levels as suggested by revised Bloom Taxonomy.

Course Outcomes are correlated to POs and PSOs by concerned faculty members on a scale of levels, 1 for low, 2 for medium, and 3 for high.

Program Outcomes, Program Specific Outcomes and Course Outcomes are disseminated to stakeholders though the following ways

College Website: Vision and Mission of institution.

Main Library: Vision and Mission of institution.

Departmental Website: Vision and Mission of department, POs, PSOs & PEOs

Department Notice Boards: Vision and Mission, POs, PSOs & PEOs

Departmental News Letters: Vision and Mission, POs, PSOs & PEOs

Classrooms: Vision and Mission of both institution and departments, POs and PSOs

HOD and Faculty Rooms: Vision and Mission, POs and PSOs

Department Library: Vision and Mission, POs, PSOs & PEOs,

Laboratories: Vision and Mission, POs, PSOs & PEOs, relevant COs

Course Files: Vision and Mission, POs, PSOs & PEOs, relevant COs

Lab Manuals: Vision and Mission, POs, PSOs & PEOs, relevant COs

Lab Records: Vision and Mission of institution.

Pamphlets: Vision and Mission, POs, PSOs & PEOs.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The process of attainment of COs, POs and PSOs starts from finalizing COs for each course of the program from first year to fourth year.

Then, a correlation is established between COs and POs in the scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high).

For each course, attainment level of all course outcomes is arrived at rigorously based on the student performance in the internal and external examinations. Similarly, the direct and indirect feedback at the end of course helps to assess the course outcome indirectly. Thus, the CO attainment is a combined result of direct and indirect assessment.

This in turn helps in arriving at the PO assessment as each CO is mapped with certain POs and PSOs. Besides this, the exit survey is taken from students for indirect assessment of the PO's. The alumni, employer and parent's surveys are also taken for indirect assessment of the POs and PSOs.

1. Direct Assessment Tools:

The evaluation process for computing the course outcomes is explained below.

It is based on the results of:

1. Internal (mid) Examinations
2. External (University) Exam

2. Indirect Assessment Tools:

1. **Feedback from Students:** End course feedback is collected from the students and analyzed on various aspects such as completion of course, faculty dealing the course etc.

Course Outcome Attainment:

Evaluation of internal and external examination marks for setting Course attainment levels for all courses:

Evaluation of marks from both internal and external examinations

	Semesters	Internal	External	Total marks
Academic Year	Semester – I	30	70	100
	Semester –II	30	70	100

Step1: Direct Assessment

Measurement of Course attainment levels for Internal Examinations:

1. Step1: Calculate the average attainment of each course outcome.
2. Step2: Calculate the average percentage attainment of each course outcome.

Measurement of Course attainment levels for University Examinations:

1. Attainment Level 1: If the percentage of course outcome attainment is in between 40% to 54.99% (inclusive).
2. Attainment Level 2: If the percentage of course outcome attainment is in between 55% to 69.99% (inclusive).
3. Attainment Level 3: If the percentage of course outcome attainment is above 70 % (inclusive).

Overall Direct Assessment including Internal and University Examinations:

1. Weightage to University Examinations: 70%
2. Weightage to Internal Examinations : 30%

Step2: Indirect Assessment:

Tools: Course Feed back

1. Attainment Level 1: If students feedback is less than 65% (exclusive)
2. Attainment Level 2: If students feedback is in between 65% to 75% (inclusive)
3. Attainment Level 3: If students feedback is greater than 75% (inclusive)

Step3: Overall Course outcome Attainment including direct and Indirect Survey:

Attainment of Course outcomes = 80% of Direct Assessment + 20% of Indirect Assessment.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 91.27

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

2020-21	2019-20	2018-19	2017-18	2016-17
271	257	322	326	366

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

2020-21	2019-20	2018-19	2017-18	2016-17
291	283	362	351	404

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.74

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 3.65

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.65	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 1.84

3.1.2.1 **Number of teachers recognized as research guides**

Response: 3

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 13.33

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	0	0	0

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	6	6	6

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

The Institute has created an ecosystem for innovation, creation and transfer of knowledge by establishing R&D cell, Incubation Centre and Entrepreneurship Cell. The Eco-System Framework of the **Dr. K. V. Subba Reddy Institute of Technology** aims at creating a student enabled educational environment. The institution is making interactive efforts to create a veritable infrastructure of learning that would activate the holistic development of the student at the U.G. and P.G. levels. The framework is structured to nurture innovative thinking amongst all students.

The College provides an enriched environment of learning to all the students. It reposes implicit faith in the potential of the students and has put in place a regimen to create or add value to the students by harnessing their talent through systemic training in terms of skill building, personality development, lateral thinking and career mapping. Identification and enrichment of the innate scholastic and extracurricular talents of students and realization of the requirements is the hallmark of the institute's vision. Technical events such as technical quiz, project exhibition, paper presentations and aptitude test are organized to tap the talents of students. Such initiatives serve to hone the analytical skills of students and to help them think out-of-the-box. Physical infrastructure comprising well equipped Library and laboratories with modern simulation tools and equipment for carrying research activities is provided.

Research and Development Cell facilitates for creation and transfer of knowledge by conducting technical workshops, seminars, industrial visits, Training programs, National and International Conferences, Technical presentations by faculty members and also provides mechanism for submission of minor and major research proposals for funding by Institute/University and other funding agencies.

Incubation Centre is established with the objective of creating an environment conducive to encouraging aspirants to incubate their ideas including designing and developing ICT enabled Provisions for academic and administrative function. The sole objective of the Incubation Centre is to facilitate students to convert their Ideas into Technological Innovations.

The faculty published their research papers in the various journals as well as conferences at national & international level. College is committed to nurture the students to be next generation leaders and also team players consistent with the dynamic requirements of the Corporate World. The college is with firm conviction that the Ecosystem Framework envisaged encompasses all facets of the holistic development of students, who would contribute to the country's growth as socially responsible citizens.

The college is with firm conviction that the Ecosystem Framework envisaged encompasses all facets of the holistic development of students, who would contribute to the country's growth as socially responsible citizens.

File Description	Document
Upload any additional information	View Document

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

Response: 41

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	7	6	9	11

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 1

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 2

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.91

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
12	56	49	25	14

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	23	03	06	00

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

3.4.1 Extension activities are carried out in the neighbourhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

National Service Scheme (NSS):

The College was allotted a National Service Scheme (NSS) Unit by **Dr. K. V. Subba Reddy Institute of Technology**. Institute NSS Unit organizes every year the orientation program for the first-year students to inculcate the importance of community service to sensitize and motivate them to enroll for the said program. About 400 students have enrolled their names as NSS Volunteers. The motto of NSS is "Not Me But You". Service to mankind is service to God. Imparting such values and attitude in to students is the motive of the institution. The extension activities by the above program to inculcate volunteers towards social issues and holistic development in the neighbourhood community in terms of impact and sensitizing students. Various student chapters under various professional bodies were formed for the students at departmental levels. Students actively participate and organize various events through these chapters as per the departmental needs and requirements for overall development of students.

Some extension activities organised are:

1. COVID -19 Awareness Program
2. Health awareness programmes
3. Swachh Bharath
4. Cleanliness drive/environmental awareness drive
5. Traffic awareness rally
6. Tree plantation and Swachh Bharat at primary school
7. Voter Awareness Rally
8. Blood Donation Camp
9. Plastic free awareness program

The institute carries out a number of extension activities in the neighbourhood community. The NSS units concentrates on the welfare of the neighbourhood community and sensitizes their social problems and takes necessary steps for the betterment of the society. These social outreach programmes brought a great impact on the holistic development of the students as they come across different categories of the people and their living standards. Every year, the NSS students coordinate with the other clubs of the institute to demonstrate on a current social problem through rallies. Extension activities in the neighbourhood community Activities like Swatch Bharath is conducted in LAXMIPURAM, DUPADU, DINNE DEVARAPADU, PEDDATEKURU, CHINNATEKURU. Importance of cleanliness and its impact on health is delivered to villagers. Created awareness on Rain water harvesting pits to the villagers in LAKSHMIPURAM and observed ground water level have improved. Medical camp was conducted in PEDDATEKURU, CHINNATEKURU areas. Career guidance and Goal setting was carried out at Z. P. HIGH SCHOOL LAKSHMIPURAM High school children are given career guidance. Students gained knowledge of various competitive exams. Tree plantation was done in Villages of LAKSHMIPURAM, DUPADU, PEDDATEKURU, planted thousands of samplings to make green & clean Kurnool. Due to this tree plantation air pollution is reduced and residents are benefited. Campaign was conducted Digital literacy and training on cashless transactions is done in and out of college area, Different types of easy cashless transactions are familiarized by the students, to the villagers. An awareness campaign on Plastic pollution and the ill effects of plastic usage and plastic waste was carried out in villages in Kurnool rural.

File Description	Document
Upload any additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 1

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	01	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 34

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	11	8	5	4

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 22.7

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
414	445	407	266	200

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 78

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
14	19	18	13	14

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 74

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
19	21	16	13	05

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

RESPONSE

Dr.K.V. SubbaReddy Institute of Technology is spread over 10 acres of land with built up area of 23,500 Sq.mts. The institution has adequate infrastructure and physical facilities for teaching-learning as per the regulations of AICTE and JNTUA University Anantapuramu. The environment is serene, lush green and eco-friendly. The facilities available are mentioned below.

Classrooms:

The institution has spacious, well-equipped, well ventilated classrooms with LCD projectors and WI-FI connectivity. Adequate tutorial and smart classrooms are provided.

Laboratories:

The institution has domain centric well-equipped laboratories to conduct experiments. Additional facilities are available to address content beyond syllabus, projects and research activities.

