



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **DR.V.R.K WOMEN'S COLLEGE OF ENGINEERING AND TECHNOLOGY**

DR.V.R.K WOMENS COLLEGE OF ENGINEERING AND TECHNOLOGY, AZIZ NAGAR (VILLAGE), MOINABAD (MANDAL), RR DIST., TELANGANA- 500075, 500075

[www.drvrkwomenscollege.com](http://www.drvrkwomenscollege.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Dr. VRK Women's College of Engineering & Technology (DRVRKWCET) was established in 2002 by the Dr. VRK Educational Society, founded in 1985. It stands as the first Muslim Women's Minority Engineering College affiliated with Jawaharlal Nehru Technological University, Hyderabad, since 2002 and is approved by AICTE, New Delhi.

DRVRKWCET holds ISO 9001:2015 certification and is a member of the National Digital Library, NPTEL, and Institution Innovation Cell.

The college offers five undergraduate programs in Computer Science and Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering, Artificial Intelligence and Data Science, and Computer Science and Engineering (Artificial Intelligence and Machine Learning), with an annual sanctioned intake of 180. Additionally, there are 1 postgraduate program in Computer Science and Engineering with an annual sanctioned intake of 12.

The HEI Situated on a spacious 10.23-acre campus near Hyderabad city, with a plinth area of 11050 sq m, DRVRKWCET has a student strength of 161 (AY: 2022-23), a faculty strength of 40 (AY: 2022-23), and over 24 faculty members holding Ph.D. qualifications.

The institution adheres to all rules and regulations set by the affiliating university (JNTUH) and statutory bodies, with comprehensive information available on our institutional website: [www.drvrkwomenscollege.com](http://www.drvrkwomenscollege.com).

DRVRKWCET features a research and development center, a digital library housing 14,000 books, 20,000 online journals, and over 200 printed journals. The educational experience is enriched with expert guest lectures, industrial visits, seminars, and workshops.

Equipped with effective laboratories providing extensive practical exposure, the institution also mandates soft and life skills training for students and maintains industry-institute relationships through MoUs with leading industries.

E-resources like NDigital, DELNET, and J-Gate are available for students to access online journals and books. More than 70% of the students have been successfully placed in top MNCs.

The campus ensures the well-being of both students and staff with the requisite medical facilities. Management is offering free education for all girls' students to empower the minority community, and the entire campus is under CCTV surveillance.

### **Vision**

- To be a quality educational institution in the region by enhancing, inspiring and empowering women.

## Mission

- To promote knowledge and value-based education through academic excellence.
- To train for self-employment.
- To provide education to women with updated infrastructural facilities and service.
- To inculcate spirit of leadership among the students.
- To constantly improve the quality of academic inputs.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

#### Institutional Strengths (S):

1. Freeship education, transport, and hostel facilities to the students by Dr.V.R.K Educational society.
2. Headed by a visionary leader with a mission for academic standards.
3. Beautiful, eco-friendly, and green campus.
4. University Gold Medal recognition.
5. Joyful collaborative learning through peer learning and tutorials.
6. Learning through industry-institute collaboration and industry-powered education.
7. Sixty percent of faculty with Ph.D.
8. MoUs, consultancy, and training programs.
9. Integrative learning through value-added courses in all disciplines.
10. Company-specific placement training with over 70% placements in MNC companies.
11. Nationwide industrial visits and internships.
12. Faculty and external experts provide career guidance and soft skills training.
13. Faculty development and course-specific competency training programs.
14. Extensive use of ICT for the teaching-learning process is augmented by NPTEL and MOOCs.
15. Patent-published state-of-the-art library, smart classrooms with technology.
16. Focus on outcome-based education (OBE) and a strong mentor-mentee process.

### Institutional Weakness

#### Institutional Weaknesses (W):

1. Execution of start-ups.
2. Lack of international faculty.
3. We need to strengthen research and development.
4. Patent and research collaboration functionality.
5. MoUs with MNCs and the public sector.
6. Less initiation of research with foreign collaboration.
7. We need to encourage more interdisciplinary research and projects.

## **Institutional Opportunity**

### **Institutional Opportunities (O):**

1. MNCs and major companies are keen to recruit students.
2. MoUs with industry for student training by industrial experts.
3. Strong alumni networks for internships and campus placements.
4. Funding opportunities from government bodies.
5. Availability of e-governance for effective communication.
6. Academic research promotes teaching excellence.
7. Institute-industry collaboration for the implementation of outcome-based education.
8. Encouraging students to engage in selfless service activities.

## **Institutional Challenge**

### **Institutional Challenges (C):**

1. Admitting students from other states/countries.
2. Bringing internationally acclaimed stakeholders.
3. Industrial projects with top companies.
4. Getting sponsored R&D projects.
5. Students qualifying in state/national/international level examinations.
6. Alumni's financial contribution.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Dr. V.R.K. Women's College of Engineering & Technology is affiliated with JNTUH and strictly adheres to the university-prescribed curriculum and syllabus. The institution has implemented a well-structured academic governance system, involving key individuals at various levels, to ensure a systematic and high-quality teaching and learning process.

The responsibility is distributed among key stakeholders, including the principal, IQAC, heads of departments, and faculty members. These individuals collaborate to develop a comprehensive academic schedule executed semester-wise and year-wise.

Following detailed discussions with the IQAC, the principal approves the college's academic plan. The IQAC consistently conducts academic and administrative audits every semester to uphold and enhance quality standards. At the departmental level, heads of various departments oversee the execution of the academic plan and ensure effective curriculum planning and delivery through a systematic process as per the academic calendar.

Continuous internal examinations align with the university's academic calendar. Faculty actively participate in framing question papers for UG/PG programs, contributing to the design and development of the curriculum for add-on, certificate, and diploma courses. They are also involved in the assessment and evaluation processes of the affiliating university.

The institution places a significant emphasis on the "holistic development" of students by integrating cross-cutting issues relevant to professional ethics, gender, human values, and environmental sustainability into the curriculum.

Students are encouraged to engage in project work, fieldwork, and internships assigned by the college. The college actively seeks feedback on academic performance and the institute's ambience from students, faculties, alumni, and employers. This feedback is carefully analyzed to inform appropriate actions. The action taken report on this feedback is made accessible on the institutional website. The institute maintains open communication with the affiliating university to enrich the curriculum and syllabus based on this feedback process.

### **Teaching-learning and Evaluation**

The students are admitted to this institution based on the admission procedure and guidelines given by the Government of Telangana. The average enrolment of students was 38% during the assessment periods. As ours is a Muslim minority institution, the reservation policy for the Muslim Minority Institution is followed as per state and central government guidelines during admission. The percentage of seats filled against seats reserved for various categories is 30% during the assessment period.

An induction program precedes the commencement of classes for first-year students, aligning with the guidelines of JNTUH and AICTE. During this program, students receive information on university rules, college timings and codes of conduct, exam patterns, credit allocation, elective options, and potential career opportunities.

Maintaining a student-to-full-time teacher ratio of 1:20, our institution prioritizes student-centric methodologies such as experiential learning, participative learning, and problem-solving techniques. Faculties are actively encouraged to incorporate ICT-enabled tools to enhance the effectiveness of the teaching-learning process.

Over the last five years, the average percentage of full-time teachers against sanctioned posts has remained at 100%, reflecting our commitment to a well-staffed faculty. Additionally, 60% of our full-time teachers hold a Ph.D. qualification, underscoring our dedication to academic excellence.

The internal assessment mechanism at the college is transparent and robust in terms of frequency and mode. The examination pattern is as per university guidelines. Student performance is seen as the realization of learning outcomes upon successful completion of a course or program.

The institution deals with the students' grievances related to internal and external examinations in a transparent, time-bound, and efficient way. The course outcome, program outcome, and program-specific outcome are displayed on the website.

The institution practices outcome-based education. The question papers are prepared based on Bloom's Taxonomy. CO/PO attainments for all the courses are evaluated every semester after obtaining the results from the university.

### **Research, Innovations and Extension**

The institution places exclusive emphasis on innovation, invention, EDC, research, and development, overseen by the Research and Development Coordinator. This individual is responsible for managing research initiatives, innovations, project proposals, and the application of grants and funds. Students and faculty members are actively encouraged to participate in research projects funded by both government and non-government agencies.

To foster knowledge creation and transfer, the institution has established an "Ecosystem for Innovations." Faculty members and students are motivated to publish research papers in journals listed on the UGC website.

The National Service Scheme (NSS) engages in "Extension Activities" within the local community, promoting students' awareness of social issues for their holistic development. The NSS unit organizes diverse programs such as Blood Donation Camps, Swachh Bharat Abhiyan, Environmental Awareness Programs, Tree Plantation, Road Safety Programs, Youth Education and Development Programs, Dengue and Malaria Awareness Program, Medical Camp, Old-age Home Visit, Fire Prevention Programme, Human Rights Programme, Corona (Covid-19) virus Awareness Program, Campaign against Nuclear Weapon, Weaker Section Programme, Quami Ektha Programme, Vanna Mahasthav Programme, Health Awareness Programs, Community Services Leadership Programs, AIDS awareness, and gender awareness.

Functional Memorandums of Understanding (MoUs) with industries and other institutions provide valuable opportunities for students and faculty members to stay informed about recent developments in engineering and technology. Collaborative activities include online tests, training sessions, Faculty Development Programs (FDP), workshops, industrial visits, in-plant training, and project work, all of which contribute to the institution's commitment to knowledge enhancement and practical exposure.

### **Infrastructure and Learning Resources**

The institution boasts sufficient infrastructure and physical facilities, including classrooms, laboratories, and computing equipment, to facilitate effective teaching and learning. It also provides adequate resources for cultural activities, sports, games, gymnasiums, and yoga. With 17 fully-equipped classrooms, 7 tutorial/classrooms, and 2 seminar halls featuring ICT facilities, the institution prioritizes effective knowledge sharing.

In response to the COVID-19 pandemic, the institution leverages ICT facilities, smart classrooms, and ILMS to ensure uninterrupted learning experiences in both online and offline modes. This approach enables effective knowledge transfer during challenging times.

The management consistently invests in infrastructure augmentation, as evident in the automation of the library using an Integrated Library Management System (ILMS). The library offers access to various e-resources, e-journals (NDigital, DELNET, and J-GATE), e-books, databases, and remote access to e-resources. With over 14,000 books, 20,000 online journals, and 200 printed journals, the library plays a crucial role in supporting academic endeavors. A dedicated library hour in the timetable encourages students to utilize these resources, while faculty members are actively encouraged to make use of the library for academic purposes.

