



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GAYATRI VIDYA PARISHAD COLLEGE OF ENGINEERING

MADHURAWADA, VISAKHAPATNAM

530048

www.gvpce.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gayatri Vidya Parishad College of Engineering, Visakhapatnam, recognized by AICTE and affiliated to Andhra University, was established in 1996. The institute offers 10 UG programs (B.Tech.) and 5 PG programs (M.Tech.) besides an MCA program. The National Assessment and Accreditation Council (NAAC) **accorded this institute with 'A' grade twice with a CGPA of 3.47 out of 4.0**. Seven B.Tech. programs have been **accredited by NBA** at least thrice so far. University Grants Commission (UGC) has granted **Autonomous Status** and at present the institute is in its 3rd cycle of autonomy. The institute is a recipient of prestigious TEQIP-II under S.C 1.2 by MHRD, Government of India, for promoting PG and demand driven research, a project supported by World Bank. It houses Gayatri Vidya Parishad – Scientific and Industrial Research Centre (GVP-SIRC) recognized as SIRO by DSIR, Ministry of Science and Technology, Government of India. Established the GVP-Prof. V. Lakshmikantham Institute of Advanced Studies (GVP-LIAS) in 2007, an offshoot of Late Prof. Lakshmikantham's (Distinguished Professor and Head of the Department of Mathematical Sciences at Florida Institute of Technology, Founder of the International Federation of Nonlinear Analysts, IFNA) vision for a research institute that encompasses a broad spectrum of areas and works in collaboration with Department of Mathematics in particular and other Engineering Departments in general. All the UG and PG programs have been designed under the framework of Outcome Based Education (OBE). The institute has switched over to Choice Based Credit System from the academic year 2015-16 onwards. The college has been placed within top 300 institutes in Engineering Category of National Institutional Ranking Framework (NIRF) / NIRF-Innovation, consecutively for seven years since 2017.

The College has 262 faculty members of which 157 are with Ph.D. The faculty is actively engaged in research and consultancy. About 75% of these students are placed in various organizations and about 5 - 10% of them are pursuing higher education either in the national institutes of higher learning or abroad

Vision

To evolve into and sustain as a Centre of Excellence in Technological Education and Research with a holistic approach.

Mission

To produce high quality engineering graduates with the requisite theoretical and practical knowledge and social awareness to be able to contribute effectively to the progress of the society through their chosen field of endeavor.

To undertake Research & Development, and extension activities in the fields of Science and Engineering in areas of relevance for immediate application as well as for strengthening or establishing fundamental knowledge.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college enjoys full academic and financial autonomy since 2009 and hence is in a position to form its own growth pattern to introduce and experiment with new curricula, to introduce reforms in teaching learning process.
- A committed and progressive management consisting of eminent academicians, industrialists and professionals.
- The college is one of the most preferred colleges in the state. Every year more than 100 students get qualified in competitive examination like GATE and GRE. Every year about 10 to 15 students get admitted into higher institute of learning like IITs and IIMS.
- The placement record of the college during the last 5 years is good with well over 70% of the eligible candidates getting placed in very good companies like TCS, Infosys, Wipro, L&T. At least 5% of the students go for higher studies in institutes like IITS, IIMs and foreign Universities.
- Strong base for R & D work with externally funded projects worth about Rs.400 Lakhs sanctioned during the last 5 years. Consultancy earnings amounted to about Rs.100 Lakhs during the last 5 years. The affiliated University recognized the Institution as Research Center. More than 150 Scholars are pursuing Ph.D. under the guidance of the College faculty.
- More than 50 patents were granted by the faculty of the College during the last 5 years.
- More than 200 research papers were published in reputed Journals during the last 5 years.
- More than 20 MoUs were signed with reputed Organizations during the last 5 years.

Institutional Weakness

- Many of the faculty lack exposure to actual industrial environment. The technical skills of supporting staff need up gradation to improve their usefulness and efficiency.
- Faculties do not have sufficient time beyond their teaching schedule to pursue purposeful research work on their own. Full time Scholars are not allotted by the affiliated University.
- The existing number of M.Tech. students is not sufficient to produce quality research output.
- The quality of students getting admitted into M.Tech. programmes is not up to the required level.
- Placement of M.Tech. students through campus selection is not up to the required level.
- Not enough motivation for B.Tech. students to show interest in participating in research oriented projects or in developing innovative ideas.
- Alumni contacts not to the required level.
- Because of its reputation, the college attracts large number of students also from outstation places. The existing hostel facilities are inadequate.
- The currently available number of externally funded R&D projects and consultancy projects is to be increased.
- Inputs from industry in the choice of research topics are only marginal.

Institutional Opportunity

- There is a vast scope for interacting with already existing industries and organizations like Visakhapatnam Steel Plant, BHPV, NSTL, etc.
- Up gradation of the facilities in the college could result in collaboration with good quality foreign Universities and also with higher technological institutes within the country like IITs.
- Increase in the M.Tech. and Ph.D. enrolment will improve the standard of research and consultancy at the college which will lead to increased and improved interaction with industry and also in the quality of students graduating from the College.
- Some of the alumni are already in middle or senior management levels in the industries. They serve as role models for the juniors and they are also eager to help the juniors with an active alumni association. They can also help the college to obtain more and more industry and institutional contacts.
- The enormous goodwill and reputation the college enjoys among the students, parents, industries and administrators can be effectively channelized for growth into a university level institution.

Institutional Challenge

- Tuition fee increase not keeping pace with the rate of increase in expenditure due to governmental controls making the cost of education increasingly difficult to bear with.
- Other organizations luring away painstakingly trained faculty (ready-made Ph.Ds) by offering higher monetary compensation to a selected few.
- Foreign Universities with good credentials setting up branches in India and luring away good quality students and faculty.
- Fluctuation in demand for the courses offered by the college.
- Government agencies preferring to go to only to Government and University Institutions for Consultancy and Sponsored Research assignments.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

With the objective of achieving the Mission and Vision of the Institute and the Department, Program Specific Outcomes (PSOs), Program Outcomes (POs) and Course Outcomes (COs) are developed involving the faculty members of the department. The Program Outcomes are designed under the framework of graduate attributes for engineering programs defined by Washington Accord. Based on the guidelines provided by AICTE and UGC, fundamental courses under different categories such as basic sciences and engineering, discipline specific advanced courses are identified. The Course Outcomes of all the courses are mapped to the POs and PSOs of the program.

The curriculum is discussed in the Board of Studies meeting consisting of experts from academia, industry, alumni and all the faculty members of the department. The suggestions made by the experts are included in the final version of the curriculum and the same is approved by the Academic Council and Governing Body for implementation. In each semester, feedback is collected from the students in the form of course end surveys. The suggestions, if any, are consolidated for review and consideration in the next BoS meeting.

The Curriculum also provides flexibility for the students to take courses of their choice from Professional Electives, Skill Based Lab Electives, and Open Electives. Self-learning is encouraged through award of credits from the MOOCs courses offered by NPTEL / SWAYAM up to a maximum of 20% of the total credits of a program.

The college also offers Honors / Minor programs for the benefit of students. To be eligible for the award of B.Tech. (Honors) degree, a student shall earn 20 additional credits through advanced courses from their respective branch / discipline to be eligible for the award of B.Tech (Honors) degree, in addition to fulfilling all the requisites of the Regular B.Tech Programme (earning 160 credits). To be eligible for the award of B.Tech degree with Minor, a student shall earn 20 additional credits through courses offered by other departments to enhance employability skills / competencies in the areas of his / her interest, in addition to fulfilling all the requisites of the Regular B.Tech Programme (earning 160 credits).

Teaching-learning and Evaluation

The students are admitted based on the ranks obtained in the state-level entrance examination conducted by Government of Andhra Pradesh. The admission process is carried out by the AP State Council for Higher Education duly following all the norms of both the central and state governments.

The kind of students admitted reflects the diverse backgrounds, different communities, gender, and locality within the State of Andhra Pradesh. Reservation policy is strictly implemented as per policy of the government which include students under sports, NCC, Children of Armed Forces and category with disability.

In addition to conventional teaching methods, student-centric methods such as experiential learning, participative learning and problem solving based on the subject-specific requirements. Self-learning is also promoted through MOOCs courses.

Faculty members have adapted themselves ICT and there are 11 nos of smart classrooms in the institute. The institution has adopted authentic and reputed online teaching platforms like Google Meet, Webex etc. In addition, some of the teachers leverage LMS tools like moodle, Google Classroom for conducting online exams, sharing course material, conducting assignments etc.

Slow-learners are identified through diagnostic tests and their performance in the semester-end examinations. Remedial classes are held for slow-learners in the regular sessions. In addition, students appearing for supplementary exams are given special coaching on a one-to-one basis. A provision is made in the academic regulations for Fast learners to opt for Honors and Minor programs. These students are mentored to participate in competitive exams like GATE and encouraged to participate in Hackathons etc.

With an adequate number of qualified and experienced teachers, the institution has been striving to maintain good teaching standards. The faculty continuously upgrade their knowledge and skills through regular participation in the Faculty Development Programs, Workshops and Seminars.

The assessment process is outcome based and involves attainment of COs and POs. The assessment in both internal and end-semester exams is based on the learning outcomes of individual courses.

Regular feedback on teaching-learning practices in the institute is assessed through student satisfaction surveys for the outgoing students every year and course-end surveys from all the students at the end of each semester.

The performance of the students has been consistently good with an average 80% of the admitted students in each year, across different programs graduating from the portals of the institution.

Research, Innovations and Extension

The institution has been promoting research through various schemes to encourage faculty pursue research besides teaching. About twelve (12) faculty members have been sponsored to pursue their Ph.D. in IITs / NITs under QIP Scheme since its inception. Several financial incentives are also being offered to faculty annually for publishing research articles/writing books, patents and funded research. For encouraging research among the students, fast learners are encouraged to pursue research to join funded research projects of faculty members in various departments. For attracting good PG students and research in the departments, additional fellowships for GATE rankers as well State PGECET rankers are being offered. There is a perceptible change in the quality of research publications in terms of increase in SCI/SCOPUS indexed journals in the last five years.

An exclusive centre for innovation exists in the institute to promote innovation among faculty and students. To inculcate the culture of innovation, a mandatory course on 'Design Thinking and Innovation' has been introduced at the second year level for B.Tech students. The institution encourages faculty and students to file patents with full financial assistance. The number of start-ups from the institution is five in the last five years. About 37 no of patents have been filed by faculty and students.

Community service is part of the curriculum for the students since becoming autonomous in 2009. The Centre for Foster Social Responsibility (CFSR), established in 2013, is very active in engaging the students in various community service projects. There are two NSS student units and nine social clubs actively engaged in community service. Organizing Blood donation camps, plantations, helping the needy at places like orphanages, promoting adult literacy among rural public are some of the activities undertaken by these groups.

Infrastructure and Learning Resources

Gayatri Vidya Parishad College of Engineering is established in the year 1996 and is committed to provide the entire necessary infrastructure to suit the demands of the courses and the stakeholders. The college plans its growth and allocates adequate budget for its infrastructure, laboratory equipment and other requirements. The College is situated in a beautiful green valley far from the madding crowds. The campus spreads over 20 acres with a total built up area of 43,400 m² consisting of classrooms, laboratories, workshops, seminar halls, staff rooms, library, administrative block, canteen, hostels, Playground and sports room. The central Library, Digital Library, Learning Management Systems are in support to the teaching-learning process. Class rooms: The institution has an adequate number of classrooms, tutorial rooms and this is verified each year by the affiliating university. The details are further uploaded to AICTE. Few classrooms have LCD projectors and access to internet connection to enable the students towards digital environment. Each department of the college has smart classrooms with facilities like TV, digital platform etc.

Laboratories/Workshops: The institution has well equipped laboratories with state-of-the art equipment and machinery. The necessary hardware, licensed/open-source software are available in each department to carry out the academic and research activities. All the labs are provided with uninterruptible power supply (UPS).

There are 11 smart classrooms available in the institution to promote digital learning and facilitate faculty to use ICT technology to improve teaching-learning.

The institution has an in-house software development centre (GVPIMS) that takes care of development and maintenance of Information Management Systems. This software is used by all the faculty members to keep track of the student attendance, internal and external marks and other student information required for day-to-day administrative as well as academic. In addition to the student information, the GVPIMS also automated the process of student feedback every semester and filing of performance appraisals by the faculty.

The college has a multipurpose playground for athletics, cricket and football. Apart from the vast playground, outdoor facilities available are badminton, ball badminton, basketball court, tennis court, throwball and volleyball courts. The department of physical education regularly conducts cricket matches, hosts football tournaments and track & field events by laying a 6 lane 200 m track during annual sports meet.

Student Support and Progression

Student Induction Programs are conducted in the first year to help new students to feel comfortable and get acquainted with the new environment. The institution has a strong counselling and mentoring system in place for guiding and supporting students in their academic progression and general well-being. Each faculty in the department is assigned with four or five students for mentoring / counselling. Based on the performance of the students in the exam, the counselors either mentor them personally or attach them to a specific teacher for improving their academic performance through remedial classes. Similarly, fast learners are encouraged to collaborate with active researchers in the department to participate in research activities.

A career counselling and planning centre is in place to provide guidance in choosing their career goals and provide resources in that direction. The Training and Placement department conducts campus recruitment training to impart specific skills required for gaining employment. Alumni of the institute are involved in conducting “mock interviews” for the students before campus placement drive every year.

In addition, there are cultural clubs, sports clubs and social service clubs in the institute to foster holistic development of the students.

Governance, Leadership and Management

The governance of the institution involves all the stakeholders in preparing the action plans and goals for the short term as well as long term development aligned with the vision and mission of the institution. The future needs are identified through brainstorming sessions held at various levels. At the department level, the requirement of new facilities and introduction of new programmes are discussed and suggested to the administration. At the institution level, weighing the entire pros and cons, the new proposals from all the departments are discussed and finalized. The HoDs are permitted for procurement duly following the purchase norms for the final approval and implementation. The governing body on the proposals of the Head of the institution takes care of developments required from time to time in the organization.

The administration of the institute is decentralized. Principal of the institute is supported by the Vice-Principal and eleven deans for quick decision making and effective implementation of various academic and non-academic issues. Individual faculty members are also involved in various committees to look after certain academic and administrative activities like class committees, library, Exam section, time tables, social activities

,sports, cultural activities, TCS remote internship program, APSSDC activities (for skill development supported by local state government) and Institute Innovation Council.

In tune with the policies of the regulatory authorities, the institution constitutes various committees like - Grievance Redressal, Women Grievance Redressal / Anti-Sexual Harassment Cell, Committee for SC/ST, Anti-Ragging Committee etc. To facilitate free access with the members of the committee, contact numbers and mail ids are displayed at various vantage points. Parents and students are also members of the important committees to attain inclusivity in decision-making. Faculty and the staff are governed by effective code of conduct and their appointments are regularized duly following service norms. Research is encouraged through deputation of faculty under QIP with full pay alongside part-time research. Study leave for research and academic leave facilitating faculty participation in workshop / seminars / paper presentations are in vogue. Maternity and medical leave also are provisioned. Physical education and cultural activities are actively encouraged.

Institutional Values and Best Practices

The institute has been promoting gender equity and organizing several programs for the benefit of girls / women. The college has a women welfare cell which conducts activities independently in the college for the benefit of the girl students and women faculty. A female Physical director is appointed to exclusively train the girls in various sports activities. Separate women waiting rooms are provided for the girls. In addition, the administration ensures that girls / women are included in all the committees in the decision making process of the activities of the institute.

Giving utmost importance to climate change and environmental protection, alternative energy sources like 100 kWp grid-connected and 100 kWp Wind-Solar Hybrid with Energy Storage have been installed in the campus. In addition, the institute has adapted many environment friendly initiatives like switching over to LED lighting systems in a phased manner, rain water harvesting etc. The campus is disabled-friendly with ramps, lifts and other amenities. Institution celebrates national and international commemorative days and events, primarily to promote the importance of the events and their significance through awareness to the students.

The institution has been making certain practices which are worthy of emulation. Two of these practices are related to involvement of students in social activities and design thinking and innovation. Since becoming an autonomous institute in 2009, social work is made mandatory for the students for the award of degree. Now this has evolved over a period of time and made lasting impressions on the minds of the students. Regarding innovation, a mandatory course on “Design thinking and innovation” has been introduced to all the second year students. This has motivated many students and with this the students are achieving accolades at national and other competitions.