The institution has specific facilities like Center of Excellence for Electric Vehicles, CNC lab, Solar Energy power Generation, KVSRIT incubation center and 3D- Printing laboratory.

Seminar Halls:

The institution has adequate seminar halls to conduct seminars, conferences, guest lectures and workshops. Seminar halls are equipped with LCD projectors, PAS with WIFI connectivity and air conditioned with seating capacity ranging from 60 to 500.

Computing Equipment:

The institution has 806 high-end computers with all necessary peripherals.

Library:

The institution has a central library with adequate seating capacity. It has a reference section and digital library with 30 systems, accessible National Digital Library (NDL), SWAYAM lecture videos. Staff and students are able to access online journals through IEEE, ASME, ASCE, DELNET, and JGATE. Library is

automated with ECAP ILMS software. In addition to central library, each department is equipped with department library.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

Dr.K.V.Subba Reddy Institute of Technology College has one of the biggest sports-grounds in the University. The athletic culture in the college instills healthy competition, sportsmanship and teamwork among students. Intensive training is imparted under expert guidance and numerous sports activities are organized every semester. On the Annual Sports Day, various tournaments and competitions are held for students and faculty. Each year, students of Dr.K.V.Subba Reddy Institute of Technology College achieve notable distinctions and many are selected for national and state level tournaments. The college offers the following sports facilities:

- Standard quality and safe sports equipment are provided to prevent sports related injuries.
- Speed/endurance/resistance/strength training equipment and facilities are available for students.
- Flood light in the football field so that the matches and training can be continued till late evenings.
- Facilities like changing rooms, lockers, drinking water, medical/first aid, playing equipment/stock storage, for college team members.

Facilities for Cultural Activities:

Dr.K.V.Subba Reddy Institute of Technology College promotes creative and artistic pursuits. The Cultural Committee engages and nurtures students in fashion, debate, dance, music, photography, theatre and art, correspondingly. This is in keeping with the vision and mission of the college to support the holistic development of students that focus on not just academics, but also on all-round personality development.

The college provides adequate facilities and required equipment to the societies under cultural committee:

- Reverb (Music Society): one Cajon, one harmonium, one Yamaha keyboard, one shaker (Twist & Egg)
- Shutterbugs (Photography Society): one diffuser, one tripod, one Sandisk 128gb memory card, one RODE camera microphone, one Toshiba hard drive, one reflector. The college also has still/video camera.
- Vayam (Theatre Society): one harmonium, one xylophone, three lamps, one stage light, props and costumes.
- The college has one open stage in the sports complex for practice and performance, and another

open stage in the main academic block for rehearsal. One room is allotted for cultural societies. The students thus have adequate provisions for honing their talents.

The college provides first-rate facilities in play fields for various games like Volley ball, Football, Cricket, Badminton, Carroms etc. in the campus. The College conducts Sports Meet and encourages students to participate in the Inter-Collegiate events.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 68.63

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 35

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 33.16

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
89.22	162.68	145.74	64.43	142.75

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Response:

The central library of carpet area 800 Sq. mt. is located in Main block with good infrastructure and ambience. There is regular subscription to newspapers, magazines and journals, there by augmenting the library as a rich source of knowledge. In addition to central library, each department is well equipped with department library.

ECAP is a fully web based integrated library management software that runs on distributed

computers through a network or server. It can also run on local area networks without access to the Internet. ECAP supports following major international standards for better interoperability.

ECAP is a complete solution for libraries. It is a unique combination of library automation software, digital library software and a database search facilitator.

.

It has thirteen main modules, i.e.

List of Modules:

- 1. Administration
- 2. Academics
- 3. Admissions
- 4. Accounts
- 5. Fee payments
- 6. Examinations
- 7. Correspondence
- 8. Library
- 9.Staff
- 10. Hostel

- 11. Transport
- 12.Central Stores
- 13. Placements

.Features of ECAP

- Compatible with international standards such as MARC 21.
- Scalable, manageable and efficient
- Compatible to run on any version of Windows (except window 95, 98 and 2000)and Linux.
- Compatible to run on any version of Windows (except window 95, 98 and 2000)and Linux

.

Compatible to run on any version of Windows (except window 95, 98 and 2000) and Linux.

Automated email/instant messaging is integrated in different function of software

Name of the ILMS software	**ECAP- Engineering College Automation Softw**
Nature of automation (fully or partially)	Fully
Name of the company:	Webpros Solutions Pvt. Ltd.
Version	5.01
Year of automation	2021

File Description	**Document**
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**
6. **Remote access to e-resources**

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 8.83

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
11.43	10.22	8.87	7.51	6.12

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 7.06

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 124

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Response:

The college campus has a well-established state of the art IT infrastructure and facilities. Internet Band width of 300 Mbps supports various services such as academic and administrative activities, campus CC TVs, biometric devices. Campus is enabled with Wi-Fi facility.

The details of up gradation that has taken place over the last five years (2016-17 to 2020-21) are shown below:

- Procured 780 desktop computers and 2 servers for academic purpose
- 20 Wi-Fi access points were added to campus network
- Upgraded internet bandwidth of 50 Mbps in 2016 to 84 Mbps in 2017 to114Mbps in 2019 and to 300 Mbps in 2021.
- Procured Microsoft Cloud Campus subscription licenses in 2013 and renewed every year.
- Procured licensed MATLAB software in 2015 & 2019 and other department softwares in CED,CSE, EEE, ECE, MECH and their up gradations.
- Procured licensed STADPRO software in 2015 & 2019 and other department softwares in CED,CSE, EEE, ECE, MECH and their up gradations
- Upgraded RAM from 4 GB to 16 GB for 30 desktop computers
- Upgraded RAM from 2 GB to 4 GB and 4 GB to 8 GB desktop computers
- Procured LCD/LED projectors for classrooms, seminar halls, conference halls and laboratories.
- The institution has smart classroom equipped with smart interactive board.
- Electronic surveillance system with 83 cameras is installed on the campus
- Biometric Attendance for staff and students is introduced.
- All the CRT monitors are upgraded to LCD/LED monitors.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 2:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 80.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
254	321	389	341	213

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

Response:

- The institution has structured system for maintaining and utilizing facilities available.
- The institution has formulated a maintenance committee for looking after academic support facilities, infrastructure maintenance and its utilization.
- Each facility has a supervisor to look after the maintenance and a log register is used to record maintenance activities.
- The security of the institution is taken care by an external agency.
- Housekeeping services to maintain cleanliness of campus and buildings is outsourced to an external agency.

The following is the maintenance procedure for various facilities:

Classrooms

Regular inspection of furniture and classroom equipment is carried out.

Laboratories

- Performance of equipment is monitored on a regular basis and respective log books are maintained.
- Calibration of equipment is carried out periodically.
- All the minor repairs are carried out by the laboratory technicians. Major repairs for all laboratory equipment are outsourced.

Library

- The library has advisory committee to look after proper functioning.
- An accession register is maintained.
- Stock verification process is carried out before the commencement of academic year.
- Damaged books are sent for re-binding

Computers

- The institution has a system administrator to oversee the maintenance of computer systems.
- Computer systems are protected with antivirus and firewalls.
- Up-gradation of software as per the curriculum requirement.

Sports Facilities

- Outdoor sports facilities are monitored and maintained periodically.
- The consumables for indoor and outdoor games are procured as required.

Electrical Maintenance

- Andhra Pradesh State Electricity Board department inspects the performance of the transformer.
- Periodically, based on recommendations, corrective actions are initiated.

- The diesel generators for power back up are inspected at regular intervals for proper maintenance.

Landscaping

- The college has AMC for maintenance of landscapes and greenery.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 68.1

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
948	921	1042	1109	1221

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 3.54

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
63	57	54	49	49

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 19.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
610	540	309	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 51.89

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
199	260	244	256	159

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 0

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

File Description	Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 80

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	4	8	1

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	3	4	8	1

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 47

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	11	09	16	11

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Our institution believes and provides ample opportunities to the students to participate in various academic and voluntary work committees to exhibit and practice their leadership and vocational skills. It is evident that students like to actively participate in various social service events voluntarily. Thus said, DRKVSRIT believes and implements this principle to groom the students to live for social cause right from their student life, below are some examples of such committees pertaining to our institution where students have their active representation.

Cultural Activities Committee:

Students are the key players in the Cultural Activities that are organized in the institute, its students who render maximum participation in making the events successful. Events such as Fresher's Day, Science Day, Anti Tobacco Day, Environment Day etc

Games and Sports Committee:

Institute has constituted Games and Sports committee to encourage our students to organize and participate in various sports events. Students are motivated to take part in every University, State, National and International sports meets.

Transportation Committee:

Student members of the transportation committee co-ordinate with the transportation in-charge in maintaining discipline while travelling and ensure the timely arrival and departure of busses. They also coordinate in settling the minor hiccups and report major issues to the Transportation in charges on time.

NSS Committee:

Students help in mobilizing their peers to take active participation in various community and society welfare activities. Activities such as Red Cross Blood Donation, Tree Plantation, Swachha Bharath, AIDS Awareness, Tobacco Awareness, Voter Awareness etc.

Anti Ragging Committee: DRKVSRIT has been strictly practicing the 'Ragging Free Campus' right from its inception, therefore the fact that no student had faced such social evil so far is not an exaggeration. As student leaders work closely with Student Mentors and hostel wardens healthy and amicable campus environment is enjoyed by every student right from the moment they step in and to the moment they step out without any contention.

Alumni Committee:

DRKVSRIT organizes homecoming events for all the passed out students for the benefit of existing students to help them get grasp of the employment opportunities and in demand skills prevailing in the market. There are a variety of services offered by the Alumni Association outside of the campus. Career development programs include sessions where Alumni share their experience in Planning & Achieving Career Goals, Importance & Preparation for Higher Education etc.