Continuous updates to IT facilities, including Wi-Fi, ensure that the institution stays technologically current. The student-computer ratio stands at 1:5, and the internet connection's bandwidth is 100 Mbps. Additional learning resources, such as NPTEL, MOOCs, and SWAYAM facilities, are available to enhance the overall learning experience.

Funds allocated by the college management cover the maintenance of infrastructure, and established systems and procedures govern the upkeep and utilization of physical, academic, and support facilities, including laboratories, libraries, sports facilities, computers, and classrooms.

### **Student Support and Progression**

Student support and progression at our institution are comprehensive, ensuring the holistic development and success of our students. Beyond academic support, various initiatives are in place to foster their growth.

Financial support is a priority, with students benefiting from government scholarships and freeships. The institute's scholarship section facilitates the application and renewal process, and additionally, scholarships are provided to economically weaker section students. Over the last five years, an impressive 98.46% of students have availed themselves of government scholarships and freeships.

To enhance students' capacity and skills, the institution goes beyond academics. Initiatives focusing on soft skills, language and communication skills, life skills, and ICT/computing skills are actively pursued. Guidance for competitive examinations is also offered to help students prepare effectively.

The institution places great emphasis on student welfare, implementing a transparent grievance mechanism covering issues such as sexual harassment and ragging. The committee, headed by the principal or senior professor, ensures the timely resolution of grievances, adhering to guidelines from statutory and regulatory bodies. This commitment extends to providing full support to students for placements, pursuing higher education, and participating in state-, national-, and international-level competitive examinations.

Students are encouraged to actively engage in administrative, co-curricular, and extra-curricular activities, offering a rich and diverse learning experience. Opportunities abound for participation in sports and cultural activities, providing a quality platform for students to showcase their talents and interests.

The institution values its alumni, with a registered "Alumni Association" serving as a bridge between the

institution and its former students. Alumni members actively contribute to the development of students' placement skills and professional growth, reinforcing the strong bond between the institution and its graduates.

### **Governance, Leadership and Management**

The program on governance, leadership, and management is a cornerstone of our institution's success, characterized by decentralization, transparency, and a commitment to effective functioning aligned with our vision and mission. The Governing Council, led by the President and chairman of the DR.V.R.K. Educational Society, plays a pivotal role in implementing resolutions for the institute's improvement.

To facilitate decision-making processes, the institution has well-framed administrative rules that empower both teaching and non-teaching staff. Various clubs and committees, dedicated to academic and professional growth, contribute to a vibrant learning environment for students.

Embracing modern technology, the institution has implemented an e-governance system, efficiently managing the records of faculty and students. Continuous adherence to performance appraisal systems, service rules, and welfare schemes ensures the well-being of staff members.

Regularly organized seminars, conferences, workshops, professional development programs, orientations, and administrative development programs foster a culture of continuous learning. Financial support is extended to teachers attending external programs, promoting their exposure and professional growth.

To maintain financial integrity, the institution employs a robust internal and external financial auditing system. The annual budget, meticulously prepared based on projected revenue and expenditure, enables effective fund management to support various activities crucial for the institution's smooth operation.

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in monitoring the progress of quality assurance implementation. Regular meetings with stakeholders review both academic and administrative processes, utilizing feedback for continuous improvement in teaching, learning outcomes, and operational methods. As an ISO 9001:2015-certified institution recognized under Section 2(f) of the UGC Act, DRVRKWCET actively participates in NIRF. Collaborative efforts with other institutions further promote quality in teaching, learning, research, and their respective outcomes.

### **Institutional Values and Best Practices**

To foster "gender equity," the institution undertakes comprehensive efforts through both curricular and co-curricular activities. The college management prioritizes the safety and security of female students by providing separate counseling rooms and common spaces. Furthermore, daycare center facilities are available for the young children of employees. The institution actively participates in and celebrates National and International Commemorative Days, events, and festivals, fostering a culturally rich and inclusive atmosphere.

Demonstrating a commitment to environmental sustainability, the institution has incorporated various facilities



for alternative energy sources. Energy conservation measures include the installation of solar panels, a bio-gas plant, sensor-based energy conservation, and the utilization of LED bulbs and power-efficient equipment.

Our campus takes pride in its comprehensive waste management facilities, encompassing both bio-degradable and non-biodegradable waste with a focus on solid and liquid waste management. Water conservation initiatives, such as rainwater harvesting, bore well/open well recharge, and wastewater recycling facilities, underscore the institution's dedication to responsible resource management.

At our institution, the commitment to values and best practices is exemplified through the provision of free education for female students, particularly those from minority and economically disadvantaged backgrounds. The College Management, in establishing the Dr. V.R.K. Educational Society, has dedicated itself to realizing the dreams of underprivileged minority girls and ensuring their access to affordable technical education.

As part of our green campus initiatives, picturesque scenery is cultivated with abundant trees and plants. The institution actively restricts the entry of automobiles on campus, encouraging students and staff to embrace eco-friendly modes of transportation such as bicycles and battery-powered vehicles. Pedestrian-friendly pathways further contribute to a sustainable environment, while the use of plastic within the campus is strictly prohibited. These practices reflect our unwavering commitment to institutional values, sustainability, and creating an inclusive learning environment for all.

The distinctiveness of our Institution is the Free Medical services for the Teaching Faculty, Non-Teaching Faculty and students as a service. The stakeholders are provided with the identity card avail this facility and MoU has been made with DR VRK Hospital which is located in the same campus with DRVRKWCET. The medical service is extended also to the family members of our stakeholders.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR.V.R.K WOMEN'S COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	DR.V.R.K WOMENS COLLEGE OF ENGINEERING AND TECHNOLOGY, AZIZ NAGAR (Village), MOINABAD (Mandal), RR Dist., TELANGANA- 500075,
City	HYDERABAD
State	Telangana
Pin	500075
Website	<a href="http://www.drvrkwomenscollege.com">www.drvrkwomenscollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	B.sAsi Kumar	08413-235962	9884939294	-	principal.vrkwomens@gmail.com
IQAC / CIQA coordinator	Seshatheri Elumalai	091-7893044962	9884017323	-	esasha3@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">minority status.pdf</a>
If Yes, Specify minority status	
Religious	Muslim Minority
Linguistic	
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Telangana	Jawaharlal Nehru Technological University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	24-07-2023	<a href="#">View Document</a>		
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	02-06-2023	12	

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	DR.V.R.K WOMENS COLLEGE OF ENGINEERING AND TECHNOLOGY, AZIZ NAGAR (Village), MOINABAD (Mandal), RR Dist., TELANGANA- 500075,	Rural	10.23	11050

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Co course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BTech,Artificial Intelligence And Data Science,Artificial Intelligence and Data Science	48	INTERMEDIATE	English	30	25
UG	BTech,Computer Science And Engineering Artificial Intelligence And Machine Learning,Computer Science and Engineering Artificial Intelligence and Machine Learning	48	INTERMEDIATE	English	30	15
UG	BTech,Computer Science And Engineering	48	INTERMEDIATE	English	60	43

	ring,CSE					
UG	BTech,Electronics And Communication Engineering, ECE	48	INTERMEDIATE	English	30	17
UG	BTech,Electrical And Electronics Engineering,EEE	48	INTERMEDIATE	English	30	6
PG	Mtech,Computer Science And Engineering,CSE	24	B.TECH	English	12	12

**Position Details of Faculty & Staff in the College**

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	24				0				16			
Recruited	18	6	0	24	0	0	0	0	6	10	0	16
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				20
Recruited	10	10	0	20
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	18	6	0	0	0	0	0	0	0	24
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	10	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	1	0	0	0	1

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
<b>UG</b>	Male	0	0	0	0	0
	Female	97	3	0	0	100
	Others	0	0	0	0	0
<b>PG</b>	Male	0	0	0	0	0
	Female	12	0	0	0	12
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	67	53	61	45
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>67</b>	<b>53</b>	<b>61</b>	<b>45</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Dr. V.R.K Women's College of Engineering &amp; Technology affiliated with Jawaharlal Nehru Technological University Hyderabad, adheres to the main tenets of the New Education Policy (NEP). These principles include promoting diversity in all curriculums, incorporating technological advancements in teaching and learning, fostering creativity, supporting logical decision-making and innovation, and encouraging critical thinking. Faculty members actively engage in discussions about these key aspects. The academic programs at the Institute have undergone a revision in alignment with the new 2022 academic regulations of JNTUH. These regulations emphasize the integration of</p>
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	<p>multidisciplinary and interdisciplinary courses as electives. As a response, the Institute has initiated the provision of electives for students. To incentivize the exploration of new technologically focused subjects and cross-disciplinary courses, the 2021 regulations mandate the offering of Professional electives and open electives. The Institute utilizes the Choice-Based Credit System (CBCS) for all its courses. Some courses offered by the Institute go beyond the technical domain, focusing on moral principles and environmental awareness. Examples include Professional Ethics, Environmental Studies, Principles of Management, and Total Quality Management. The curriculum is designed to afford students maximum freedom in selecting electives from other departments, enabling them to delve deeply into specialized subjects of their choosing and explore novel applications and technologies through their projects. This approach encourages a comprehensive and diverse learning experience for the students.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>DRVRKW CET ensures compliance with the regulations set by the affiliated university JNTUH specifically in anticipation of the implementation of the Academic Bank of Credits (ABC). JNTUH employs the Choice-Based Credit System (CBCS) across all its programs, and discussions within the Academic Council are currently underway regarding the resolution related to the Academic Bank of Credits (ABC). Upon acceptance by the relevant legislative entities, JNTUH will proceed to officially register on the ABC portal. To facilitate this integration, the Institute is putting forth a proposal to establish a centralized academic database for college students. This dedicated database will serve the purpose of digitally storing each student's academic credits upon the successful completion of individual courses. This initiative aims to empower students by enabling them to leverage the ABC system when planning their academic paths, including potential exits and the continuation of their studies through alternative channels, such as institutions of excellence or online courses offered by eminent institutions. This strategic move underscores the Institute's commitment to aligning with evolving educational frameworks and providing students with enhanced opportunities for academic progression.</p>