With a mission to evolve into and sustain a centre of excellence in Technological Education and Research with a holistic approach, the Institution has been striving to maintain academic standards of its students with a sense of social responsibility. In this regard, the institution has been actively pursuing different activities to achieve its Vision and Mission.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GAYATRI VIDYA PARISHAD COLLEGE OF ENGINEERING
Address	Madhurawada, Visakhapatnam
City	Visakhapatnam
State	Andhra Pradesh
Pin	530048
Website	www.gvpce.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	A. B. Koteswara Rao	891-2739538	9441919560	891-2739605	principal@gvpce.ac.in
Professor	C.V.K.Bhanu	891-2739507	9490748736	891-2739605	deaniqac@gvpce.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	16-12-1996

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	01-10-2008

University to which the college is affiliated

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	30-06-2008	View Document
12B of UGC	01-09-2011	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	
AICTE	View Document	02-06-2023	12	

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Madhurawada, Visakhapatnam	Urban	20.02	45114

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Chemical Engineering,Chemical Engineering	48	Twelfth	English	66	47
UG	BTech,Civil Engineering, Civil Engineering	48	Twelfth	English	132	92
UG	BTech,Computer Science And Engineering,Computer Science and Engineering	48	Twelfth	English	264	253
UG	BTech,Computer Science And Engineering,Computer Science and Engineering Artificial Intelligence and Machine Learning	48	Twelfth	English	66	64
UG	BTech,Computer Science And Enginee	48	Twelfth	English	66	64

	ring,Computer Science and Engineering Data Science					
UG	BTech,Electronics And Communication Engineering, Electronics and Communication Engineering	48	Twelfth	English	264	241
UG	BTech,Electrical And Electronics Engineering,Electrical and Electronics Engineering	48	Twelfth	English	132	101
UG	BTech,Information Technology,Information Technology	48	Twelfth	English	66	63
UG	BTech,Mechanical Engineering,Mechanical Engineering Robotics	48	Twelfth	English	66	45
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	Twelfth	English	132	100
PG	Mtech,Civil Engineering, Structural Engineering	24	B.Tech.	English	12	10
PG	Mtech,Computer Science And Engin	24	B.Tech. or MSc or MCA	English	12	4

	ring,Computer Science and Engineering					
PG	Mtech,Electronics And Communication Engineering, VLSI Design and Embedded Systems	24	B.Tech.	English	12	1
PG	Mtech,Electrical And Electronics Engineering,Power Electronics and Drives	24	B.Tech.	English	12	1
PG	Mtech,Mechanical Engineering,CAD CAM	24	B.Tech.	English	12	0
PG	MCA,Computer Applications,Computer Applications	24	Three years degree	English	66	59

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	30				42				172			
Recruited	26	4	0	30	28	14	0	42	106	66	0	172
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				49
Recruited	39	10	0	49
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				50
Recruited	49	1	0	50
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	25	4	0	23	14	0	40	13	0	119
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	5	0	0	65	53	0	124
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	4		0		4

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	703	0	0	0	703
	Female	367	0	0	0	367
	Others	0	0	0	0	0
PG	Male	49	0	0	0	49
	Female	26	0	0	0	26
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	69	88	78	98
	Female	37	48	41	46
	Others	0	0	0	0
ST	Male	33	36	31	27
	Female	10	13	14	13
	Others	0	0	0	0
OBC	Male	412	440	479	461
	Female	244	217	232	209
	Others	0	0	0	0
General	Male	107	136	210	204
	Female	66	73	101	118
	Others	0	0	0	0
Others	Male	78	81	52	52
	Female	29	37	27	25
	Others	0	0	0	0
Total		1085	1169	1265	1253

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Chemical Engineering	View Document
Civil Engineering	View Document
Computer Applications	View Document
Computer Science And Engineering	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Information Technology	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The Vision and Mission of our Institution are deeply rooted in fostering the holistic development of students. To realize this overarching goal, the institution has dynamically incorporated various components into its curriculum over time. The curriculum is designed to be flexible and innovative, offering Open Electives and Skill-Based Lab Electives, enabling students to explore courses from diverse disciplines. Furthermore, social activities have been integrated as mandatory for award of degree, ensuring that students are exposed to real-world societal issues. The UG curriculum places emphasis on Basic Sciences and Humanities as compulsory courses, contributing 30 credits. The flexibility of the curriculum is further exemplified by the provision for Open Electives from Basic Sciences and Humanities. The Choice-Based Credit System provides students with a plethora of options, including Open Electives, Skill-Based Electives, Project-Based Learning, and Professional Electives. Additionally, the curriculum integrates mandatory components such as Social Work, Environmental Studies, Human Values, Professional Ethics, and Design Thinking, the latter encouraging interdisciplinary collaboration to address societal challenges. The institution actively supports student participation in Hackathons and hosts lectures by eminent personalities for a comprehensive educational experience. The academic regulations facilitate multiple entry and exit options at the end of</p>
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	<p>each academic year, without compromising the rigor of the curriculum. Skill training is embedded at key milestones, with 10 Credit skill training required after completing 40 and 80 credits at the end of the first and second years, respectively. Collaborations with industries provide opportunities for skill development. The institution further facilitates interdisciplinary learning by offering Open Electives, allowing students to pursue courses from other departments. Credits can also be acquired through MOOCs courses, reflecting a commitment to staying abreast of advancements in the digital age.</p> <p>Additionally, the institution is actively planning to introduce Minor and Honors programs alongside the existing UG offerings, demonstrating a commitment to continuous improvement and adaptability to evolving educational paradigms. Faculty members are encouraged to apply for funded projects in multidisciplinary research areas, and a designated senior Professor guides young faculty in proposal writing. The Dean of Research & Development oversees these activities. The faculty members are also engaged in consultancy across various disciplines. An exclusive E-Mobility center, led by a senior Professor, focuses on research and consultancy activities related to Electrical Vehicle technologies. Individual departments are encouraged to engage in research, and faculty members are motivated to participate in project guidance as co-guides, promoting a culture of continuous learning. Under the umbrella of the Gayatri Vidya Parishad, the parent body of the institution, efforts are underway to integrate various sister institutions, fostering collaboration and planning for the initiation of multi-disciplinary and interdisciplinary courses. Currently, the institution is actively pursuing recognition as a deemed-to-be university through an application with the University Grants Commission (UGC), a development that would significantly ease its growth aligned with its vision and mission.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institution is actively participating in ABC. It has been registered with NAD. ABC IDs are already generated for 2021 admitted batch. The Institutional templates are finalized. Suitable software modifications are underway at institutional level to upload and publish the certificates on to NAD portal. Extensive sensitization programs are being organized</p>

	<p>to students on the importance of ABC. The institution is providing choice for multiple entry and exit options through ABC. The provision has to force from 2022 admitted batch onwards. The institution is actively pursuing the possibilities for MoUs with foreign Universities to offer joint degrees The syllabi, text books, reference books and other reference material will be proposed by the faculty through brainstorming sessions at department level then they will be presented to Board of Studies for approval. Faculty are given freedom to assess through teacher specific methods upto 10 marks through an average of four assessments. Offering Honors and Minors programmes from 2020 admitted batch Actively generating ABC ids of students and preparing to upload certificates Provisions for multiple entry and multiple exit options.</p>
<p>3. Skill development:</p>	<p>The institution offers five courses (10 Credits) exclusively under Skill Based Lab Electives. Professional Communication and Soft Skills Lab is offered to all UG students. Provision for multiple exit and entry for students who undergo 10 credit skill courses as per NSQF The Institution in association with Siemens has established skill development center. The students can acquire credits in the form of Skill Based Lab Electives through the programmes organized by the center. At the time of admission, the Institution is conducting a mandatory 3 week Induction programme where in Lectures by eminent personalities and activities related to core human values are being organized. Human values and Professional Ethics course is made mandatory for all students From time to time Lectures by eminent personalities are being organized to promote righteousness, love, compassion and peace. Following are Institutional efforts towards skill development: Gayatri Vidya Parishad college of Engineering in association with APSSDC and SIEMENS have established 6 Skill Labs in the college premises to impart skill development and vocational training for students of the Institution as well as outside students in six different streams offered in these labs. The Labs include 1. Computer Based Training Lab 2. Manufacturing CNC Lab 3. Electronics Home 4. Electronics Office 5. Manufacturing Welding Lab 6. Agro Machinery Lab Industry Lectures is part of curriculum during R19</p>

	<p>regulations with Credits. Experts from Industry are invited to provide hands-on training for imparting industry ready skills from time to time on upcoming areas, thorough offline and online mode as well. Skill Based Lab Electives, Job Oriented Electives, Technical Communication and soft skills are part of curriculum. Skill oriented programmes in association with Andhra Pradesh State Skill Development Corporation are being organized apart from regular academic programmes with certifications. The skill development courses to students by NSDC certified agencies are being provided. In addition, internships are being provided to students through AICTE, APSCHE to acquire Industry oriented skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The course “Indian Traditional Knowledge” is mandatory as part of the curriculum for the award of degree. Classes and discourses are being organized through experts on Indian Knowledge system as part of Time Table during I year. An Exclusive club in the name of Gayatri College Cultural Club is regularly organizing programmes on cultural and literary aspects by inviting guests and experts. Classes on Yoga are being organized from time to time. The regular teaching is in English Medium only. However for slow learners when special classes are organized, teaching sometimes happen in local language (Telugu) to reach out to the students. For the courses like Indian Traditional Knowledge, Constitution of India, Human Values and Professional Ethics faculty are encouraged to use both languages so that native scenarios and value system can be better explained and exposed. An Open Elective course on History of Architecture is also designed which includes ancient Indian architecture.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Institution is offering both UG and PG programmes through Outcome Based Education system since 2013. The Course Outcomes, Programme Outcomes and Programme Educational Objectives are assessed and feedback from stakeholders are obtained. Based on feedback, modifications are planned in course contents and introduction of new courses and change in content delivery and assessment are planned, and are presented to BoS and Academic Council for approval. The curriculum is revised in 2015, 2019 and 2020. Based on the Course Outcomes, brainstorming sessions are organized at department level</p>

	<p>and gaps are identified in Teaching Learning methodologies, assessments. Incorporation of Teaching aids, design of new techniques are also discussed. ICT based learning and online learning components are also planned. At the end of semester Course outcomes are assessed and suitable take aways are identified for improvement. Content modifications and modifications in delivery are planned in subsequent course offerings with due approvals from BoS. Programme Outcomes are also assessed, and outcomes are analyzed in designing the course structures and incorporation of variety of courses to be offered. Feedback from all stakeholders are collected and are used for curriculum revisions</p>
6. Distance education/online education:	<p>The skill oriented courses are being offered in both offline and online mode through CM's Skill Excellence Centers / APSSDC Labs. There is a provision of acquiring credits up to a maximum of 32 through MOOCs courses (AICTE SWAYAM On-line NPTEL). Some of these MOOCs courses are offered in blended for the benefit of students. Some faculty prepared and contributed online content for its use through LMS portal of Andhra Pradesh State Council for Higher Education (APSCHE).</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Electoral Literacy Club (ELC) has been set up in the institution and is functioning along with National Service Scheme (NSS). The Principal is the Chairperson of the Club with NSS Program Officer as the Faculty Coordinator. Two students are also appointed as student coordinators. 100 students are members in it. The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections.</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>Yes. The ELC has both faculty coordinator and student coordinators, appointed by the Head of the Institution. The ELC is functioning with the following Objectives. To create awareness and interest among faculties and students through awareness activities and camps. To educate the targeted populations about voter registration, electoral process and related matters. To familiarize</p>

	<p>the targeted populations with EVM and to educate others about robustness of EVM and integrity of the electoral process using EVMS To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. To facilitate voter registration for its eligible members who are not yet registered To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle “Every Vote Counts” and “No voter to be Left Behind”. The ELC Club imbibe the commitment and character in every member of the institution.</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 ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The following are the initiatives undertaken by the ELC of the institution. Academic Year Event 2013-14 WEB CASTING FOR ZPTC AND MPTC ELECTIONS 2014-15 OBSERVANCE OF NATIONALVOTERS DAY 2015-16 OBSERVANCE OF NATIONALVOTERS DAY 2018-19 VOTE TO RIGHT RALLY – AS PART OF SPECIAL CAMP AT NIDIGATTU 2018-19 OBSERVANCE OF NATIONAL VOTER’S DAY, BY CREATING AWARENESS AMONG STUDENTS OF GVPCE (A) BY DISPLAYING PLACARDS, AND ESSAY WRITING POSTER MAKING COMPETITIONS 2021-22 OBSERVANCE OF VOTER’S DAY UNDER THE THEME OF “My Vote is My Future” Power of Vote</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>Students of the institution actively participate the Government programs in Electoral process. The institute provides venue for the awareness programs conducted by the State election authorities for conducting various awareness programs to students and staff. The college staff are deputed as Election officers as per the directions of the election authorities. The college staff participate in contributing their services to the Election Commission by participating in electoral process sincerely executing their duties in various capacities assigned by the election authorities for the smooth conduct of elections.</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>The students above 18 years’ age are cultured to be the registered voter by way of awareness camps and pledge. The ELC conducts year wise camps for the same.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5034	5072	5120	5151	5207
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1332	1327	1353	1383	1384
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
243	235	267	262	250
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

Response: 260

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1424.66	1252.90	990.77	1369.13	1536.78
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

The “Gayatri Vidya Parishad College of Engineering” develops and implements all the courses in the programs to align with local, regional, national, and global developmental needs. POs, PSOs and COs along with LOs prepared by the PAC, are discussed and approved in BoS meetings.

After accrediting by NAAC(Cycle-I) in 2009, the Institute introduced

- *OBE in AY: 2013-14(R-13 Regulations)*
- *CBCS in AY: 2015-16(R-15 Regulations)*

During the **last five years (after granting NAAC, Cycle-II)**, the Institution has developed the Curricula **three times** as shown below, to revise the local, regional, national and global developmental needs

- *R-19 Regulations in AY: 2019-20*
- *R-20 Regulations in AY: 2020-21*
- *R-22 Regulations in AY: 2022-23*

During the **last five years about 30%** of the total courses of all programs are **new courses** like **Python Programming, Engineering Drawing(Program specific), Engineering Workshop(Program specific), PCB Designing, Blockchain Technologies, Under water Robots and Drone Surveying** etc.

Honors and Minor Programmes :

Some Programmes introduced w.e.f. AY: 2022-23:

- *Honors in Mechanical Engineering (Robotics)*
- *Minor in Computer Science and Engineering*

A) CURRICULA RELEVANCE TO THE LOCAL NEEDS

The following components were introduced in the Curricula

- All programs have Internships during break between IV sem. to V sem. and VI sem. to VII sem.
- All programs have Projects in final semester
- Design Thinking & Innovation is introduced in all programmes.
- Courses offered by Andhra Pradesh State Skill Development Corporation(APSSDC) are floated as **Skill Oriented Courses (SoCs)** in curricula

B) CURRICULA RELEVANCE TO THE NATIONAL/ REGIONAL NEEDS

- Industry driven SoCs like Internet of Things Lab and Surveillance Robots Lab etc. are introduced
- The students are encouraged to enroll in MOOCs through NPTEL. Over the last five years, about **60** students have obtained **SWAYAM-NPTEL** certificates
- Conducted **Value added programs** by experts from reputed organizations through **MoUs like CAPGEMINI**
- Included **“Constitution of India” for guiding ethical engineering practices and societal impact**
- **Essence of Indian Traditional Knowledge** Course is included to foster holistic learning and address contemporary challenges sustainably
- Social Activity is introduced (to foster the activities **NSS(Unit-I) was started in 2011 and NSS(Unit-II) was started in 2014**)

C) CURRICULA RELEVANCE TO THE GLOBAL NEEDS

- English dept. offers **Professional Communication & Soft Skills Lab** in all programs
- To provide Global carrier opportunities Programs like **Honors in Mechanical Engineering (Robotics)** and **Minor in Computer Science and Engineering** were introduced w.e.f: AY: 2020-21
- Some of the Courses introduced to meet the relevance.

Type of Relevance	Name of the Courses Offered
Local	<ul style="list-style-type: none"> • Pharmaceutical Engineering (Chemical Engg.) • Courses offered by APSSDC are floated under Skill Oriented Courses (all

	programmes)
National/ Regional	<ul style="list-style-type: none"> • Drone Surveying (Civil Engg.) • Wireless Communications (ECE)
Global	<ul style="list-style-type: none"> • Artificial Intelligence (CSE) • Information Security (IT)

REFLECTION OF THE CURRICULA RELEVANCE IN THE POs and COs

All B.Tech. programs accredited atleast twice so far. The curricula was developed and implementing as per the OBE format.

Some courses relevance to the local, regional, national, and global developmental needs, which is reflected in the POs and COs:

Program	Course	Local	Regional	National	Global	Relevant POs and COs
ECE	VLSI Design			YES	YES	PO10, PO11, PO12 CO4, CO5
Mechanical Engg.	Robotics Engineering			YES	YES	PO6, PO11 CO4, CO5

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

1.1.2

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

Response:

All the programs offered by the institute have focus on employability/entrepreneurship/skill development courses in the respective curriculum. These courses are adequately revised to **incorporate contemporary requirements.**

The following are some initiatives taken by the Institution to impart contemporary requirements to the students:

- **MoUs with MNCS like TCS, SISCO, CAPGEMINI, FLAMBOYANT etc. for providing Employability opportunities**
- **MoUs with Candela Technologies, Asian Institute of Nephrology and Urology etc. to share database and effective algorithms for implementing R&D Projects and publishing Research Papers**
- **MoUs with reputed Organizations like EduSkills, UiPath, BSNL to provide Internships**
- **Experts from Industry such as ISRO, L&T and TVS Motors Company Limited etc. as members of BoS**
- **Faculty from reputed Organizations like IIT, NIT etc. as members of BoS**
- **Employers from reputed Companies like Texas Instruments as Postgraduate Meritorious Alumnus Member of BoS**
- **Introduced Professional Communication & Soft Skills Lab in all programmes**
- **Courses focused on employability/ entrepreneurship/ skill development were introduced.**

Type of Focus	Name of the Courses offered
Employability	<ul style="list-style-type: none"> • Petroleum Refining and petro chemicals(Chemical Engg.) • Python programming (all programmes) • Computer Aided Machine drawing(Mechanical Engg.)
Entrepreneurship	<ul style="list-style-type: none"> • e-commerce (all programmes) • Intellectual property rights(all programmes) • Women entrepreneurship(all programmes) • Startup Eco System
Skill Development	<ul style="list-style-type: none"> • Web Technologies (CSE) • Professional Communication & Soft Skills Lab (all programs)

During last 5 years, to implement Skill Courses:

- **Software like CADENCE, MATLAB and COMPUTATION FLUID DYNAMICS (CFD) etc. are purchased**
- **Hardware like GPUs, PCB Prototype Machine etc. are procured.**

In addition to the courses offered in **Curricula, following are the some initiatives.**

A) EMPLOYABILITY

Training & Placement Department is functioning to conduct training Programmes

- Aptitude (Reasoning, Verbal)
- Technical (C, C++, Python, Data Structures etc.)
- Campus Recruitment Training Programme (Resume Preparation, Interview Skills etc.)