SC-ST & OBC Committees: Representation of students in these committees will help the institute to seek suggestions and feedback directly from the student representatives and work on real time basis to resolve any identified issues. Institution takes special interest in facilitating financial support to students from these communities from government agencies and other sources. They are also encouraged to enroll for career orientation programs, which would train them with the necessary skills to select a better career option.

Grievance Redressal & Internal Complaints Committee: As part of our constant endeavor to ensure transparency in all the activities at different stages, Institute provides proper mechanism to students for redressal of their grievances. This committee will deal with all the grievances directly which is related to the common problems at Institute level both Academic and Administrative

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 20.4

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
12	23	27	22	18

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

Introduction and Functions of Alumni Association at DR.KV Subbareddy Institute of Technology

The word '**Alumnus'** refers to a former student, a college, or a university student. Usually, the term refers to a person who graduates, though not always.

Chris Dellarocas notes that the word "alumnus" comes from a combination of the Latin words "**foster**" and "**child**."

Thus the Alumni Association is a community made up of alumni of a university or college.

There are a variety of services offered by the Alumni Association outside of the Campus. Sometimes career development programs which include the sharing of experience old students have in the institutions are done. This also includes mentoring programs for existing students.

Some alumni students assist students by providing study opportunities as well as external study opportunities and job placement programs.

DRKVSRIT believes in and organizes homecoming events for passed out students by existing students to gain exposure to various things. Training sessions as well as orientation programs are conducted inside the campus with the help of alumni during academic year.

The benefits of having Alumni are as follows:

1. Most of the passed out students who completed their education from this institute are the most loyal followers of the institution.

2. Fundraising events are usually carried out with the help of alumni and their professional networks.

3. Our institution gets benefit from the Alumni from their skills, knowledge and expertise in various fields.

4. Our Alumni extends student support to breathe in fresh ideas and wisdom that's essential to build their careers.

5. In addition to helping in developing educational content Alumni Advantages include mentoring, academic support, campus-based activities, and career networks for undergraduate students. In short, the sense of being a supportive community.

6. Our Alumni helps students to be placed in their organizations. Mentorship and Scholarships - alumni students can play an active role in volunteer programs such as mentoring students in their professional fields.

7. Fundraising - A strong student body organization can be one of the major beneficiaries of the institution who can contribute to various institutional development activities.

8. Placement - The network of college students is one of the major sources of student placement opportunities. Alumni working in major IT organizations form the bridge to connect the existing students to the job opportunities available in their working places.

9. One of the main objectives of the DRKVSRIT Alumni organization is to support a network of former graduates, who will help raise the profile of the Institute. Like many other university student organizations, alumni organizations aim to unite like-minded people.

10. Alumni can participate in a variety of volunteer opportunities through their alumni organizations, helping them return to their communities DRKVSRIT often invites former to take part as volunteers and take guest lectures.

11. Finally, the alumni of DRKVSRIT is one of the robust resources in building the successful student - model education and spreads awareness of the institution benefits to various stakeholders which in turn

aids in the growth of the Institution.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Response:

- Dr.K.V. Subba Reddy Institute of Technology’s mission and vision have been re-evaluated in light of current educational trends at the national and international levels. Aims are defined to meet the goals outlined in the country's higher education strategy. At this time, the College aims to be a worldwide leader in education as well as an important ally in India's quest to build a society that values justice, humanity, and equality for everyone.
- The institution's Vision and Mission represent the institution's unique features. The College meets society's educational, social, cultural, and economic demands. Its policies reflect all of these qualities. The policy of uncompromising devotion to the values and principles of inclusivity, responsibility, and social accountability is being implemented via high-quality educational programs and healthy behaviors.
- The Governing Body and the Principal collaborate on developing and implementing an institutional quality policy. The College's numerous administrative and academic divisions are efficiently regulated via the establishment of required entities such as the IQAC, Staff Council, CAC, EDC, and others with well-defined duties and principles in line with the College's vision and mission.
- The Principal appoints committees with members from teaching staff, non-teaching staff, and students to oversee the various operations of the college, such as admission, academic coordination, examinations, promotion of research and extension activities, development of infrastructure facilities, the appointment of staff, maintenance of service records, encouraging cultural activities, and implementing new programs.
- The Principal is well-supported by the Teachers-in-Charge, who work with their department members to carry out the strategic and perspective plans.
- The College makes an effort to meet the needs of the community by implementing creative activities, strategies, and policies. The teacher supervisors and student officers of these organizations work hard to urge students to pursue their total development via a variety of skill-based and talent-enhancing activities, so that they may make a positive contribution to society as responsible citizens.
- In addition to building an environmentally friendly campus/premise, the management raises money to improve infrastructure, laboratory, library, and office equipment.
- The Principal and Governing Body demonstrate their concern and dedication to the aims of higher education by their ongoing efforts to mobilize resources and provide career-oriented courses.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

- In the three key pillars of the college, namely academics, administration, and extra-curricular activities, Dr.K.V. Subba Reddy Institute of Technology practices decentralization in its genuine definition.
- Through a strong and efficient Organogram of Committees/Societies, which includes the IQAC, the Staff Council, the Student Council, and various Cultural Societies, the College's decentralization and participatory management practices are reflected in all of the College's activities.
- All of the College's primary stakeholders, including Management, the Governing Body, the Principal, Teaching and Non-Teaching Staff, Parents, Students, and Alumni, operate in a democratic manner, according to the unwritten principles of accountability in carrying out their tasks and obligations.

CASE STUDY OF KITES-2K20, THE ANNUAL CULTURAL FESTIVAL OF THE COLLEGE

- KITES-2K20, the College's Management meet & Cultural Festival highlights the concept of decentralisation and participatory management in its totality.
- The primary goal of decentralisation in relation to this specific management & cultural event is to reorient organisational culture, thin out the official hierarchy, expand opportunities for teachers and students to contribute profoundly, enrich the decision-making process, and foster greater democratic professionalism, along with competent event management.
- The Staff Council makes the decision to organise the Management meet & Cultural Festival, and the Student Council of the College is tasked with planning the event.
- Various Committees and Sub-Committees are formed under the supervision of Staff Advisors to Student Council to handle Sponsorship, Finance and Accounts, Programs, Publicity, and Logistics.
- Teaching and non-teaching individuals serve as Staff Advisors on each Committee/Sub-Committee, as well as some students on the Students Core Committee.
- The Sponsorship Committee looks for ways to raise cash from a variety of sources, including corporations, businesses, and individual donations.
- Based on the budget produced by the societies and given to the Committee, the Finance and Accounts Committee allot funds to the societies for their respective events.
- Duty Charts for Teaching and Non-Teaching Staff were created by the KITES-2K20 Core Committee and the Principal. Each member of the crew must willingly sign up for duty slots on the day of the event.
- In KITES-2K20, decentralization of administration refers to a process in which students are allowed free reign to make choices on resource allocation, financial management, program, and execution, among other things. This kind of decentralization helps students to be more accountable, responsive, sensitive, and proactive in their planning and execution in a democratic and participatory atmosphere.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Response:

The Institution has a variety of perspectives/strategic plans in place to help students grow holistically. The Management, Principal, HODs, and Faculty all share the goal of developing and implementing a quality policy that promotes high standards of professional ethics, openness, and accountability in the institution. To develop the institution's Mission and Vision, the Governing Body collaborates closely with the IQAC and other academic heads to create and execute different strategic plans to control and preserve the friendly and educational environment essential for this goal.

The institution has defined strategic plans, which include the following:

- By 2021-22, the institution should have NAAC Accreditation.
- Enhancing student development and improving campus amenities
- Improve the research and consulting output.
- Collaborations between industry and institutes should be improved.
- Creating a set of standards for ICT-based teaching and learning processes.
- The internal support system should be improved.
- Alumni development.

The IQAC, which meets often and decides on academic quality control concerns, oversees all of the aforementioned strategic initiatives.

Apart from the above, the Institution's strategic goals scrutinize the grooming of students in order to provide them with a bright future by overcoming numerous hurdles. The strategic plan's main goal is to achieve standardized improvement in the quality of technical education that the institution provides in accordance with its Vision and Mission. It also seeks to exceed the expectations of all stakeholders, including students, instructors, parents, and employers, in order to enhance satisfaction levels.

Perspective Plan for development:

The Institution undoubtedly has ambitions for its overall growth, and numerous prospective plans have been established in response, namely, improvement, up-gradation, and refinement of the present setup, which is an ongoing process in which the Institution will never fall behind.

The institution has a large campus that has a lot of opportunities for future infrastructural expansion. The college is intending to construct a sophisticated Girl's dormitory on campus in the near future. Many more

such ambitious initiatives may be implemented in the coming days.

In order to improve academic methods and processes.

- To be a top option for high-achieving students and knowledgeable instructors.
- To produce graduates who are both technically competent and ethically strong.
- To promote research and consulting.
- To create a smart campus.
- To provide certificate programs with enhanced value.
- To plan and organize national and international conferences

Implementation of the activity was successful. The Training and Placement Cell offers chances from a variety of reputable companies and sectors. Coaching institutes like ISB, for example, provide problem-solving, soft skills, and personality development workshops to help students improve their expertise. Students will gain confidence and be prepared to confront the selection process if they have soft skills and appropriate knowledge. These are very helpful for students preparing for competitive examinations, placement tests, and further education.

Manage all student progress and develop necessary strategies to finish all programs while adhering to affiliated university regulations.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Response:

The institution has a well-defined organizational hierarchical structure to support executive procedures that are transparent and consistent with the college's goals, as well as to facilitate effective decision-making. Through the numerous Committees, the organizational structure lends itself to supporting institutional capacity and instructional efficacy.