<p>3. Skill development:</p>	<p>DRVRKWCET, the Institute Innovation Council (IIC), plays a pivotal role in orchestrating a myriad of skill development programs, championing a holistic approach to education. In tandem, the Women Empowerment Cell is dedicated to enhancing entrepreneurial skills and empowering female students to excel in various fields. Our commitment to fostering effective communication skills is exemplified by the well-equipped language lab, which provides students and teachers with the necessary resources to refine their verbal and written expression. The National Service Scheme (NSS) unit of the college is actively engaged in conducting enlightening awareness programs. These initiatives focus on instilling ethical values, understanding constitutional principles, and embracing universal human values such as truth, righteous conduct, peace, love, and non-violence. Additionally, the NSS unit delves into citizenship values and imparts valuable life skills, enriching the overall learning experience for students. This multifaceted approach reflects our dedication to nurturing well-rounded individuals equipped with not only academic knowledge but also practical skills and a strong ethical foundation.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>DRVRKWCET stands fully prepared to embrace and implement the rich tapestry of the Indian Knowledge System. Students undergo comprehensive learning experiences that delve into the intricacies of the indigenous system, shaped by the diverse practices of our people. This encompasses a profound understanding of varied habits, culinary traditions, traditional attire, languages, distinctive living styles, and holistic therapeutic methods within the realm of healthcare. The educational approach here is not just about disseminating information but immersing students in a cultural journey that fosters a deep appreciation for the diverse and intricate facets of our indigenous knowledge system.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>DRVRKWCET is steadfast in its commitment to the rigorous implementation of outcome-based education. At the core of our pedagogical approach is a student-centric framework, wherein teaching and learning activities are meticulously designed to shape learners into individuals well-equipped for industry demands and lifelong success. Employing a transparent assessment mechanism anchored in Bloom's taxonomy, we systematically evaluate</p>

	<p>learners at various levels. The articulation of course outcomes, program outcomes, program-specific outcomes, and program educational objectives serves as a testament to the inherent strength of our teaching-learning process. These benchmarks not only guide our educational endeavors but also provide a comprehensive overview of the impact on our students. Embracing a continuous evaluation process, the institution is adept at aligning its efforts with targeted goals, ensuring that each student undergoes a transformative educational journey that prepares them for the challenges of the professional world and lifelong learning.</p>
<p>6. Distance education/online education:</p>	<p>DRVRKW CET stands at the forefront of technological integration, boasting state-of-the-art facilities such as ICT/SMART classrooms, a cutting-edge Digital Library, and a wealth of e-resources. Adhering to the norms set by the affiliated university, the institute does not offer distance education. However, during the challenging lockdown period, the institution seamlessly transitioned to an online learning paradigm, ensuring uninterrupted and effective virtual classes. This commitment to leveraging technology not only enhances the overall learning experience but also demonstrates the institution's adaptability and resilience in navigating unforeseen challenges.</p>

**Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>YES</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>YES</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of</p>	<p>The Electoral Literacy Clubs (ELCs) have spearheaded a range of innovative programs and initiatives aimed at actively involving students in electoral processes. One notable initiative involves students voluntarily contributing to electoral activities, such as participating in the voter registration drives for both students and communities</p>

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>they belong to. ELCs play a pivotal role in assisting district election administrations during the conduct of polls, contributing to the smooth functioning of the electoral process. A key focus of ELCs is on voter awareness campaigns, where students actively engage in raising awareness about the importance of voting, the electoral process, and civic responsibilities. These campaigns strive to promote ethical voting practices, emphasizing the significance of making informed choices during elections. In summary, the innovative programs and initiatives undertaken by the Electoral Literacy Clubs go beyond traditional boundaries, engaging students in meaningful contributions to electoral processes, promoting voter awareness, and actively working towards creating an inclusive and participatory democratic environment.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>NO</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>100%</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
161	167	168	107	64

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 47

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	31	30	26	20

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
125.46	110.87	86.49	125.54	101.00

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Dr,VRK Women's College of Engineering and Technology is affiliated to Jawaharlal Nehru Technological University Hyderabad. This HEI is strictly following the University Curriculum, Syllabus and academic calendar and all University Regulations.

The Institute Academic Calendar is prepared semester wise before commencing the academics for each year based on the academic calendar given by the affiliating university (JNTU Hyderabad). The Principal, Internal Quality Assurance Cell (IQAC), Institute Academic Council HoDs of various Department and coordinators of various cells are involving while preparing the Institute Academic Calendar, which is clearly documented it consists of curricular, co-curricular & extracurricular activities semester wise.

The institute and department level academic calendar are strictly followed by the faculty and students. The academic calendar consists of Induction Programme, Commencement of Semester class work, Mid examinations, End Semester Examinations, Parent Teacher Meeting & Summer Vacation.

This HEI having a systematic plan for assigning theory and lab courses. The HoDs along with Department Academic Committee (DAC) conducts meeting & documenting the minutes of the course allocation process. The course is being allotted to individual faculty based on skills, domain expertise, experience and previous academic performance. The class time table is prepared by Department Academic Committee (DAC). The course plan should be prepared by individual course instructor the same is properly documented in the course file. The course file consists of syllabus, time table, students name list, CO-PO-PSO mapping and attainment, Question papers, Tutorial class details, lecture plan, Lecture notes, Students attendance register, Question Bank, Sample answer scripts, result analysis, Assignments etc. There are various methods followed to deliver the curriculum such as chalk and talk, Power Point Presentation, Video Lectures, Display board, charts, Hands-on training.

The HEI is equipped with ICT Smart class rooms, E-resources facilities and well-equipped Laboratories. The Institute is arranging industrial visits, Internships, In plant training, guest lecture, Industrial Project work. The students are encouraged to undergone online course such as MOOC & NPTEL. The add-on, value added programs are conducted regularly. All the above teaching learning process are being properly documented and reviewed.

The continuous internal evaluation schedule for laboratory and theory courses given by the affiliating University which is strictly followed by HEI. The syllabus and schedule for the Internal exam (Mid Term) will be communicated to the students well in advance. The question papers are being prepared



based on the blooms Taxonomy methodology. The scheme of evaluation prepared by the evaluators, will be endorsed by Department Academic Committee. There is a transparent mechanism in the evaluation process, After the answer sheet evaluation, the same will be distributed and discussed in the class room by the course instructor. If there is any grievance among the students it has to be properly addressed by the faculty member. The mid exams marks uploaded in the University web portal as per the schedule. The parents are being communicated about their ward's academic performance through Parent Teacher Meeting & Mobile phone. The effective mentor, mentees process is being followed in this Institution for the betterment of the students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 40

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

### Other Upload Files

1

[View Document](#)

### 1.2.2

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

**Response:** 85.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
138	147	148	87	53

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

The HEI believes that focusing on important topics like Gender, Environment, Sustainability, Human Values, and Professional Ethics directly helps in making the country more sustainable. The affiliating University's curriculum includes courses like Gender Sensitization, Human Values, Professional Ethics, Social Ethics, Environmental Studies, Constitution of India, and Intellectual Property rights.

Gender Sensitization is about making people aware of treating everyone equally, regardless of gender. To enhance the learning experience, DRVRKWCET organizes various awareness programs on Human Values, Ethics, Environment, and Gender. The institute ensures equal opportunities for both boys and girls in all student activities and supports women faculty and students to participate in events promoting Women's Empowerment and leadership.

Human Values and Professional Ethics focus on fundamental standards of conduct for professionals. The institution emphasizes these values and discusses engineering ethics, safety, risk factors, and global issues through university courses. Additionally, MIST organizes programs to develop values and ethics among students, collaborating with organizations like Rama Krishna Mission.

In Environmental Sciences, DRVRKWCET encourages students to learn about climate-friendly technologies such as Non-Conventional Energy Systems and Solid Waste Management. Students are

guided to apply these concepts in internships, projects, and other coursework.

DRVRKWCET's strong NSS wing engages students in various activities like Blood Donation camps, Flood relief programs, Swachh Bharat, Haritha Haram (rejuvenating degraded forests), and contributing to Old Age and Orphanage homes. Students actively participate in these activities, learning about their responsibilities towards society.

**The University is Offering Courses such as :**

**1.Constitution of India [For B.TECH II year ]**

**2.Gender sensitization Lab [For B.TECH II year ]**

3.Environmental Science [For B.TECH I year ]

4. Intellectual Property Rights [For B.TECH II and M.TECH students]

The NSS Unit of the HEI actively Educating the stakeholders about Environmental awareness through:Tree Plantation and harithaharam etc

This HEI is having a rain water harvesting pit in the Campus to Preserve Water and has the facility of RO plant to drink hygiene water.

This HEI conducts various workshops on Gender, Environment, Sustainability, Human Values, and Professional Ethics etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 95.65

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

**Response:** 154

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 37.83

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
67	53	61	45	35

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

2022-23	2021-22	2020-21	2019-20	2018-19
192	192	102	102	102

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 40.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	35	38	36	27

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

2022-23	2021-22	2020-21	2019-20	2018-19
135	135	72	72	72

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 4.6

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

Response:

1. Experiential Learning:

Each department plans various activities to support students in their experiential learning. The institution adopts the following practices for experiential learning using ICT Tools.

1.1. Content beyond the Syllabus :

Laboratory Sessions are conducted with content beyond the syllabus experiments. Our students are given practice that the experiments which are not in lab syllabus, but are essential for understanding fundamentals using smart class room facilities.

1.2. Internship/In-plant Training

Internship and In-plant Training are arranged for the students to get hands-on experience. Many of our students have undergone internship in various companies like Brain-O- Vision, Vertilink etc.,.

1.3. Industrial Visits

Industrial Visits are arranged to the students to get the real-time industrial exposure. Our students have visited industries like, IBM Pvt Ltd., Kanakamamidi substation etc.,.

1.4. Technical Competitions

Our students are permitted to participate in the events such as Hackathon, Ideathon, and Toycathon where students acquire experience of working on real-life models.

1.5. E-Learning / Online Learning

Tools like Zoom, Google Meet and Microsoft Team are used by our faculty members and students for online teaching and learning during lockdown period.

**2. Participative Learning:**

Students have participated in various activities like seminars, group discussions, projects and skill based add-on courses for enhancing their specialized technical and managerial skills.

2.1. Participation in Technical Events

Our students have participated in State and National Level Technical Events organized by our institutions as well as other institutions.

2.2. Annual cultural program

This event is organized every year for the students of our college to give an opening to their creativity.

### 2.3. Seminar Presentation

Students are developing their technical skills while presenting papers and participating in seminars using the facilities in ICT enabled class rooms.