Mentoring Students to carry Internships with Reputed Organizations such as The Verticals, Siya Soft Icon, Hall Marks, MARS as a part of MoU.

During the last 5 years more than 60% students got placed in reputed organizations like L&T, TCS, CTS, INFOSYS, WIPRO, YAHOO, AMAZON, IBM etc.

B) ENTREPRENEURSHIP

Entrepreneurship Development Cell imparting **Entrepreneurship skills** among the students since long back is merged with Institution's Innovation Council (IIC) that has been established at Gayatri Vidya Parishad College of Engineering (A) in **2018** under Ministry of Education's Innovation Council (MIC). IIC now fosters the culture of both **Innovation and Entrepreneurship skills** among the students.

- **Under the guidance of IIC 11 Patents were published**
- **Some Students' Startups Incubated by the Institution are listed below**

S. NO.	NAME OF THE STARTUP	DEPARTMENT
1	YAMINI INFINITY DRONES	Mechanical Engg.
2	KSHEMIN LABS	ECE
3	INGENIOSH INNOVATIONS	
4	MARS	EEE

C) SKILL DEVELOPMENT

In addition to the curriculum, workshops, training programs, Hardware expos, Hackathons were conducted under Professional bodies of the departments on developing **Soft Skills**.

In collaboration with **SIEMENS**, the APSSDC initiated the establishment of six state-of-the-art laboratories under the Technical Skills Development Initiative (t-SDI), representing an investment of Rs. 2.0 Cr. These laboratories are dedicated to delivering impactful skill development training to the students. The labs encompass the following domains:

i. Agro Machinery Lab

ii. Manufacturing CNC Lab

iii. Manufacturing Welding Lab

iv. Electronics Home Lab

v. Electronics ICT Lab

vi. Computer-Based Training Lab

During the last 5 years about 2700 students of the Institute and 4400 students from other institutes in the state got trained in above labs.

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

1.2 Academic Flexibility

1.2.1

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

Response: 30.43

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

Response: 342

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

Response: 1124

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Professional Ethics, Gender, Human Values and Environment and Sustainability are highly valued by the Gayatri Vidya Parishad College of Engineering as they are closely linked to its vision, mission of the Institution. These are integrated into curricula, value-added courses and co-curricular activities.

Some courses related to **Professional Ethics, Gender, Human Values, Environment and Sustainability:**

	List of Courses
Professional Ethics	<ul style="list-style-type: none"> • Human Values & Professional Ethics
Gender	<ul style="list-style-type: none"> • Women Entrepreneurship
Human Values	<ul style="list-style-type: none"> • Universal Human Values
Environment and Sustainability	<ul style="list-style-type: none"> • Sustainable engineering • Solid Waste management • Environment science • Water Management • Waste Management

A) Professional Ethics:

- Human Values & Professional Ethics is made Non Credit Mandatory course in all Programs
- Included “**Constitution of India**” for guiding ethical engineering practices and societal impact.
- Plagiarism check using Turnitin Plagiarism Checker, is mandatory while submitting PG

dissertations

- The Plagiarism check is also facilitated to the faculty and students who submit their work in Journals and Patents

B) Gender Sensitivity:

- More than 35% of students and more than 30% of the staff are women
- Women Welfare Committee was constituted
- Some Programmes on Gender Sensitivity:

Name of the Programme	Date	No. of student beneficiaries
Menstrual Hygiene Awareness	4th March 2023	38
Empowering Women- Awareness on Breast Cancer	31st October 2022	348
Disha Act	11th May 2022	180
Health and Hygiene for Girls	8th March 2022	190

C) Human Values

- Universal Human Values is made credit course for all Programs

D) Environment & Sustainability Initiatives

- Courses like **Environmental Science, Renewable Sources of Energy, Sustainable engineering etc.** are included in the curricula

Environment & Sustainability Initiatives are confirmed through Green audit, Environmental audit, Energy audit.

- 100KWP on Grid Solar PV Energy
- 100KW Wind Solar Hybrid System
- Rain Water Harvesting Pit
- 85m³/day Bio-gas Plant
- Clean and Green campus

The following are the initiative taken as part of the NEP-2020:

- Registered with NAD
- ABC IDs are already generated for 2021 admitted batch
- Sensitization programs are being organized to students on the importance of ABC

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

1.3.2

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

Response: 70

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

1.3.3

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

Response: 100

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

Response: 22

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

Response: 22

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

1.4 Feedback System**1.4.1**

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

Response: B. Feedback collected, analysed, action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 82.1

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
1085	1169	1265	1253	1192

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1415	1491	1455	1481	1422

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 92.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
518	580	520	543	460

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
578	607	571	582	500

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

2.2 Catering to Student Diversity**2.2.1**

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

Response:

Assessment of learning levels is done to identify **Fast learners** and **Slow learners**. Special programs are

organised and students' improvement is being monitored regularly.

Departments conduct the monitoring and mentoring of students to track the progress of slow learners and fast learners. Students who obtain less than 40% of marks through the diagnostic test conducted in the relevant subject during the 4th week from the commencement of semester class work are identified as slow learners.

A) Programs Organized for Fast Learners

- Special classes are provided to students interested in competitive exams like GATE and IES
- Students are encouraged to participate in coding competitions, Hackathons and hardware expos organized in the college like **Deep learning Contest** etc.
- Students are encouraged to engage in Research projects carried by the faculty who secured R&D projects
- Workshops, training Programmes like **Cyber Security and Penetration, Medical Image Analysis using Artificial Intelligence, ANSYS Software Training on CFD and Structural** are conducted to enhance the academic excellence
- Honors and Minor Programs are introduced for fast learners, providing global opportunities. The classwork is scheduled beyond the regular classwork

B) Programs Organized for Slow Learners

- Remedial Classes are conducted to Slow Learners in the current semester
- Special classes are conducted to the students who failed in subjects in previous semester examinations

C) Level playing field (common to both fast and slow learners)

- College facilitated **Local Chapter of NPTEL** to encourage NPTEL Courses and for every course a faculty member is allotted to guide the student
- **Language competency:** Language proficiency sessions for different levels of students administered through the language lab
- **Improving Employability:** Training in interview and group discussion skills, Personality development sessions etc.
- **Value added Programmes**
- **Bridge Course** to Lateral students who admitted in 2nd year

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

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)**Response:** 20.72

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

2.3 Teaching- Learning Process**2.3.1**

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

Response:

Autonomy of the College has helped faculty in utilizing their capabilities and expertise in designing curricula focusing on need-based and student-centric methods.

Experiential learning:

Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

- Skill Oriented Courses offered by the Departments **Total Station Lab, IoT Lab, System Verilog for Verification Lab, Vibration based Condition Monitoring Lab.**
- Summer placement programmes

A student's reflection on the experiential learning is assessed through field /internship reports, post visit discussions and student presentations

Participative learning

Process and outcomes are owned by the team of students and the teacher. Students are encouraged to involve and participate in various learning platforms offered by the college.

- Encouraging the students to participate in **Hardware expo and Workshops** organized by the reputed Organizations

- Encouraging the students to participate Social Activities organized by the College and other Organizations
- Involving the students to participate the programs conducted under Student Chapters like IEEE, IET, IE, ASME, CSI and Indian Green Building Council etc.

Problem-Solving

Following are problem solving methods used:

- Encouraging the students to participate in **Hackathons** and Coding competencies organized by the reputed Organizations like **IIT Bombay (e-Yantra Hackathon)**.
- Participation in research **Projects** and **Consultancy** work (Eg: **UNDP-GoI & GVMC**), **Title of the Consultancy: Natural Drains - Catchment area development for Swayambhavaram hill lock**)

ICT Enabled Environment

- **Digital Class Rooms**
- English department offers **Professional Communication & Soft Skills Lab**
- Centralized Computing facilities like **MATLAB, HFSS, CADENCE** are provided to the students for hands on learning
- Free access agreements for paid courses in **Coursera, edX and Swayam Local** chapter initiated
- **Digital Library**
- The library is a member of **Inflibnet n-list**, through which e-books and e-journals can be accessed. The college offers remote access through **KNIMBUS**, providing a convenient means to access electronic resources
- The institution has adopted authentic and reputed online teaching platforms and arranged training sessions for teachers to use tech-tools like **Google Meet, Webex** etc., reflecting a commitment to adapting to the changing educational landscape
- Providing options and allocation of **Electives and Honors and Minor** Programmes through GVPIMS
- **Apply and issue of Hall ticket** through GVPIMS
- **Email addresses bearing College domain** through G-suite for all teachers and students.
- **Wi-fi** enabled campus

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

2.3.2

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

Response:

The Institution has a Student Counseling & Mentoring System. For every 15 students, one faculty as Mentor is allotted to monitor all-round development of the students. Minimum two meetings are conducted in a semester and Counseling & Monitoring Form is updated. A woman Faculty Counselor, who did MA (Psychology) is also appointed to help the students further.

A) TYPE OF MENTORING

The Mentoring system focuses on the following:

1. Professional Guidance
2. Career Advancement
3. Co-curricular & Extra-curricular progress

a. Professional Guidance

- All students are mentored by the respective mentors soon after every Internal and semester-end examination result to review student academic performance
- Identifying slow learners and conduct Remedial Classes beyond Regular Class Timings
- Bridge Courses are conducted to the lateral entry students who are admitted in second year
- Scholarships and Appreciation Certificates are given to Class Toppers and other Meritorious Students. Best Outgoing Student Award, Gold Medals to pass out students are also presented to motivate the students

b. Career Advancement

Through the Training & Placement Department, Mentors guide the students to achieve their career goals by attending

- Training Programmes in campus on
 - Aptitude (Reasoning, Verbal)
 - Technical (C, C++, Python, Data Structures etc.)
 - Campus Recruitment Training Programme (Resume Preparation, Interview Skills etc.)
- GATE Coaching in the Campus

c. Co-curricular & Extra-curricular progress:

- Mentors identify the potential talents among the students and encourage them to conduct and participate in various Co-curricular & Extra-curricular activities such as Training Programmes, Webinars, Hardware & Software Expos, Torments, Cultural events and Social activities with the support from
 - Institution's Innovation Council (IIC)
 - Entrepreneurship Development Cell (EDC)
 - MSME Incubation Centre

- Physical Education Department
- NSS Units
- Gayatri College Cultural Club (GC3)

B) EFFICACY OF THE MENTORING SYSTEM

Through the mentoring system

- Performance of the students in internal and external examinations improves
- Transit Rate improves
- Percentage of Class attendance improves
- Students are successfully completing Internships offered by reputed Organizations like CISCO, AMAZON, CAPGEMINI, TCS, WIPRO, CTS, APXOR, INFOSYS, MICROSOFT, The Verticals, Siya Soft Icon, Hall Marks, MARS, L&T
- Patents are filed and published by the students and full finance support is provided to those students
- More no.of Students completed online course such as SWAYAM-NPTEL
- Students are securing Top Ranks in GATE, ESE, CIVIL SERVICES and other Competitive Examinations
- Students are joining in M.Tech. and Ph.D. in reputed Institutions like IITs
- Students are joining for M.S in reputed Universities like George Mason University, California State University
- Every year students are participating in International Innovation fairs, Hardware Competitions and Conferences organized by the reputed organizations like IITs and securing 1st or 2nd positions
- Alumni are working as scientist, R&D Engineers, Design Engineers in reputed Organizations like ISRO, DRDO, BHEL, NSTL, INTEL, TCS, WIPRO, L&T, TCS, INFOSYS, WIPRO, ADOBE, GENCO, TRANCO, MAHINDRA & MAHINDRA, IOCL and other multi-national Companies
- Students are participating in University Level, State Level and National Level Torments and obtaining Prizes
- Students are participating Cultural events organized by outside the College also
- Participating in Social activities such as Blood camps, Awareness Programmes by the students and beneficiaries increases

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

2.3.3

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

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

institution.

Response:

Preparation of Academic Calendar

The Academic Calendar, which is a key for educational Institution, is prepared for each semester to ensure the smooth functioning of academic activities in Gayatri Vidya Parishad College of Engineering. It is prepared in advance before the start of the academic year and is disseminated through the website and notice boards. The Academic Calendar includes information on the date of commencement of the semester, its duration, the period of continuous internal assessments, end-semester lab and theory examinations, and the duration of internships.

Flexibility is a key feature of the Academic Calendar, recognizing that unforeseen circumstances may arise. In the event of unexpected events, such as competitive examinations like GATE, IES etc. scheduled by the reputed organizations, and sudden placement drive or other exigencies, the calendar is adjusted. Feedback from students, faculty, HoDs and IQAC is solicited to make informed decisions, ensuring that the calendar remains a practical. Any necessary modifications are implemented and communicated through the website and notice boards, fostering transparency and keeping all stakeholders informed.

Teaching Plan

HoDs conduct meeting with their faculty members in advance of the commencement of the semester course work and allocate the courses. The teaching plan of the course content, spread over the allotted lecture hours is prepared.

To enhance the teaching and learning, feedback is taken online twice during the semester. This allows for an evaluation of the teaching methodologies employed and the comprehension levels of students. Any observation made out of the feedback is communicated to the respective faculty members by the HoDs for corrective measures and compliance. To strengthen the curriculum delivery and to give practical insights of the courses taught, guest lecturers from industry experts and academicians are organized.

As the semester progresses, in line with OBE, Course Coordinators and Module Coordinators conduct meetings to review syllabus coverage and collaboratively prepare question papers before the internal examinations. This proactive coordination ensures that the examinations are aligned with the curriculum and fostering an environment of continuous improvement.

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

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 97

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
253	244	270	273	263

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 58.85

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

Response: 153

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

2.4.3

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

Response: 15.53

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

Response: 3773

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

2.4.4

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

Response: 85.2

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

Response: 213

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 14.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	15	16	9	14

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

2.5.2

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

Response: 2.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	81	113	110	153

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

2022-23	2021-22	2020-21	2019-20	2018-19
4973	5015	5086	5073	5130

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

2.5.3

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

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

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

Response:

The College has been conferred with autonomy w.e.f. AY: 2009-10 and has adopted several measures to reform the examination procedures and processes.

Examination, Evaluation and Assessment:

As per the regulations (from AY: 2015-16), the students are evaluated for both Continuous Internal Evaluation (CIE) and Semester End Examination (SEE).

Continuous Internal Evaluation (CIE):

In CIE for a theory course, there are two mid exams and other assessments (like assignment, quiz, seminar etc.). For a lab course, day-to-day lab activity and two internal lab examinations.

Semester End Examination (SEE):

- The question papers for UG and PG are prepared by an external examiner, and the evaluation is done by both internal and external examiners. However, for all Elective courses, the question paper setting and evaluation are internal only.
- After completion of the evaluation, the results are declared on the college website with an absolute grading system.

IT Integration in Examination Management System (EMS):

- The examination process is carried out by **two independent software's i.e., Data Manager and Gayatri Vidya Parishad Information Management System (GVPIMS)**.
- The Data Manager is tailor-made software developed exclusively for GVPCE by a vendor. It is used with remarkable efficiency, reliability and accuracy to maintain all the confidential processes from Entry of course structure to **generation of grade sheets**.
- The GVPIMS is developed by an expert team of faculty from **Software Development and Implementation Center (SDIC)** of the college. It is used effectively for non-confidential processes from student admission data to online registration for examinations and generation of Hall tickets.
- Examination registration, fee payment and **Registration, Hall ticket generation and Results declaration** are done using GVPIMS.
- Student Registration and **Allotment of Electives and Honors and Minor Programms are done by GVPIMS**. The students' **results and credits are updated** for every semester and available in GVPIMS.
- The servers are maintained without internet facility to avoid hacking and other threats.
- Examination section is equipped with **surveillance cameras** that are monitored continuously.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Student performance is assessed through attainment levels of Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (COs). The department ensures alignment of its COs, POs, and PSOs with guidelines from accrediting bodies such as NAAC/ NBA/AICTE/UGC, ensuring they are in harmony with the Vision and Mission of the Institute and Department.

PSOs concentrate on specific knowledge, skills, and attributes students should possess upon program completion. POs are aligned with graduate attributes, encapsulating knowledge, skills, qualities, attitudes, behaviors, values, and ethics integrated into the learning process. COs of all curriculum courses are planned according to the POs and PSOs.