The Principal and HODs examine the progress made and difficulties encountered by different committees with the support of faculty members. The institutional bodies' operations are not only effective but also efficient, yielding real benefits. The administration has always valued the faculty's input and recommendations in planning the institution's future. Faculty members may be found in all of the committees.

Institutional Management is organized in a rational and transparent manner to get the best outcomes. From top management to lower levels, a hierarchical structure is formed, clearly delineating the roles, responsibilities, accountability, and authority at each level. To foster the culture of excellence, the Governing Body of senior management, Principal, HODs, teaching, non-teaching, and students work together as a team. The institute's slogan is "***We Build a Better Nation Through Quality Education***."

Academics and administration make up the overall framework of Institutional Management. A successful administrative system is constructed with all stakeholders in mind, with a focus on students. For the organization's proper running, the institution has established different committees at the institute and department levels. The committees' aims and functions are arranged according to the institution's norms.

The principal is in charge of the institution's administrative and academic operations. Department heads are in charge of overseeing all of the department's administrative and academic operations. In regards to all academic issues, the HODs have both academic and financial autonomy. They have the authority to make choices based on the necessities of the circumstance and have them validated by the Institution's Head at a later time. The amount proposed by the Principal, HODs, and Coordinators to the Governing Body for assessing the implementation of the various events program has been authorized. Coordinators have been appointed to head several committees that are working well, based on the competence of faculty members.

The IQAC presents the Governing Body with not only the Strategic Perspective Plan, but also numerous ideas for academics, administration, and policy formation. The IQAC deploys all ideas once they have been approved by the Governing Body and reviews them on a regular basis. Various College Committees implement their strategies independently and report to the IQAC on Quality Assurance.

Administrative structure: The principal, as the institution's leader, receives guidance from the Governing Body and operates with the assistance of HODs and committees. The administrative committees are formed, and choices that may be implemented are made.

Service Rules, HR Policies, and Procedures:

In accordance with the AICTE and JNTUA guidelines, the rules and regulations for recruiting and promoting employees are developed. The same may be found on the college's website and sent to all of the college's departments.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

4. **Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Response:

The college provides several welfare programs as well as financial assistance to all teaching and non-teaching employees. The following are some of the employee wellbeing measures:

Teaching Staff:

- All teaching and non-teaching employees from all regions of Kurnool are provided with free transportation.
- Students and employees may join a group insurance plan.
- A first-aid center is accessible on campus to give required medical help to students and employees, and a health care center is available on the campus.
- Children of faculty members are eligible for a fee reduction.
- The teaching staff received TA and DA allowances for FDPs, workshops, seminars, and training programs.
- Paid leave for people earning their PhDs who need to attend a coursework assessment.
- Casual Leaves are available.
- On-duty for employees who attend FDPs, workshops, conferences, and other events.
- All-female employees are entitled to maternity leave and three months of paid leave.
- The institution offers yoga, gym, and sports facilities, as well as a Grievance Redressal Cell to help employees with their problems.

Non-Teaching Staff:

- All non-teaching personnel gets free transportation.
- Children of faculty members are eligible for a fee reduction.
- There is group insurance available.
- Advancement of the festival.

- Bonus for the festival.
- Casual Leaves are available.
- Attending JNTUA while on duty.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 56.08

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**

2020-21	2019-20	2018-19	2017-18	2016-17
67	73	102	123	112

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 15

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
13	14	17	17	14

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 54.45

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
98	95	99	87	85

File Description	Document
Upload any additional information	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Response:

DRKVSRIT has a Performance Appraisal System in place for both teaching and non-teaching personnel. This is a critical step for both the institution and the faculty. IQAC established the Performance Appraisal System. This is done to ensure that all academics and departments at the college maintain consistent standards. After one year of employment, each employee's performance is evaluated yearly. The appraisal report is based on the employee's annual performance in academics, research, and other extra-curricular activities.

The following are the key aspects of the performance assessment system:

Teaching Staff :

1. Periodic reports that correspond to faculty teaching and learning activities and meet the demands of all industrial and mentoring obligations as outlined in rules and procedures.

2. Faculty help in the department, institution, and committees, among other things.

3. Performance-related teaching, learning, and assessment

4. Co-curricular, extracurricular, and professional development activities

5. Aspects of behavior and official behavior, such as punctuality and compliance

6. Each faculty member's performance is assessed using the Annual Self-Assessment for the Performance Based Appraisal System.

7. Each employee's performance is evaluated based on his or her academic contribution, research publications, academic achievements, and administrative contributions.

8. The affected faculty members are notified well in advance of their due promotion.

9. The Performance Based Appraisal System proforma completed by the Faculty Member is examined and validated by the Department Heads, IQAC, and the Principal.

10. Faculty members who are due for promotions are suggested based on their API score and must appear before the management committee.

Non-Teaching Staff:

Every year, all non-teaching personnel are assessed via yearly confidential reports and annual performance appraisals.

Different metrics are used to evaluate staff workers in areas such as knowledge of rules, regulations, latest updates, and procedures. Capability to arrange and carry out tasks Capability and readiness to take on more work in times of emergency, Capability to take on new job/duties Keeping files and records up to date, On-time completion of work, punctuality, interaction with faculty/co-workers, and carefulness and feeling of responsibility

All of these complaints are gathered from the personnel and reported to the administration. The administrator submits the required report to the Principal once again. Under the Scheme, qualifying workers are given promotions and pay raises based on their performance.

So far, the Annual Confidential Report and the Performance Appraisal System have greatly aided in the assessment of employee performance, motivating them, examining their strengths and shortcomings, and assuring greater performance.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Response:

DRKVSRIT has a well-defined process in place to ensure that available financial resources are used effectively and efficiently. The Institute has an external auditing mechanism in place. An external audit is carried out by an independent auditor in line with the law.

Internal audit:

Internal financial audits are performed by the Internal Financial Audit Committee in the following areas:

1. Audit financial transactions and keep books of accounts in the Accounts Section.

2. Supervises the physical verification of stock in the Departments and the Library.

The Internal Financial Audit team examines the accounting systems, policies, processes, budgets, and methods of accounting for different transactions in accordance with the standards established by the nodal agencies of state and central government organizations.

They modify verification techniques to discover income leakages, abuse of financial resources, diversion of cash, a departure from protocols, and so on.

They check fee challans, payment vouchers, purchase orders, the Principal's consent for payments made, budget coverage, bills, and delivery challans, stock entry registers, cash book and ledger, subsidiary ledgers, and other documents as needed for the audit.

They do physical verification of cash and bank receipts of fixed deposits, etc. on a regular basis, as well as physical verification of asset items in the departments and the college.

External Audit:

The statutory audit is carried out by an external auditor selected by the society. An in-depth analysis and verification of all transactions done out within each financial year. The external statutory auditor is required to visit the institution's office once a year for vouching audits and the submission of the final audit report. The recommendations include a variety of topics, including laboratory equipment, library charges, wage payments, building and infrastructure, sports facilities, and other maintenance costs. The external auditor's report for the previous year, as well as the audited Balance Sheet and Income & Expenditure

account, is included. The financial statements and records may be utilized for all statutory reasons once they were approved. The account is finalized in June/July, and audited statements are created and signed by the Principal and chartered accountant in June/July. The revenue and expenditure statement, as well as the balance sheet and depreciation statement, are prepared and submitted by the auditors. The chartered accountant Mrs. Manasa Devi & Co (Reg.No.- 242558) then submits an audited report, and these financial records are utilized for all statutory purposes. The external audit report was kept accessible for stakeholders to refer to.

The Budget Committee reviews the proposed budget at the beginning of the financial year. After the Budget Committee approves it, it goes before the Governing Body. In addition to the use of the student fund and income and contingency spending, the development fund is prioritized for infrastructure development. In addition, it should be mentioned that the state government reimburses all qualifying students for college costs. It is therefore quite clear to see the receipts.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Response:

The institution has a very effective procedure in place to oversee the efficient use of financial resources. A financial budget for the institution's operations for the next academic year will be established, taking into account expected costs and earnings. The institution provides opportunities for a variety of competitive tests in order to generate cash. The Institute's management guarantees that costs are expended for the purpose of carrying out institutional plans.

1. Every year, the budget is established far ahead of time, taking into account the needs of each department. Each department develops a budget based on the requirements for the upcoming academic session, such as equipment, computers, and consumables.

2. The principal presents the budget to the Governing Body, and the Governing Body proposes the budget for approval following the debate and any required corrections/modifications. Management reviews the budget and approves it after making any required revisions.

3. Quotations are requested and analyzed, a comparison statement is made, suppliers are contacted for a personal meeting, and orders are placed after evaluating all elements from multiple vendors. This guarantees that the appropriate equipment is obtained at the best possible price. Internal and external audits are conducted on the Institution's other accounts. Any internal audit inconsistency will be brought to the Principal's attention.

4. Payments are released when the corresponding items are delivered, and this is done in accordance with the terms and circumstances stated in the Purchase order.

The following ensures optimal money utilization:

The revenues are obtained via tuition fee collecting. The tuition cost is paid once a year. Other sources of income include:

- Fee collection from students.
- Bank Interest
- Admissions
- Training & Placement
- Library & laboratory Fee

To guarantee the educational quality, enough funding is allotted for FDPs, Orientation programs, Workshops, and other activities. Appropriate money is set aside to improve the library's facilities. Infrastructure development and maintenance are both funded adequately.

- Advertisement.
- Traveling Expenses
- Conveyance
- Bank charges
- Telephone charges
- Tours and travels

A sufficient budget has been set out to purchase appropriate equipment for unique student initiatives. The institute's primary source of revenue is tuition fees paid by students. The Institute has a defined method for approving funding for diverse operations, as well as for settling advance payments and authorizing bills for

payment.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

Response:

IQAC, which plans and monitors the institute's academic excellence was conceptualized and has started functioning from the AY 2015, it aims to establish quality policies in teaching-learning , research , curriculum planning - implementation, student activities, innovation and all the extracurricular –co curricular activities pertaining to the institute.