### 2.4. Publication of Papers

Presentation and publication of papers in conferences and journals will make the students to acquire and absorb new skills. Our students have presented papers in various conferences (online and offline) and published papers in national and international journals.

### 2.5. Participation in Online Programs

Our students have participated in various online courses and cleared the exams such as MOOC Programs, NPTEL, Coursera to increase their skill level in the latest trends.

### 2.6. Participation in Competitive Exams

Our students are encouraged to participate in the Competitive Exams like GATE, GRE, IELTS. Many of our students have cleared those exams and pursuing higher studies in various universities in abroad.

## 3. Problem-Solving Methods:

Departments are encouraging the students to acquire and develop problem-solving skills. The institution adopts the following practices to implement this method of learning.

- 1.Real-time and industry-oriented mini and major projects
- 2.Problem-based assignments are given through Google Class Room.
- 3.Problem solving on Board and using ICT Tools
- 4.Participation in Inter-college technical quizzes and programming contests like CodeVita and HackerRank.
- 5.Case studies for the necessary subjects
- 6.Analysis and reasoning during problem solving
- 7.Tutorials and quizzes for necessary subjects using Google Classroom and Forms

The following ICT Tools are used in our institution:

LCD Projector, Smart Class Room, Google Class Room, Google Meet, Zoom and Team.



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 96.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	31	30	26	20

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 62.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	19	18	16	12

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

The Higher Education Institution (HEI) maintains a strong affiliation with Jawaharlal Nehru Technological University (JNTU) Hyderabad, ensuring that assessment procedures strictly adhere to the university's guidelines. Communication of both internal and external examination schedules is systematic, with comprehensive schedules displayed on notice boards and through the official university academic calendar, ensuring students and faculty are well-informed. The syllabus is provided well in advance, and internal assessments, including theoretical components, practical elements, and assignments, are conducted twice per semester, following the predetermined schedule approved by the university.

Mid-term assessments for theoretical components are designed in accordance with outcome-based education (OBE) principles, with individual faculty members responsible for constructing question papers. Assignments are distributed on a subject-wise basis, with undergraduate (R18) mid-term examinations comprising subjective questions, multiple-choice questions (MCQs), and assignments totaling 25 marks, and postgraduate courses featuring a structured breakdown of marks. For undergraduate courses (R22), the mid-term examination structure includes descriptive questions and Part-A, which consists of multiple-choice questions and fill-in-the-blank components. Question papers are meticulously framed in alignment with officially approved course outcomes under the supervision of departmental heads. Following the evaluation of answer papers by faculty members, a comprehensive assessment of the course outcomes (COs) is conducted.

In laboratory courses, students' performance in experiments is documented and routinely evaluated by laboratory course instructors. Viva-voce examinations are conducted to assess students' practical proficiency in each experiment.

The assessment of project work involves the establishment of a Project Review Committee (PRC), comprising the Head of the Department (HOD), Project Coordinator, and senior faculty members. Projects are evaluated through a series of three presentations, considering criteria such as problem formulation, literature analysis, presentation proficiency, and teamwork. Conclusive examinations for both laboratories and projects are conducted in the presence of internal and external examiners appointed by other academic institutions, as per university decisions.

The internal assessment framework is characterized by a commitment to transparency, with evaluated answer sheets disclosed to students within the classroom. Mid-term test scores and attendance records are promptly published on the university web portal. End-semester examinations are administered at designated centers assigned by the university.

In instances where students have grievances related to university matters, such as result dissatisfaction or the need for re-evaluation, they can submit applications for challenge evaluation within a specified timeframe. Examiners at the JNTUH campus are responsible for evaluating university examination answer scripts.

In summary, the HEI's assessment processes align closely with JNTUH guidelines, ensuring transparency, adherence to schedule, and comprehensive evaluation of students' academic performance across theoretical, practical, and project components.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

At DRVRKWCET, as part of outcome-based education (OBE), departments work together to define what students should achieve by the end of their program. This includes program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs). These are important for students' overall development and success. Here's how the process works:

#### 1. Defining POs:

Program outcomes (POs) are general statements describing the professional achievements students should reach by the end of the program. These include various knowledge, skills, and personal traits that students need to graduate successfully. POs are discussed and approved by the Board of Studies (BOS), which includes the department head and subject experts.

#### 2. Developing PSOs:

Program Specific Outcomes (PSOs) are specific skills and accomplishments students must achieve by the end of the program. Program coordinators, along with course coordinators, prepare these outcomes. The BOS, including the department head and subject experts, discuss and approve PSOs after the principal's input.

#### 3. Creating COs:

Course outcomes (COs) are direct statements describing essential disciplinary knowledge, abilities, and the expected depth of learning for each course. When preparing COs, the course coordinator consults with faculty members, and the module coordinator checks them. Finally, they are approved by the department's BOS.

#### 4. Communication and Display:

Once these outcomes have been finalized and approved, they are widely shared and displayed for everyone to see. This includes:

1. Website (<http://www.drvrkwomenscollege.com>)
2. Curriculum/regulations books
3. Classrooms
4. Departmental Notice Boards
5. Laboratories
6. Student Induction Programs
7. Meetings and interactions with employers
8. Parent meetings
9. Faculty meetings
10. Alumni meetings
11. Professional body meetings
12. Library

#### 5. Continuous Promotion:

These outcomes (POs, PSOs, and COs) are consistently promoted in all interactions with students. HODs, faculty, class teachers, mentors, and course coordinators play a crucial role in educating students

about these outcomes. It ensures that students are aware of what is expected of them throughout their academic journey.

In summary, the college is dedicated to outcome-based education, and the defined outcomes are communicated through various channels to ensure students understand and work towards achieving them.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Our institute is affiliated with JNTU, Hyderabad, and we offer both undergraduate (UG) and postgraduate (PG) programs following the university's curriculum. The outcomes of our programs and courses are clearly stated on the website and communicated to both teachers and students through various channels.

To ensure the effectiveness of our programs, we regularly measure the attainment of program outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs). This measurement is done using both formal and informal methods, taking into consideration the feedback from all stakeholders, including students and teachers.

Over time, we have observed positive results in terms of increased student strength, improved passing percentages, and a steady increase in the number of students progressing from undergraduate to graduate studies. Additionally, the placement ratio for our students is on the rise, showcasing the success of our educational approach.

To measure the attainment of PSOs and COs, we have implemented a structured mechanism:

1. We follow the JNTU Academic Calendar to ensure a systematic approach to our academic activities.
2. Subject teachers maintain an academic diary each academic year.
3. Semester-wise evaluation reports are prepared by all subject teachers.

4. The internal examination committee thoroughly analyzes the evaluation reports and results.
5. Stakeholders' feedback is considered in assessing the attainment of POs, PSOs, and COs.
6. The placement committee reviews students' progression to higher studies and their placements.

The attainment levels of COs are calculated using university exam results, and the finalized levels are submitted to the Internal Quality Assurance Cell (IQAC) through the Internal Examination Committee. Assigning weights to each CO helps determine their overall attainment level.

In summary, our institution is committed to maintaining high standards in education, and our systematic approach to measuring outcomes ensures that we continuously improve and provide quality education to our students.

<b>Weight</b>	<b>Benchmark student Securing</b>
<b>1</b>	<b>40% to 50%</b>
<b>2</b>	<b>50% to 60%</b>
<b>3</b>	<b>&gt;60%</b>

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 82.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	47	30	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	50	33	0	0

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

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 4**

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	5	5	6

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

**The aim of MHRD's Innovation Cell:** The Innovation Cell (MIC) is a unit of the Ministry of Human Resource Development (MHRD) that supports young students to work with innovative ideas. The institute facilitates conducting industrial talk series organized by MHRD IIC as a member of the Institute Innovation Council campuses, and all the faculty members and students participated in all talk series live sessions.

**The policy and objectives of the Innovation Cell:** The policy of the Innovation Cell is to streamline and strengthen the innovation and entrepreneurial ecosystem on campus and to promote partnerships with different stakeholders. The objective is to leverage the potential of science and students' creative problem-solving and entrepreneurial mindsets. IPR Cell was established in 2018 to provide a platform to share and discuss the latest developments and applications with practical exposure and assist faculty members, students, and research scholars in the patent filing process.

**The role of the IPR Cell and Entrepreneurship Cell:** The IPR Cell is a platform that provides guidance and assistance to faculty members, students, and research scholars in the patent filing process. The Entrepreneurship Cell is a non-profit student organization that encourages entrepreneurial spirit among students across India. E-Cell wants college students today to start their businesses; cells have been established at numerous rural and urban colleges. In India, easing various restrictions on doing business in both rural and urban areas is helping to create entrepreneurial-friendly environments.

Moreover, many students participate in organizing e-cell activities in India. In India, easing various restrictions on doing business in both rural and urban areas is helping to create entrepreneurial-friendly environments. Organizations such as the National Entrepreneurship Network and the Society of Innovation and Entrepreneurship guide aspiring entrepreneurs. NEN connects with e-cells from various colleges to spread the entrepreneurial spirit and enlighten students about entrepreneurship.

**The vision and goals of E-cell SPCE are:** E-cell SPCE is a non-profit organization that aims to bring together entrepreneurial passions on a common platform. E Cell SPCE will organize many events to help people connect and interact with entrepreneurs, corporations, and professionals. The goal is to establish a start-up culture in SPCE and to support students with innovative ideas for start-ups. The event intends to extend an invitation to distinguished entrepreneurs to deliver lectures aimed at educating students about the gratifications and challenges of entrepreneurial endeavors.

**The benefits of E-cell SPCE for the students:** Students who participate in E-cell SPCE activities can learn different skills and understand how to start their own business. They can also get a better idea of how business is conducted in real life. In the next three years, we should have a few innovative ideas for start-ups and a plan. How is e-cell beneficial to SPCE and its students? Students get a better idea of how business is conducted in real life. These students can learn different skills and understand how to start their own business. We can help with different inventions and business ideas once the e-cell starts working properly.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

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

**Response:** 22

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response: 0**

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

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

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

#### 3.3.2

**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.02**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

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

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

**3.4 Extension Activities****3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

In the past five years, DR. VRK Women's College of Engineering and Technology has focused on helping students grow and meet the needs of society. They have done many things to help with social issues. The generous contributions made by our students during the natural calamity demonstrate the students' dedication to helping their fellow citizens in need. The student community should be actively involved in the service of rural society to eliminate social disabilities. DRVRKWCET encourages students to talk to the people in their neighborhood and see how they can help others. The college facilitates the development of interpersonal communication, leadership qualities, organizational skills, comprehension of the lives of underprivileged individuals, aiding society in times of need, and inculcating social service. The college tries to build empathy among students in the older and weaker sections. This aids in instilling the values of politeness and generosity, thereby fostering the development of compassion towards elderly individuals among students. In the past five years, the college has visited old-age homes and orphanages to see how students feel about elderly and orphan children.