The PSOs, POs, and COs are developed by the academic advisory committee, which includes representation from industry, R&D institutions, universities, and alumni.

- The POs are published and prominently displayed on department notice boards.
- Widely publicized on the college website and department webpage.
- Published in syllabus books.
- Published in faculty course files and lab manuals.

The COs are published in syllabus books and on the department webpage of the college website.

Correlation Levels for Mapping:

- 3: Substantial (High) Correlation
- 2: Moderate (Medium) Correlation
- 1: Slight (Low) Correlation
- Dash: No Correlation

The process of PO and PSO attainment is through direct and indirect assessment methods. Direct assessment is obtained through Continuous Internal Evaluation (CIE), Semester End Examination (SEE), while indirect assessment is obtained through feedback from stakeholders (Graduate end survey).

Threshold levels for Attainment:

- 3: $\geq 80\%$
- 2: $\geq 60\% \ \& \ < 80\%$
- 1: $\geq 40\% \ \& \ < 60\%$
- 0: $< 40\%$

- Direct assessment for each course is obtained from CO-PO/PSO mapping levels and overall CO attainment. Indirect assessment is based on the Graduate end survey.

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

Attainment levels are validated with target attainment levels, and necessary actions are taken towards curriculum enrichment.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

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

Response: 91.44

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

Response: 1218

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.41

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

- The research facilities of Gayatri Vidya Parishad College of Engineering is built on the frequent amendment of research facilities by augmenting new laboratories.

https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.1/all%20dept%20research%20facility%20link.pdf

- 1.74 crores spent on encouraging and facilitating research and consultancy during last five years.

https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.1/amt%20spent%20for%20R&D.pdf

- The existing research policy enhances the R&D activities among the faculty and has provisions for lucrative cash incentives for publishing scholarly manuscripts, book chapters, authoring books, Ph.D. guidance, and filing of patents, etc.

https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.1/Research%20policy%20document.pdf

- 8 patents filed, 53 patents published, 32 patents granted
- 9 research awards received
- 551 research papers and 104 book chapters published
- 216.30 lakhs worth research projects sanctioned
- 1.05 crores consultancy works performed.
- In totality, the research works have culminated in excellent research output. Table shows percentage improvement in research output of NAAC cycle II and NAAC cycle III.

	No. of Ph. Ds	Research guides recognition	Patents obtained	Patents filed	Research Projects	National / International Journals published	Books with ISBN numbers published	No. of Consultancy	Revenue generated from Consultancy	no. of MoUs
% of Improvement	133	200	147	100	75	68	1980	100	32	515

- The institute authority sanctioned the research incentive to tune of **27 lakhs** to more than 100 faculty who made their invaluable contributions in research during the period from 2017 to 31st May 2023.
- A research division cell spearheaded by the Dean (R&D) shares information on “call for proposals” opportunities with all faculty and facilitates conducting workshops on how to write good grant proposals holding merit for extramural funding by inviting retired scientists from

different granting agencies in the country.

https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.4/research%20advisory%20and%20ethics.pdf

- Different research groups have been formed based on the core competency of the faculty and subsequently, the 21 groups under different research areas that are categorized using ABC analysis are mentored by a retired IIT professor every Saturday of the week. Areas like AI-based expert system for early crack detection in composite structures, medical imaging and semiconductor device design which has paramount importance in the semiconductor industry under **Aatmanirbhar Bharat** are under consideration.
- https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.1/ABC%20of%20areas.pdf
- 91 faculty are recognised as research supervisor by premier institutes who are guiding 117 Ph.D. Scholar. https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.1/Guide%20rec.pdf
- The Institution encourages the non-Ph.D. faculty to register for Ph.D. program in reputed premier institutes. The institute promotes research by encouraging the faculty to pursue higher studies. Under the “Quality Improvement Programme (QIP)”, faculty are permitted to pursue Ph.D. from premier institutions.
- 5 faculty members have availed the facility during the last five years.

https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.7/All%20QIP%20prog.pdf

- 44 MoUs are signed with premier educational institutes, hospitals and industries to encourage collaborative research and consultancies.

https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.1/MoU%20summary.pdf

In recent past, Power Systems & Smart Grids group installed a hybrid micro-grid in the institute premises catering to the need for power supply to the institute. Manufacturing and Robotics Group has developed and patented a medical device startup at the AMTZ, Visakhapatnam centre, contributing to Start-Up India program

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 38.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	17.00	00	7.00	14.99

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

3.1.3

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

Response: 10.77

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

Response: 28

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

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

Response: 216.30

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

3.2.2

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

Response: 0.07

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

Response: 19

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

3.2.3

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

Response: 37.45

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

Response: 91

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

3.3 Innovation Ecosystem

3.3.1

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

Response:

- The college has established the Institution's Innovation Council (IIC) to cultivate a culture of innovation and entrepreneurship among various stakeholders including faculty, staff, research scholars, students, and start-ups. The objective is to promote and support innovative ideas, projects, and start-ups within the ecosystem of GVPCE(A).

https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.1/iic%20establishment%20documents.pdf

https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.1/GVP%20I%20&E%20Policy.pdf

- IIC's efforts have been acknowledged with a **4.5-star rating** by the Ministry of Education, Govt. of India, in 2020, highlighting its excellence in fostering innovation. Furthermore, the institution has achieved success at Smart Indian Hackathons, further demonstrating its commitment to innovation.
- 33 awards received in start-up, hackathons and ideathons competitions.

https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.6/IIC%20and%20other%20awards.pdf

- The series of workshops, hackathons, and competitions organized by IIC showcase a holistic approach to innovation, involving the entire student and faculty community. These initiatives include programs focused on Intellectual Property rights awareness and identification, catering to both students and faculty members.
- 128 activities conducted by IIC

https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.6/iic5_22-23%20new.pdf

- The institution has adopted the "Inspire to Innovate" (i2i) philosophy, which serves as a comprehensive framework introduced by the Centre for Innovation and Incubation (CFII) established in 2011. The i2i philosophy operates across four crucial phases: Inspire, Ideate, Start-up, and Mature. It serves as a guiding framework for students, encouraging them to think differently, generate and nurture ideas, and eventually take those ideas towards startup development, business pitch.
- The i2i philosophy incorporates a unique and powerful tool - storytelling. The institution celebrates 13 years of the i2i Storytelling, a medium that disseminates positive stories, live case studies, and inspiring achievements in an epistolary format. This initiative has not only inspired students within the institution but has also reached a broader audience outside the institution.
- Some of these e-letters are available at <http://http://i2iTM.blogspot.com>
- CFII has successfully incubated more than **20 start-ups**.
- The institution has garnered recognition from the Ministry of Micro, Small & Medium Enterprises (MSME), with the sanctioning of an **MSME Incubation Centre and a grant of 30 Lakhs**.
- https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.6/MSME%20grants.pdf
- The institution has **filed, published, and granted over 70 patents**, highlighting its commitment to technological innovation and intellectual property creation.
- The institution's outreach efforts include the circulation of storytelling letters across various social media platforms and WhatsApp groups. These efforts underscore the institution's dedication to broadening the impact of its innovation initiatives and engaging with a wider audience.
- The institution has extended its focus to education by offering a Design Thinking Course as a practice course. This course emphasizes a human-centred approach to experiential innovation through activities such as paper publications, prototyping, and social surveys.

A few design thinking projects are presented at <https://youtu.be/LkdtZHwE0uY> and https://youtu.be/3bUbSXGv_OQ

- **Awareness about Intellectual Property Rights (IPR) is created by introducing it as a compulsory subject in M. Tech.**

https://www.gvpce.ac.in/syllabi/MTech19-20/CAD_CAM/19HM2101.pdf

- **IIC also conducts various awareness programs on IPR and its management.**

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

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

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

3.4.2

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

Response: 1.29

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

Response: 117

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3

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

Response: 2.08**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 541

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

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.29**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 75

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

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**Response:** 4

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

3.4.6***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response:** 20.5

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

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 96.56**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
4.65	7.26	10.43	13.14	61.08

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

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

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

Response:

- The institution's Vision and Mission prioritize social responsibility, promoting community service and teamwork. <https://www.gvpce.ac.in/visionmission.html>
- Through the "Centre for Fostering Social Responsibility," students organize voluntary programs via NSS Unit I and II, Rotaract, and Youth for Seva.
- Extension activities in the neighborhood community foster awareness, empathy, and skills like teamwork and leadership, empowering students to address social issues, promote holistic development, and engage in lifelong civic responsibility.
- <https://sites.google.com/gvpce.ac.in/cfsr/home?authuser=2>
- Four case studies illustrate these efforts.

Case Study - Description	Impact on beneficiaries	Impact on Volunteers
NMMS Scholarship Test Mentoring - Mentoring standard students Government and Government-aided school for NMMS	Got guidance in form filling, exam preparation and in writing mock tests. 11 out of 80 students cleared the	Students as volunteer developed the effective communication skills, leadership qualities through orientation-interaction-mentoring, and the organization skills

<p>Scholarship Test, a national level exam and got eligible for the scholarship examinations conducted by Science Branch of Directorate of Education, Delhi. usually in the month of November every year which grants scholarship of Rs. 1000/- per month for 4 years from class IX to XII</p>		
<p>CHIGURU, A Kids Carnival - for under-privileged students: It is a programme organized in association with the NGO, Youth For-Seva, Bengaluru. Chiguru which means 'budding' is a platform to bring out the artist in every child.</p>	<p>Chiguru offers Government school students a unique opportunity to conquer stage-fright and nurture confidence. Over 500 children engaged, exchanged knowledge and foster teamwork through cultural and technical contests.</p>	<p>Volunteers dedicated time, imparted knowledge, and enhanced skills, gaining first-hand the joy of giving. Chiguru fosters empathy, compassion, and support for underprivileged communities, enriching student volunteers with valuable life lessons in empathy and social responsibility.</p>
<p>TEEKAAKARAN ABHIYAAN: Amidst the pandemic, raising awareness for vaccination poses a challenge with students absent from institutes. Social service group YES of CFSR initiated a video urging immediate vaccination without fear. Additionally, extensive surveys gauged vaccination status. Rotaract, NSS, and other volunteers organized two vaccination drives for students, staff, and faculty, in collaboration with Medical & Health – GSWS and Grama Sachivalayam, Madhurawada.</p>	<p>154 students received COVID-19 vaccinations, reducing their infection risk and aiding community protection. Health officials offered individual counselling to ease student concerns. The initiative supports broader COVID-19 control efforts.</p>	<p>Volunteers gained educational insights into public health, vaccination strategies, and community engagement. Their involvement fostered leadership, communication, and teamwork skills. The drive enhances the institution's reputation for social responsibility, fostering partnerships with governmental and community entities.</p>
<p>https://www.youtube.com/watch?v=ldF56K9kE8s&t=126s</p>		
<p>E-LAKSHYA LAKSHYA, an initiative by the Rotaract Club, promotes the fusion of academics and sports to enhance mental health awareness. Amidst the COVID pandemic, it adapted as E-LAKSHYA, emphasizing virtual engagement</p>	<p>Participants benefit from physical activity by improving mental health and maintaining a positive mood through both physical and online sports participation.</p>	<p>Volunteers enhance skills in preparation, organization, and execution, while involvement in rule-making provides valuable experience.</p>

through fun and mini-sports competitions, addressing mental trauma effectively.

11 Awards Recieved:

https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.6/all%20CFSR%20awards.pdf

IUCEE student leadership course details:

https://gvpce.ac.in/NAAC_Data/criteria3/criteria3.6/IUCEE.pdf

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

3.6.2

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

Response: 70

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	26	9	5	19

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

3.7 Collaboration

3.7.1

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

Response: 132

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

Physical Facilities for Teaching- Learning Process:

- Gayatri Vidya Parishad College of Engineering is established in the year 1996 and is committed to provide the entire necessary infrastructure to suit the demands of the courses and the stakeholders.
- The seven engineering departments are housed in separate blocks equipped with classrooms, laboratories and staff rooms.
- The campus has **one main auditorium, two mini auditoriums and 5 seminar halls** to conduct the programmes.
- The campus has **separate hostels for boys and girls**.
- It has **sports facilities** which include **tennis ball, basketball, volleyball courts, cricket play ground** and an open play area.
- The college has a canteen with **R.O water treatment plant** to supply safe drinking water to various blocks.
- The campus spreads over **20.02 acres with a total built up area of 44,000 m²** consisting of classrooms, laboratories, workshops, seminar halls, staff rooms, library, administrative block, canteen, hostels, Playground and sports room for an intake of 4830 students.
- The central Library, **Digital Library, Learning Management Systems** are in support to the teaching-learning process.
- **Internet Connection with two 500 Mbps Bandwidth of dedicated 1:1 Leased Line (500 MBPS Leased Line from VBC and 500 Mbps Line from ACT Fiber net).**
- The institution is well equipped with total **130 classrooms and Labs**.

Class rooms:

- The institution has **72 adequate number of classrooms**, tutorial rooms and this is verified each year by the affiliating university. The details are further uploaded to AICTE.
- Each department of the college has **smart classrooms with digital platform facilities like Interactive projector, Carry case with Laptop, Gigabyte Router, Access point, speakers, etc.,** with necessary accessories.

Laboratories/Workshops:

- The institution has **58 well equipped laboratories** with state-of-the art equipment and machinery.
- The necessary hardware, licensed/open-source softwares are available in each department to carry out the academic and research activities.

Computing Facilities:

- The Institute has sufficient Computing facilities. **College has 1205 Computers including 13 Servers for a total of 5034 students support (Ratio of 1: 4.18)**; all managed and secured by competent personnel.

ICT – enabled facilities such as smart class, LMS etc.:

- The institution has an adequate number of classrooms and laboratories and this is verified each year by the affiliating university. The details are further uploaded to AICTE.
- **Total 35 classrooms, 15 labs and 5 seminar halls have LCD projectors** in the departments with access to internet connection to enable the students towards **digital environment**.
- Each department of the college has smart classrooms with digital platform facilities like Interactive projector, Carry case with Laptop, Gigabyte Router, Access point, speakers, etc.. with necessary accessories.
- The **institute has one main auditorium, one mini-auditorium and five seminar halls equipped with public address system, projectors, internet and white boards** to organize conferences / workshops for students and staff.

Games and Sports:

- The college has a **multipurpose playground for athletics, cricket and football**. The department of physical education regularly conducts cricket matches, hosts football tournaments and track & field events by laying a **6 lane 200 m track** during annual sports meet.

Additional LABS Established during NAAC III Cycle:

- Andhra Pradesh State Skill Development Corporation (APSSDC) in collaboration with SIEMENS recognized the college as t-SDI through which **7 specialized labs** costing Rs. **2 Crores** were set up.
- **Two industrial ROBOTS** (6-Axis & 4-Axis) have been installed with a cost of **Rs 40Lakhs** with partial funding from DST through FIST
- **100KWP WIND- SOLAR Hybrid system** with energy storage
- **PCB Prototype Making** and Antenna Designing Machine

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

4.1.2

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

Response: 26.97

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
451.82	220.32	174.91	318.03	607.78

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

- **Library Committee has 16 members including Chairman, Members and Member Secretary (Librarian).** Senior professor is Chairman of the committee. Feedback of the users is being taken

regularly.

- All initiatives are discussed in this committee before those are implemented. The meetings of the library committee are minuted and list the various activities that have been undertaken and the proposed action plans.
- Library committee collects and finalizes requirements of books and journals from all the departments. The same is procured from annual budget allocated.
- The library is well equipped with modern facilities and resources in the form of CD / DVD -ROMs, video cassettes, online databases, books, journals, thesis, project reports, video lessons from NPTEL.
- **Library management software LIBSYS-LSEase** for house keeping activities with **3 concurrent users**, unlimited collection (20,000 unique titles), **web OPAC**, for unlimited users, local server with windows 12 or Linux Linux (RHEL) platform.
- The **library is partially automated** with barcode facility in the year 2009 and later migrated to **Koha** in 2022 which is an open source software with full acquisitions systems including budgets, pricing information.
- Software has the ability to cope up with any number of branches, patrons, their categories, items, currencies, other data with cloud server, web OPAC and bar code facility.
- The library being a member of E- Shodh Sindhu, under the aegis of the Ministry of Human Resource and Development provides online access to IEEE ASPP Online, ASME, ACSE, Science Direct and DOAJ Journals through DELNET.
- The library is also member of National Digital Library (NDL) and INFLIBNET. The library has more than **90000 volumes of books including e-books and 2387 print journals and e-journals**.
- The **library has capacity of 300 seats for readers** and a digital library. The digital library consists of video lessons of NPTEL, E-Journals and E-Databases.
- **Remote access facility through Knimbus** (digital library platform) is available for **accessing the e-resources**. In digital library, faculty and students are able to access the e-journals and e-books on regular basis.
- Library conducts ' Book Exhibition', regularly, which enable our staff, research scholars and students to go through hundreds of titles of their area of interest under one roof.
- **A number of books are available** in reference section for preparation of competitive exams like **GATE, Civil Service Exam, TOEFL, GRE, GMAT, Defense Service exam** and similar exams.
- The Library is equipped with state of the art facility which includes Wi-Fi network in addition to wired connectivity. Resources like digital scanners, printers, photocopiers and surveillance system for security etc. are available.
- The library has a well-equipped digital library with high-speed internet access and power backup. This enables, users to seamlessly access global information resources without interruption, also equipped with Wi-Fi connections, allowing students and scholars to use their devices to access the e-resource
- The **total budget incurred for Library in the last five years is 482.3 Lakhs**.
- **Library services** are provided from **7.00 A.M. to 7.00 P.M. from Monday to Saturday and 9.00 A.M to 1.00 P.M on Sundays**. During the examinations, the library services are also made available on second Saturday and Sundays.