IQAC gives suggestions to the faculty in the preparation of the courses that comprises module wise planning of lectures, practical's ,tutorials, list of books, assignments, beyond syllabus activities and study materials etc. These plans are further streamlined and strengthened every year with incremental improvements.

The **initiatives** which have contributed significantly for the quality improvements in the institution are as furnished below:

- The institution envisages progressive development.
- The institution intends to be a learning organization
- The institution through its IQAC makes rigorous and continuous efforts to study, analyze and improvise every strategy, activity, process and procedure in all the domains. It seeks continuous feedback from Academic Audit, Alumni, Industry, and all other stakeholders who helps to establish quality culture.
- The quality is maintained at every stage be it academics, administration and infrastructure etc.
- Budget allocation for research & development
- Adequate Infrastructure & Human Resources
- Implementation of OBE
- Monitoring the attainment performance, targets (CO's, PO's, PEO's & PSO's) of the course and programs that are set by the respective DAC
- Evaluation and assessment processes
- State of the Art equipment.
- Strengthening Student Mentoring System.
- Introduce of Biometric Attendance System for all the students, teaching and non teaching staff.

- Participation in NIRF, AIRF, AISHE etc
- Industry – Institute Collaboration
- Faculty and students certifications in MOOC's , online courses, etc
- Reviewing placements and career enhancement activities.
- Faculty participations in FDP's, Workshops, STTP's to enrich their knowledge in advance technologies.

Best Practices

1. **Student Mentoring System:** IQAC implemented an effective student mentoring system in the institution. Students are effectively mentored by faculty members on all aspects related to academics, profession, career and all round development from first their first year onwards. A complete track record of the student's activities like academic, curricular, co-Curricular, extra-curricular achievements, social activities and also the details of the parents meetings are maintained by the faculty appointed as counselors or mentors. Each mentor is allotted with 15 - 20 students. Mentoring activity starts with identifying quick and slow learning students with the help of their previous and current achievements and records which include internal & external exams. Mentor will counsel the students at least twice in every semester. This system develops a healthy interaction among students, mentors, and parents. After the implementation of mentoring system, considerable improvement is observed in their attendance, academic results as well as placements.

1. **Promoting Technology Enhanced Learning**

For promoting technology enhanced learning experiences of the students and staff, IQAC has initiated the process of enrolment into MOOCs (Massive Open Online Courses)

- The institution has started NPTEL Local Chapter in Dec-2018 and appointed Institute Coordinator (Single Point of Contact (SPOC). As a result, 167 participations were recorded by the faculty & students in the last three years.
- Institution offers regular and structured CRT classes to all the engineering students as per the placement requirements. Such as Communication & Soft skills training for 1st & 2nd years, Aptitude & Reasoning Classes for 3rd years, Specific Recruitment Module Training for Final year students.

File Description	Document
Upload any additional information	View Document
Paste 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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Response: IQAC regularly reviews the teaching learning process, its methodologies, operations, and learning outcomes. Two examples of institutional reviews and implementation of teaching learning reforms are:

1. Skill Upgradation: Methodologies of Operations of skill upgradation in teaching learning process:

IQAC initiated to collect the feedback from the stakeholders of the institute. Based on the stakeholder's input IQAC reviews and finds gaps in teaching learning process.

Identified gaps namely value-added courses, skill development courses, MOOC certification courses ,improvement in industry interaction to facilitate, internships and design projects. Based on the IQAC recommendations, HODs & training placement Committee procures the resources to meet the gaps identified by the IQAC.

These gaps are filled by conducting value-added courses to enhance knowledge in thrust areas. Skill development courses such as communication skills, soft skills and technical skills are introduced from third semester students in collaboration with various organizations viz. APITA, PMKVY and internal Training Faculty etc., to improve the placement opportunities.

To enrich the student's industrial exposure and practical knowledge, students are encouraged to undergo internships, mini and major projects at various Govt organizations like RTPP and District Radio Station etc

Following procedures are followed to achieve continuous improvement in the Academics:

- Faculty of each Course prepares a detailed Lesson plan at the beginning of the semester, according to the syllabus framed by the JNT University, Ananthapuramu for the effective completion of the syllabus.
- Each faculty maintains lecture schedule in attendance register to track the syllabus coverage and to record the students' attendance. Attendance Registers are verified and attested by the HOD and Principal every month.
- Academic calendar is prepared during the commencement of the academic year in which the dates for the Unit tests, Model exam and internal assessments are prepared and properly scheduled.
- Attendance of the students is monitored keenly and students falling short of required attendance

percentage are informed and their parents are alerted of their wards attendance immediately.

- Classes are arranged for weak students after working hours to improve their conceptual understanding.
- Class committee meetings are held periodically to identify the difficulties of teaching learning process and to rectify immediately.
- The output of these actions are measured using different parameters such as pass percentage in the University exam, Number of students placed, Number of students opting for Higher studies, Number of students clearing competitive examinations etc.,
- Internal Academic Audits are conducted periodically by the Internal Academic Audit team to ensure the follow up of the system and schedule by every department.

2. **Innovative teaching learning process**

The following innovative processes adopted by the institution in Teaching and Learning:1.Promoting the usage of ICT.2.Implementing OBE

3.Mapping course outcomes / instructional objectives and program educational objectives 4.Arranging training on pedagogy and assessing its impact on teaching-learning.

5.Arranging training on latest technologies.

6.Conducting FDP programs on emerging technologies.

7.Course coordinators for a section are nominated. His/her responsibilities include

Besides regular classroom learning and innovative teaching methods like

1. Field trips
2. Industrial visits
3. Internships
4. Guest lectures on advanced topics by the Eminent Academicians and industry experts.
5. .Conducting seminars by students
6. Practice of emerging technologies through Mini projects and Term Papers
7. Faculty development through subject based workshops, orientation programs, seminars and conference programs, technology based workshops etc.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**

2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Paste web link of Annual reports of Institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender equity & sensitization in curricular and co-curricular activities:

Various events such as debates, talks, seminars, theatrical performances, and other forms of art are used to promote gender equity and sensitization in curricular and co-curricular activities in college. Every year, the WEC commemorates Women's Day to promote global inspiration, involvement, and growth of women in technical disciplines, as well as awareness and seminars on women's health, human values, and ethics, to empower students to think outside of society's gender discriminatory standards. Every year, as part of Dr. KVSRIT programmes, the college celebrates women-centric holidays like as Varalakshmi Pooja, Yoga, and Dushera. Competitions in sports and games are held for female instructors and girls.

Facilities for Women:

1. Safety and Security:

Our college since its inception maintains equal opportunities for both male and female without any discrimination on gender basis. There are quite a good number of female students and faculty. This is visible in our academics, employment and entrepreneurship initiatives. In this regard, gender sensitive programs are regularly conducted to the faculty and students. Our college constituted various cells Women Empowerment Cell, Anti ragging Committee, Grievance cell for safety and security of students and Complaint Box is placed at the entrance of the Campus. It has a monitoring system in all the key points of the campus, canteen, library and sports to have a vigilance of the movement of students and ensure safety of the students. In this process, the CCTV cameras are installed at various points to record the conduct of the students and other suspicious moving in the campus.

2. Counselling:

The Women Empowerment Cell and the Grievance Cell work together to promote gender sensitivity in the institution and create a harmonious atmosphere on campus. As part of its activities, the cell provides regular counselling to female students, both in groups and individually. The college has a mentoring programme. Mentoring is a process used by the institution in which a mentor (faculty member) looks after the career interests and well-being of mentees (students). Because our students in the institution come from a variety of educational backgrounds, cultures, and practises, are dealing with a variety of issues and problems, and are housed in various parts of the city, mentoring serves as a forum for them to discuss and interact with faculty members, seek advice, develop judgement skills, and strive to achieve their long-term goals.The academic performance is monitored and remedial coaching is provided for the slow learners.

3. Common Room

When Female faculty and girl students have break between lectures, they find relaxation in the Common

Room provided separately for faculty and students. There are separate wash rooms for boys, girls and staff. Common room contains all the facilities for taking rest when the faculty / Students are sick. These rooms are also used to refresh during cultural events or other occasions.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	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**

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	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:

Encouraged by Swatch Bharat Mission, Bin system is being used in the Institute to separate recyclable waste. More than 50 dust bins are kept in the campus to collect the different wastes. The used papers and notebooks are collected every semester for recycling. Chemical and hazardous waste from laboratories are

disposed. This waste is collected and disposed through a certified third party. As per Andhra Pradesh Government's advice, the campus avoids usage of plastic cans and cups.

Solid Waste Management:

Solid waste is collected from class room and hostel rooms each morning by housekeeping staff in separate containers and dumps these at the waste yard marked as garbage collection pit at extreme end of the campus. Separate garbage collection bins are kept for dry/ recyclable waste in laboratories, library, classrooms, etc. The wet waste is recycled along with cafeteria waste for soil manure/fertilizers after processing the same in a pit created for such purpose.

Plastic ban:

We have 3 blocks in our college campus and each block consists of 3 floors. Each floor is provided with two bins for disposing organic and inorganic waste. Notices are displayed in campus to refrain from use of plastics. Paper bags are encouraged for use by students and staff members.

Liquid waste management:

Our institution is taking serious initiatives to reduce liquid wastes to avoid water scarcity inside the campus.

Waste water from kitchen

Reject waste water from RO plants

Distilleries waste

E-waste management:

In the institution there is a simple process of e-waste management. At the end-of computers useful life, they are collected from different locations of the campus by designated technicians and sent to the institution computer center. At the center, the computers are sometimes repaired and some are likely not repaired due to the level of damage.