DRVRKWCET provides opportunities for the exploration of issues of local, national, and global significance and subsequently provides time and guidance to identify, plot, implement, and implement solutions, irrespective of their size or complexity. Students are encouraged to take initiative and nurture the inspiration to create positive change that can foster a lifelong spirit of giving back, gratitude, and compassion. DRVRKWCET actively engages in numerous other initiatives aimed at enhancing environmental conditions and the well-being of individuals belonging to diverse groups. The students have participated in various charity programs where they have donated money, clothes, and other essentials to needy individuals. DRVRKWCET was active during the pandemic period as well. It's held live webinars to help students understand the situation and safeguards they need to take during crucial moments. To educate the students about the COVID-19 immunizations and their significance in overcoming the threat against the Maharani, it has been holding webinars. The students have been educated about the various road safety measures that should be taken to avoid road accidents. The diverse extension initiatives undertaken by the DR. VRK Women's College of Engineering and Technology encompass:

Camps for Blood Donors

Road Safety Program.

Plantation: Go green.

Health education programs (AIDS awareness, cancer awareness, COVID-19 awareness)

COVID-19 vaccine awareness program.

The outcome of the above events was that the volunteers gained confidence and leadership qualities.

The beneficiaries have received help in time.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

#### **Response:**

This HEI has received awards and appreciation certificates for its extension and outreach activities through NSS.

The NSS volunteers participated in and conducted various social awareness programs and community development programs; some of them are as follows:.

- Road and safety program.
- Voting awareness program.
- Malaria and dengue awareness programs.
- World antigen awareness program.
- Plantation program.
- AIDS awareness program.
- Awareness rally on women's safety program.
- Medical camp.
- Say no to using plastic.
- Innovation research program.
- National youth unity program.
- Breastfeeding awareness program.
- Anti-ragging awareness program.
- Cleanliness awareness program.
- Importations of an agriculture awareness program.
- Consumer awareness program.
- World forest awareness program.
- Corona awareness program on Zoom Meet.
- World-earth awareness program.

**Some of them follow.**

- Plantation program
- Public health awareness
- Orphanage cloth donation
- Old age home visit Destitution of food
- Distribution of vegetables to needy people.
- I pledged a program.
- Medical camp
- Destitution of grocery kits
- Old age home visit Destitution of medicine
- Distribution of sweaters

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.4.3**

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

**Response:** 47

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	6	10	8

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

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 07

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



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

**Response:**

**Response:**

The institution has a well-equipped infrastructure, which makes the teaching and learning process more effective. The campus spreads over an area of 10.23 acres with a plinth area of 11050 sq m, which includes buildings of high standard. Classrooms with proper ventilation, plentiful laboratories, an auditorium, smart classrooms with ICT facilities, a library, and an administration office are available to meet the various academic and administrative requirements.

**Classroom:** The institution has an appropriate number of well-furnished, well-ventilated, and comfortable classrooms for conducting theory classes. The smart and ICT-enabled teaching and learning environment is so supportive of knowledge transformation. The all-inclusive campus is networked with 24-hour internet connectivity with a band width greater than 100 Mbps and sufficient Wi-Fi points from SM Technologies. The functioning of the college intranet and internet capacity is examined and sustained by the hardware technicians in association with the network administrator of the CSE Department.

**Laboratories:** All departments are highly furnished with the latest equipment as per the university curriculum and enrich the students's knowledge and content beyond the syllabus. Every department has its own computing facility with the latest software to meet their academic-related knowledge, major projects, mini-projects, and research activities.

Printers, scanners, and reprographic facilities are available in the library; audiovisual systems, LCD projector resources, and digital libraries are some of the supportive equipment that's facilitated in the institution. In order to improve the communication skills of the students, the language laboratory is the main resource of the college.

**Library:** The central library has been renovated and upgraded along with the departmental libraries, which have a rich and varied collection of books, some rare books that are no longer in hardcopy, and theoretical journals, both national and international. The DELNET facility is available for students and faculty members as an online learning tool. The institute library is using a fully automated and integrated library management system (ILMS) using NewGenLib software for the smooth functioning of library activities.

**Sports:** The institute has co-curricular and extra-curricular activities facilitated through sports, cultural activities, and the National Service Scheme. The indoor and outdoor sports equipment's and cultural equipment's are efficiently utilized by the students to showcase students and faculty members multi-talents.

**Games:** The institute is accentuated with a playground for outdoor games such as basketball, ball badminton, football, kabaddi, and volleyball. The students of this institute showed their competence and won various commendable prizes in various levels of events. Our institute is always outfitted with maximum indoor games such as chess, carrom, etc.

**Gymnasium and Yoga:** The exclusive gym and yoga center facilitates students and faculty members health and mental fitness for day-to-day energetic activities.

**Additional Resources:** The solar panel, RO plant, lift and ramp, disabled-friendly washrooms, medical facilities such as ambulances, wheelchairs, first aid facilities, and fire safety equipment's Bio-gas plant, daycare center, cafeteria, two- and four-wheeler parking, CCTV camera, complaint and suggestion box, bore well, rainwater harvesting system, ERP software, LED bulbs. Counseling and tutorial rooms, daycare centers, common rooms, and medical centers are some of the additional resources available in the institution to promote stakeholder requirements.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 25.55

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
29.58	41.28	29.28	2.74	37.48

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

#### Response:

The library is very spacious and well-ventilated, with sufficient seating capacity for students and faculty members. Also, the library has a very impressive and calm environment for reading and referring to the resources. The books are properly categorized and prescribed subject-wise. The total number of titles in the library is 3693, and there are 14007 volumes of books available for various programs. The library committee meeting headed by the principal is reviewing and improving the performance of the learning resources library.

#### Integrated Library Management System (ILMS):

The institute library is using a fully automated and integrated library management system (ILMS) using ERP software for the smooth functioning of library activities.

By using ERP software, it offers an essential amenity to students. This software is user-friendly, which is appropriate for the founding of international-level bibliographic formats, networking, and transmission procedures.

#### E-resources:

**DELNET:** The institution uses the Developing Library Network to access a few e-books and e-journals to refer students and faculty members to project- and research-related activities. The major objective of this institute membership is to encourage resource allocation among the libraries through the development of a network of libraries.

**OPAC (Online Public Access Catalogue):** OPAC is a valuable tool for students and faculty members to search for the accessibility of a specific book. OPAC gives full details of when the book was taken, by whom, and when the due date of return is, etc. It also helps to identify the location of the rack in the library where the specific book is available.

**Amount spent on the purchase of books and journals:**

The institution has allocated a yearly budget for the purchase of required books and journals, the renewal of e-sources, the update of library automation, and Delnet membership renewal.

The management is spending an adequate amount to purchase the books, journals, and other resources for the various academic years.

**Per-day usage of the library:**

The institute is encouraging the students and faculty members to avail themselves of library resources every day for their academic growth. The in-and-out register is being maintained in the library. The proper issue and return register are used to record the book issue. A separate library hour is allocated in the academic timetable for every year and section of the students.

**Other Resources:**

To facilitate the students and faculty, the library is equipped with the following resources:

1. Digital Library
2. Journals Section
3. Reprographic Section
4. Reference Section
5. Newspaper Section
6. Rare Books
7. Non-Book Material

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

**Response:**

To facilitate the teaching and learning process, this institute frequently updates its IT facility and provides sufficient bandwidth and Wi-Fi points for internet connections. These IT facilities are very helpful for college administration and other stakeholders to meet their academic and administrative requirements. The 100 Mbps bandwidth and adequate Wi-Fi points ensure uninterrupted online classes, online examinations, and reviewed conferences among the stakeholders.

The classrooms, tutorial classes, laboratories, digital library, seminar hall, auditorium, cafeteria, exam branch, placement cell, administrative office, and R&D Lab are receiving internet connections to fulfill the day-to-day activities. The LAN, ERP, lab software and barcodes in the library are some of the facilities that are regularly updated by the institution. The college website is also frequently updated to maintain communication about the institution.

All the departments have enthusiastic hardware and software facilities. The college provided internet facilities for all the faculty members and the students. The projector facilities provide for all the programs with internet connections. The faculties have unrestricted access to information available on the web page and can refer to journals and books anytime. The final-year and pre-final-year students are utilizing the software in the corresponding department itself for project work. The research lab is provided for all the students. Internet facilities are available for students beyond working hours.

The college currently has 200 computers with internet connections for academic and extracurricular activities.

The institution is completely Wi-Fi-enabled with a 100Mbps broadband connection from SM Technologies. The functioning of the college intranet and internet facilities is monitored and maintained by the hardware technicians in association with the network administrator of the CSE Department. The day-to-day attendance of all the employees of this institution is marked through biometrics. The facility is provided for the office, department, and library.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### **4.3.2**

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

**Response:** 0.81

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

Response: 200

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

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 19.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
13.94	36.42	30.68	10.95	14.55

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 98.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
158	166	165	105	63

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** C. 2 of the above

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

### 5.1.3

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

**Response:** 96.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
155	163	159	106	62

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** B. 3 of the above



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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	09	06	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	47	30	0	0

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

### 5.2.2

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

**Response:** 36.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	2	0	0

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

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 34

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	3	7	7	7

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

**5.3.2**

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

**Response:** 8.6

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The DRVRKCET alumni association of our institution, all though relatively new as our college is just five years old, holds immense potential for contributing to our development through financial support and various services. The alumni, who are emerging entrepreneurs or seeking better career opportunities, have already made noteworthy contributions to society. Despite the challenges posed by the lockdown, they have demonstrated their commitment to becoming holistic individuals.

To formalize and strengthen our alumni network, an Alumni Association was initiated, marked by an inaugural function led by the Principal on 2015. Alumni were encouraged to register their details with the Coordinator, and the association was officially registered

The core objectives of forming the DRVRKCET Alumni Association include elevating the status of the institution, fostering connections between present and past students, and securing the support of local alumni to contribute to the college's growth.