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

4.2.2

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

Response: 8.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
84.90	122.22	134.91	59.88	127.10

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

4.3 IT Infrastructure**4.3.1**

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

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

Response:

Gayatri Vidya Parishad College of Engineering (A) is committed to provide secure and sophisticated Information Technology Infrastructure in the campus in terms of hardware, software and internet facilities.

1. IT policy

- Ensures proper access to and usage of IT resources and prevents their misuse.
- Maintains, Secures and ensures legal and appropriate use of IT infrastructure in the campus.
- Lays down strategies for secure access of Network Resources.
- Sets up standards and procedures for procurement, up gradation, maintenance of IT-infrastructure

2. Hardware

- College has **1205 Computers including 13 Servers** for a total of **5034 students support (Ratio of 1: 4.18)**; all managed and secured by competent personnel.
- College maintains 13 servers and their detailed purpose is as under.
 - Server-1 : IMS Recruitment.
 - Server-2 : Student Server
 - Server-3 : Faculty Proxy server
 - Server-4 : Saber RD E - Mobility
 - Server-5 : Moodles proxy server
 - Server-6 : gvpce.ac.in new server
 - Server-7 : Lab Proxy - 1
 - Server-8 : MATLAB Proxy
 - Server-9 : Lab Proxy - 2
 - Server-10: IMS Admin
 - Server-11: IonCudos
 - Server-12: GVPCE web server
 - Server-13: IMS server
- Original **Microsoft Campus Package** renewable service is used in the campus.
- License and Agreement for **Windows OS License upgrades, TALLY software, Webex Meet, Google Meet..**
- **College is maintaining a software development hub** viz., Gayatri Vidya Parishad Information Management System (**GVPIMS**), managed by our internal faculty members.

The following activities are developed, updated and maintained by GVPIMS.

- Student attendance monitoring
- Faculty appraisal evaluation
- Student feedback generation
- Individual student details and their academic performance
- Choosing elective subjects by the students based on their CGPA
- Students exam hall ticket generation
- End exam result analysis (under preparation)
- Students can browse through the website (125.62.214.206) and faculty can login through

123.108.200.174

3. Software Installation and licensing:

All the software that is being used by all the departments is being maintained by Data Center while department specific software are being maintained by corresponding Lab in Charges.

Network

- Internet Connection with **two 500 Mbps Bandwidth of dedicated Leased Line (500 MBPS Leased Line from VBC and 500 Mbps Line from ACT Fiber net)**
- The Internet connectivity is secured and channelized through **Sophos Firewall** with following configurations, which can **handle 1000 concurrent users** and subscription is valid for three years.
 - **Sophos XGS 3100 Security Appliance**
 - XGS 3300 HW Appliance with 8 GE +2 SFP+ 2 SFP+ Ports
- **BSNL 100 Mbps** broadband connection at the principal office.
- **BSNL 100 Mbps** broadband connection at the secretary office.
- **ACT 150 Mbps** broadband connection at the Training and Placement Department.
- **AIRTEL 200 Mbps** broadband connection at the E-Mobility office.
- **BSNL 150 Mbps** two broadband connections at SIRC office
- Two rings in FDDI topology are used as a backbone in the campus through which each department is connected to maintain star topology internally with 1 Gbps switches.
- Configuration, updation and maintenance of computer Networking in the campus are internally done by the competent technical staff regularly.
- Global Naming & IP Addressing conventions are used.
- College has its own domain address 'gvpce.ac.in' and all faculty members have been allotted email addresses under the college domain.
- **74 access points** were provided at boys hostel and girls hostel for the students wi-fi connectivity.
- **7 access points** at Library for the students' wi-fi connectivity.
- **17 Access points** installed in the computer labs of CSE and IT Departments.

4. Surveillance and Security Devices

- 76 CCTV cameras are installed and run as added security in all blocks for smooth working of the institution. Upgradation of additional 67 CCTV cameras is under process.

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

4.3.2

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

Response: 4.18

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

Response: 1205

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

4.3.3

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

Response:

The institution has a dedicated recording studio with Audio-video capturing devices towards the development of e-content.

The media studio contains the following:

- i) High end video camera to capture the **Audio-video to 8-channel audio mixing device**.
- ii) High end workstations to process and edit the content with necessary hardware and software.

With great advances in use of technology in education, the college has integrated technology to provide an immersive learning experience to the students. In order to achieve this objective, the **college has installed an Audio-Visual equipment to develop e-content**.

Video mixing equipment is a main component of this initiative, helping faculty to seamlessly blend visuals and audio, capturing the attention of learners in a way that traditional methods cannot. The utilization of high-quality cameras, professional lighting techniques and sound recording systems ensures that the produced content is not only for quality content creation but also for effective learning.

The raw footage is edited and improved at the editing facility to transform it into quality content for a great visual learning experience. Faculty can explore their creativity, producing content that transcends the boundaries of traditional teaching materials.

The lecture capturing system, another very important component to create the e-content. With the ability

to record and archive lectures, seminars and presentations, this system not only facilitates learning but also serves as a valuable resource for future reference. Students can access lectures any time, which fosters a culture of continuous learning.

The hardware and software infrastructure supporting the e-content development in the college were procured keeping in mind the quality of content to be developed. High end computers equipped with industry-standard software for video editing were installed.

The hardware specifications of the system are given below:

- 1) Dell Precision T3650
- 2) 11th Gen
- 3) 1tb Hdd
- 4) 1tb Ssd
- 5) 16GB Ram
- 6) 8Gb Graphic Card
- 7) 27 Inch Monitor

During the Corona pandemic, various departments have developed e-content for the benefit of the students and some videos were uploaded to the YouTube for wider viewing.

In this connection, APSCHE also requested the departments to prepare e-content and some of our faculty prepared the e-content and uploaded these to the APSCHE website.

Many classrooms have LCD projectors and large LCD screens for delivering e-content to the students.

Therefore, the e-content developed in the college has proven to be a very valuable resource for both students and faculty who wish to explore the subjects in detail and the impact of visual content on the understanding is great.

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 35.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
514.61	430.72	267.33	537.21	556.56

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

4.4.2

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

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

Response:

The institution has exclusive wings to take care of maintenance of physical, academic and support facilities. Maintenance of all the buildings, including class rooms and other physical facilities are taken care by an estate unit headed by a campus engineer.

Academic facilities:

Maintenance of laboratories and computers are taken care by the lab in-charges of respective labs through head of the departments from recurring budget allocated. The maintenance of equipment is carried out by the respective departments with the help of supporting staff periodically. Sufficient number of digital classrooms and LCD projectors are provided at each department. Every department maintains a stock register of the procured equipment, computers, software and maintenance register for regular maintenance of the equipment and computers.

Support facilities:

Library:

A library committee works regularly to oversee the functioning of the library to enable the students to get maximum exposure and participation and to avail the facilities provided by the college.

The library has **92,000 collections and has capacity of 300 seats for readers**. The collections are regularly upgraded based on the global advancement and AICTE recommendations. Students and faculty members are given remote access to the e-resources available in the Library.

On summer vacation Library check their stock taking and complete the weeding out process. The library has a systematically arranged stack hall at the first floor. Reference section, bound periodicals and Digital library are located in the second floor.

A separate **Digital Library having 60 computers** functions in the library premises. Internet facility is provided in the library for the benefit of students/staff/faculty members for availing e-resources and other web based information. Photocopying facility is also available in the library.

The reading rooms and adjacent area are maintained regularly and the students are sensitized to keep it clean and to maintain silence. Other issues such as weeding out of old titles, schedule of issue/ return of books etc. are resolved by the Library Committee.

Proper ventilation is done so as to maintain dry environment near book shelves. Regular dusting and cleaning is done by using vacuum cleaners. Pest control is carried out so as to increase the life of valuables resources of library. Furniture and fixtures are repaired as per the requirement.

Sports: Regular maintenance of facilities for indoor games and outdoor sports activities is carried out under the guidance of qualified physical education faculty. The college has a multipurpose playground for athletics, cricket and football. Apart from the vast playground, outdoor facilities available are badminton, ball badminton, basketball court, tennis court, throwball and volleyball courts. The college gymnasium is equipped with **2 motorized treadmills, 4 exercise cycles, 12 station multigym and a 4 station mini gym**, dumbbell sets of different weights, weight plates and barbells which are regularly used by girl students in the morning and both boys and girls in the evening session.

Standard Operating Procedures (SOPs):

A Standard Operating Procedures (SOPs) describes the regularly recurring operations to ensure that the operations are carried out correctly (quality) and always in the same manner (consistency). SOPs help organizations maintain consistency in the performance of critical tasks by many employees. Standard operating procedures are also useful tools to communicate important institute policies and best practices.

It also provides important guidelines for the academic and non academic operational procedures for authorization

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 51.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
2979	2782	2428	2303	2639

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

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

Response:

Gayatri Vidya Parishad College of Engineering have been providing robust career counseling and insightful guidance for competitive examinations. A pivotal step in our commitment to comprehensive career support was the establishment of the **Centre for Career Planning (CCP)**.

Broadly, the efforts taken by the **Centre for Career Planning** is in 3 main verticals- **Heads On, Hands-On, and Hearts On**. Each vertical is critical in its function, role in society, and providing equal opportunity to all types of students.

- **Heads-On** vertical caters to the needs of GATE, ESE, CORE JOB, and GRE where deep theoretical engineering understanding or research orientation is required.
- **Hands-On** Vertical works towards the needs of IT, ITES, KPO, RPO, and MSME Opportunities where it caters to the needs of programming skills, domain skills, language skills, and other MSME based Finishing School skills
- **Hearts-On** vertical broadly caters to the needs of CAT/GMAT, Civil Services and Other Competitive Examinations, Startup and Family Business Opportunities where an individual requires leadership capabilities, managing teams, managing risks, financial management, business execution capabilities, etc.

Here is a rundown of the activities covered by Career Counselling during the last Five academic years:

- The institution have been inspiring students through Inspire to Innovate Storytelling Letters (<http://i2iTM.blogspot.com>). This effort helps in setting self-goals and revising them from time to time, which is much more powerful than physical counseling.
- Students with competitive coding aptitude are trained for high package IT jobs through in-house as well as external partners.
- Students with core domain knowledge, coupled with higher education aspirations, are trained for GATE (special incentives and dedicated trainers/space/calendar).
- Students with Civil Services aspirations are encouraged for Civil Services coaching in collaboration with training partners.
- Students aspiring for higher education abroad are facilitated through the dedicated GVP Foreign Education Facilitation Centre, established with a dedicated directorate for this purpose.
- Students with innovative ideas and entrepreneurial thinking are mentored by the dedicated Center for Innovation and Incubation (**to date, more than 15 startups incubated, 60+ patents filed**).
- Students are paired with faculty counsellors to help them succeed academically and with career coaching.

Acknowledging the transformative impact of AI/ML, Industry 4.0 on job systems, skills, and educational needs, our institution has continually adapted its career counseling strategies. The institution encouraged students to participate in **domain-specific hackathons** to adapt to these changes and regularly collect feedback from students, alumni, and industry partners in refining and enhancing the services. This iterative approach ensures that our career counseling remains relevant and impactful, aligning with the ever-changing demands of the professional landscape.

In tandem with formal counseling sessions, our institution organizes regular **workshops, seminars and Training programs** featuring industry experts, recruiters, and successful professionals. These events provide students with valuable insights into various career paths, industry trends, and the skills required for success. The interactive nature of these sessions encourages students to actively participate in their career development, fostering a culture of continuous learning.

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 61.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
893	836	905	790	725

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

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

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

Response: 7.97**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
117	62	154	93	114

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities**5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 27**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	4	7	9

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

5.3.2

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

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

Response:

Gayatri Vidya Parishad College of Engineering student representatives actively participate in various activities. They help in coordinating all the events related to academics and other co-curricular & Extra-curricular activities. The Administration has made students as stakeholders in most of the committees.

Following is a brief description of them:

- **Class Committees:** All programmes have class committees that comprise of student members representing meritorious as well as weak students, along with faculty members nominated by the Head of the Department, other than the course teacher.
- **Academic and Professional bodies:** All the departments of the college professional bodies where the students play significant roles in departmental professional bodies, contributing to the growth, development, and networking opportunities within their respective fields. Artificial Intelligence club, ASME student chapter, IEEE student chapter are some of them to be named.
- **Anti-Ragging Committee & Women Grievance Redressal Anti-Sexual Harassment Cell:** Students were made the members of the anti-ragging committee wherein they help the anti-ragging committee to monitor and vigil the around the campus ensuring that no untoward incident of ragging happens in the campus. Students members of this committee partake in creating social awareness about gender discrimination, motivate and improve confidence level amongst women staff and also bring awareness in handling all grievances related to gender discrimination or women harassment.
- **CFSR committee:** Centre for fostering social responsibility (CFSR) has seven different student clubs viz. Rotract, Vidyadaan, We R 4 help, Youth for sustainability, Youth Enlighting Society, Hearts of Humanity with of motto to take up activities that are beneficial to the society. Every club activity is solely governed by students under the supervisor and advice of the faculty coordinators nominated for each club.
- **Cultural and Sports Committees:** Students have strong representations in cultural and sports committee wherein they proactively conduct various cultural events and fests and tournaments.

An exclusive cultural club by name Gayatri college Cultural Club (GCCC) is established to promote the activities.

- **Department and Institute magazine committees:** Gayatri College Campus Chronical Is one initiative taken by the students where they play a crucial role in department magazine committees, contributing their unique perspectives, creativity, and energy to the overall development and success of the publication. Likewise, there are magazines like OASIS, especially for women being published regular online. Apart from that a College Magazine by name Annual Revista is also published by the college where students play a very crucial role in furnishing the articles.
- **Student welfare committee:** Students are made members of the Student Welfare Committee that plays a crucial role in fostering a supportive and inclusive environment that allows students to thrive academically, emotionally, and socially during their time at the institution. The committee acts as a bridge between students and the administration, working to address challenges and enhance the overall well-being of the student body.
- **Placement Committee:** During the placement activities, students volunteer, which gives them more experience and teaches them about administration and organisation. Students will learn how real-world processes operate and have the chance to connect with others to share their interests.

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

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	5	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

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

and other support system

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

Response:

Alumni play a crucial role in the growth and development of educational institutions in various ways. Their contributions go beyond financial support and extend to fostering a sense of community, networking, mentorship, and overall enhancement of the institution's reputation.

The significant contributions of the **Alumni of Gayatri Vidya Parishad** are categorized in to TWO groups:

1. Financial Contributions

Our alumni made significant financial contributions through donations. 1996-2000 EEE Batch of Alumni contributed **Rs Five Lakhs during COVID-19**. Recently, 1998-2002 batch of EEE alumni contributed a sum of **One Lakh rupees** and ten alumni of the 1998-2002 batch of Mechanical Engineering contributed a sum of **Five Lakh rupees**.

2. Other Contributions

- Alumni networks provide valuable connections for current students and recent graduates. **Networking** opportunities leading to internships, job placements, and collaborations with industry professionals, enhancing the institution's reputation and the employability of its graduates. Our alumni have been very resourceful in this aspect and have provided job opportunities to their juniors, by way of recommending the college to their HR managers and recruitment teams. Some of our alumni have personally interviewed their juniors and been instrumental in getting jobs to successful candidates.
- Alumni often return to their alma mater to share their experiences and insights through **guest lectures, workshops, and seminars**. These events familiarise the students to real-world perspectives, industry trends, and practical knowledge, enriching their educational experience. And our alumni have greatly contributed in this direction and have delivered invited lectures on current industry trends.
- **Alumni association** serves as a bridge between former students and the institution. Active participation in alumni association helps maintain a strong sense of community, fostering a lifelong connection with the alma mater. Our alumni have encouraged the current students to assist the alumni association in its various activities. And a case in point is, the current second year students played a significant role as organising committee members of the Grand alumni meet conducted in December 2023.
- **Diverse experiences of Alumni** provide valuable feedback on the curriculum, teaching methods, and overall educational experience. And, our alumni have been part of the various boards of studies, advising the boards on various requirements of the industry and how the syllabus may be modified accordingly, and make the students industry-relevant.
- Our alumni have also been regularly offering their expert services to the **Placements Division** of the college, by way of being the resource persons for the **mock interviews** being conducted under

the aegis of the Placements Division.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance of the Gayatri Vidya Parishad College of Engineering exemplifies strong leadership in alignment with the institution's vision and mission as it involves all stakeholders. Transparency, quality, participative leadership, and responsibility delegation at all levels are core values for the institution. The institution promotes a culture of participative management in all academic and non-academic activities.