The condemned batteries are exchanged for new batteries.

Some damaged computer components are being used for student awareness of computer internal peripherals.

The electronic and electrical equipment under repair are made available to the students during the practical sessions to disclose and reassemble.

The e-waste generated in the institute is collected by the authorized agencies to reuse for useful components.

The Institution has firm commitments to dispose of e-waste and other such hazardous materials in proper legal fashion and signed agreement with government agencies which facilitate these processes. A MOU

has been signed between Our Institution and Green Waves Environmental Solutions for the purpose of handling of e-waste.

Biomedical waste management:

The institute is not involved in any clinical experiments directly hence no biomedical waste is generated.

Hazardous chemicals and radioactive waste management:

Hazardous Chemicals are kept separately in the store room away from the reach of students. Lab In charges takes care of the chemicals and safety norms in the laboratory are strictly followed. Students are made aware of the hazardous chemicals and safety aspects before utilizing the chemicals. The labs are well ventilated and spacious.

File Description	Document
Any other relevant information	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged 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: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document
Link for any other relevant 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 other diversities (within 500 words).

Response:

Response:

Cultural Diversities:

Dr. KVSRIT promotes a good environment in which students can develop their personalities and behavior.

Traditional day, College Day Celebrations, Fresher's Day, Waka toa cultural event, Rangoli competition, Mehandi competition in order to make large number of students take part in the cultural activities. Cultural activities entice a significant number of students. Every year, the college holds an unique celebration. and cultural festival with the aim of passing on experiences from one generation to the next.

Regional Diversity:

The Institute celebrates regional festivals such as Dussehra, Sankranti, Ganesh Chaturthi. Navarathri indicates the victory of good over evil. New Year celebration brings in fun filled games and special food which amplifies the spirit of togetherness. Individual departments and committees perform Ayudha Pooja in their respective laboratories entreat the blessings of the Almighty.

Linguistic Diversities:

Experienced experts from NITs and IITs offer various workshops, invited presentations, and guest lecturers to encourage students to develop their linguistic skills. " Soft Skills " and A One Day Program on "Mind Education" by IYEC are two of the promotional events held and Group Discussions to encourage students to develop their speech skills.

Communal Diversities:

Through numerous group activities such as Dandiya, Rangoli, Holi, and Festivals, the college encourages staff and students to enhance their collective intelligence. Aside from these, the college sponsors events such as Ganesh Nimarjanam, New Year's Eve celebrations, and Annual Day Celebrations and Swami Vivekananda birthday. Students among several religions are permitted to conduct prayers at religious sites during working hours.

Socio economic and other distinctions:

The college helps students to improve their socio - economic status by hosting events like " BY Plain Visuals, National Level workshop, Anti ragging program, ban on plastic program, Man meet program, Socioeconomic Events, How to Lead Life, Moral Values, Indian Culture, and Motivation and Personality Development. which help them to improve their employability and entrepreneur skills.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Response:

The affiliating university JNTUA made the course "CONSTITUTION OF INDIA" mandatory for all III year in B.Tech from the academic year 2019-20.

Course Outcomes:

At the end of the course, students will be able to

- Understand historical background of the constitution making and its importance for building a democratic India.
- Understand the functioning of three wings of the government ie., executive, legislative and judiciary.
- Understand the value of the fundamental rights and duties for becoming good citizen of India.
- Analyse the decentralization of power between central, state and local self-government
- Apply the knowledge in strengthening of the constitutional institutions like CAG, Election Commission and UPSC for sustaining democracy

The Institute takes pride in the fact that it is always trying to develop its students as better citizens of the country. In this regard, the Institute creates a feeling of community among the student population via several practises and projects. Diverse faculties have traditionally organised activities that encourage students to adopt diverse behaviours that promote our motherland's "Unity in Diversity." The Institute ensures that students do so with enthusiasm. Since 2007, the Institute has worked hard to improve student comprehension and behaviour in the following areas:

1. **National Identities and Symbols:**

The Institute has long worked to promote knowledge of various national identities and symbols. Every year the Institute celebrates Independence and Republic Days. The faculty organizes and celebrates Constitution Day , helping to spread constitutional values and ideals.

2. Fundamental Duties and Rights of Indian Citizens:

The faculty has organised academic and co-curricular activities to promote Indian citizens Fundamental Duties and Rights. The students actively participated in academic programmes such as seminars, conferences, expert talks, etc., which helped them better comprehend these concerns. There will be activities like a poster creating competition. Annual Competitions on Current Legal Topics Several legal aid and legal awareness camps are being organised to increase awareness.

- Swachh Bharat Abhiyan is a national effort established by the Government of India to eradicate open defecation and improve solid waste management.
- As part of World AIDS Day, Dr. KVSRIT - NSS unit volunteers and students participated in a campaign to raise awareness about the need of unity in the battle against HIV.
- Dr. KVSRIT NSS team arranged a blood donation camp.
- Students have vowed against ragging as part of the Anti-Ragging campaign, and awareness seminars have been created.

- YOGA sessions were organised on International Yoga Day and throughout the introduction program.

3. Constitutional Obligations:

The Institute has hosted student-centric activities such as paper, poster, and essay competitions through Events, which have always drawn a large number of students and improved their understanding of many aspects of Indian citizenship.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	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 Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Response:

Every year the Institution organizes various national and international commemorative days, events and

festivals.

Women's Day:

Students at the institution celebrate Women's Day to honour and appreciate the female faculty and staff members. The major aim of the women's health programme was to decrease infant mortality and the maternal mortality ratio, which was achieved. Women's health and technical topics are often discussed in guest lectures. Training courses in self-defense have been set up.

Independence Day & Republic Day:

The following activities are held to commemorate the holidays of Independence Day and Republic Day:

- Assembling a Flag
- Take a Quiz about Independence Day and Republic Day
- Programs to educate people about the Constitution.
- Organized sports and games.
- Writing an essay or performing a song are two examples of activities

NSS Activities:

Swatch Bharat and Clean India were among the numerous special programmes organised by the NSS cell and student volunteers. Planting trees and cleaning rivers were also part of these special programmes.

Additionally, the activities such as blood donation, awareness on eye donation, Awareness on seasonal diseases, no tobacco day, AIDS awareness and voter rallies are done by the Institution. These programmes were held in adjacent villages like as Dupadu, peddatekur, Laxmipuram, etc.

Annual awareness programs:

Institution organizes Annual awareness programs on professional ethics for students, teachers, administrators and other staff. The institution offers a course on Human Values and professional ethics, Environment Sciences and Indian Constitution.

Science Day:

National Science Day is celebrated in India on 28 February every year to mark the discovery of the Raman effect by Indian physicist Sir C. V. Raman on 28 February 1928. For his discovery, Sir C.V. Raman was awarded the Nobel Prize in Physics in 1930.

File Description	Document
Link for any other relevant information	View Document
Link for Geotagged photographs of some of the events	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	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:

Bestpractice:1

1. **Title of the practice:“ The Pedagogical initiatives for the students in achieving their academic excellence by teaching-learning”**
2. **Goals:**

- Truly listen to one another and see the world from different perspectives.
- Recognize how race, ethnicity, class, gender, family, and context shape human values and experience.
- Create classroom environments that respect all students and meet the needs of all learners.
- Acquire an understanding of subject matter across the curriculum and apply it in pedagogically appropriate ways.
- Critically analyze and thoughtfully engage in conversations around current educational policies that impact teaching and learning in classrooms.
- Demonstrated exterity in their use of curriculum theory, pedagogy, and assessment practices.
- Critically analyze and thoughtfully engage in conversations around current educational policies that impact teaching and learning in classrooms.

3. Context

Equity in education can be defined as building on the conceptual framework and ensures that all students reach at least a basic minimum level of skills. It allows individuals to take full advantage of education and training irrespective of their background. There is evidence that students background has an impact on their academic achievement. The purpose of education is to develop girl and boy with sound knowledge and awareness. Skills and values to live we a whole some life. Dr. K.V. Subba Reddy Institute of Technology (Dr. KVSRIT) reflects this purpose in its Vision and Mission that is to provide quality education for Empowerment and Enlightenment in an Endeavour to provide value-based education to the future teachers. Another step in this direction could be the identification of strengths and weaknesses in the teaching and learning processes as carried out by the institution. Diversity of learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. It took months of research and practice to understand.

The definition of “WIT & WIL” method explained as an active methodology of teaching and learning activity with “Why am I Teaching & What I am Teaching” from Teacher’s perspective. And from student’s perspective “Why is I Learning & What I am learning”. Dr. K.V. Subba Reddy Institute of Engineering & Technology. Education is the backbone of a society’s growth and development. It was with this background that the Society was formed with the objective of promoting excellence in education in the state of Andhra Pradesh. Today, Dr. KVSRIT has created an edifice with unshakable foundations which can only grow higher and higher.

Dr. K.V. Subba Reddy Institute of Technology was established in the year of 2007. The Institute attempts to integrate class room learning with related industrial experience into a single educational process. One of the important goals of the Institute is to provide integrated knowledge of theory and practice to the student by creating opportunities to work on projects as well as summer internship in Industries.

During the first year, special stress is laid on development of manual skills,work culture, communication skills and courses on general education and introduction to Engineering. The Institute designed a Mentoring-Training-Placement (MTP) system implemented and monitored from the day of admission till the day the student leaves the Institute to make him/her a complete knowledgeable and useful citizen.

The implementation process is structured in a framework. The format is prepared in the form of lecture plan and gave it to the concern faculty to fix their contents of the syllabus into the format. This document is purely transparent to the students. The feedbacks are collected at the end of each class in the form of slip note, quiz, student presentation, etc.