The role of our alumni is diverse and impactful. Some have secured positions in various companies and recommend their juniors for career opportunities. Others have pursued higher education and returned to join the institution as management faculty. Overall, the Alumni Association works for the welfare of the college and its students. Membership drives were conducted, informing past students to register.

we hold high expectations for substantial contributions from our alumni, envisioning their pivotal role in the overall growth of our institution. The Alumni Association is committed to offering valuable guidance on careers and facilitating social contributions for our current students. We foresee the association evolving into a resilient and supportive entity, akin to a colossal banyan tree, providing extensive shade to everyone connected with it. Through the Alumni Association, present students are poised to reap substantial benefits, obtaining insights into different career paths and receiving comprehensive support throughout their academic and personal journeys.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

To become a hub of excellence in educating, nurturing, and sharing knowledge to empower female students. To realize this goal, the college administration is actively engaged in initiatives such as hiring skilled faculty and enhancing their capabilities in teaching and research. Through industry-institute collaborations, this institution has bolstered internships, industrial visits, and placement opportunities. Its fundamental principles include enabling women from socially and economically disadvantaged backgrounds by offering equitable educational opportunities and scholarships.

#### **The Core Team**

The core team comprises the Officer on Special Duty (OSD), Principal, Vice Principal, and Heads of Departments (HoDs). They conduct regular meetings to ensure that institutional activities are in line with the vision and mission. These individuals play key roles in planning and executing academic processes. The institution follows a decentralized and participatory management approach, emphasizing collective ownership and democratic governance. The OSD and other administrative staff oversee planning and implementation of policies and procedures concerning institute development, budgeting, academics, research, outreach, and other extension activities.

#### **Administrative Decentralization**

Administrative decentralization is evident through the delegation of administrative responsibilities to the Heads of Departments (HoDs), in addition to the Principal and Vice-Principal. Various cells and committees have designated in-charges. The HoDs, along with their faculty and committees, manage administrative tasks, planning, budgeting, and, importantly, academic and student-related activities. The Internal Quality Assurance Cell (IQAC) oversees quality issues, including academic audits. Disciplinary matters are handled by the respective HoDs and, when necessary, by centralized committees. Anti-ragging measures are enforced by the anti-ragging committee. Several committees are established to conduct organizational activities, and the non-teaching staff plays a crucial role in supporting institutional processes. The placement and training cell actively participates in associated activities.

**A particular reflection of this practice may be seen in the extensive delegation of authority to the HoDs in the college.**

The Head of Department (HoD) supervises the Teaching Plans of departmental members and has the authority to make adjustments to schedules, allocate teaching workload, and assign other duties as needed. They often lead in organizing seminars, workshops, career counseling sessions, as well as

interdepartmental and inter-college activities. The HoD can introduce creative and innovative measures for the benefit of students, in consultation with their department. They oversee the paper-setting, evaluation, and submission of marks for all internal examinations within the department and establish criteria for student admission and promotion. Additionally, the HoD has the autonomy to introduce content beyond the syllabus or implement value-added courses. By effectively managing their departments, HoDs serve as pivotal figures in both academic and administrative processes, contributing to the overall health and vitality of the college's management policies. These characteristics, including participatory management, underscore the importance of decentralization in the institution's functioning at all levels.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The strategic plan of the institute aims to address stakeholders' expectations and challenges by strategically allocating resources, considering the institution's strengths and weaknesses, and seizing available opportunities.

Students expect a robust and future-oriented education, innovative teaching-learning methods, career guidance, and placement opportunities. Faculty members seek academic autonomy and incentives for research and consultancy, while parents anticipate the overall development of their children for societal betterment. Challenges include inflexibility due to university affiliations and delays in updating syllabi to match industry requirements.

The institute plans to utilize resources effectively by focusing on continual improvement across various areas. These include enhancing teaching and learning systems, upgrading computational and library facilities, fostering alumni engagement, promoting research and development, improving placement services, fostering innovation, and engaging in socially impactful extension activities. Pursuing accreditation from bodies like NAAC and NBA is also part of the quality enhancement plan.

The institution has implemented innovative teaching methodologies and enhanced ICT facilities to improve the teaching-learning process. The library continuously updates its resources to support learning.

Efforts to enhance students' employability include skill development programs and internships, leading to improved placement outcomes. Extra-curricular and extension activities contribute to overall student development.

The governing council, established as per AICTE guidelines, oversees institutional affairs. The administrative setup comprises the Chairman, Director, and Principal, with the Chairman holding authority over financial matters. The Principal leads day-to-day operations, supported by HODs, IQAC Coordinator, and the Academic Council.

Various committees, cells, and clubs operate under the guidance of the Principal, each with defined roles and responsibilities. Service rules, recruitment procedures, and promotion policies align with AICTE norms and are readily available for reference.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** B. 3 of the above



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

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

Dr Vrk Women's College of Engineering and Technology has primary focus on the welfare of its employees and has so many significant contributions. Effective welfare programs are designed to meet the needs of the employees so that the employee's physical and emotional health is improved. Hence the development of a positive and energetic work environment is achieved. Some of the faculty empowerment measures implemented by VRKW CET are during the COVID-19 lockdown period, the management has paid full salaries for all the employees and enabled the teaching-learning process to happen without any flaw. Casual Leaves and Medical leaves are given as per the state government policies. On-duty to attend the academic and related activities like seminars, workshops, faculty development programs and hands-on training on emerging technologies for the enrichment of the knowledge. Study leaves are offered to the employees for pursuing higher studies. Paid marriage leaves and maternity leaves are provided with full salary.

Optional Holidays for religious festivals are offered to bring the inclusive environment among the employees. Fourth Class employees are given as clothes and other gifts during Dussehra and Eid-ul-Fitr festivals. Financial supports for publishing research papers in reputed national and international journals are provided to motivate the research and development. Vacation holidays during winter and summer season are provided for all the employees. Free and discounted medical services offered through Dr. VRK WOMENS MEDICAL COLLEGE to all the employees, students and their families. Other facilities Biometric attendance system, food Court, health Centre with physician, and Ladies room with resting facility are provided. Facilities for Physically challenged students like lift, wheel chairs, Separate disabled washrooms, Well-stocked central and departmental libraries are available.

A clean ambience with hygienic drinking water and rest rooms are provided. Four-wheeler / two-wheeler

parking area, Seminar / Conference halls with Air Conditioning are provided. Performance appraisal system for teaching staff and non-teaching staff Students feedback: Students will give the feedback to teachers on a variety of factors connected to teaching and learning methods, including pedagogy, communication skills, ICT use, completion of curriculum, etc. The department head and principal look over the teachers' self-evaluations. The IQAC submits the faculty member's collective self-appraisal reports, which serve as a record of the teachers' yearly performance during the proper progression of their careers. They get a questionnaire at the beginning of the semester, asking them to rank their experience on a scale of 1 to 10. Assessment of One's Own Self-Report: A private report from the principal and HOD: The principal and department head review the instructors' self-evaluations. The faculty members' annual performance throughout the appropriate advancement of their careers is documented in the collective self-appraisal reports that the IQAC submits.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 57.75

**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
23	19	17	15	8

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

### 6.3.3

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

**Response:** 83.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	33	33	30	22

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

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

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

Funds for the institution are primarily sourced from tuition fees and other revenue streams. Annually, a budget is formulated based on projected income and expenses, enabling effective fund management through proactive planning. Budgetary allocations cover various expenses such as salaries, utility bills, maintenance, taxes, stationery, consumables, laboratory equipment, furniture, and servicing.

Significant funds are earmarked to enhance the quality of teaching-learning processes, including workshops, conferences, faculty development programs, orientation sessions, skill enhancement initiatives, certification programs, research activities, and library enhancements. Faculty members receive financial support to attend workshops, conferences, and training programs, while resources are allocated for extension activities like NSS, Swachh Bharat, and gender-related initiatives.

To oversee financial transactions, the principal's office issues annual notifications in April, prompting HODs to gather departmental requirements. Consolidated reports are then presented to the principal, who convenes meetings with HODs to finalize departmental budgets. Budget proposals are subsequently submitted to management in May, incorporating HOD recommendations.

Departmental requirements are vetted by HODs and scrutinized by the principal, with purchase approvals granted by the institution's chairman based on priority. The accounts department monitors expenses against allocated budgets, providing regular reports to management for review and course correction.

The institution maintains robust internal and external financial auditing systems under the oversight of the Shadan Educational Society, ensuring transparency and accountability. Internal audits, conducted by

management-appointed teams, scrutinize bills, vouchers, daybooks, and financial records, with detailed reports submitted through the principal. External audits, carried out annually by appointed external auditors, validate financial transactions and adherence to standards.

Regular checks and verifications of vouchers and bills occur against accounting heads, with any discrepancies promptly reported to the principal for resolution. At the end of each financial year, audited statements are prepared by chartered accountants in collaboration with the institution's accounting section. Final audited statements for each fiscal year are endorsed by management and auditors, ensuring financial integrity and compliance.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The IQAC of the Dr.VRKCET is dedicated to providing quality education to economically disadvantaged female students in Telangana. It ensures quality through continuous reviews and meetings with stakeholders, focusing on academic and administrative excellence. Quality initiatives are implemented and monitored to enhance the teaching-learning process, curriculum development, and overall institutional quality. Feedback from stakeholders informs improvement strategies, and quality parameters guide various institutional activities. Regular committee meetings assess the progress of quality assurance strategies. Academic planning precedes each semester, and the Principal and HoDs evaluate teaching effectiveness and learning outcomes using IQAC-approved methods.

The institution employs several methods, including Academic and Administrative Audit (AAA), Formative Assessment (FA), Mentor-Mentee programs, and Micro Teaching Analysis to enhance the teaching-learning process and ensure quality assurance. The AAA, conducted biannually, evaluates various aspects such as academic calendars, syllabus completion, student performance, skill development

programs, co-curricular activities, and placements. Formative Assessment, a key practice, involves ongoing evaluation by instructors to enhance student learning.

The IQAC focuses on implementing and monitoring quality initiatives, fostering stakeholder engagement, and employing various assessment methods to ensure continuous improvement in teaching, learning, and institutional processes.

Assessment plays a crucial role in enhancing the teaching-learning process and evaluating learning outcomes, as well as fostering communication and presentation skills among students. Formative assessment results are reviewed at the department level with the assistance of IQAC.

Mentor-Mentee interactions involve periodic support and feedback from mentors to mentees, aiding in their professional development and engagement in curricular and extracurricular activities. Best practices from one department are shared with others, enhancing overall teaching-learning quality.