Institutional Practices

- The management continuously encourages and supports in the planning new ventures and procedures that fosters the improvements in the technological domain in terms of establishment of new research facilities, infrastructure and acquiring required approvals.
- The management encourages and assists the leadership of the Institute to establishes linkages with various social organisations to provide hands on expertise to students on social and technical domains.
- The characteristics like offering requisite theoretical and practical knowledge, social awareness of the mission statement is well grounded in the course component thereby enabling the graduates to work for the society in their chosen area.
- The Institution is keen to implement NEP in true spirit in phase wise manner. As a first step, multi-entry and multi-exit options for UG programmes are initiated.
- The governance of the institution involves all the stakeholders in preparing the action plans and goals for the short term as well as long term development aligned with the vision and mission of the institution.

Decentralization

- The management ensured decentralization by creating Deans to help the Head of the institution in day-to-day activities at the top of a multi-tier system of administration with Head of the Departments, lab in-charges etc., down the ladder on the academic front.
- All academic decisions will be taken through meetings of HoDs and concerned Deans and will be disseminated for implementation through circulars in both forms of hard copy and emails to faculty.
- At department level, the requirement of establishment of new labs and introduction of new programmes are discussed through faculty meetings and suggested to the administration.
- At institution level, weighing the entire pro and cons, the new proposals from all the departments are discussed and finalized.
- The Programme Educational Objectives of all the programmes are designed in alignment with the

vision and mission of the Institute and in turn the Programme Outcomes of all the Programmes are designed in tune with Programme Educational Objectives and graduate attributes.

- The Course Outcomes are mapped to Programme Outcomes so that entire process is aligned.
- Course design will be done through brainstorming sessions of the concerned faculty under the leadership of Module coordinators and will be finalized at department level faculty meeting for presentation before BoS.
- These are presented to the Boards of studies and Academic Council and finally to the Governing Body for the final approval and implementation.
- The governing body on the advice of the Head of the institution takes care of developments required time to time in the organization.
- Adherence and compliance to procedures will be monitored at department level through HoDs and at college level through Deans.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan spanning from 2018 to 2023 outlines its progression in the areas of teaching-learning evaluation, research, industry-academia partnership, learner centric professional trainings, teacher centric faculty development programmes besides human resource development and management. While this activity is in progression, the institution took care of meeting its goals of getting recognition for its academic credentials through accreditations and rankings. Similarly, in the area of community outreach, the institution has robust student service groups who work with varied communities with a clear view to establish a seamless connectivity between the institution and the society.

Following are the outcomes that depict effective deployment of perspective plan and effective and efficient functioning of the various institutional bodies:

Teaching-Learning Evaluation:

- Around **50 LCDs are installed in class rooms** and laboratories for imparting ICT-based instruction.

- Around **195 webcams** are installed during **2019-20** for live interaction and to support online examinations.
- Provision has been made in **five (5) classrooms** for the use of **individual laptops** to enhance programming skills, execute group level projects, planning and participating in Hackathons and so on.
- **10 smart classrooms & 5 seminar halls** have been connected into **ICT rooms** with a plan to develop all in phased manner.
- Learners can make use of a wealth of **digital resources including text books (58432), reference books (27755), e-books (6041), journals (95) and e-journals (2285)** in various subjects.
- **634 students and 550 faculty** did various certification courses
- **One of our faculty members made a YouTube series for the “Design Thinking and Innovation”** course that enable all the faculty, mentors and students enhance their learning in an evolving subject.
- The students participated in various software and hardware-based hackathons and **bagged more than 20 awards**.
- Students are encouraged to **study online courses with award of 32 credits** through electives.

Research:

- The faculty are encouraged through **mentoring and guidance by eminent researchers** from premier institutions.
- The institution established **6 labs for skill trainings in association with APSSDC and SIEMENS and 11 research labs**.
- **Rs. 320.5 lakhs projects** have been sponsored by various Government and non-government agencies.
- **Research supervisors as approved by esteemed institutions** like Jawaharlal Nehru Technological University, Kakinada (JNTUK) and Andhra University, Visakhapatnam.
- **207 faculty members were given incentives of Rs. 28,26,500** by the institute for publications in journals, chapters, books, patents, research supervisors, etc.
- The faculty received **09 research awards** from various agencies.
- **An amount of 40.21 lakhs has been granted as seed money** under Internal Research Project Scheme (IRPS) to the aspiring researchers.

Industry-Academia Partnership:

- **The institution nominated 23 experts in various fields of on its board of studies** to offer their inputs in designing.
- **Industry lectures for 16 hours** in each of the engineering department are mandated.
- **5 students were selected for LEAD Prayana trip** during 2018-19 with a grant of Rs. 80,500 and **4 students** during 2019-20 with a grant of Rs. 66,221.

Trainings:

- Around **800-900 students** get **multiple number of trainings** to hone their skills in different areas.
- Some companies like TCS, Infosys, Cognizant, Capgemini, Wipro, etc., offer the faculty trainings under **‘Train the Trainer’** scheme.
- The institution has been organizing consistently several **programs in Yoga for stress**

management.

- Talks by eminent persons on Ethics and Human Values.

Human Resource Planning and Development

- Faculty members are recruited duly following the norms mandated by the statutory bodies.
- The institution follows the rules and regulations governing the technical and higher education institutions as mandated by the regulatory bodies.

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

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Gayatri Vidya Parishad College of Engineering provides effective welfare measures for teaching and non-teaching staff and also various avenues for career development/ progression.

Faculty Self-Appraisal System:

- A structured appraisal system is in place where in the contributions of Faculty on academic domain, professional development, contributions to the institution at department level, Institute level are considered. Self rating as well as HoD rating on adherence to procedures is also considered.
- A committee constituted will conduct one-to- one interactions with the faculty and scrutinizes the activities. Individual scores are given to faculty.
- Based on the performance annual increments are awarded.

Welfare measures for Teaching Staff:

- 1.Provident Fund and Gratuity
- 2.Provision for the subsidized medical facility at GVP Hospital
- 3.Availability of doctor on college campus for medical emergency
- 4.Provision of free transport facility

Incentives for Career development / Progression:

Professional development of teaching staff is ensured by encouraging them to acquire higher qualifications with administrative and academic flexibilities like:

- 1.Provision for sponsorship (paid) to PhD under QIP in IITs
- 2.Special Academic Leave of 3-6 months for Thesis writing and submission
- 3.Deputing under QIP, providing long/short time paid leave for external registrants at higher institutes
- 4.Sponsoring short-term programmes like seminars/workshops on specialized topics and pedagogical training
- 5.Encouraging the faculty to get exposure to specialized research facilities in IITs/IISc/R&D organizations etc.
- 6.Providing seed fund/basic infrastructure to externally funded schemes for initiating and reducing time lag
- 7.Providing cash awards / financial incentives for quality research publications / patent publications / Book (or) Book chapters / Acting as Ph.D. supervisors / completing research projects / award of doctoral degrees.

8. Providing reimbursement of the fee paid to NPTEL to those faculty who obtained $\geq 60\%$ marks in NPTEL-AICTE FDP.
9. Modernization of laboratories with research facilities.
10. Exposing to international expertise through invited lectures, workshops, seminars and conferences.

Welfare measures for Non-teaching Staff:

The non-teaching staff are encouraged to upgrade their skills by deputing them to relevant authorized /recognized training centres in their activity domain. Annual increments are awarded

1. Provident Fund and Gratuity
2. Provision for a subsidized medical facility at GVP Hospital
3. Availability of doctor on college campus for medical emergency
4. Medical facilities through ESI hospitals
5. Group Insurance
6. Provision of free transport facility
7. Providing technical training related to Laboratory activities

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

6.3.2

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

Response: 10.74

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
45	14	28	23	25

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 54.26

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
143	128	148	143	120

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

In adherence to a meticulous resource mobilization strategy, our institution strategically diversifies financial resources beyond student fees and research funding. The following information outlines our resource mobilization policy and procedures, highlighting our commitment to optimal resource utilization.

Financial Resources Overview: The primary financial streams for our institution include student fees, research funding, and consultancy services. Notably, a dedicated Software Development Center, known as Gayatri Vidya Parishad Information Management System (GIMS), has been established to cater to the development of essential institutional software.

Consultancy Services: The Mechanical, Civil, and Electrical Engineering wings actively offer consultancy services in their respective domains, contributing significantly to institutional financial resources.

Scientific and Industrial Research Center (SIRC): Our institution takes pride in the presence of the Scientific and Industrial Research Center (SIRC), acting as an apex body that facilitates research promotion and attracts funding from diverse government and non-government agencies.

Faculty-Led Initiatives: Individual faculty members play a crucial role in resource mobilization by

leveraging resources through funded projects from AICTE, DST, UGC and other private agencies like Hyderabad batteries ltd.

Financial Governance Mechanisms:

- **Annual Budgetary Reviews:** Rigorous annual reviews are conducted to assess budgetary allocations, ensuring alignment with the evolving needs of different departments.
- **Decentralized Financial Powers:** The institution decentralized financial powers and limits, empowering departments to manage and allocate resources effectively.
- **Finance Committee Oversight:** A dedicated Finance Committee is in place to approve procurements that exceed the principal-approved limits, ensuring fiscal responsibility and prudence.

Diverse Funding Sources: The institution actively pursues resource mobilization through sponsored schemes and projects from reputed bodies such as MHRD and other government agencies. Additionally, consultancy services contribute to our financial sustainability.

Scholarships and Prizes: To further enrich our financial ecosystem, scholarships and prizes are instituted through generous donations from alumni, parents, well-wishers, and memorials (endowment awards). This not only aids in financial support for deserving students but also fosters a sense of community engagement. Foundation for Excellence (FFE) founded by Prabhu Goel provides scholarships to the students with high potential who do not have the financial ability to go to college.

- In furtherance of transparency and accessibility, additional information, including detailed policies, procedures, and financial reports, can be accessed via the provided link.
- This comprehensive resource mobilization policy underscores our commitment to fiscal responsibility, strategic diversification of funding sources, and the optimal utilization of resources in alignment with the highest professional standards.
- The institution facilitates financial support to the students in the form of full fee reimbursement of tuition fee, a scheme in place, by Government of Andhra Pradesh. It also takes care of leveraging financial assistance, scholarships and fellowships from Government of India through its NSP and MHRD for fellowships to M.Tech students. In addition, the ONGC offers several merit scholarships to various categories of students.
- The details are shown in criteria-5.1 (https://gvpce.ac.in/naac_data/c5.1.php).
- Similarly, the details regarding resource mobilization through consultancy are given in criteria-3.5 (https://gvpce.ac.in/naac_data/c3.5.php).

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

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**Response:** 55.38**6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	5.61	25	1.5	23.27

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

6.4.3**Institution regularly conducts internal and external financial audits regularly**

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

Response:

Gayatri Vidya Parishad College of Engineering conducts both internal and external financial audits regularly, fostering a culture of financial integrity and ensuring transparency and accountability. The Gayatri Vidya Parishad has a consultant Chartered Accountant who visits the institution frequently and guides the department of accounts on various issues of accounting procedures. He also pre-audits the relevant documents before conducting external audit.

Annual Budget Preparation: The institution prepares an annual budget for each financial year, estimating receipts as per approved tuition fee with student intake. This budget will be placed before the finance committee for approval.

Finance Committee: The three-member Finance Committee, chaired by the Principal with the Treasurer

from the governing body and a senior faculty member from the institution as members, examines and approves the budget. Allocation of funds to departments is made from out of the approved budget.

- The allocation is based on the requirements as informed by the HoDs and the expenditure they incurred during previous year.
- The departments expend the amount for the purchase of equipment or modernizing the laboratories.
- They take care of the annual maintenance from out of the approved recurring grants.
- In the event of purchase of software or equipment, the HoD submits a proposal to the Principal with a note of justification.
- The Principal sends the same with his recommendations to the Governing Body for its approval, if the cost is beyond Rs.3,00,000.

Regular Internal Audits: As stated in the opening paragraph, internal audit goes on frequently by a consultant chartered accountant who works for Gayatri Vidya Parishad with a focus on preparing and reviewing income-expenditure statements. Internal auditing group visits at least once in each quarter.

External Audits by Independent Chartered Agency: The external audit is carried on by a Chartered Accountant from a reputed organization.

- The external auditor during the process may find out certain incongruities/process violations and the same will be communicated to the management with instruction for correction or improvements in the process in existence.
- The external audit is a meticulous scrutiny of fee collection on an accrual basis which aligns with approved allocations.
- The institution has been adopting a decentralized power mechanism wherein, the HoDs has the power to expend Rs.20,000 to meet exigent expenditure and the Deans may approve Rs.50,000 expenditure without awaiting approval by the Principal.
- The Principal has the power to approve expenditure for Rs.3,00,000 without referring to the Governing body.
- The decentralization of finance processes adds an additional layer of transparency in the financial management of the institution.
- The details of objections recorded by the external audit team and the corrective measures initiated by the institution for the period from 2018-2023 are annexed (uploaded under additional information).

APHER&MC Inspection: The Andhra Pradesh Higher Education Regulatory and Monitoring Commission (APHER&MC) headed by a retired judge of the High court and comprising other expert members including chartered accountants drawn from reputed institutions conducts periodic inspection of audited accounts once in every three years to fix the student tuition fee which varies from institution to institution. These processes of checks and balances in the receipts and expenditure part of the finances at various levels reinforces the institution's commitment to external scrutiny and regulatory compliance besides ensuring absolute transparency.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

IQAC plays a major role and works towards the quality enhancement and sustenance to achieve the quality benchmarks. The IQAC ensures the effective implementation of quality initiatives through continuous reviews of teaching-learning process to attain excellence in all the academic activities. Following are the practices institutionalized as a result of IQAC initiatives:

Incremental improvements made for the preceding five years:

Curricular Aspects:

- **Internship is made mandatory with 10% of total credits**
- **Component of skill-based courses to improve employability is about 9% of total credits.**
- **Final semester for all B.Tech is free from theory courses to enable students to undergo industry internship.**

Teaching-Learning:

- **50% rise in the number of faculty with Ph.D.**
- **25 more classrooms** have been equipped with ICT facilities.

Research, Innovation and Extension:

- **Rs. 40 Lakhs of seed money** sanctioned to faculty for Research Activities.
- **19 Funded Research Projects worth Rs.260 Lakhs** are under progress.
- **441 Research Publications** in SCI/SCOPUS/UGC-CARE.
- **H-index of the institute is 19** with a **citation index of 1134** in the last five years.
- **5 Faculty members** have been deputed for **Ph.D. program under QIP**.
- **32 patents were granted** to the faculty and **8 patents have been filed in 2022-23**.

Student Progression:

- **An average of 51.63 %** of admitted students got benefitted through scholarships by Government and Non-government bodies.
- **An average of 61 %** of the outgoing students are either placed in various companies or pursuing higher education.
- **An average of 91.44%** of final year students are eligible for award of degree every year

Governance, Leadership and Management:

- Five additional Dean positions created for effective implementation of ICT infrastructure, Alumni engagement etc.
- Implementation of NEP-2020 like Credit transfer through MOOCs, Registration under ABC,

Post-Accreditation Quality Initiatives:

- **Linkages with National agencies:**

i) Remote Center, **IIT-Bombay under NMEICT**.

ii) Remote Center, **SWAYAM-NPTEL**.

iii) **Virtual Labs under NMEICT**.

- **Enhancement of Research Promotion:**

i) Financial Incentives to Faculty – **Disbursement of Rs.27 lakhs** towards research activities

ii) **3 months academic leave (paid)** to faculty doing part-time Ph.D for writing Ph.D. thesis work.

- Introduction of **On-line student feedback** and **faculty self-appraisal system**.
- Significant **improvement in research publication** of faculty in **SCI/SCOPUS indexed journals**.
- **Establishment of Centre for Career Planning** - arrangement of additional classes for GATE, career guidance etc.
- **Green initiatives** like solar energy, tree plantation etc.
- **Emphasis on Green and Energy Audits** at regular intervals.
- Partnership with more than 10 NGOs for extension activities.
- Participation in **NIRF Ranking**

Practices institutionalized through IQAC initiatives:**1. Academic Audit through IQAC:**

- Conduct of internal and external academic audits every year.
- All the members of the internal academic audit visit the respective departments assigned to them and meticulously assess the quality of curricular aspects, teaching learning & evaluation process, Research and consultancy, Infrastructure, student support & progression, Innovations & best practices and SWOC analysis of the department.
- Committee members will give suggestions to the departments for continuous improvement to attain quality benchmarks.
- External audit committee, members appointed from reputed higher institutions, visits college every academic year to assess the institution on various quality aspects.

2. Self-learning through MOOCs:

- Incorporating MOOCs (NPTEL) as electives in the curriculum to provide self-learning in the students.
- A student can earn up to a **maximum of 20% of the total credits through MOOCs** in all the programs with provision for credit transfer (NEP-2020)

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

6.5.2

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

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

Response:

The procedure followed to continuously review the teaching-learning process is given below:

- The **teaching-learning process** is reviewed through feedback from students in class committee

meetings twice during the semester.