4. The Practice

Pedagogical initiatives in poor achieving of student academic excellence in teaching–learning students conducts research, understand educational policies, and develop the skills required to meet the needs of all. Students who have poor academic performance may need a little extra assistance in getting through exams. For that, teachers create opportunities where students receive continuous and specific feedback which helps to improve.Students believe that the goal of the teacher is to develop their minds as powerful thinkers and problem – solvers. The view of education as a profession in which practice and theory interact dynamically to guide curriculum, pedagogy and educational. Every individual’s learning depends on his/her context. Reflecting on experiences lead to more responsible action. Evaluation of learning leads to further refinement of the teaching learning process.

Academic excellence provides:

- **Knowledge of Subject Matter:** Demonstrate an understanding of the discipline, its central concepts, principles, and processes of inquiry.
- **Skill of Effective Classroom Management:** Encourage respectful behavior from students.
- **Collaboration:** Engage jointly with other professionals in reflective practice.
- **Respect for Others:** Develop positive climates that reflect openness, mutual respect, support, and encourage inquiry.
- To form men and women of competence, conscience, and compassionate commitment.
- To urge students to inculcate the culture of self-discipline, and integrity.
- To develop commitment to excellence through continuous reflection.
- To enable students explore reality with open hearts and minds.
- **Skill of Assessment:** Assess the relationship between instruction and student learning and adopt

assessment practices that result in meaningful feedback and student accountability for learning.

- **Skill of Planning:** Plan instruction using various strategies that reflect an understanding of the cognitive, affective, and physical characteristics of each learner.
- Accept and incorporate students ideas and questions in to the lesson.
- Encourage responsibility and leadership.

Interaction with students:

- Develop lesson plans, including attention to planning for diverse learners
- Consider alternatives in the event that the planned as adjusting.
- Effective use of a variety of teaching methods.
- Implement and modify instructional strategies that promote cognitive, social, and personal development of all students.
- Accept and incorporate students ideas and questions into the lesson.
- Demonstrate breadth, depth, and accuracy of knowledge in the content area.
- Demonstrate knowledge of recognition of a variety of characteristics of children (e.g.,culture,language,family).
- Through questioning, imagining, investigating and analyzing students construct and organize data into a whole. Experiences provided may be either direct or vicarious. During this learning is made challenging and experiential
- **5.Evidence of Success**

The benefits of opting for pedagogical teaching learning:

1. Students can improve the quality of teaching by having a well-thought-out pedagogy.
2. They may gain a deeper grasp of fundamental material.
3. Mindful way of teaching can help a better understand for students to achieve deeper learning.
4. It creates opportunities where students receive continuous and specific feedback which helps to improve.
5. Pedagogy enables the students to get a thorough understanding of the subject and helps them in applying those learning in their daily lives outside of the classroom.
6. Lectures styled using the model.
7. Successful implementation of the model by the students and the staff in the practice

6. Problems encountered and resources required

1. **Low enthusiasm for learning**-Encourage students to take advantage of internship opportunities to improve learning.
2. **Lack of motivation for learning-** Encourage students to become engaged in the community and in extra-curricular activities.
3. **Lack of interest for learning**-Encourage students to get involved in leader ship roles on campus and in the community.
4. **Weak willingness to learn**-Encourage students to explore solutions to social problems.
5. **Poor learning mentality-**Encourage students to engage in research and scholarly activities.

Resources required

1. Structure and Non-structured teaching material
2. Expertise
3. Reference material (Print, Internet)

Best Practice 2

1. Title of the Practice: Societal empowerment with student projects

POGIL:

A POGIL activity is designed to be used with self-managed teams that employ the instructor as a facilitator of learning rather than as a source of information.

POGIL activity is designed to be used with self-managed teams that employ the instructor as a facilitator of learning rather than as a source of information. A POGIL activity guides students through an exploration to construct, deepen, refine, and/or integrate understanding of relevant disciplinary content.

Classroom implementation:

Students in a POGIL classroom may work in small groups of three or four to tackle a specifically designed activity. Each student is assigned a role, such as a task manager, recorder, spokesperson or reflector. The instructor acts as a facilitator who listens to the discussions between students, intervening at appropriate times to help facilitate student learning. Built into the experience is the support of a variety of important process skills, including communication, teamwork, and critical thinking, which translates to a more complete understanding of the entire concept, and a lasting understanding of the material.

The POGIL Project:

The POGIL Project has earned numerous grants from the National Science Foundation and other sources. The POGIL Project is based on an understanding of the important components of an effective faculty development structure.

There are two crucial aspects to the design of a POGIL activity. First, sufficient appropriate information must be provided for the initial "Exploration" so that students are able to develop the desired concepts. Second, the guiding questions must be sequenced in a carefully constructed manner so that students not only reach the appropriate conclusion, but also develop various process and learning skills. Thus, POGIL activities follow the structure of the learning cycle of exploration, concept invention, and application.

2.Goals:

1. Develops Life Skills of Self-Awareness and Empathy.
2. Becomes a caring and compassionate individual.
3. Visualizes and participates in a world going beyond the classroom and often/sometimes beyond the boundaries of the college.

4. Participates in various activities in age-appropriate ways across disciplines
5. Conduct research with students, educators and communities to generate new knowledge and strategies that contribute to the field.
6. Develop professional dispositions that help them to recognize and utilize the “funds of knowledge” of culturally and linguistically diverse families and communities.
7. Formulates strategies to deliver meaningful programs and projects
8. Critiques premises as a reflective enquirer.
9. Selects and applies skills, facts and compositional ideas.
10. Competes with one self to improve self- performance and evaluate strategies for further enhancement.
11. To develop focused and in depth thinking.

3. The Context

The study of the social context within the classroom is a complex examination of relationships that are continually changing, influencing and being influenced by such factors as behaviors, emotions, attitudes, beliefs and perceptions. The teacher provides learning experiences based on the analysis on context. It means “testing knowledge internally”. Here, concepts, relationships and generalizations are dealt with through the use of imagination and feelings.

4. The Practice:

In order to achieve our primary purpose of preparing educators who possess intellectual autonomy and professional responsibility, our work centers on three goals and their respective objectives. The main objective is to direct students mind in constructive activities with positive outcomes through the facilitation of creative and critical thinking.This would help them to develop self-confidence and self-esteem.These variables influence each other and, in turn, are influenced by this context and by forms of knowledge or discourses. These variables can create systems, but these systems are always incomplete in the sense that they have gaps, and these gaps open spaces for resistance, of many forms.

By micromanaging their students, often due to their fear of losing classroom control, teachers can burn themselves out due to the effort they have to extend in preparing detailed lessons, and the stress they put on themselves to always watch their students. If instead of micromanaging their students, teachers can learn how to empower them, teachers will make their own lives easier, avoid burnout, and help students take responsibility for guiding their own learning. They will thus benefit their students, themselves, and our society overall. It seems counter-intuitive, but by giving students power, teachers gain power and better classroom control.

5. Evidence of Success

Teachers can avoid micromanaging their students by gradually building students

capabilities and giving them greater. Teachers can avoid micromanaging their students by gradually building students capabilities and giving them greater control and choice over their own learning. They can build students' confidence by encouraging them during the process.

Early in the year, teachers can guide students through learning processes such as inquiry projects. As the year proceeds, teachers can begin to provide less detailed criteria and more choices to students. They can provide students with general directions and goals and allow the students to direct their own learning.

By allowing variety, teachers can foster students' abilities to think outside the box and demonstrate their valuation of varied abilities, or multiple intelligences.

For those students who are not motivated teachers can consider that these students have probably been forced to conform to industrial, educational processes that are not in their style, and they have become apathetic or they have lost their confidence or interest in learning. They can build their students' self-esteem and help to reframe positive self-identities that help students feel they can influence their environments positively. They can introduce their students to the work of inventors, such as Edison, who understood failure to be a natural and healthy part of learning. Teachers can empower their students through student-focused lessons that engage them in inquiry and reflection and that are nurtured in and through relationships.

Teachers provide a variety of learning experiences, including individual and collaborative learning, interactive and participatory approaches. Discuss how they can improve/impact the community/ environment/ health and fitness of the students and choose the focus area for the project. Brainstorm and create mind-maps on the chosen area. Identify the causes they want to support and choose one/or more ways of carrying it forward. Outline the objectives of the projects they have chosen and present plans for the implementation as well as ways of measuring the success of the project. Assign roles to each member of the class community by consensus. Ensure each and every student is included. Seek guidance from the teacher when they need it. Learn how to plan, implement, review and take responsibility for their decisions.

Trusting their students is important. Teachers can believe in the ability of students to guide their own learning and their ability to do the work that has to be done. By trusting their students, teachers create trusting environments, build capabilities, and empower students to manage themselves.

Teachers can reach these students by recognizing what factors are affecting varied students. For those who are bored, teachers can provide extension or challenge activities that link into the students' interests. For those who are apathetic, teachers can work to design activities that tie into and then build from their interests.

For those who have lost motivation, teachers can provide positive feedback and care. For all students, teachers should work to build relationships with them in a classroom that is a community based on care and respect of individuality.

Teachers can also change how their students think about failures. They can introduce their students to the work of inventors, such as Edison, who understood failure to be a natural and healthy part of learning.

6. Problems Encountered and Resources Required:

The following are the problems we encountered throughout the Societal Empowerment:

- **Identify the causes they want to support and choose one/or more ways of carrying it forward.**
- **Outline the objectives of the projects they have chosen and present plans for the implementation as well as ways of measuring the success of the project.**
- **Assign roles to each member of the class community by consensus. Ensure each and every child is included.**
- **Learn how to plan, implement review and take responsibility for their decisions.**

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Response:

Dr.K. V. Subba Reddy Institute of Technology was one of the best engineering colleges in Kurnool region of Andhra Pradesh which was established in 2007.