Micro Teaching Analysis, introduced by IQAC, aims to improve teaching and learning processes and is utilized for annual faculty performance appraisals. Faculty performance is evaluated based on filled-out forms and other academic and administrative documentation. This analysis contributes to the continuous enhancement of teaching quality and academic outcomes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.5.2

**Quality assurance initiatives of the institution include:**

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

**Response:** B. Any 3 of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

.DR.VRK Women's College of Engineering and Technology adopting and implementing gender-sensitive policies to ensure fair treatment and opportunities for all genders. Equal pay, anti-discrimination measures, and parental leave policies contribute to creating a more equitable working environment. DRVRKWCET celebrates Women's Day in a grand manner every year, to promote gender equity and advocate for women's rights. Gender Sensitization course has been offered by JNTUH including a wide array of activities such as Gender Equity seminars, Sports, Skill development programs for woman empowerment and leadership qualities, seminar on stress free life and Gendersensitization, debates, awareness programs, Seminar on Positive thinking, Self-esteem and decisionmaking, Women equality before Law, Seminar on Prevention of Sexual Harassment (POSH), Career counselling, Seminar on self-confidence, Workshop on Ethics and Social Circumstances and Cancer Awareness seminar etc., DRVRKWCET prioritizes the provision of facilities tailored to the needs of women on campus. This includes well-equipped women's hostels with round-the-clock security, ensuring a safe and comfortable living environment, common rooms for girls with required facilities are available in the campus. Health centre is provided in the campus with qualified physician with separate treatment rooms for girls. Additionally, the college invests in infrastructure such as dedicated women's restrooms and sanitary facilities across campus, ensuring convenience and privacy for female students and staff.

Gender equity is a fundamental principle that recognizes the equal rights, opportunities, and treatment of all individuals, irrespective of their gender. DRVRK Women's College of Engineering & Technology (DRVRKWCET) has been proactive in promoting gender equity and sensitization across its curricular and co-curricular activities, as well as ensuring adequate facilities for women on campus. In terms of curricular activities, the college integrates gender-sensitive content across various disciplines, encouraging critical examination of gender roles and biases. Courses encompass discussions on gender equity, women's contributions to engineering and technology, and challenges faced by women in male-dominated fields. Co-curricular activities complement these efforts, with workshops, seminars, and events aimed at raising awareness about gender issues, promoting diversity, and fostering inclusive attitudes among students and faculty, the college hosts events celebrating women's achievements in engineering, technology. These events serve to inspire and motivate female students, showcasing diverse role models and success stories. Additionally, awareness campaigns, guest lectures, and panel discussions provide platforms for dialogue and reflection on gender-related issues, encouraging students to become advocates for gender equity both within the college community.

DR VRK Women's College of Engineering & Technology is committed to promote gender equity and sensitization through its curricular and co-curricular activities, as well as by providing essential facilities



like Day Care center, Ladies rest room, Surveillance cameras for safety and security, fire alarms and fire fighting equipments for women faculty and students in the campus. By fostering an inclusive and supportive environment, the college strives to empower women to excel in their academic and professional pursuits, while also fostering a culture of respect, equality, and diversity among all members of the college community. The institution is continuously organizing events to bring awareness of Gender equity and women rights for the benefit of our students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

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

### 7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**

**3.Clean and green campus initiatives****4.Beyond the campus environmental promotion activities****Response:** A. All of the above

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

**7.1.4**

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

**Response:**

DRVRKWCET is a beacon of educational excellence, striving to create an inclusive environment that fosters tolerance, harmony, and awareness of constitutional obligations. The institution recognizes the importance of embracing diversity across cultural, regional, communal, and socio-economic dimensions, while instilling a sense of civic duty among its students and employees.

Socio-economic diversity is a reality that DRVRKWCET acknowledges and embraces. The college implements policies to ensure accessibility for students from various socio-economic backgrounds. Free education with all free facilities like Hostel, Lab & Library, Transportation and Medical health.etc, financial aid programs, and mentorship initiatives are in place to support students who may face economic challenges. By breaking down socio-economic barriers for girl child, the institution paves the way for an inclusive learning environment where all students can thrive.

One of the pivotal aspects of institutional efforts at DRVRKWCET is the commitment to providing a nurturing environment that transcends cultural boundaries. The college actively promotes cultural exchange programs, where students from diverse backgrounds share their traditions and experiences. This not only cultivates tolerance but also enriches the collective cultural tapestry of the institution. Through such initiatives, students gain a broader perspective, fostering an environment where differences

are celebrated.

Regional and communal harmony is another focal point of DRVRKWCET'S inclusive initiatives. The college organizes events such as State Formation Day, Yoga day, Independence Day, Sports day that showcase the rich cultural heritage of different regions, emphasizing the unity in diversity that defines our nation. Additionally, efforts are made to create platforms for open dialogue on communal harmony, encouraging understanding and collaboration among students. By addressing regional and communal sensitivities, the institution creates an atmosphere that reflects the pluralistic ethos of our society.

The values, rights, and duties of citizens are integral components of the educational experience at DRVRKWCET. The institution incorporates these aspects into the curriculum, ensuring that students are well-versed in the ethical and legal dimensions of citizenship. By integrating constitutional education, Dr VRKWCET prepares students to be informed and responsible members of society.

Furthermore, DRVRKWCET places significant emphasis on sensitizing students by celebrating Teachers Day, Gandhi Jayanthi, Human Rights Day, Youth Day and such other programs to remove the differences between students and employees, Workshops and seminars are organized to educate the college community about the values, rights, and duties enshrined in the constitution. These sessions not only provide legal awareness but also instil a sense of responsibility towards upholding constitutional principles. The goal is to nurture socially responsible citizens who understand the importance of active participation in democratic processes.

In conclusion, Dr VRK Women's College of Engineering and Technology stands as a testament to the transformative power of inclusive education. Through deliberate efforts to foster tolerance, regional and communal harmony, socio-economic diversity, and constitutional awareness, the institution creates an environment where students and employees not only excel academically but also contribute positively to the societal fabric. DRVRKWCET is not just a centre for academic learning; it is a dynamic community that embodies the spirit of inclusivity and citizenship.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

## **BEST PRACTICE-1**

### **Title of the Practice: "MICRO-TEACHING ANALYSIS"**

DRVRKWCET has adopted "Micro Teaching Analysis" as one of the best practices from the academic year 2018-2019 to raise the calibre of instruction. The committee was created to put these criteria into practice. The procedure followed for implementation is given below:

- Micro-teaching is a valuable practice used in teacher training programs to improve teaching skills in a controlled setting.
- Micro-teaching is a valuable practice used in teacher training programs to improve teaching skills in a controlled setting.
- There should be a minimum of 10-minute recording of the lecture given by a faculty member.
- The expert committee will watch, analyze and scrutinize the video footage.
- Expert committee pay attention to various aspects such as clarity of explanation, engagement with students, use of teaching aids, and classroom management and take note on areas for improvement.
- After the microteaching session, expert faculties provide constructive feedback to the faculty member based on their observations. They highlight what went well and offer suggestions for improvement.
- All of the pre-examined faculty will be contacted again for the same process after the predetermined period of one or two weeks. The pre-assessment video and post assessment video recordings will be compared by the expert team and the improvement will be analysed.
- For improving the teaching quality of the faculty, the same procedure will be used again.

Micro-teaching is an essential component of teacher training programs. The teaching behaviour and body language of the faculty members while teaching the class is being watched by experts. Two days before the video recording, each faculty member is instructed to prepare and explain their own topic. The six steps generally involved in micro-teaching cycle are (i) Plan (ii) Teach (iii) Feedback (iv) Replan (v) Reteach and (vi) Re-feedback. The teaching environment is made free from disturbances. The teacher is instructed to prepare the content exactly for 10 to 15 minutes for evaluation. This feedback focuses on various aspects of teaching, such as clarity of instructions, engagement of students, use of teaching aids, and classroom management. One of the key benefits of micro-teaching is its ability to allow teachers to experiment with different teaching strategies and methods in a supportive environment. It offers a safe space for educators to make mistakes, receive feedback, and make improvements without the pressure of a real classroom. Micro-teaching also promotes reflective practice among teachers. Furthermore, micro-teaching helps build confidence among teachers. Our Students are getting benefitted by having well trained teaching faculty members who can teach them subjects to meet the demands of the current industry.

## **BEST PRACTICE-2**

### **Title of the Practice: "ADVANCING ECO-AWARENESS: FOSTERING ENVIRONMENTAL CONSCIOUSNESS"**

The promotion of environmental consciousness at DR VRK Women's College of Engineering &

Technology is not just a concept but a thriving practice deeply ingrained in the fabric of the institution. With a firm commitment to sustainability, the college implements a multitude of initiatives across its 10.23-acre campus to foster environmental awareness and action. Our Principal, Dr SASI KUMAR SIR and Director Mrs. SUJATHA THEODORE MAM motivate and extend moral support continuously for initiating greenery in the campus. To make the campus eco-friendly, different steps have been undertaken by the institution. The DRVRKWCET organizes various green campus special programs for generating awareness among students. The campus itself serves as a living laboratory for sustainability, with lush landscaping and green spaces providing not only aesthetic appeal but also promoting biodiversity and ecological balance.

Waste management is another area where the DRVRKWCET excels. Robust recycling programs and waste segregation methods are implemented to reduce landfill waste and encourage responsible consumption habits among students and staff. Water conservation practices, including rainwater harvesting and efficient irrigation systems, are also in place to mitigate water scarcity. Educational programs play a pivotal role in shaping the environmental ethos of the college. Environmental studies are integrated into the curriculum, offering students a comprehensive understanding of ecological principles and sustainability practices.

The college's commitment to environmental consciousness extends beyond its borders through community engagement initiatives. Collaborating with our NSS Team, local organizations and communities, the college organizes tree-planting drives, clean-up campaigns, and awareness workshops to foster a culture of environmental consciousness in the surrounding areas. The faculty and students of DRVRKWCET, AZIZNAGAR joined together with National Service Scheme (NSS) to plant a lot of trees in the nearby villages of Aziznagar. In the COVID-19 Pandemic period, DRVRKWCET has extended its services for the people in the nearby areas by providing the basic needs for their family. Also, mask and sanitizers were provided by the NSS on behalf of DRVRKWCET.