- **Class committee reviews:** At the beginning of the semester, class committees are formed involving a cross-section of students in the class. At least two reviews will be conducted in a semester to understand the difficulties and smooth conduct of the Teaching and learning process. Suitable measures will be taken up by the HoD concerned.
- **Performance in diagnostic tests:** Diagnostic tests are conducted three weeks after the commencement of the semester. Slow learners are identified and remedial classes will be conducted to bring them to the required level.
- In addition, there is a **mentoring system** to help students improve their performance. Fifteen students are allotted to each faculty mentor to continuously review the teaching-learning process at the departmental level. Faculty will counsel the students during the semester and will observe the learning process, they in turn report to HoD on the teaching-learning process.
- **Student feedback** covers to review of the teaching-learning process by various questions related to the motivation levels of the students towards the subject, clarity of presentation, preparedness, pace of the content coverage, regularity/punctuality, audibility, clearance of doubts, overall opinion, etc
- **Assessment through Course Outcomes and Programme Outcomes:** At the end of each semester, Course Outcomes are assessed in Outcome Based Education (OBE) format and will be reviewed at department level through module coordinators and areas of improvement in teaching, learning and evaluation process. At the time of graduation, Programme Outcomes are analyzed to understand how far goals are achieved and suitable modifications required if any in curricular, teaching learning and evaluation mechanisms.
- **Reviews on performance in Internal Evaluation:** At the department level, the performance in internal evaluation will be analyzed twice a semester, to understand the correlation between teaching learning and the evaluation process.
- **Reviews on performance in End Semester Examination:** At the end of the semester complete semester results will be analyzed at the department level as well as the central level to gauge the performance and identify the courses where improvements can be made.
- **Feedback review at the Central level through appraisal mechanism:** At the end of the academic year, the performance of the individual teachers is appraised through a structured mechanism.
- **Feedback from the recruiting Industry:** Apart from the above, feedback from the recruiting Industry will also be collected to make changes in the content delivery mechanism, hands-on learning approaches and inclusion of upcoming areas into the curriculum.
- **Feedback from Alumni:** Feedback from Alumni will also be considered to identify the areas of improvement on the Teaching and learning front, curriculum improvement, Infrastructural front, and Industry Institute connect.

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

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gayatri Vidya Parishad College of Engineering is committed to fostering an inclusive and diverse environment that values and respects gender preferences. This commitment extends to all facets of the institution, encompassing students, faculty, and staff.

By embracing gender preference inclusivity, the college aims to create a supportive community where individuals feel acknowledged and valued for their unique identities. This approach promotes a culture of equality and contributes to a rich tapestry of perspectives, enhancing the overall educational experience for everyone associated with our college. As a premier educational institute, we prioritize the holistic development and well-being of our students.

Women Welfare Committe:

- The Women Welfare Committee plays a vital role in addressing the emotional, psychological, physical, medical, and social aspects of our female students.
- Through counselling, workshops, and seminars, we strive to support and empower both students and faculty, fostering awareness and nurturing mental health. The availability of spacious waiting rooms and access to a physician for emergency ailments ensures their health and safety.

Extra Curricular Activities through social service Clubs:

- In alignment with our commitment to gender diversity, our NCC and NSS programs are designed to provide a platform for individuals of diverse gender identities to engage in leadership training and community service.
- The college firmly believes in the power of inclusivity to enrich the educational experience, and our programs reflect this ethos by creating an environment where everyone feels valued and respected.
- Moreover, the multitude of clubs is a testament to our dedication to diversity and inclusion. These clubs are spaces where students of all genders can explore their interests, share experiences, and contribute to a vibrant and varied campus community.

Sports:

- The institute extends to physical education, where a Lady Assistant Physical Director guides girl students in maintaining discipline and imparts self-defense and leadership skills through sports

activities.

- Additionally, exposure to Yoga and Vedanta classes for mental and spiritual well-being are provided.
- The Institute also promotes gender diversity in all aspects of campus life, including sports, the NCC (National Cadet Corps), NSS (National Service Scheme), and various student clubs.
- Recognizing the importance of fostering an inclusive environment, we actively encourage participation from students of all genders in sports activities, ensuring equal opportunities for skill development and teamwork.

Links for the Gender Audit Report and Involvement of Women are provided in the attachments

1. Gender Audit Report
2. Women in Welfare Committee
3. Women in Social Clubs
4. Women in Sports

Conclusion:

By embracing gender diversity across sports, cultural clubs, NCC, NSS, and Student initiated social service clubs, College strives to create an atmosphere that celebrates every individual's unique perspectives and talents, fostering a sense of unity, equity and collective achievement.

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

7.1.2

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

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

Response: A. Any 4 or more of the above

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

7.1.3

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

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

Response:

WASTE MANAGEMENT – Addressing the Waste at Source:

- An initiative towards sensitization among the faculty, staff and students is brought upon through signage labels “**WET WASTE & DRY WASTE**” under SWACHHTA ACTION PLAN.
- Leaders of the institute inspired the students team depicting their involvement and commitment towards SWACHH CAMPUS INITIATIVE. The **5S principle** is explained to the Swachh Student Team in maintaining hygiene in their rooms and reading desks through Do-It-Yourself Project.
- In each Department faculty, staff and students are involved to segregate the waste at source.

Solid Waste Management:

- Used paper such as answer scripts, paper board are sent to paper mills through registered agencies for recycling.
- Such paper is segregated at source and with a proper protocol it is disposed. All the Heads of the Departments are intimated through a circular. Used paper is first retained at the waste separating unit decided by the waste management team.
- Food waste generated from the canteen, hostels are disposed to GVMC.
- Biomedical waste generated through activities such as medical camps, blood donation camps and vaccination drives are sent to the GVP Institute of Health Care & Medical Technology, Marikavalasa Village, Madhurawada with a prior intimation.

- Plastic waste is collected separately and disposed for further recycling in collaboration with India Youth for Society.

Liquid waste Management:

- Gayatri Vidya Parishad College of Engineering (A) is well aware of the importance of water and has a dedicated water management cell.
- GVPCE(A) has three Reverse Osmosis (RO) plants, at canteen, boys hostel and girls hostel for the purification of water with a capacity of 1000 liters/hr and this RO plant generates 20,000 liters of reject water approximately in a day.
- The purified water is used for drinking purposes for the staff and students. Whereas half quantity of the rejected water (wastewater) is used for floor washes and the remaining for greenery.

Biomedical Waste management:

- The institute does not run any bio medical course or utilize any biomedical equipment. Hence waste related to such dimension does not exist.

e-Waste management:

To combat the growing e-waste problem, the institute implements a meticulous disposal system.

- E-waste funnels into a central store, where experts assess its functionality. Working equipment gets new life, while non-functional items are sent to certified, eco-friendly vendors like Green Waves and BELLUS, ensuring responsible handling compliant with environmental regulations.
- This system safeguards the environment from harmful materials, making the institute a responsible steward of electronic waste.

Hazardous chemicals and radioactive waste management

- Chemicals, vital in Chemistry and Chemical Engineering labs, though used in small quantities, pose hazards.
- For eye exposure, immediate flushing and specific steps for contact lens wearers are advised, urging prompt medical attention.
- Acid/base spills require cold water flushing, clothing removal, and medical treatment arrangements.
- Bleeding from cuts necessitates gauze pressure, while chemical ingestion demands spitting and notifying medical personnel.
- Broad safety measures cover attire, labeling, careful chemical handling, and a clean workspace.
- Specific precautions include glass disposal, hot plate unplugging, and refraining from eating in the lab.
- The guidelines consistently stress compliance, ensuring a comprehensive safety framework for both laboratories.

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

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

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

Response: A. Any 4 or more of the above

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

7.1.5**Green campus initiatives include**

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

Response:

The institute has demonstrated an exemplary commitment to implementing green concepts within its campus, prioritizing awareness dissemination and stakeholder education over the establishment and maintenance of green spaces.

The institution's green campus policies revolve around four key initiatives.

- Firstly, the emphasis on landscaping with trees and plants seeks to maintain green spaces by planting and preserving various vegetation. This not only enhances the campus's aesthetic appeal but also contributes to air purification, shade provision, heat island effect reduction, and biodiversity support.
- Secondly, the promotion of pedestrian-friendly pathways aims to reduce vehicle dependence by creating safe and convenient walkways for students, faculty, and staff. This initiative not only fosters physical activity but also minimizes traffic congestion and carbon emissions, contributing to a healthier and more sustainable campus environment.
- Thirdly, the institution is dedicated to achieving a paperless and pollution-free campus. This policy encourages the use of digital alternatives for communication, documentation, administrative tasks, and academic materials. By minimizing paper consumption, the initiative plays a pivotal role in conserving natural resources and reducing pollution associated with paper production and disposal.
- Lastly, the establishment of a green nursery within the institute reflects a holistic approach to education and sustainable development. Beyond being a physical entity, the nursery fosters environmental consciousness among the community and actively contributes to building a greener and more sustainable future.

These policies collectively aim to establish a campus that is both sustainable and environmentally conscious, fostering a greener and healthier living and learning environment for all members of the institution community.

- To ensure the effective implementation of these green initiatives, a specialized committee, known as the Greenery committee under Swachhta Action Plan, has been formed.
- This committee is entrusted with executing activities outlined in the Swachhta Action Plan, underscoring the institution's commitment to cleanliness and environmental well-being.

In conclusion

The institute's approach to green campus initiatives goes beyond physical landscaping, encompassing a comprehensive strategy that prioritizes awareness, education, and holistic sustainability. The four key policies – landscaping, pedestrian-friendly pathways, paperless campus, and the green nursery – work synergistically to create an environmentally conscious and sustainable campus. The formation of the dedicated Greenery committee further solidifies the institution's commitment to translating these policies into tangible actions, contributing to a cleaner, greener, and healthier environment for its entire community.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

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

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

maximum of 500 words

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

Response:

Gayatri Vidya Parishad College of Engineering is committed to create an inclusive and accessible educational environment that supports the participation and success of students with disabilities or different abilities. Institute ensures equal opportunity and non-discrimination for individuals with disabilities.

Ramps and Lifts: Ramps are made available in various locations, administrative building enabling the students to access the office, at department of Electrical and Electronics Engineering to access the exclusive wash rooms, between the departments of Civil and Chemical Engineering, between the departments of IT and CSE, between the departments of Mechanical Engineering and first year office for easy access to the class rooms and departments. All buildings, common areas, lifts, and other relevant spaces within the institution are enabled to ensure physical accessibility for individuals with disabilities. This includes wheel chairs, ramps, elevators etc. Where required, signage boards are provided for individuals with disability.

Divyangjan Friendly Washrooms: There are two Divyangjan Friendly (gender-based) exclusive washrooms were provided between department of Electrical and Electronics Engineering and Electronics and Communications Engineering.

Scribe during examinations: In support to the divyangjan students or students who are not in a position to write their own exam, Institution provides scribes to them for successfully appearing for their exams. Personnel from non-teaching are allocated as scribe to assist them, ensuring they can effectively demonstrate their knowledge and skills in exams. This proactive approach reflects the institute's commitment to diversity and empowerment, creating an environment where every student can thrive regardless of physical challenges. Such initiatives not only uphold principles of equity but also contribute to a more inclusive and supportive educational environment, enriching the learning experience for all.

Signage:

Institute has implemented comprehensive provisions for signage aimed at facilitating the navigation and experience of differently abled students on campus. Recognizing the diverse needs of our student body, these provisions encompass, enhanced lighting, display boards, and signposts strategically placed throughout the campus.

Enhanced Lighting: To further enhance accessibility, our institute has implemented improved lighting

systems across campus. Adequate lighting is crucial in the evening and night times, crucial for students those with mobility challenges, to navigate safely and comfortably. By ensuring well-lit pathways and common areas, we strive to create a campus environment that is welcoming and accessible to all students, regardless of their abilities.

Display Boards: In addition to enhanced lighting, our institute has installed display boards featuring clear and concise information in accessible formats. These boards provide important announcements, directions, and other relevant information in large, easy-to-read fonts.

Signposts: To further assist differently abled students in navigating the campus, signposts have been strategically placed at key locations. These signposts feature clear, universally recognizable symbols and directional arrows, making it easier for students to find their way around the campus.

Facilities extended in academics:

- Exemption from the payment of examination fee
- Provision of 30 minutes extra time during the examination,
- Reduction in the pass mark in each subject by 10%,

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

7.1.8

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

Response:

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducts several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

The college and its teacher and staff jointly celebrate the cultural and regional festivals, like New-year's day, Fresher Party, teacher's day, orientation, Induction program, rally etc. conducted in the campus.

Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration.

Eminent personalities and stalwarts are invited for the Institutional Activities on cultural, sports and social front.

- **Rambhatla Nrisimha Sarma**, Bharathi Bhushana Awardee, a versatile writer, Poet, Lyricist,
- **Sri A.S.N. Prasad**, Director, Sri Rama Corporation, Member, Sri Srinivasa Vidya Parishad, Secretary, Institute of Development & Planning Studies, Visakhapatnam, Governing Body Member, Gayatri Vidya Parishad,
- **Dr. Meegada Ramalinga Swamy**, "KalaRatna" is a famous actor in Poetic Drama in Telugu,
- **Sri Nanduri Samba Siva Rao**, Director General of Police, Andhra Pradesh,
- **Dr. S. V. Adi Narayana Rao**, Director General, Prema Hospitals, Visakhapatnam, famous orthopedic surgeon, National awardee for child welfare from President of India.

Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students. In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

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

7.1.9

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

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

Response:

India's journey towards its 75th year of independence is marked by a vibrant tapestry of celebrations and commitments, deeply rooted in the enduring relevance of its Constitution.

- **Dr. B. R. Ambedkar's** profound words, "Constitution is not a mere lawyers' document, it is a vehicle of Life, and its spirit is always the spirit of Age," encapsulate the guiding philosophy that has shaped the nation's destiny.
- **Constitution Day**, observed annually on 26th November, is a momentous occasion commemorated with enthusiasm and patriotic fervor. NSS volunteers play a pivotal role in organizing sessions that highlight the significance of the Constitution. The foundational document's Preamble is read aloud, providing students with insights into its history and key principles.
- The '**My Flag My Pride**' initiative, where active participation is witnessed, further reflects a strong sense of national pride among the citizens.
- The commitment to constitutional values is evident through a series of events and initiatives as the nation approaches its 75th year of independence. The YES club of GVPCE (A) recently organized a seminar focusing on **Fundamental Rights and Environmental Day**. This program emphasized the importance of creating awareness about fundamental duties and rights among the people, reinforcing the principles that underpin the nation's governance.
- Under the overarching theme of **Azadi ka Amrit Mahotsav**, Independence Day was celebrated with a grand rally organized by NSS, paying tribute to the freedom fighters who paved the way for India's independence. The event witnessed active participation from all clubs, showcasing the collective spirit and commitment of the college community. Additional activities, essay writing competition, painting competition, engaged students in thoughtful reflections on the significance of independence and the responsibilities it entails.
- RACGVP actively contributed to the **Azadi ka Amrit Mahotsav** through various initiatives. Reading the Preamble under the guidance of the Hon'ble Prime Minister during the conference of All India Presiding Officers demonstrated a collective commitment to constitutional ideals.
- The Constitution Day celebrations organized by CFSR virtually emphasized the importance of understanding and cherishing the principles laid out by the founding fathers.
- **Environmental consciousness** is a key focus, demonstrated through participation in the Mega Beach Cleaning Campaign organized by GVMC in collaboration with '**Parley For the Oceans**'. NSS volunteers actively engaged in this initiative, aligning with the broader goal of promoting sustainable living and maintaining cleanliness.
- Art emerged as a powerful medium for both expression and education during an exhibition at Gurukulam School. NSS volunteers created posters about human rights, addressing themes such as equality and freedom of expression.

In the realm of environmental sustainability, the YES club spearheaded a unique activity on Independence Day, distributing and explaining the plantation of eco-friendly flags. This thoughtful initiative not only celebrated national pride but also promoted responsible citizenship by providing guidelines for the respectful disposal of the flags.

In summary, India's 75th year of independence is marked by a rich tapestry of celebrations and commitments, weaving together constitutional principles, environmental consciousness, and civic responsibilities. These initiatives reflect the nation's evolution while staying firmly anchored in its

foundational values.

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

7.1.10

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

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

Response: B. Any 3 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1: CULTIVATING INNOVATION MINDSET: INTEGRATING DESIGN THINKING IN ENGINEERING EDUCATION

Objectives/Intended Outcomes:

1. Foster creative confidence and enhance students' problem-solving skills.
2. Encourage interdisciplinary collaboration and the generation of diverse ideas.
3. Provide hands-on experience in applying design thinking principles to real-world challenges.
4. Enhance students' communication and collaboration skills through team-based projects.

Underlying Principles/Concepts:

The practice is built on the foundation of design thinking, emphasizing a human-centered approach to problem-solving and innovation. Experiential learning is encouraged, promoting hands-on practice and iterative prototyping. Collaboration is a core principle, encouraging teamwork and interdisciplinary cooperation.

The Practice:

The practice integrates design thinking and innovation course to the existing curriculum of second-year engineering students, involving over 45 trained faculty mentors. The 16-week evaluation criteria cover various aspects, including the team's application of design thinking phases, depth of study through surveys and literature review, communication skills, and individual contributions. Continuous feedback and improvement opportunities are provided throughout the process.

Constraints/Limitations:

Challenges include faculty readiness and training, resource allocation within a packed curriculum, subjective assessment methods for design thinking projects, and time constraints. Overcoming faculty resistance and ensuring sufficient training were crucial for successful implementation.