Institute Vision

To be a Global Leader in imparting Quality Technical Education to produce Competent, Technically Innovative Engineers imbibed with Research Aptitude, Entrepreneurship and Social Responsibility.

Institute Mission

1. To nurture the Students with Fundamental Engineering Knowledge enriched with Technical Skills.
2. To create Conducive Environment to nurture Innovation and Interdisciplinary Research.
3. To develop Professionals through Innovative Pedagogy focusing on Individual Growth, Discipline, Integrity, Ethics and Social Responsibility.
4. To foster Industry-Institution Partnerships Leading to Skill Development and Entrepreneurship.

The primary objective of the institution is the pursuit of Academic Excellence and Placements. The institute also aims at vitalizing the learning skills with a focus on futuristic demands, impeccable teaching learning process, ICT, Human Values, and functional relationship with all the stakeholders for the holistic development of the individual and society. It also strives to create virtuous, meritorious personalities and to prepare professional, creative, and humane students to serve the humanity by setting a commendable tradition of initiative and imagination. In the past five years, the capacity in building has been strengthened in multiple dimensions.

The institution stands apart from all other colleges by placing greater emphasis on producing professional students by providing value-based education and enabling the students to face challenges in modern life. The institute aims at instilling a sense of self-discipline and accountability among students and developing a respect for democratic, ethical, and moral values. The college provides the best amenities required for students to enhance their Technical skills, Academics, and Extra-curricular activities and brings out the best in them.

The basic distinction is made with the following:

Institute provides training to the students through industry internship program to bridge the gap between industry and institution.

Our students acquire socially responsible by participating in various programs conducted within the college and other colleges. Personality development programs have been organized for the students to make them industry ready.

Our college adopts OBE (Outcome Based Education) which is a student-centric learning model enabling students understand subjects.

Social Responsibility:

One of the Aims of Vaibhav Educational Society is to promote charitable activities to uplift the under privileged people with the MOTTO *"To Serve the Hungry, Helpless and Orphans"*. The chairman of the institute Dr. K.V. Subba Reddy who is a well-known educationist interacts with the students quite frequently. This institute promotes societal interaction through conduct of NSS activities and food distributions to the villagers who come to Kurnool to resolve their problems in the collectorate on every Monday.

DRKVSRIT Campus Connect

The college has launched DR. KVSRITCC, working with the slogan of bridging the gap between the professors and the students. This organization drives up the social intelligence and duties by executing numerous humanitarian, social and ethnic activities. Some of which are like:

- Orientation day
- Fresher's Day
- Independence Day
- Tree plantation
- Road safety programme
- Ganesh Nimarjan
- Gender Equality
- Women's day programme

Virtual Labs:

The teaching fraternity of Dr.KVSRIT takes personal care towards both the active students and slow learners, in order to provide better learning environment, students are provided with extra sources of learning. Virtual labs are the part of one such source which provides the students to learn the things apart from the academics at their own pace and time.

Awareness on Drunk and Drive prevention programme:

Dr. KVSRIT always shows a concern towards the student's awareness about the fast growing society, and the impact of society on students and their consequences. The college organizes the programmes like **Awareness on Drunk and Drive prevention** to incorporate the values and practices that are to be adopted by the students, to be safe and secure during their student life.

Vaccination:

As the world has observed a bitter experience during COVID-19 and its consequences, the college has taken an initiative step to vaccinate all the eligible college students on the campus premises. Around 500 students of the college got vaccinated with first and second doses. All the teaching and non-teaching staff also availed this facility of vaccination during the VACCINATION programme conducted by the college.

E-Connect

To develop self-learning skills, students are encouraged to obtain a certification in online courses before completion of the programme from reputed agencies such as NPTEL and Swayam to enhance academic knowledge on latest topics. Faculties are encouraged to complete one MOOC for each semester.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

1. The Institution is recognized under 2(f) and 12B of the UGC Act 1956.
2. The Institution is Permanently Affiliated to JNTUA, Anantapuramu.
3. Computer Science Program of the Institution is accredited by National Board of Accreditation (NBA).
4. The Institution is ISO 14001:2015 certified for its Environmental Management System.
5. The Institution is ISO 9001:2015 certified for its Quality Management System.
6. The Institution has a local NPTEL Chapter.
7. The Institution conducts several activities of NSS, UBA and Swach Bharat Abyan.
8. The Institution has well-equipped laboratories, state-of-the-art digital library, smart classrooms, seminar halls for effective teaching-learning.
9. The Institution has active functional MOUs linked with Industry.
10. The Institution engages with Professional bodies like CSI, ISTE and IETE.

Concluding Remarks :

With a vision of becoming a premier institution in technical education, the institution is committed to quality in teaching -learning process, infrastructure facilities and qualified faculty members. The uniqueness and the success of the institution made it as one among the most desirable institutions for admission in the region of Rayalaseema, Andhra Pradesh. The institution encourages faculty members and students in enriching their engineering knowledge to the latest trends in technology by organizing various technical events. Extension activities under UBA, Swatch Bharat and NSS are organized to sensitize the students to social issues, gender issues and for their holistic development. The prestigious NAAC accreditation for the Institute will be a breakthrough as well as bolstering in accelerating our growth towards achieving engineering excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years** 1. **Academic council/BoS of Affiliating university** 2. **Setting of question papers for UG/PG programs** 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses** 4. **Assessment /evaluation process of the affiliating University** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared documents of SL no. 2,3 and 4 by HEI.
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: 2020-21: 585; 2019-20: 490; 2018-19: 577; 2017-18: 457; 2016-17: 477 Answer After DVV Verification : 2020-21: 585; 2019-20: 490; 2018-19: 577; 2017-18: 457; 2016-17: 477 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: 2020-21: 726; 2019-20: 726; 2018-19: 738; 2017-18: 645; 2016-17: 732 Answer After DVV Verification : 2020-21: 906; 2019-20: 912; 2018-19: 972; 2017-18: 990; 2016-17: 972 Remark : DVV has made the changes in 2.1.1.2 as per AICTE letter shared by HEI.
2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)**

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
295	340	406	322	283

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
272	293	281	245	277

Remark : DVV has made the changes by looking at seats earmarked against the reserved admitted students.

3.1.1

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
435237	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3.65	0	0	0	0

Remark : DVV has not considered grants received from sister concern.

3.1.3

Percentage of departments having Research projects funded by government and non government agencies during the last five years

3.1.3.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

4	0	0	0	0

3.1.3.2. **Number of departments offering academic programes**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	6	6	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	6	6	6

Remark : DVV has made the changes by not considered grants received from sister concern.

3.2.2

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	15	11	18	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	7	6	9	11

Remark : DVV has not considered the workshops/Seminars which has not focussed on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship.

3.3.2

Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.3.2.1. **Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
26	99	64	44	28

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	56	49	25	14

Remark : DVV has cross verify the ISSN number from UGC Care List, SCOPUS and Web Sciences.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	52	03	08	04

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	23	03	06	00

Remark : DVV has not considered ISSN number. DVV has not considered first page without ISBN number.

3.4.2 **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

3.4.2.1. **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	20	10	10	06

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	01	0	0	0

Remark : DVV has made the changes by not considered Certificate of Appreciation.

3.4.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	20	16	16	15

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	11	8	5	4

Remark : DVV has not considered Womens Day Celebrations Traditional Day Independence Day Celebrations Sports Day Celebrations CLAY Ganesh Event Teachers Day World Literacy Day Durgastami Pooja Worls Students Day National Unity Day Rangoli Competetion in the Eve of Sankranthi Festival Save Earth:Earth Day No Tobacco day

3.4.4

Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2044	2045	757	1327	760

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
414	445	407	266	200

Remark : DVV has not considered those students participated in Women's Day Celebrations Traditional Day Independence Day Celebrations Sports Day Celebrations CLAY Ganesh Event Teachers Day World Literacy Day Durgastami Pooja Worls Students Day National Unity Day Rangoli Competetion in the Eve of Sankranthi Festival Save Earth:Earth Day No Tobacco day

4.1.3

Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 51

Answer after DVV Verification: 35

Remark : DVV has made the changes as per the supporting documents provided by HEI.

4.2.4

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

4.2.4.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 618

Answer after DVV Verification: 124

Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)

5.1.4

Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1594	1486	1463	1520	1631

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
610	540	309	0	0

Remark : DVV has made the changes as per considered only those students whom benefitted by guidance for competitive examinations and career counselling .

5.3.1

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	17	19	22	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	11	09	16	11

Remark : DVV has not consider shared certificate of appreciation by HEI.

5.4.2

Alumni contribution during the last five years (INR in lakhs)

Answer before DVV Verification : A. ? 5 Lakhs

Answer After DVV Verification: E. <1 Lakhs

Remark : Shared audited statements has not reflect Alumni contribution.

6.3.4

Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
150	151	156	181	192

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
98	95	99	87	85

Remark : DVV has made the changes as per considered one teacher once for a year. DVV has considered only those teachers whom participated in five or more than five days programs.

6.5.3

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has select B. 3 of the above as per shared documents of SL no. 1, 3 & 4 by HEI.

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**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: B. 3 of the above

	Remark : DVV has select B. 3 of the above as per shared documents of SL no. 1, 3 & 5 by HEI.
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** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has select B. 3 of the above as per shared documents of SL no. 1, 2 & 5 by HEI.
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 Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has select B. 3 of the above as per shared documents of SL no. 1, 2 & 4 by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
372	456	437	418	416

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
490	490	437	420	416

2.2	**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
364	364	369	323	366

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
453	456	486	495	486

3.2 **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
401.3223	448.070	527	474.734	388.359

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
350.16	387.25	447	393.47	289.41

NAAC