Student leadership is also nurtured and celebrated within the context of environmental sustainability. Student-led initiatives drive innovation and activism, empowering young minds to initiate positive change and advocate for sustainable practices both on campus and in the wider community. DRVRKWCET recommends the students and faculty to plant at least one tree somewhere at their desired locations on their special days like birthdays, anniversaries and occasional celebrations. DRVRKWCET has prevented the use of plastics inside the campus and even automobiles are also prevented from entering the green zone. Battery powered vehicles are provided to reach the campus from the main road. In essence, the promotion of environmental consciousness at DR VRK Women's College of Engineering & Technology focus to become a lived reality. On the remembrance of our Founders day Dr. Mohammed Vizarat Rasool Khan tree plantation events are organized by our students inside the campus and also in the near by villages to protect the environment. Students and Faculty members are motivated to use the Battery powered vehicles to avoid pollution. Faculty members are motivated to use the Government buses instead of using the separate vehicles. Every year the institution is undergoing Energy, Environment and Green audits. The suggestions and recommendations given by the auditing agency are strictly followed by the stakeholders of the institution. The institution believes in giving good environment for good education and taking necessary initiatives to provide the best eco-friendly learning environment for the students. DRVRKWCET will continue to provide good learning environment.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 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:**

In partnership with DRVRKWMC, DRVRKW CET is proud to offer complimentary medical services for Teaching Faculties, Non-Teaching Faculties and students. Recognizing the importance of faculty well-being, we've initiated this collaboration to ensure access to quality healthcare without financial strain. Our commitment extends beyond education; it prioritizes the health and vitality among our faculty and student body. Through this initiative, we aim to foster a supportive environment where educators can thrive. Join us as we embark on this journey of holistic care and academic excellence.

**ABOUT DRVRKWMC:**

Established in 2010 by the esteemed DR VRK Education Society, DR VRK Medical College stands as a beacon of excellence in healthcare education. DRVRKWMC is a multi-specialty hospital for the world-class clinical training of its students. The College was granted recognition in 2010 and later upgraded to a Post Graduate Institute, offering various degree programmes as well as diploma programmes in gynaecology and radiology. UG, PG, and PG Diploma courses in Medicine are available at the college. DRVRKWMC provides MBBS and PG level courses in M.D., M.S., and PG Diploma at the UG level.

The Buildings of the Medical College, Teaching Hospital, Students Hostels, Staff Quarters and other appurtenant Buildings are housed in a Unitary Campus of 26 Acres. It has 500 beds as well as an administrative building, a library connected to each department, round-the-clock pharmacy, departments for all broad specialties and a canteen. The requirements of the adjacent villages are met by this hospital. DR VRK Hospital has its own magnificent building to provide hostel accommodation for Medical students, Resident Doctors, Nurses and emergency staff.

This Women's Medical College is exclusively for Women Students only, whereas the Staff and Patients are both men and women. At DR VRK Hospital, patients receive comprehensive medical care across a spectrum of specialties. Equipped with cutting-edge technology and staffed by experienced healthcare professionals, the hospital offers a wide range of services including emergency care, diagnostics, surgery, and specialized treatments. From routine check-ups to complex surgeries, patients benefit from

personalized treatment plans tailored to their unique needs. With a focus on patient-centered care, DR VRK Hospital prioritizes compassion, integrity, and excellence in every interaction. Whether addressing acute illnesses or chronic conditions, patients can trust in the hospital's commitment to delivering high-quality medical services aimed at restoring health and enhancing well-being.

#### **A Medical Agreement between DRVRKWCET & DRVRKWMC:**

People from low socioeconomic backgrounds find it difficult to afford medical care in this expensive environment and many of them lose their lives being unable to spend for their treatments. DRVRKWCET is concentrating on the health of its teaching staff, non-teaching staff and students. This agreement becomes effective in 2018. In addition to this, DRVRKWCET and DRVRKWMC have a contract that stipulates that during the duration of the partnership, the teaching faculty, non-teaching staff and students of DRVRKWCET will get medical services and support. With the assistance of DRVRKWMC, a special COVID ward was created by DRVRKWCET specifically during this COVID-19 pandemic period for the benefit of the DRVRKWCET stakeholders. These services are provided in various ways that are listed below.

#### **Medical Card in Yellow for students and their family members with free Medical care:**

Following their enrolment, DRVRKWCET is ready to provide all its students with four years of completely free medical care. Each student will receive a yellow-coloured medical ID card and in the event of an emergency, they can seek advice, a diagnosis and treatment from DR VRK hospital. In case of an emergency, DRVRK Hospital is also providing DRVRKWCET with ambulance assistance. This student card is valid for the full 4 years (undergraduate) or 2 years (postgraduate) of the student's course.

#### **Medical card in Green for faculty and their family members with free medical care:**

The teaching faculty of DRVRKWCET receives green-coloured medical cards in order to make use of DR VRK Hospital's free medical services. The name of the faculty member and the number of his or her family members will be on the green-coloured medical card. According to the MoU, the teaching faculty may use this service. DRVRK Hospital is offering free medical services for the dependents of teaching faculty members.

#### **Medical card in Pink for non-teaching and their family members with free medical care:**

The DRVRKWCET non-teaching staff is given a Pink-coloured medical card that they can use to receive free medical care at the DR VRK hospital. The name of the non-teaching staff member and the number of his or her family members will be on the pink-coloured medical card. According to the MOU, non-teaching employees may use this service. Total medical costs for the family members of non-teaching faculty are covered by DR VRK Hospital.

DRVRKWCET has expanded its service for the locals during the COVID-19 Pandemic by supplying the necessities for their families. Additionally, the NSS donated masks and hand sanitizers on behalf of DRVRKWCET. The teaching staff, non-teaching staff and students of DRVRKWCET are getting continuous benefits by the Medical support offered by DRVRKWMC. A healthcare centre is also available in DRVRKWCET campus for handling any minor or emergency health issues of teaching staff, non-teaching staff and students. A dedicated ambulance facility is available in DRVRKWCET campus for 24 X 7 to handle any emergency cases.

DRVRKWCET and DR VRK Hospital collaborate on diverse programs aimed at community awareness and education. They conduct workshops and seminars addressing prevalent health issues like diabetes, hypertension, and mental health, fostering awareness and understanding among participants. Together, they organize blood donation drives, encouraging altruistic contributions to meet the region's blood supply needs. Through these joint efforts, DRVRKWCET and DR VRK Hospital endeavour to empower communities with knowledge, promote proactive health management, and enhance overall well-being in society. On the remembrance of founder chairman Dr. mohammed vizarat rasool khan, blood donation camps were organized by DRVRKWCET in coordination with DR VRK hospital for the benefit of the needy people in emergency. People from near by villages are also invited to donate bloods in the camps. Free medical checkup camps are organized every year for the benefit of the people from public on the remembrance of our founders day.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



## 5. CONCLUSION

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### **Additional Information :**

Dr. V.R.K Educational Society's commitment to education access:

1. Inclusive Education: Prioritizing minority girls and economically disadvantaged females from remote villages for admission.
2. Free Education: Offering tuition-free education at Dr. V.R.K Women's College of Engineering and Technology.
3. Complimentary Facilities: Providing free hostel and mess facilities to ensure students' comfort and convenience.
4. Access to Healthcare: Offering access to hospital services, prioritizing students' health and well-being.
5. Holistic Development: Fostering holistic development by combining academic excellence with comprehensive support services.
6. Diversity of Offerings: Managing a diverse range of educational disciplines beyond engineering and technology, showcasing the society's commitment to broad-based education.
7. Community Upliftment: Empowering individuals from diverse backgrounds to contribute meaningfully to society through accessible education opportunities.

Dr. V.R.K Educational Society's initiatives represent a commendable effort towards creating a more equitable and inclusive educational landscape, paving the way for socio-economic empowerment and community development.

### **Concluding Remarks :**

On the conclusion, the submission of the SSR for Dr. V.R.K Women's College of Engineering and Technology represents our commitment to providing an exceptional educational experience for female students in Engineering and Technology, particularly those from minority backgrounds and underprivileged communities in remote villages. This comprehensive report reflects our dedication to fostering an inclusive and empowering environment through rigorous self-assessment and the identification of both strengths and areas for improvement.

Through initiatives such as mentorship programs, Outcome based educational system, and Additional support services, we have demonstrated our commitment to diversity, equity, and inclusion. These efforts are aimed at addressing the unique challenges faced by women in STEM fields, ensuring that all students have the opportunity to thrive and succeed.

By submitting this SSR, we are confident that the insights and recommendations outlined in this report will serve as a roadmap for further progress and innovation, ultimately leading to a more equitable and inclusive

environment for all students at our institution.

We extend our heartfelt gratitude to all stakeholders who have contributed to the development of this report, and we renew our commitment to fostering a culture of excellence, diversity, and inclusion in women's engineering and technology at Dr. V.R.K Women's College of Engineering and Technology.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.2.2	<p><b>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</b></p> <p><b>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>10</td> <td>8</td> <td>16</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>6</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	6	10	8	16	10	2022-23	2021-22	2020-21	2019-20	2018-19	4	6	4	4	4
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	10	8	16	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	6	4	4	4																	
3.3.1	<p><b>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</b></p> <p><b>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7</td> <td>1</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	3	7	1	2	2	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	7	1	2	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
3.3.2	<p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p><b>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</b></p>																				

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	7	16	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	6	10	8

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :07

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

**4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13.74	41.27	29.27	1.26	49.93

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29.58	41.28	29.28	2.74	37.48

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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)***

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20.72	42.49	36.92	23.9561	20.0286

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13.94	36.42	30.68	10.95	14.55

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	47	30	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	09	06	0	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	53	31	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	47	30	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

--	--	--	--	--

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	7	7	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	3	7	7	7

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	34	33	34	34

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	23	22	19	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	19	17	15	8

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.5.2

**Quality assurance initiatives of the institution include:**

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

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

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>31</td> <td>30</td> <td>26</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>31</td> <td>30</td> <td>26</td> <td>20</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	40	31	30	26	20	2022-23	2021-22	2020-21	2019-20	2018-19	35	31	30	26	20
2022-23	2021-22	2020-21	2019-20	2018-19																	
40	31	30	26	20																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
35	31	30	26	20																	
2.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	



Self Study Report of DR.V.R.K WOMEN'S COLLEGE OF ENGINEERING AND TECHNOLOGY

2022-23	2021-22	2020-21	2019-20	2018-19
117.24	109.37	84.799	120.64	91.30

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
125.46	110.87	86.49	125.54	101.00