Evidence of Success:

Faculty Training: Over 45 faculty mentors trained on Design Thinking, DT tools, and guiding student teams

Student Teams:

- Multi-disciplinary teams undergo five phases of design thinking:

- **Student Design Thinking Projects Series**
2: <https://www.youtube.com/watch?v=LkdtZHwE0uY>
- **Student Design Thinking Projects Series**
3: https://www.youtube.com/watch?v=3bUbSXGv_OQ
- Compilation of 53 articles in "SPURTHI Volume 2 2021"

Experiential Learning: All 2nd-year students are mandated to develop prototypes or implement services after proper surveys.

Faculty-Led e-Reference Course: Comprehensive 10-module e-reference course developed by our faculty and placed in public domain

- **Introduction:** <https://www.youtube.com/watch?v=Rga2aqobKgs>
- **Orientation:** https://www.youtube.com/watch?v=mQu_FnSj_AM
- **Design Thinking Scenario:** <https://www.youtube.com/watch?v=WRg7MvZ6WHI>
- **Design, Designer Mindset, Relationship between Design Thinking and Innovation:** https://youtu.be/cOcXg_gAzpk
- **Design Thinking Champions, Frameworks, and Case Study Discussion:** <https://youtu.be/Xc7UFXosXJU>
- **IDEO Design Thinking Framework (Inspire Phase):** <https://youtu.be/0Svt9hUI8fc>
- **IDEO Design Thinking Framework (Insights Phase):** <https://youtu.be/dAMPQ0TIhgo>
- **IDEO Design Thinking Framework (Ideation Phase):** <https://youtu.be/RxMLJP6oW6M>
- **IDEO Design Thinking Framework (Implementation Phase - Part 1):** <https://youtu.be/M0jEhMtwr8>
- **IDEO Design Thinking Framework (Implementation Phase - Part 2):** <https://youtu.be/MZKlrFEHXZU>

Problems Encountered and Resources Required:

Implementing the practice faced challenges such as faculty resistance, resource allocation, subjective assessment, and time constraints. Overcoming these challenges required extensive faculty training, careful resource allocation, the development of appropriate assessment methods, and meticulous time management within the academic calendar.

In summary, the practice successfully integrates design thinking into engineering education, fostering innovation, interdisciplinary collaboration, and experiential learning. Despite challenges, the institution's commitment to faculty training and ongoing support has led to positive outcomes, with students actively engaging in design thinking projects and showcasing their innovative solutions

Best Practice-2: BEYOND THE CLASSROOM: COMMUNITY SERVICE FOR HOLISTIC DEVELOPMENT

Objectives of the Practice:

1. Instill social responsibility among student community
2. Encourage students to design and execute activities addressing the social concerns
3. Aims to keep Students closely connected to the society
4. Give Opportunity for the students to volunteer viz various social service groups, two NSS Unit,

ROTARACT, VIDYADAAN, WeR4Help, YES, HoH, YFS, and YouthForSeva.

The Context:

The key challenge in implementing practice was identifying the necessities and issues of the communities served. This involved conducting surveys, engaging with locals, and understanding their priorities. Efficient utilization of resources through structured organization of volunteering activities tailored to address specific problems and creating a viable environment for these activities posed additional challenges.

The Practice:

The institution employs social service groups to cater to specific societal demographics, offering diverse services from personality development to aiding the underprivileged and rural communities, fostering experiential learning and holistic student growth.

Modalities to Monitor the Practice:

A structured monitoring system is in place for social service groups in the institution. It includes an Associate Director, faculty coordinators, and an annual executive committee with faculty and student representatives. The Dean of Student Affairs oversees these groups for effective coordination. A Center for Fostering Social Responsibility mentors and monitors student activities for societal betterment.

Evidence of Success:

The success of the practice is evident through tangible outcomes achieved by various social service groups.

- **1100+** student volunteers yearly
- **Adopted** 4 Villages, 2 communities
- **4 Blood Donation Camps, 150 units** each
- Supported **21 needy families**
- Provided **an Air-bed** for Pott's paraplegia sacral ulcer affected person
- Identified **Six** Orphanage homes
- **Swachh Sensitization:** Various initiatives like Survekshan, Pakhwada, ODF sensitization, Swachh Bharat Summer Internship
- **Unnat Bharat Abhiyan:** Identified five villages and Surveyed
- **500 student volunteers** since 2018-19, **surveyed 5000 families**
- Motivated **80 students** for NMMS Scholarship
- Organized **25+ Rallies, 5000 students involved**

Awareness:

- **Significance of sign language:** <https://www.youtube.com/watch?v=ALAtgcuGIQM>
- **Get Vaccinated:** <https://www.youtube.com/watch?v=ldF56K9kE8s&t=15s>
- **NEP-2020 (English):** <https://www.youtube.com/watch?v=BoX7EtuYpfp&t=12s>
- **NEP-2020 (Telugu):** <https://www.youtube.com/watch?v=ZJZnNtvMhLA&t=66s>
- **Say No to Single Use Plastic:** <https://www.youtube.com/watch?v=RlikeUhf-rk&t=40s>

- **17 UN Sustainable Development Goals:** <https://www.youtube.com/watch?v=Wneyw8LNSHw>
- **IDY-2019:** <https://gvpce.ac.in/IDY2019.html>
- **IDY 2020:** <https://www.youtube.com/watch?v=S-0rq4hIszo&t=19s>
- **IDY 2022:** <https://www.youtube.com/watch?v=VWKv4M2JLrY>
- **IDY 2023 & Laughter Yoga**
- **13 Prabhat Pheris involving 5000 students under AKAM:** <https://www.youtube.com/watch?v=Tyde5yWBhMU&t=2s>

Achievements by Students:

1. **APSCHE Excellence 2023 Community Service Award Final Round Selects**
2. **APSCHE Excellence 2022 Community Service Award Final Round Selects**

Problems Encountered and Resources Required:

Challenges include

- limited availability of targeted beneficiaries during specific hours
- Selecting community within a 5 km radius
- requiring proper time management and planning
- The practice utilizes social media to better reach the community.

Encouraging Institutional Values & Best Practices:

The practice aligns with institutional values by promoting volunteerism and encouraging students with shared interests to form groups. This inclusive approach enhances the potential for societal impact beyond predefined NSS units, fostering a spirit of social responsibility among students.

Conclusion:

The Community Service effectively integrates diverse social service groups, providing students with experiential learning opportunities and contributing to positive societal change. Despite challenges, the practice showcases the institution commitment to social responsibility and inclusive community engagement.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Gayatri Vidya Parishad College of Engineering, founded with a focus on **academic excellence**, is dedicated to empowering students to overcome life's challenges through quality education. With

accreditations and autonomy, coupled with continual curriculum enhancements, the institution reinforces its dedication to nurturing academic excellence through effective teaching and learning practices. Notably, the College distinctiveness lies in teaching and learning, ensuring students receive a dynamic **educational experience** that prepares them for success in a rapidly evolving world.

The Institution has been conferred with Autonomy

- AY: 2008-09 to AY: 2013-14 (6 years)
- Extensions of Autonomy: AY: 2014-15 to AY: 2019-20 (6 years) and AY: 2020-21 to AY: 2025-26 (6 years)

The Institution has been accredited by NAAC twice

- Cycle-I: AY: 2009-10 to 2013-14 with 'A' Grade with a CGPA of 3.47/4.0
- Cycle-II: AY: 2016-17 to 2020-21 with 'A' Grade with a CGPA of 3.47/4.0

After accrediting by NAAC(Cycle-I) in 2009, the Institute introduced

- *OBE in AY: 2013-14(R-13 Regulations)*
- *CBCS in AY: 2015-16(R-15 Regulations)*

After accrediting by NAAC(Cycle-II) in 2016, the Institution has developed the Curricula in three times

- *R-19 Regulations in AY: 2019-20*
- *R-20 Regulations in AY: 2020-21*
- *R-22 Regulations in AY: 2022-23*

All the undergraduate programmes are accredited by NBA at least twice

The Distinctiveness

- The College remains the choicest destination next to Universities in UG Programs for students with **Best EAMCET and ECET Ranks** in the state of Andhra Pradesh and the same with GATE Qualified students in PG Programs

- Every year students are participating in **International Innovation fairs, Hardware Competitions** and Conferences organized by the reputed organizations like IITs and securing 1st or 2nd positions
- Alumni are working in in reputed organizations like **L&T, TATA ELXSI, TCS, CTS, INFOSYS, COGNIZANT, VNC, WIPRO, KENEXA, YAHOO, ADOBE, AMAZON, IBM, CISCO, HYUNDAI MOBIS, CAPGEMINI, CAPGEMINI, LABS, HEXAWARE, TECH MAHINDHRA**
- Alumni are working as **Scientist, R&D Engineers, Design Engineers** in reputed Organizations like ISRO, DRDO, BHEL, NSTL, INTEL, TCS, WIPRO and other multi-national Companies
- Students are securing **TOP ranks in GATE** (i.e. below 100 AIR) and completed M. Tech. in IITs
- Alumni completing M.S. in reputed Universities like **George Mason University, California State University**

The curriculum has undergone **six revisions** since gaining autonomy, aligning with industry and societal needs. This dynamic approach ensures that the educational offerings remain relevant and impactful. The key initiatives in curriculum development include:

Skill Courses for Contemporary Technology Training: Recognizing the rapid evolution of technology, skill courses have been integrated into the curriculum. These courses aim to equip students with the latest technological skills, ensuring they are well-prepared for the demands of the modern workplace.

Open Electives for Multidisciplinary Knowledge: In an effort to foster a multidisciplinary approach to learning, the institution introduced open electives. This allows students to explore diverse areas of knowledge beyond their core disciplines, encouraging a holistic and well-rounded education.

More Professional Electives: To cater to the diverse interests of students, the curriculum now offers a broader array of professional electives. This flexibility empowers students to choose courses aligned with their specific areas of interest, promoting a personalized and enriching learning experience.

Honours and Minor Programs for Global Opportunities: The introduction of Honors and Minor Programs serves as a gateway to global opportunities for students. These programs provide a deeper exploration of subjects and allow students to distinguish themselves academically, enhancing their prospects on the global stage.

Mandatory Internships: Recognizing the paramount importance of real-world exposure, internships have been made mandatory. This hands-on experience not only enhances practical skills but also bridges the gap between theoretical knowledge and its practical application.

Self-Learning: To foster a culture of self-learning, students can undertake a maximum of 12 credits of online courses. The institution has established 11 digital classrooms, and for Honors and Minor programs, online courses are made compulsory. Faculty members are also encouraged to obtain NPTEL SWAYAM online certifications, with both students and faculty successfully completing numerous courses over the last three years.

Design Thinking and Innovation: The introduction of Design Thinking and Innovation in the curriculum aims to enhance the thinking process. This strategic addition empowers students with a creative problem-solving framework, fostering innovative approaches to challenges. The course serves as catalysts for developing critical thinking skills essential for success in a rapidly evolving world. Overall, this integration enriches the learning experience, nurturing a culture of creativity and forward-thinking among students.

Communicative English Lab: The Communicative English Lab is a new initiative aimed at boosting students' communication skills. Through interactive activities and simulations, it focuses on improving verbal and written proficiency. Students engage in conversations, discussions, and role-playing exercises to enhance language competence. The lab fosters practical language use, preparing students for effective communication in academic and professional settings. Overall, it plays a crucial role in refining language skills for diverse communication contexts.

The **Universal Human Values** course has been designated as a credit course with the aim of instilling

fundamental human values and fostering personal development, contributing to the success of students in their careers.

The institution has strategically decentralization, appointing dedicated coordinators for the aspects mentioned above.

Gayatri Vidya Parishad College of Engineering prioritizes a **holistic educational approach**, emphasizing **academic excellence**, to groom students equipped for success both nationally and internationally.

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

5. CONCLUSION

Additional Information :

All the departments are equipped with laboratories not only to deliver the curriculum, but also have equipment beyond the curriculum to promote research. These equipment include Photonics Lab, Integrated Drives and Machines Lab, Grid-connected Solar PV system, Wind-Solar PV Hybrid System with Energy Storage, 6-Axis and 4-Axis Robots, to name a few. In addition, Andhra Pradesh State Skill Development Corporation (APSSDC) in collaboration with SIEMENS recognized the college as t-SDI through which 7 specialized labs costing Rs. 2 Crores were set up. Several skill development programs in the areas of Manufacturing (CNC/Welding), Electronics, and CAD / CAM for the benefit of the students of the college and those outside the college.

The library spends an annual amount of Rs.40 - 70 lakhs towards i) subscription to various on-line resources / journals facilitating remote access, and ii) procurement of books / magazines for the benefit of students and faculty.

The students' performance has been consistent with

- About 91% of the students on an average becoming graduates every year.
- About 61% of these students are placed in various organizations and
- About 5 - 10% of them are pursuing higher education either in the national institutes of higher learning or abroad.

The students are also actively engaged in co-curricular activities through student chapters of professional societies, participation in hackathons and other technical workshops / conferences organized by premier institutions. Students excel not only at the University and Inter-University levels but also win laurels at National Level in Sports like Roller Hockey, Skating, Athletics, and Swimming etc. Centre for Fostering Social Responsibility (CFSR) is helping students understand societal needs and importance of their contribution to the society through its extension activities. Gayatri College Cultural Club is harnessing the young talents in music and fine arts through its regular activities in the campus.

Concluding Remarks :

With an intake of 200 students and four B.Tech. programs in 1996, the college has evolved into an autonomous institution with an intake of 1260 students offering 10 B.Tech. programs, 5 M.Tech. Programs and one MCA program. The curriculum has also evolved over these years offering Choice Based Credit System under Outcome Based Education. Now the academic and non-academic components of curriculum are in the transformation and moving towards implementation of National Education Policy, 2020.

The strategic vision, spanning from 2015 to 2030, outlines the institution's transformative journey towards achieving five distinct aspirations. These include:

- Attaining academic eminence through affiliations and rankings,
- Revolutionizing research endeavors,
- Fostering innovation and entrepreneurship,
- Establishing national/global academic partnerships, and

- Championing sustainability and community development.

Through meticulous goals, key milestones, and steadfast efforts, The institute envisions a future where it stands as a beacon of holistic education, impactful research, and societal progress on a national scale. The institution has already started a few courses in the emerging areas and wishes to start a few more courses in the areas of renewable energy, environment and health care to align the national goals of achieving net-zero and meet sustainable development goals.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification					
1.4.1	<p>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed, action has been taken and communicated to the relevant bodies Remark : DVV has made changes as per the report shared by HEI.</p>					
2.4.2	<p>Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years</p> <p>2.4.2.1. Number of full time teachers with <i>Ph.D./D.Sc. / D.Litt./ L.L.D</i> during the last five years Answer before DVV Verification : 156 Answer after DVV Verification: 153 Remark : DVV has made changes as per the report shared by HEI.</p>					
2.4.3	<p>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</p> <p>2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year Answer before DVV Verification : 3830 Answer after DVV Verification: 3773 Remark : DVV has made changes as per the report shared by HEI.</p>					
2.4.4	<p>Percentage of full time teachers working in the institution throughout during the last five years</p> <p>2.4.4.1. Number of full time teachers worked in the institution throughout during the last five years: Answer before DVV Verification : 216 Answer after DVV Verification: 213 Remark : DVV has made changes as per the report shared by HEI.</p>					
3.1.2	<p>The institution provides seed money to its teachers for research</p> <p>3.1.2.1. Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1"> <tbody> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19
2022-23	2021-22	2020-21	2019-20	2018-19		

17	0	0	19.09	4.134
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	17.00	00	7.00	14.99

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : 551

Answer after DVV Verification: 541

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : 104

Answer after DVV Verification: 75

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7.682	14.6716	10.8073	62.349	9.655

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.65	7.26	10.43	13.14	61.08

Remark : DVV has made changes as per the report shared by HEI.

3.6.2 Number of extension and outreach programs conducted by the institution through organized

forums including NSS/NCC with involvement of community year wise during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	17	2	12	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	26	9	5	19

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification :

Answer After DVV Verification :132

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	15	4	10	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	4	7	9

Remark : DVV has made changes as per the report shared by HEI.

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
63	14	28	25	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
45	14	28	23	25

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
144	128	148	143	120

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
143	128	148	143	120

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	5.61	25	1.5	34.79

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	5.61	25	1.5	23.27

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>253</td> <td>244</td> <td>270</td> <td>273</td> <td>263</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>243</td> <td>235</td> <td>267</td> <td>262</td> <td>250</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	253	244	270	273	263	2022-23	2021-22	2020-21	2019-20	2018-19	243	235	267	262	250
2022-23	2021-22	2020-21	2019-20	2018-19																	
253	244	270	273	263																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
243	235	267	262	250																	
1.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 305</p> <p>Answer after DVV Verification : 260</p>																				
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</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>1407.20</td> <td>1081.11</td> <td>788.53</td> <td>1303.82</td> <td>1720.28</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>1424.66</td> <td>1252.90</td> <td>990.77</td> <td>1369.13</td> <td>1536.78</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1407.20	1081.11	788.53	1303.82	1720.28	2022-23	2021-22	2020-21	2019-20	2018-19	1424.66	1252.90	990.77	1369.13	1536.78
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